

INSPECTION REPORT

ST JAMES' CATHOLIC PRIMARY SCHOOL

Hattersley, Hyde

LEA area: Tameside M. B. C.

Unique reference number: 106239

Headteacher: Miss B E Robinson

Reporting inspector: Mrs J. A. Clarke
(OFSTED No: 25509)

Dates of inspection: 30 October – 02 November 2000

Inspection number: 224160

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 to 11 Years
Gender of pupils:	Mixed
School address:	Cheriton Close Hattersley Hyde Cheshire
Postcode:	SK14 3DQ
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Appropriate authority:	The governing body
Name of chair of governors:	Not confirmed
Date of previous inspection:	10 - 13 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Judith Clarke (OFSTED No: 25509)	Registered inspector	English	What sort of school is it?
		Information technology	What should the school do to improve further?
		Physical education	How high are standards? The school's results and pupils' achievements.
		The Foundation stage	How well are the pupils taught?
			How well is the school led and managed?
Daljit Singh (OFSTED No: 9974)	Lay inspector		Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Terence Payne (OFSTED No: 12276)	Team inspector	Science	How good are the curricular opportunities offered to pupils?
		Art	
		History	
		Music	
		Equal opportunities	
John Tennant (OFSTED No: 22324)	Team inspector	Mathematics	
		Design and technology	
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		Special educational needs.	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 13
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18 - 19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 - 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21 - 22
PART C: SCHOOL DATA AND INDICATORS	23 - 26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St James' Catholic Primary School is a smaller than average primary school situated on a council built estate in Tameside, Greater Manchester. The school has benefited from Hattersley single regeneration budget, which has provided extra funding, focusing on literacy and electronic learning. The number of pupils attending the school has fallen steadily since 1995 when there were 182 pupils on roll. There are at present 58 boys and 57 girls in the school. The majority of pupils in the school are white with four pupils from non-white heritages. There are currently no pupils who have English as a second language. The school attracts pupils from beyond the estate as parents choose to have their child educated in a Catholic primary school. The number of pupils known to be eligible for free school meals is above the national average at 34 per cent though not all who are eligible apply to have them. There are 16 children who attend the nursery class part time and 11 children who attend full time in the reception class. Children entering the nursery have lower than average attainment for their age. The percentage of pupils who have special educational needs (14.9) is below the national average and the percentage of pupils, who have statements of their special educational needs, (0.7) is below the national average.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards throughout the school in English and science are average but standards in mathematics are high. This is a good achievement as the pupils enter the school with levels of attainment below those found normally. Good quality of teaching throughout the school enables the pupils to develop very good attitudes to their work. The very good relationships the pupils have with their teachers and support staff also enhance their learning. All pupils are fully included in the work of the school and staff work hard to ensure that all are well catered for. The headteacher and key staff provide good leadership and the governing body is committed to the further development of the school. The school provides satisfactory value for money.

What the school does well

- Standards are high in mathematics.
- Teaching throughout the school is good with much that is very good.
- Pupils' very good attitudes, friendly disposition and very good behaviour contribute to a warm and friendly learning environment.
- The leadership and management of the school by the headteacher and key staff are good.
- The positive Christian aspirations promoted by all the staff permeate the entire life of the school.

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What could be improved

- Standards in information technology and music at the end of both key stages and art at the end of Key Stage 2.
- The school's assessment procedures.
- The impact the governing body has on the work of the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded positively to the last inspection report in 1996 and has made satisfactory progress overall. The quality of teaching has improved and standards have risen in line with national trends. The school has reviewed the curriculum to ensure that the entire National Curriculum's programmes of study are covered. They have fully implemented the National Strategies for Literacy and Numeracy and the school is at present reviewing the curriculum in the light of Curriculum 2000. There is now a detailed scheme of work for science. The school has reassessed the management structure of the school. Co-ordinators who manage areas identified for improvement in the school development plan are given additional support and time to monitor and improve their subject throughout the school. Assessment procedures remain an area for school development. The school has made good improvements to its provision for pupils with special educational needs. The Code of Practice is fully in place and work is well matched to cater for the pupils' individual needs. The school has made satisfactory progress with the key issues from the previous report and is well placed to build effectively on them.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	D	C	A
Mathematics	D	C	C	B
Science	E	D	D	D

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Standards in the 2000 tests in Key Stage 2 were average in English and mathematics but below average in science. The trend over time shows a generally improving picture over the past four years. However when looking at the school's performance year on year care must be taken as in some years there are small cohorts of pupils. Pupils make good progress in their learning and achieve well in relation to their prior attainment. The school exceeded the targets set for it in 2000 and will exceed the targets set for 2001. Standards in English and science in Year 2 and Year 6 are at the expected levels and standards are above this level in mathematics. In information and communication technology standards are below the levels expected at the end of both key stages. Standards in music at the end of both key stages and art at the end of Key Stage 2 are also below the levels expected. The lack of staff expertise in some of these areas has also been highlighted for improvement by the school. Staff have clear expectations of the pupils of all levels of prior attainment, including those with special educational needs and their work is carefully matched to their requirements and is leading to steady improvement, especially in the core subjects of English, mathematics and science.

St James' Catholic Primary School is a voluntary aided school and, therefore, the inspection of its acts of collective worship and religious education lessons are carried out by an inspector approved by the diocese and appointed by the governing body. That report appears under a separate cover.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to school and their work. Pupils consistently approach their tasks with enthusiasm and enjoy learning.
Behaviour, in and out of classrooms	Pupils behave very well in class and around the school. They consider how their behaviour affects others. They have a warm and friendly manner and enjoy speaking about themselves and their school.
Personal development and relationships	Pupils' personal development is very good; they willingly take on responsibilities around the school.
Attendance	Attendance is satisfactory. Lessons begin and end on time.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good throughout the school. There was no unsatisfactory teaching observed during the inspection. Teaching was excellent in five per cent of lessons, very good in 26 per cent, good in 48 per cent and satisfactory in the remainder. Overall the good teaching throughout the school enables the pupils to learn well. This is an improvement since the last inspection where some lessons were judged unsatisfactory and the percentage of good and very good teaching was lower. Weaknesses in teaching then revolved around the fact that in some lessons work was not well adapted for pupils with special educational needs. This is no longer the case; teachers make good provision for pupils with special educational needs in the class and the pupils are fully included in all lessons and given good support. At the end of both key stages the teaching of literacy in English lessons is good overall. Teachers have a secure understanding of the organisation of the National Literacy Strategy and daily planning is effective. The teaching of numeracy in mathematics lessons is very good; the teachers are very effective in their use of the National Numeracy Strategy. This area of their work is very strong. The teachers lack expertise in the teaching of information and communication technology and music. The school has a recently completed computer suite with new computers and the teachers need appropriate training to be able to use these effectively. The school has plans to ensure that the teachers have further training to support them in their work in both these areas of the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements including the needs of young children. It is broad, balanced and relevant and takes into account the needs of all the pupils. The National Strategies for Literacy and Numeracy have been successfully introduced and standards are rising.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. They are well supported and are well integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' moral and social development is very good. It is good with regard to their spiritual and cultural development. Personal development is promoted through a clear sense of belonging to the Catholic community, the wider community and the school.
How well the school cares for its pupils	There are no whole school procedures for assessing pupils' attainment and progress in all the National Curriculum subjects. The individual care, support and guidance provided by teachers are very effective and ensure the well-being and safety of all pupils in the school. Staff listen and respond sensitively and effectively to pupils' concerns.

Parents report that they enjoy an effective and purposeful relationship with the school. They acknowledge that the school addresses all their concerns and provides a caring and supportive environment for the pupils. Parents feel that this care enables their child to make progress and the extra-curricular activities available further support the personal and social development of their child. They feel that teachers are approachable and any problems are swiftly dealt with.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher and key staff are good. The headteacher provides a clear education for the school. The aims and values of the school can be seen very clearly in all its work.
How well the governors fulfil their responsibilities	The contribution of the governing body to the work of the school is limited because they lack the expertise and experience to be effective in their monitoring.
The school's evaluation of its performance	The headteacher monitors and evaluates the performance of staff and provides relevant feedback. The tracking of individual pupils' achievements and targeting for improvement is in its earliest stages of development.
The strategic use of resources	Good use is made of all resources. The school seeks to obtain best value for money in all aspects of its work.

The school has sufficient teachers to teach all the subjects of the National Curriculum. The learning support staff give good levels of support to the teachers and pupils. The accommodation in the school is good with a newly installed computer suite and refurbished library. Resources are overall satisfactory with more resources needed in music and some of the school's reading books in need of renewing.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Behaviour is very good. • The children are encouraged to work hard. • School is well led and managed. • Teachers are very approachable. • There is an interesting range of extra- curricular activities. 	<ul style="list-style-type: none"> • The provision the school makes for homework. • The information the parents have about their child's progress.

The inspection supports the positive views that the parents have of the school. The inspection team feels that the provision of homework is satisfactory overall, but agrees with the parents that it is used inconsistently. Parents have sufficient information about their child's progress. There is good information provided on school reports. Parents' evenings provide opportunities to find out about their child's work and progress. In addition, parents report that the teachers are very approachable and willing to talk to them either in the morning or after school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The childrens' attainments when they start the nursery class after they are three are below average for children of their age. By the time they complete their year in the reception class most children will achieve the Early Learning Goals. The baseline assessment of the children as they enter the reception class supports the view that attainment is for the majority below average in all areas of learning. The children achieve well throughout their time in the nursery and reception classes and as a result of patient, caring, exciting and stimulating teaching most attain at the expected levels at the end of the reception year.
2. In the 2000 national tests for seven-year-olds results were below average for reading, well below average in science and very high in writing and mathematics. The pupils attain well at the higher levels in mathematics. In science the pupils attain well at the higher levels and in reading and writing they attain in line with the national average at these high levels. There was no difference in this year group between the achievements of the boys and the girls. The trend of the pupils' attainment over time shows an overall-improving trend with good gains in mathematics. In comparison with schools with a similar intake the school scores well below average in reading and very highly in writing and mathematics.
3. In the 2000 national tests for eleven-year-olds the school's results were average in English and mathematics and below average in science. Compared to schools with a similar intake, standards in English were well above average, in mathematics were above average and in science were below average. Over the last four years standards have improved in line with national trends, though comparisons between years in a school with such small cohorts can be misleading.
4. Standards are rising as a consequence of several recent initiatives. Pupils have individual targets for their writing and these are focusing the pupils' attention on what they have to do next. Self-assessment procedures are also being trialled in Year 6 so that again the pupils have ownership of their learning. The National Literacy and Numeracy Strategies are beginning to have a positive impact upon the pupils' attainments. Staff have clear expectations of the pupils and tasks are carefully matched to their needs. The school has set challenging targets for English and mathematics and is working effectively to improve the standards in science throughout the school.
5. Inspection findings indicate that standards in the current Year 2 and Year 6 in English are average in speaking and listening, reading and writing. Pupils listen attentively and respond well to the class teachers' questions, older pupils are polite and courteous when talking to adults. The youngest pupils show an interest in reading; they identify the author of a book and use letter sounds to build words they do not know. Older pupils read a wide range of literature and in discussions about their reading they talk about their preferences and choices. The pupils recognise the underlying meaning in the texts. They read and talk about the plot and the characters. Pupils in Key Stage 1 write and spell simple words accurately, they know about full stops and capital letters and generally use them accurately. The pupils in Key Stage 2 are beginning to be aware of a potential reader of their work and try to introduce more lively and descriptive elements to their writing. They write for a range of reasons and this aspect of their work is well represented in other curriculum areas. Handwriting is neat, joined and legible and presentation of work is good.
6. Inspection findings indicate that standards in the current Year 2 and Year 6 in mathematics are above the national average. By the end of Key Stage 1, pupils count to 100, identify numerals and place them in order. They add and subtract numbers to twenty and count in 2's, 3's, 5's and 10's. They know the names of simple flat and solid shapes and use coins to solve problems practically. In Key Stage 2 pupils become increasingly proficient in all aspects of the number system. They understand the terms percentages, fractions and decimals and know their relationship to one another. They recognise a range of angles and measure them accurately. They create graphs of their work.
7. Inspection findings indicate that standards in Year 2 and Year 6 in science are average. In Key Stage 1, pupils are beginning to understand about a fair test and the different characteristics of materials. In Key Stage 2 they learn about the skeleton and different parts of the body. They use graphs to support their work and clearly understand how to conduct scientific experiments.

8. Attainment in information and communication technology, at the end of both key stages, is below the national average. This is mainly because there has been insufficient hardware to support the subject in the school. Now that the computer suite is in place standards throughout the school are set to rise.
9. In art the pupils at the end of Key Stage 1 attain the standards expected but they do not attain the expected standard by the end of Key Stage 2. The range of experiences offered is limited and skills are not taught systematically because of lack of time. Pupils do not have the opportunity to study the work of famous artists. In music standards are below the levels expected at the end of both key stages. The pupils enjoy singing but do not have enough opportunities to compose music. In all other subjects of the National Curriculum the pupils achieve the expected standards at the end of both of the key stages. In design and technology the pupils investigate a range of breads for sandwich making. In geography pupils study the locality gaining a good understanding of the immediate area. In history the pupils enjoy studying the ancient civilisations of the Greeks and Egyptians. In physical education pupils develop a range of ball skills to improve their games and work hard to improve their swimming skills.
10. Pupils with special educational needs attain the standards expected of them in relation to the targets set in their individual education plans. They are fully included in all the work of the school and in all lessons. Work is set at an appropriate and challenging level and they achieve well. They show good attitudes to work and good levels of interest in the tasks provided for them.
11. The pupils achieve well in the classroom. Lessons consistently challenge the pupils. The higher attaining pupils are given work that is stretching for them and they are effectively catered for. Those pupils who have average levels of attainment are both supported and encouraged in their work and they achieve well. Lessons are carefully focused and the teachers have clear teaching objectives and use a range of methods to engage the pupils' interests and enthusiasms. This ensures that the pupils are well motivated and work hard to achieve. Pupils who have special educational needs and all levels of prior attainment in the classrooms respond well to the demands placed upon them and work hard. The teachers are particularly skilled in ensuring the lessons are clearly planned and work is well matched to the needs of all the pupils in the class.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, their behaviour and relationships with each other, teachers and visitors are very effective, constructive and provide a warm, friendly and harmonious environment for learning. Opportunities for pupils' personal development are good and pupils exercise these responsibilities with pride and maturity. Most pupils are enthusiastic about school and levels of attendance have significantly improved since the last report.
13. Pupils consistently approach their tasks with enthusiasm and enjoy learning. They listen attentively to their teachers and are keen to answer questions and actively participate in discussions. They are well-motivated learners often inspired by good teaching and the challenges provided for them in their work. For example, in a Year 6 literacy lesson pupils were observed posing interesting questions and were eager to share their knowledge of punctuation, nouns, verbs and other aspects of English. This ensured effective report writing. Pupils in a Year 1 design and technology lesson are equally enthusiastic about their learning. Pupils were observed sharing ideas and discussions in small groups and generally enjoying pasting and stapling shapes to cardboard. They displayed good exploration and design skills. Their imaginative ideas and perseverance were significant factors in their learning.
14. Behaviour is very good in lessons and around the school. Pupils clearly understand the school's code of conduct. They respect each other, teachers and particularly visitors and always ensure they approach others with courtesy and a warm and friendly manner. They have a strong willingness to speak about themselves and their school. In the playground there are no signs of bullying or other types of aggressive behaviour. Pupils use their leisure time effectively to ensure they interact in a cohesive and purposeful manner. Sanctions are rarely used and teachers rely on pupils' self-discipline to ensure consistent good behaviour. The very low levels of exclusion and the absence of racist and sexist attitudes and behaviour highlight this. The school community continues to learn in a harmonious environment.
15. Relationships between pupils are warm, caring, and sensitive and pupils enjoy the challenge of positive interaction with visitors. There are very effective friendships within and outside gender groups. These friendships are conducive to learning. Teachers consistently encourage learning in mixed gender groups and this helps to discourage sexist attitudes and behaviour, which some pupils bring from the home and community. This environment creates an ethos of mutual respect and understanding.

16. Opportunities for pupils' personal development are good and pupils' use their initiative and positions of responsibility to serve the school as class and school monitors. Inspection evidence indicates that where opportunities are provided pupils enjoy supporting learning in assemblies and class. They were observed collecting and returning registers, laying out equipment and teachers and governors speak highly of their fundraising skills. These opportunities ensure that pupils become responsible citizens of the school and effective members of the wider Catholic community.
17. Attendance is broadly satisfactory. There has been a significant improvement since the last report. Pupils enjoy coming to school and most parents support the school's efforts to ensure regular and punctual attendance.
18. Since the last report the school has sustained its high expectations of behaviour and this continues to support the very effective attitudes, which were observed during this inspection.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. In all lessons teaching is satisfactory or better. In 79 per cent of lessons observed the quality of teaching was good or better. In 31 per cent of these lessons it was very good or better. In five per cent of lessons observed teaching was excellent. There were no unsatisfactory lessons observed during the inspection. This is an improvement since the last inspection when some lessons were judged unsatisfactory and the percentage of good and very good teaching was lower. A weakness in a few of the lessons in the previous inspection was that work was not well adapted for pupils with special educational needs. This is no longer the case; teachers make good provision for pupils with special educational needs and the pupils are fully included in all lessons and given good support clearly matched to their needs.
20. The quality of teaching in the Foundation Stage is at least good in all lessons. It is good in 87 per cent of lessons and very good in 13 per cent. In Key Stage 1, it is good in 59 per cent of lessons, very good in 33 per cent and excellent in eight per cent. Teaching in Key Stage 2 is at least satisfactory in all lessons. It is good in 27 per cent of lessons, very good in a further 27 per cent and excellent in five per cent.
21. At the end of both key stages the teaching of literacy in English lessons is good overall. Teachers have a secure understanding of the organisation of the National Literacy Strategy and daily planning is effective. Subject knowledge is good. Teachers have clear learning objectives for their lessons and they are generally shared with the pupils at the beginning of lessons. Where the pupils are particularly engaged with their learning it is most successful. Here pupils clearly understand what they have to do and why. The best lessons are conducted at a good pace and there is an appropriate balance between the different activities of their literacy hour, so that pupils' interests and motivation are maintained.
22. The teaching of numeracy in mathematics lessons is consistently very good throughout both key stages and is a strength of the school. The pupils report that they enjoy mathematics lessons and this is a confirmation of the highly effective and engaging lessons the teachers provide.
23. The teaching of literacy and numeracy supports learning well in other curriculum areas. For example, in science lessons the pupils have the opportunity to measure accurately and to record the results of their experiments and explain what the results show. Teaching of lessons observed during the inspection in science, geography, physical education and history in Key Stage 1 were consistently good. Teaching in music was satisfactory overall. There were insufficient lessons observed in art, design and technology, information and communication technology and history in Key Stage 2 to make a judgement on the quality of teaching.
24. Throughout the school the teachers have worked hard to improve their teaching since the previous inspection. The headteacher and the co-ordinators for literacy and numeracy have monitored teaching in the school and given supportive and constructive feedback. This has helped the teachers to value their work and has had a positive impact on the quality of teaching. The support and assistance the teachers give to each other also has a positive impact on the quality of teaching within the school. They work as a team and are supportive and helpful to each other.
25. All pupils with special educational needs are well catered for in the school. Throughout the school teachers are aware of the pupils with specific and special educational needs and they are given good support in the classroom. Early identification of the needs of children helps the teachers to give specific and structured help early in their

school life. Learning support staff give targeted help in Key Stage 1. Here work is set specifically for these pupils and they are helped by the learning support staff and the teachers to succeed. In Key Stage 2 the teachers set work that is carefully matched to the pupils' prior attainment. All pupils are fully included in the life of the school and are able to access the learning provided.

26. The teaching of the children in the Foundation Stage is good overall. The teachers and support assistants are committed, skilful and work hard to extend and develop the knowledge and understanding of the children. The children are encouraged to be independent and active learners from their earliest time in school. Planning takes into account the Early Learning Goals and the nursery and reception class planning has been modified to take into account the new Foundation Stage. The class teacher in the Reception/ Year 1 class works particularly effectively to cater for the needs of both ages. She is very successful in matching the needs of the two groups. The needs of the children are carefully planned for and learning through play is a key feature to their work. Staff work hard to develop a wide range of learning opportunities, which help to promote good learning at a good pace.
27. Teachers generally have a good knowledge and understanding of the subjects they teach, although there are some areas of the curriculum where, overall, their understanding is not as secure. In information technology and music there is some lack of expertise. The teachers have identified their own specific areas for development and support is being built into the provision to raise the teachers' knowledge and understanding in these areas. Teachers use the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding of each subject. This was particularly evident in English, mathematics and science, where technical language is used accurately. For example, in a very good Year 1/ 2 science lesson the pupils grouping and sorting materials understood and used the terms *transparent* and *rigid* in their investigations. Pupils are building an appropriate understanding and knowledge of science and the teachers are working with proficiency in this area. The pupils in Key Stage 1 are beginning to understand and use subject specific vocabulary with the younger pupils investigating *mini-beasts* and their *habitats* with correct scientific terms effectively introduced by the class teachers. In literacy lessons the pupils learn the terms *report writing* and *chronological writing*. The teachers have a clearly focused understanding that they need to develop the pupils' technical language at a good pace through carefully structured work. There is a high level of commitment to extend the pupils' speaking skills and underpinning this with a clear and thorough understanding of what specific terms mean. The teachers place an accurate level of demand upon the individual, which ensures that all are fully involved. For example, in an upper Key Stage 2, very good mathematics lesson the class teacher ensured the learning was very good by very well planned sequential teaching effectively matched to the National Curriculum, and this careful approach made a strong impact upon the pupils' learning.
28. Teachers' planning is very good. They plan very carefully and the depth and thoroughness of planning demonstrates that the teachers have a very clear picture of what they are teaching and each group has carefully structured and focused work. In literacy and numeracy the teachers plan very closely to the structured frameworks and this is a strength of their work. The teachers in the nursery and reception classes plan their work very well to cover the areas of learning for the children under six. Teachers plan their lessons very well and at the beginning of lessons they generally share the learning objectives with the pupils. However, the teachers do not always refer to the learning objectives as they progress through the lesson. Similarly at the end of the lesson the teachers do not always refer back to the learning objectives to ensure that the learning has been secured. This means that the pupils are not fully involved in the progress of their learning and do not understand the significance of the different components of the lessons. The pace of the pupils' learning is ensured by carefully planned and structured work. Planning clearly indicates what has gone before and builds upon previous learning well. It is tailored to include all the levels of attainment in the classes. Teachers' work hard to develop pupils' learning across a number of curriculum areas. For example, in a Reception / Year 1 physical education lesson the children reinforced their learning and recognition of colours as they played their game. Information technology is at present underused by the teachers to support other areas of the curriculum. This is mainly because until very recently been insufficient hardware to support the systematic teaching of information technology throughout the school. Work is carefully planned for the individual needs of the pupils, with the lower attaining pupils being given good support in their tasks.
29. Teachers' expectations of the pupils and their work are good. The teachers are very clear in their active promotion of the pupils' speaking skills. Questioning is very thorough and leads all pupils to make good gains in this area of their work. The class teachers have high expectations and often insist that they *want a long sentence for an answer please*. In a literacy lesson for the Year 3 / 4 pupils the class teacher had very high expectations of all the pupils' behaviour and work. The teachers' questioning of the pupils demanded a high level of reasoning in the answers that the pupils gave. All the pupils were praised and encouraged and challenged to do their best

work. This ensured the pupils were fully involved in their learning with the maximum of effort and concentration and as a result all the pupils achieved very well. In all classes pupils are encouraged to work independently. The pupils collaborated very well in groups and listened carefully to the input of others in the class. They are keen to hear what other members of the class have been engaged in and listen carefully to each others' reports. They applauded each others' achievements. The pupils and staff have very good relationships with one another and this adds significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their input is valued and this helps the pupils to achieve in many ways and this aids their personal development. Pupils' work is well presented.

30. Teachers organise their lessons well and so promote the use of techniques and groupings that enable the pupils to learn well and at a good pace. Staff use the format of the literacy and numeracy lessons effectively to support teaching in other curriculum areas. At the end of lessons the pupils generally evaluate their learning and consider how they might improve their work. This was seen in a music lesson where the pupils talked about the music and what they had enjoyed and why. Teachers are effective in the way they reinforce pupils' learning by linking different subject areas together. This was seen in Years 4 and 5, where the pupils study the locality bringing out historical and geographical points as well as writing and drawing particular features. In this way the pupils develop and consolidate an extended picture and idea of the locality.
31. The management of the pupils throughout the school is very good. The pupils work in a busy and interested manner. The management of pupils is being consistently developed throughout the school with the very good behaviour being a reflection of the very good relationships within the school. Throughout the school the supportive and sensitive teaching sustains pupils through their work and play. Pupils who find it difficult to behave well are encouraged in a patient, consistent and supportive manner. Class teachers work hard to engage, challenge and involve the pupils in their work and this enables the pupils to learn well.
32. Lessons are well organised. Time and resources are used effectively to keep all the pupils on task. Lessons move along at an appropriate pace, but there is time for the pupils to consolidate their work and think about the tasks the teachers have set. Resources are used well to support learning in the classrooms. The teachers prepare good quality worksheets and they are used well in class to support the pupils' different levels of attainment. The learning support staff are used effectively in the classes where they give support. The extra member of support staff who helps through a local initiative in the reception class is well used by the class teacher and gives good support. The class teachers value their input and see them as a very valuable resource.
33. The quality of day-to-day assessment is satisfactory. The teachers monitor the pupils' work well in the class, giving support and advice, as needed. They are clear to match the support and guidance they give to the needs of the pupils. The teachers know the pupils well and this enables them to evaluate lessons and alter and amend future lessons in the light of their evaluations. The teachers mark the pupils' work in a supportive manner, and the teachers are beginning to indicate what the pupils need to do next to improve their work. Assessment in questioning the pupils is used well to gain insights into the pupils' levels of understanding and to develop their speaking skills. The provision of homework is satisfactory overall, however, parents report that it is not used consistently throughout the school.
34. Pupils throughout the school are keen and interested in their lessons. They are eager learners who enjoy coming to school and are stimulated by the challenging and interesting lessons provided by the teachers. The pupils are motivated by the very good relationships they have with the class teachers. This ensures that they work hard during lessons. Higher attaining pupils are appropriately stretched and challenged in their work and pupils who find learning difficult are given good support and guidance and so they achieve well. The pupils who attain at the expected levels are given tasks to stretch their thinking and broaden their horizons. Throughout the school the pupils try hard. This is apparent in all lessons where the pupils' behaviour is often very good and their commitment and conscientiousness in lessons is marked. The behaviour of the pupils throughout the school is the result of the aims and values the school promotes in a consistent way. Pupils enjoy all lessons and they report that mathematics is a particular favourite. They know that the staff give them good support and encouragement in lessons they find particularly hard. The pupils demonstrate good levels of independence in their work and concentrate well on the tasks set for them. They try hard and this is evident at all levels of achievement in all subject areas.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

35. The quality and range of learning opportunities are satisfactory overall and an appropriate statutory curriculum covers all the subjects of the National Curriculum and religious education.
36. There has been good progress in establishing a programme to teach the Early Learning Goals to the youngest children in the Foundation Stage. Planning is thorough and this is a strength. The school has enthusiastically and successfully embraced the National Literacy Strategy. Similarly, the adoption of the National Numeracy Strategy has produced very good results evidenced in the results of the statutory tests at the end of both key stages.
37. The curriculum is broad, balanced and relevant to the needs of the pupils. There is a significant amount of time allocated for English and mathematics by the school because it recognises the low starting point of its pupils. The school has recognised that with the implementation of Curriculum 2000 this is a good time to review the time allocations for all the subjects. Standards and breadth of coverage have been affected in some subjects because of the emphasis the school has placed upon English and mathematics. The school is now planning to address this issue. Subjects have policies and some are currently being updated; schemes of work, to guide teachers and ensure that pupils cover what has been agreed as they move through the school, are currently being developed in most subjects in relation to the introduction of Curriculum 2000. The length of the school day is appropriate.
38. There is equality of access and opportunities for all pupils; gender stereotyping is firmly challenged. Good provision is made for pupils with special needs. They are well supported in classrooms by teachers and classroom assistants. The relatively small class sizes allow teachers to know pupils very well and give them good individual attention to help pupils improve their work.
39. St James' endeavours to provide a caring Catholic environment in which Gospel values are promoted so that each individual has the opportunity to use their gifts and realise their potential, enabling them to become responsible, happy members of society. Pupils' personal development is addressed through a programme that includes personal, social and health education, drug awareness and sex education, to prepare pupils to play an active role as citizens and develop their confidence to do so. This is taught through religious education, science and the wider curriculum.
40. There is an appropriate provision of extra-curricular activities for a small school that enrich the curriculum; these involve some of the teachers who give much of their own time. The activities include football, touch rugby, kwik cricket, athletics, swimming, netball, cross-country and badminton, resulting in good sporting success. The number of non-sporting activities is limited. The contribution made by visiting specialist teachers in sport, as part of a support programme provided by the local education authority, is strong. A good number of the pupils are involved in activities. There are many visits and trips provided which enhance the pupils' learning well.
41. Relationships with other schools are good and links with the high school give the pupils good support as they prepare for the next phase of their education. The pupils attend the rehearsal of productions at the high school.
42. Provision to promote pupils' spiritual education is good. Religious education makes a valuable and sensitive contribution in developing an understanding of the beliefs of others and links with the church are strong and used effectively. Pupils explore their thoughts and feelings in assembly in prayer and reflection. Also in lessons, for example, where the pupils have an opportunity to talk about their own feelings, or in responding creatively when painting or listening to music. In the reception class the pupils were amazed at the wonderful pictures in the book they were studying as part of their literacy lesson, the exclamation *wow* being used.
43. Moral development is very well promoted. The behaviour policy provides a clear framework for a whole school approach that is applied most consistently so that pupils are very clear about the expectations of teachers. Members of staff provide good role models and the secure relationships within the school provide a firm basis for the development of moral understanding. Pupils are taught right from wrong all through the school, for example when they are expected to write letters of apology to people they have upset. Discussions in personal and social education enhance moral development.
44. Social development is very well promoted. There is a clear code of conduct and an anti-bullying policy. Pupils willingly accept responsibility, for example when distributing materials in lessons. Pupils study their own locality of Tameside in history and in geography. There is appropriate contribution from visitors such as the local clergy, the school nurse, doctors and the police. The school successfully promotes an atmosphere in which pupils are able to discuss questions and concerns. Funds are raised for charities sponsored by the church, the poppy appeal and St Anne's Hospice.

45. Provision for cultural education is good. There is coverage of issues to prepare pupils for living in a multi-cultural society but there is only satisfactory representation of non-European art or music within the curriculum. The book stock in the library and in English sufficiently reflects our multi-cultural society. In geography there is good coverage of India and very good study of Tameside. News items and posters are prominently displayed to broaden pupils' knowledge of recent happenings and world-wide issues. The range of educational visits is good and includes cultural experiences such as the visit to see *Joseph* and *Macbeth* at the Hippodrome and *Aladdin* at the Hyde Festival Theatre, and visits to Chester and Blackpool Zoos, Bradford, York and Liverpool.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The overall provision for pupils' support, guidance and welfare is good. The clear policies and procedures form a solid foundation for good practice. Child protection is organised in line with the local authority guidelines.
47. The individual care, support and guidance provided by teachers is very effective and ensures the well-being, safety and security of all pupils in the school. Staff listen and respond sensitively and effectively to pupils' concerns and make time to acknowledge and celebrate the achievements of pupils in their care. They make effective use of formal and informal contact with pupils to ensure they are well informed and organised. This helps pupils to learn in an organised and disciplined manner and raises their self-esteem.
48. Teachers know their pupils well and this helps them in monitoring their academic progress and personal development. Baseline assessment is used to assess the children on entry to the reception class and this information is used well by the class teacher to target specific help to particular children. This early identification helps the teacher to prepare carefully tailored work for the pupils. Assessment throughout the school is not developed nor used consistently and lacks an overarching structure. The school has many good examples of assessments in action. The teaching staff mark the pupils' work well, clearly identifying where they need to improve. In the Years 5 and 6 class the pupils all have individual targets for their written work and are also looking at their own self-assessment procedures. There are good examples of annotated work matched carefully to the National Curriculum levels of attainment for writing throughout the school. However, there is no coherent whole school approach to assessment. This area of the school's work is at present on the school development plan as an area for development. There is also a recognition that with the new requirements of the Curriculum 2000 the non-core subjects' assessment procedures are also in need of review. The local education authority provides very good statistical analysis of the attainment of the pupils and this provides the school with good quality information to gather information on the strengths of different cohorts going through the school. The school is beginning to use this information as part of its assessment procedures.
49. The class teacher and special educational needs co-ordinator are both involved in the preparation of individual education plans for pupils with special educational needs. Pupils' needs are identified early from the baseline assessment results and observations through the nursery and reception classes. Outside agencies provide good additional support for the pupils. Parents are kept well informed and take part in annual reviews. The school and the relevant agencies carefully manage transition to the high school.
50. Staff provide clear guidance to ensure pupils observe the school's code of conduct. Health and safety guidelines are fully observed and fire equipment is checked and maintained regularly. These arrangements ensure pupils learn in a safe, secure and caring environment.
51. The programme for pupils' personal support and guidance is further enhanced by opportunities the pupils have in lessons to talk about their concerns and worries. These lessons provide secure opportunities for all pupils to build closer relationships with each other and help create a harmonious and warm learning environment.
52. The school has very good and clear policies on behaviour management and equal opportunities ensure pupils respect each other and staff and enable them to combat all types of harassment and aggressive behaviour. However, occasionally some lunchtime supervisors do not consistently identify and deal with isolated cases of inappropriate behaviour, which is more evident in the playground.
53. Teaching and non-teaching staff ensure that pupils' attendance and time keeping are monitored and this helps pupils to improve and sustain their performance. Staff, particularly, the school secretary, work diligently with the educational welfare officer to investigate, monitor and record all absences to sustain rising levels of attendance. Registers are administered effectively, to ensure that they comply with legal requirements. Class teachers ensure that all absences are investigated and pupils provide plausible explanations. However, some parents condone

absence and a small minority fail to provide written explanations following pupil absence, this particularly accounts for the rise in unauthorised absences, which are strictly observed by the school. The school continues to remind parents of their legal responsibilities to ensure that their child attends regularly and on time.

54. Since the last report the school has sustained its good provision for ensuring the safety and well-being of the school community.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Most parents have indicated that they enjoy a constructive and purposeful relationship with the school. They have rightly reported that the school addresses all their concerns and provides a caring and supportive environment for learning. Parents believe that this provision enables their child to make appropriate progress and the extra-curricular activities further support the personal and social development of their child. Parents are adamant that the leadership of the school is strong, teachers are approachable and this enables parents to enjoy an effective dialogue between the home and school. Parents are concerned about the provision of homework in the school, although the provision is satisfactory homework is used inconsistently in the school.
56. The school continues to provide good quality information through parents' meetings, which are well attended and provide ample opportunities for parents to discuss their child's progress and development. This complements information provided through pupils' end of year reports, which are clear and user friendly. Most parents are pleased with the quality and content of this information. Some parents feel that they do not have enough information about their child, but the school has an open door policy and parents report that they are welcome in the school and teachers are approachable. The information and opportunities available to parents are good. All parents receive the annual report from governors and the school prospectus; both are informative and comply with statutory requirements. Inspection evidence indicates that teachers show a strong willingness to share information and address parental concerns at the start and end of the school day. Display boards around the school provide quality information about what is taught and celebrate pupils' achievements. This informs parents of the work undertaken by pupils and the topics taught in the school and helps them to share in their child's learning and development.
57. Some parents support learning in the nursery. Other parents support school functions, provide transport for educational visits and school outings. For example, several parents accompanied pupils to the recent visit to the Liverpool Maritime Museum and during the inspection a number of parents supported learning by attending the school assembly. The school assembly provided a good opportunity for parents to observe the constructive and purposeful relationships, which exist between pupils and teachers and to appreciate the efforts of pupils and teachers. This activity evidently supports standards and the personal development of the child. All pupils are clear about their role in school and the value of their contribution to the community. During school assemblies, pupils' personal efforts are recognised, children, including a set of twins, were rewarded for their good work in class. A number of older pupils were acknowledged for their sporting achievements both inside and outside of the school. Pupils use their spirit of inquiry to learn and appreciate the efforts of others.
58. There is no parent-teachers association, but the school continues to host several social and recreational functions throughout the school year, which enable parents, teachers and pupils to work closely to provide funds for charities. Parents and the school are rightly proud of the success of the parish Christmas and summer fairs, which consistently brings together all sections of the school and wider community.
59. Since the last report the school has successfully maintained parental satisfaction, but the school should ensure a more consistent approach from the small minority parents, who persistently condone absences.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. There is effective leadership and management of the school. The headteacher provides very effective leadership for the school. She has a clear understanding of the strengths and weaknesses of the school and has accurately identified areas for improvement. There is a strong commitment to raising standards in English, mathematics and

science. The headteacher provides strong leadership, taking the leading part in ensuring clear educational direction. She is supported effectively by a staff who are working hard together to raise standards. The curriculum co-ordinators give good support to the staff and monitor their subjects well. They have a particular input when their subject is highlighted for development. For example, the co-ordinators for literacy and numeracy have monitored teaching and learning in the school.

61. The school is very aware of issues of educational inclusion and the need to provide equality of access and opportunity. The pastoral and spiritual aims of the school are reflected in the high priority the school has of building pupils' self-esteem, confidence and independence alongside the promotion of high educational standards. The parents who responded to the questionnaire and attended the meeting for parents, feel that the school is very well led and that the teachers all work hard and know the pupils well.
62. At present there are vacancies on the governing body, some governors are newly appointed and the chairperson has just been appointed. The governing body has been without a chairperson for nearly twelve months. Although the governors are very supportive of the school, and have a good general overview of school developments, they have not begun to monitor effectively the curriculum and the standards achieved by the school. They are very aware that at present they lack the expertise and experience to do this effectively and have bought into the local authority's governor-training package. As yet they do not give the school strategic direction nor are they able to be a critical friend to the senior management of the school. They do monitor the budget effectively and are given very good support by the school secretary who prepares good information for the governors' meetings. The school development plan, prepared by the headteacher and staff, is very detailed and is an effective tool for development. The main strengths and weaknesses of the school have been identified and challenging targets set for improvement. The school development plan is effectively based on raising standards. Priorities are linked to projections and outline plans are carefully costed. Governors, with the help of the local education authority and the secretary monitor expenditure of the school budget appropriately and best value for money is sought. The day-to-day administration within the school is very good. Statutory requirements are met.
63. Hattersley has been awarded a grant from the single regeneration budget, which has provided extra funds for a community literacy project and an electronic learning in the community project. The school has benefited from these projects and this has had a positive and beneficial impact upon the school. There have been sports trainers who not only give the teachers support in lessons but also provide after school clubs. There has been an initiative with the police force aimed at raising standards in literacy and also a drop-in centre at a local school, which runs courses for parents. Alongside are a range of enrichment activities for the pupils; for example, the pupils have been to see Macbeth and are to go behind the scenes at the Royal Exchange.
64. The school fully complies with the current Code of Practice on the identification and assessment of pupils with special educational needs. The special educational needs co-ordinator has effective procedures for managing the register. The policy has recently been updated and agreed by staff and the governing body. Good use is made of outside agencies to give advice, support and to teach pupils with statements of their educational needs.
65. Since the previous inspection, teachers have improved their expertise particularly in English and mathematics. Most teachers have more than one area of subject responsibility and effectively carry out their responsibilities. The main focus of curriculum development has rightly been English and mathematics, which are managed appropriately. In other subject areas the staff have not had opportunities to monitor the teaching and learning across the school which hinders their effectiveness in monitoring standards throughout the school. All co-ordinators have budgets and manage their spending within these constraints. There is very good management of the pupils in the Foundation Stage and the staff have a good awareness of the Early Learning Goals and the early requirements of the National Curriculum. All members of staff have the opportunity to talk to the headteacher about their work. Their in-service training in subject areas is prioritised according to the targets set on the school development plan as well as their personal professional needs.
66. The headteacher takes the leading role in day-to-day management and teaching and works closely with the staff. The headteacher monitors teaching and learning and the standards achieved by the pupils. Target setting and the analysis of data produced by the local education authority give the headteacher a clear picture of the strengths and areas for the school's developments. Teachers plan very successfully for mixed age classes and informally share their knowledge of pupils and their expertise. The headteacher has recently undertaken an analysis of its data on pupils' performance. The school has recognised the need to reassess its assessment and target setting procedures and is at present working in a number of areas to improve this aspect of its work. However, this analysis and target setting is in its early stages and the impact of these initiatives is not yet evident nor consistently developed throughout the school.

67. Financial administration is very effective and efficient. The minor recommendations from the latest auditors' report have all been acted upon. The school applies some of the principles of best value in the use of its resources. It seeks best value for money by comparing prices and evaluating the quality of its purchases and the services provided. The school makes good use of its technological services and many of the school records and finances are computerised and very well maintained. The new computer suite is set to improve the standards attained by the pupils in the school and the use of information technology across the curriculum.
68. Teaching and non-teaching staff work together well to promote the ethos of the school. The school is sufficiently staffed with well-deployed teachers who are appropriately qualified and experienced. Classroom support assistants are well trained and give good support to the teaching staff and make a significant contribution to the standards achieved by the pupils. Staff development is satisfactory with an appropriate in-service programme to support the school development plan. There is a staffing policy with good provision for staff induction. Staff are well established within the school and turnover of staff is low. Staff appraisal took place two years ago and the school is now in the process of developing its Performance Management Policy which will be agreed and operational by the end of the Autumn Term 2000. The school secretary, lunchtime staff, kitchen staff, caretaker and cleaning staff make an important contribution to the life of the school.
69. Accommodation is good overall. The main building is well maintained and rooms have appropriate space for teaching and learning. The quality of display around the school is good. There is a good mix of commercial materials, staff input and children's work. Outside facilities are spacious. The school is in good decorative order, is adequately maintained and there are good standards of cleanliness.
70. The efficient and effective use made of resources contributes positively to the quality of learning and standards achieved by the pupils. The school resources are overall satisfactory and appropriate to meet the demands of the National Curriculum. Resources for mathematics, history and information technology are good. Those for English, science, design and technology, geography, physical education and art and design are satisfactory. Library resources are satisfactory overall but some of the reading books are in need of renewing. Resources for music are unsatisfactory with an overall lack of instruments, keyboards and tuned percussion instruments.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

To raise standards and further improve the quality of education the governors, headteacher and staff should:

- Raise standards of attainment in information technology and music at the end of both key stages and art at the end of Key Stage 2 by:
 - increasing the allocation of time to art and music,
 - ensuring that the levels of staff expertise in information and communication technology and music are improved,
 - ensuring that information technology is used to support other curriculum areas,
 - improving the resources for music.
(*paragraphs 8,9,27,28,67,70,107,121,122,123,129,134, 138,140,141,142, 145,147,148,149.*)
- Improve the school's assessment procedures by:
 - using the existing assessment procedures as a basis for the development of an effective whole school system.
(*paragraphs 48,66,108,117,121,125,139, 145,149,155.*)
- The governors should monitor the work of the school more closely by:
 - accessing training in strategic management,
 - monitoring the standards in the school more effectively,
 - acting as a critical friend to the headteacher and the staff.
(*paragraph 62*)

In addition to the key issues above, the following less important weakness should be considered by the governors for inclusion in the action plan.

- replenish the stocks of books suitable for lower attainers.
(*paragraphs 70,106*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	26	48	21	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	7	108
Number of full-time pupils eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		24

English as an additional language	No of pupils
Number of pupils with English as an additional language	

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	6.3
National comparative data	5.4

Unauthorised absence	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	4	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	71	100	100
Percentage of pupils at NC level 2 or above	School	71 (75)	100 (81)	100 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	13	14	13
Percentage of pupils at NC level 2 or above	School	81(81)	94 (94)	81(81)
	National	86(82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	11	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Girls	10	9	9
	Total	14	15	14
Percentage of pupils at NC level 4 or above	School	74 (73)	79 (87)	79 (80)
	National	75 (70)	71 (69)	84 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Girls	10	10	10
	Total	14	15	15
Percentage of pupils at NC level 4 or above	School	72 (73)	79 (86)	79 (67)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

It will be noticed that some figures are missing from the tables this is because the groups of boys or girls is below 10 and this renders statistical analysis difficult and so the figures are not included.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	130
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	19.2
Average class size	23

Education support staff: YR– Y6

Total number of education support staff	1.5
Total aggregate hours worked per week	46

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	10

Total number of education support staff	0.5
Total aggregate hours worked per week	17

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	300,976
Total expenditure	295,181
Expenditure per pupil	2,203
Balance brought forward from previous year	27,410
Balance carried forward to next year	33,205

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	91	9	0	0	0
My child is making good progress in school.	70	28	2	0	0
Behaviour in the school is good.	78	17	2	2	2
My child gets the right amount of work to do at home.	54	31	12	4	0
The teaching is good.	81	13	2	0	0
I am kept well informed about how my child is getting on.	58	27	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	69	22	7	2	0
The school expects my child to work hard and achieve his or her best.	77	19	0	2	2
The school works closely with parents.	48	43	4	6	0
The school is well led and managed.	65	28	2	4	2
The school is helping my child become mature and responsible.	70	26	0	2	2
The school provides an interesting range of activities outside lessons.	65	25	2	2	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. This section of the report focuses on the children under six years of age who are in the nursery and reception classes. The majority of children enter the nursery class with attainment in all areas of learning that are lower than that expected of children of this age. A number of children who enter the nursery have particularly underdeveloped speaking and listening skills. The children make good progress throughout their time in the both the nursery and reception classes with most children reaching the expected level of attainment by the time they reach Year 1.
72. The nursery runs for one session in the morning. There are places for 26 children; however, at the time of the inspection there were 19 children on roll. As the children reach the age of three they are accepted into the nursery and generally all who ask for a place have one allocated so, as the year progresses, the number of children in the nursery rises. The children move into the reception class in the school in September in the year in which they will become five. Most of the children have had some pre-school experience, the vast majority in the school nursery class, before they start in the reception class.
73. The policy and programme of work has been reviewed in the light of the Foundation Stage for children aged under six and the recommended Early Learning Goals. The continuous provision covers a range of suitable topics highly relevant for the children. Daily planning is very thorough and clearly defines what the learning objectives of the lessons are. Themes such as *colours*, and *nursery rhymes* are imaginatively planned and are appropriate for the children's ages. The emphasis is on developing the children's speaking and listening skills, first hand experiences and learning through play, enquiry and interests. Expected outcomes of each activity are very well defined and are conveyed in detail to all the adults who work with the children.
74. The quality of teaching and learning for the children in the Foundation Stage is good overall. The teachers and the support assistants are committed and skilful and work hard to move the children's learning on. Language development is very well promoted and close and careful observations of the children enable accurate assessments to be made which help to guide the future planning of activities. Teaching throughout the Foundation Stage is consistently good, with some which is very good. There are marked emphases on the development of speaking and listening skills and very good provision for personal and social development. The children are very well supported and are actively encouraged to become independent learners. Parent helpers give good support in the nursery. The staff and adult support intervene appropriately without dominating the play to guide learning and to encourage the children to discuss, talk and reflect upon what they are doing. The quality of adult support in role-play ensures that the children make good gains in this area of their work as conversations and expectations set out by adults are high. Relationships in the Foundation Stage are positive with the children becoming more and more independent in their work.
75. Formal assessment procedures are satisfactory. The children in the nursery class have no formal assessments but the teacher keeps careful specific notes on the children's development. In the reception class the children are assessed using a formal baseline assessment procedure and this is used effectively by the class teacher. They provide good information about each child, enabling the school to target areas for development. Children who have special educational needs are identified early and specific work and support are planned for these children. This early intervention enables the school to give good support within the classroom for these children and they make good progress.
76. The accommodation for the Foundation Stage is satisfactory. At the time of the previous inspection the nursery and reception classes were housed in the annex. The nursery and reception classes are now in the main school building and have been so for six months. The classrooms are adjacent and there is a secure area for the children to use for outdoor play. Resources are satisfactory overall although some of the furniture and equipment is old and in need of replacement.

Personal, social and emotional development

77. In personal, social and emotional development, by the time they are six most children will achieve the nationally agreed standards. Children make good progress in this area of their work because they receive patient, supportive teaching.
78. Children in the nursery class try hard to learn the class routines. They sit on the carpets and listen to the teacher and each other as they talk about the different invitations they have received. They are enabled to learn through being carefully encouraged to share resources and to take turns. Children in the reception class undress themselves for physical education and manage well. The class teacher and learning support assistant encourage the children to dress themselves, helping occasionally with tights and laces. Children in the nursery are encouraged to tidy away at the end of sessions and they are all gently reminded of this expectation. Children in the reception class tidy away well replacing equipment sensibly. The children talk to each other and form friendships. The children respond well to all the staff in both the nursery and reception classes. They listen carefully to what the staff have to say. Good routines set up in the nursery are extended and developed in the reception class.
79. The teaching of personal and social education is particularly good. Members of staff are patient and consistent with the children and this enables the children to learn and develop their social awareness. Staff show a great deal of care and concern for the children. The children who find it particularly difficult to join in class discussions are given good support by the adults in the room and are encouraged and supported as they make their contributions. This ensures they make good gains in a secure environment. They are encouraged to play in sociable groups and to listen and care for one another. All staff promote clear ideas of what is expected of the children including the difference between right and wrong. When the children start in the reception class these early skills are developed and the children rapidly learn to become independent in their work. The patience that the teachers and support staff show results in a calm working environment where the children feel happy and confident and make good gains in their lessons. All staff are very good role models for the children; they are unfailingly polite to the children and set them a very good example by modelling appropriate behaviour.

Communication, language and literacy

80. In communication, language and literacy by the time they are six most of the children will attain standards that are in line with the recommended goals. The children make good progress as a result of good teaching. Many of the children come into the nursery with underdeveloped speaking and listening skills. As a result of the high levels of adult support and the supportive and highly focused teaching most of the children make good gains in this area of their work.
81. The children in the nursery enjoy singing rhymes and remembering the actions that go with them. The children in the reception class enjoy looking at a wide range of books. They particularly enjoy *Elmer* stories and they have the chance to take *Elmer* home with them, read one of his stories and then complete a task. In this way the children's learning at school is extended and reinforced by work done at home. The children in the nursery and reception classes enjoy listening to stories and rhymes in this way. They learn a number of nursery and number rhymes. These activities develop not only the children's speaking skills but also their capacity to memorise repetitious songs.
82. The children handle books well; the majority of children by the end of the reception year can read simple texts. Children in the nursery are introduced to the books and learn to look carefully at the pictures to look for specific items and clues to the progress of the story. Writing is displayed in all areas of the nursery and the children find their own name card showing where they are to sit for their snack. Those that are interested in writing their names are shown how to form the letters correctly and are encouraged to try hard. There are a number of books for the reception children to take home alongside reading books and library books. The school has recently purchased some new reading books but some are old and are showing their age and are in need of replacement. This is an area that the school has recognised and has plans to redevelop in the near future. Writing skills are at present being developed with the children learning to form their letters correctly: most are successfully writing underneath the teacher's writing.
83. The teaching of language and literacy is good. Staff work hard to improve the fluency of all the children by constant discussions and conversations. This has a very high priority in both the nursery and the reception classes. The teachers and adult support staff have very high expectations of the children and

insist on answers being given in as full a sentence as possible. At present there is extra support in the reception class for three hours a week which is part of specific targeted help funded through an initiative from the local education authority. It has a positive impact on the work in the class for these specific lessons. The staff all work hard to develop the language skills of all the children and no opportunities are lost in discussing work and play. For example, in the role-play areas the staff encourage the children to talk through situations and to listen and work with each other. Good speaking habits are encouraged and children are actively supported in their need to listen carefully. Reading is promoted in all classes by the careful choice of big books, which are stimulating and interesting for the children. This ensures that their learning is exciting and fun.

Mathematical development

84. In mathematical development most children attain the standards that are expected for this area of learning by the time they enter Key Stage 1. The children are enabled to make good progress through the good, practically based teaching they receive.
85. The children in the nursery class are learning to count and recognise numbers to five. Some of the children recognise the numbers shown by the teacher as they sing *Five Little Rabbits* and *Baa Baa black sheep*. Some children know the names of colours. Children work in the sand tray and weigh and count as they make buns during the lesson. Children in the reception classes are learning to count and recognise numbers to 20 as they count together and sing the rhymes *1,2,3,4,5 once I caught a fish alive* and *Five currant buns in a baker's shop*. They are beginning to look at patterns and to sustain pattern making with practical materials although some of the children find this difficult. The children have been looking carefully at the giant they have made, they have compared their sizes and they know that he is a lot taller than they are. In this way they are beginning to use the mathematical language of comparative sizes.
86. The teaching of mathematical understanding is good. All staff take every opportunity to develop the children's understanding of number through practical activities and play. This practical approach to teaching number and measurements ensures that all the children are fully engaged in their learning and excited about the outcomes. The children's learning is well developed and built securely lesson after lesson. The wide range of practical activities is designed to consolidate and extend the children's learning through challenging and interesting tasks.

Knowledge and understanding of the world

87. In knowledge and understanding, most children attain standards in line with those expected for this area of learning by the time they finish the reception year. Good teaching ensures that the children make consistently good progress.
88. The teachers provide a wide range of activities, which are planned to extend early concepts in science, design and technology, history, geography and information technology. The nursery children have two goldfish they take care of. They remind the staff when they have their snack that the fish need to be fed also. They have studied the leaves and branches they have brought from their walks and understand that the mini-beasts they have found on them need to be handled gently. The reception children listen carefully as the learning support assistant talks about the visit she and Barnaby bear made to Yorkshire. They understood that Barnaby had to have his wellingtons on because it was so wet! The children have the opportunity to use a wide range of construction kits and they are used well to create a wide variety of models. They experiment with a range of materials and cut, glue and stick making a wide range of interesting pictures and collages.
89. The teaching of knowledge and understanding of the world is good. Staff plan an extensive range of activities so that the children are fully engaged in their learning. For example, the children in the reception class searched through the leaves and twigs to find a large selection of, in this case, plastic mini-beasts. This active involvement and investigation by the children reinforces teaching points. The teaching of literacy and numeracy links effectively with the good use of information technology. This was seen in the reception class where the class teacher used the floor robot to reinforce the childrens' counting and number recognition.

Physical development

90. In physical development most children attain the standards expected by the end of the reception year. Good teaching in this area enables the children to make good progress.

91. The children use a range of equipment and materials in their work. Their skills develop well. For example, the children are shown how to hold their scissors and the paper when cutting out and their pencils when writing. They use a range of equipment pencils and felt pens as they draw and write. They use jigsaws and construction toys with good levels of dexterity. The children use the brushes well when they paint their pictures. Their zigzag paintings show good use of colour and careful painting. In physical education lessons the children in the reception class travel along a bench and jump from the end onto a mat. They try hard to improve their work and are encouraged by the staff to do so. They particularly enjoyed the colour chasing game where they had to run around the outside of the hall returning to the exact position that they had started from. This activity stimulated and excited the children and colour recognition and concentration were actively encouraged. The children in the nursery class enjoyed working with the outdoor equipment. They worked together and collaborated as they played.
92. The teaching of physical development is good. The staff provide a wide range of activities and very good levels of individual support to help the children to extend and develop their fine and gross motor skills. The children work hard during their physical education lessons and try hard to improve and develop their work as a result of good teaching. All the staff encourage the children to improve their work and show them how this may be achieved.

Creative development

93. In creative development most children attain the standard expected in this area of learning by the time they enter Key Stage 1. The children make good progress as they are taught well.
94. The children in the nursery use paint expressively. They paint pictures, talk about their finished work and tidy away well after they have finished. The children have used leaves for printing. In the reception class the children have created a scene showing *Jim and the giant*. This scene effectively supports the children's literacy and numeracy lessons and its interactive nature prompts and questions the children. In the imaginative role-play areas the children develop their skills of co-operation and communication as they play with one another. The children have made their own percussion instruments to accompany themselves as they sing.
95. The teaching of creative development is good. Staff provide ample opportunities for the children to develop their creative ideas through painting, drawing, drama and music. They stimulate the children's interests with lively lessons that generate a high level of excitement and interest. The children are encouraged to express their feelings and the class teachers provide a wide range of opportunities for the children to develop in this area of their learning. The staff value the children's work by effectively displaying it for all the children to see.
96. The children make a very positive start to their education in all areas of learning. They listen carefully to instructions and behave well. The children concentrate on the activities set for them and persevere with the tasks even if they find them hard. They are engaged by practical activities carefully matched to their individual needs which stimulate and excite them. All children are well catered for and individual needs are well catered for. When the children are allowed a free choice of task they remain with the task they have chosen for some time. The children settle well into the classes and quickly understand the routines and sequence of life in school.
97. The children receive a broad and balanced curriculum, which contributes to the good progress made in the nursery and reception classes. The baseline assessment has been used well by the reception teacher to identify strengths and areas of particular need. This has been used very well by the class teacher to plan and organise the children's learning. The staff discuss and plan together the work to be taught so that all know exactly what is expected of them.

ENGLISH

98. Standards by the age of seven and eleven are in line with the national average. This is a broadly similar position to that at the time of the previous inspection. Standards in the school are rising steadily in line with national trends, though there is some variation from year to year because of the small size of the cohorts and the variation in the proportions of pupils with special educational needs.
99. In the 2000 National Curriculum tests for seven-year-olds, attainment for reading was well below average and attainment in writing was well above average. The proportion of pupils reaching the higher levels in reading and writing was in line with the national average. When compared with similar schools, the school's results were well

below average for reading and very high in writing. Looking at the higher levels, however, the pupils achieved well in comparison with similar schools.

100. In the 2000 National Curriculum tests for eleven-year-olds, attainment in English was in line with the national average. The percentage of pupils reaching the expected level and the higher level was above the national average. The trend over the last four years shows an uneven pattern, mainly due to the low numbers in each cohort and the variation of the number of pupils with special educational needs. Pupils' attainment in English is improving because of a number of important initiatives. The school has fully adopted the National Literacy Strategy and this is having a positive impact upon the pupils' attainments. The school has put into place a number of initiatives to support the pupils in their English. The school has clearly identified the low starting point of the pupils and spends much time developing the pupils' listening and speaking skills alongside their reading and writing. Early identification of pupils with special educational needs has led to a specific targeting of these pupils and extra support being given to them, particularly in Key Stage 1. This additional support is having a positive effect on learning and is raising standards in the school.
101. The school has fully adopted the National Literacy Strategy. The teachers focus on the learning objectives and share these with the pupils. There are good opportunities for extended writing, especially in religious education; work in history and science is also having a positive effect. Good opportunities for speaking and listening and reading across all areas of the curriculum are also helping to raise standards in literacy.
102. By the age of seven, pupil's attainment in speaking and listening is at the levels expected. The result of carefully focused and specific teaching enables the children to make good gains and attain at the levels expected. Pupils in Year 2 listen carefully to their teacher and other adults. The majority speak confidently during class discussions. They develop their ability to express their ideas and suggestions. As they progress through the key stage the teachers extend the pupils' self-confidence and self-esteem and so they become more articulate and confident with the pupils making good progress. Year 1 pupils enjoyed the story *Brown Bear, Brown Bear, What do you see?* confidently talking within the class about what they would expect to see on the next page. They commented particularly enthusiastically about the green frog. By Year 2 the pupils are able to identify with *Six-Dinner Sid* and relate to what it must be like to have six lots of medicine!
103. By the age of seven, pupils' attainment in reading is at the levels expected. They enjoy stories and join in when reading together. In Key Stage 1 they learn to enjoy reading and enjoy the shared reading and group reading sessions in class. They listen to stories with interest and enjoy familiar and favourite stories. Higher attaining pupils develop good word recognition skills and enjoy talking about their books and suggest what might happen next. Average and lower attaining pupils work hard with their reading books and are fully engaged in their reading. They talk about the pictures in the books and what is happening in the story and become increasingly aware of letter sounds and blends. The school has recently purchased some new reading books and the pupils like these and find them interesting. The old books have done good service and the school recognises the need to replace them.
104. By the age of seven, pupils' attainment in writing is at the levels expected. By the end of the key stage the higher attaining pupils can write a coherent story. The pupils' writing is neat and well formed. The pupils do not learn a joined-up style of handwriting in this key stage. Higher attaining pupils can punctuate their sentences accurately and are beginning to use speech marks and commas in their work. Average and lower attaining pupils by the end of the key stage are writing simple sentences and punctuation is not always accurate, with capital letters and full stops used inconsistently. Pupils form their letters correctly and the presentation of their work is good. There are many opportunities for the pupils to write independently and for a range of reasons. In Year 2 the pupils wrote about what they wanted to be when they grew up. The pupils have also written postcards from their holidays.
105. By the age of eleven, pupils' speaking and listening skills are appropriate for their age and ability. Pupils speak confidently when answering questions in class especially during the introduction and plenary sessions of the literacy hour. They are confident when they talk about their reading books and can discuss their preferences well. In the Year 4/5 class assembly the pupils spoke up confidently showing a good appreciation of the need to ensure that all could hear what was being said. They talked about the area in which they live and the school in a positive and lively way. By the end of the key stage the pupils respond positively to adults and adapt their speech to suit the circumstances.
106. By the age of eleven, pupils are reading at levels appropriate for their age. They enjoy reading, and experience a wide range of interesting and challenging texts. The teachers choose texts and books, which appeal to the pupils and interest all in the class. Resources in this area are satisfactory and support this aspect of the curriculum. The

pupils comment that they enjoy reading and that they use the school library to choose books. The majority of the older pupils have a free choice of books from the library. The reading scheme books that support the pupils who are not so confident and accomplished are however in need of replacement. The pupils have a good knowledge of authors and discuss the range of books written by favourite authors. The older pupils in the key stage read with good levels of expression and good attention to the punctuation on the page. The pupils use dictionaries, collecting them independently from the shelf. Younger pupils know how to use the dictionaries in the class and realise that they can help them succeed with their spellings.

107. By the age of eleven, pupils' writing is at the levels expected for their age. Standards in handwriting and presentation of their work are good. The pupils' work hard to improve their handwriting and this is clear in all classes. Spelling is generally accurate and where the pupils make errors the words are spelt as they sound. Pupils consult dictionaries to check their spelling and understand how to use a thesaurus. By the end of the key stage structure and punctuation become increasingly secure. The higher attaining pupils making good use of expressive and adventurous language. The curriculum allows time for the pupils to develop their writing skills and to experiment with language; the pupils having ample opportunities to practise their writing skills in other subject areas. In the Year 6 poetry sessions the pupils are beginning to use expressive language and write in their descriptions. For example, when writing about *The Yellow Door* a pupil wrote *Maybe there's a yellow ribbon, Floating in the yellow sunset*. The use of information technology to aid the pupils in drafting and redrafting their work is at present underused in both key stages.
108. The quality of teaching is good with one excellent lesson observed in Key Stage 2. The excellent lesson was characterised by the teacher's very high expectations of the pupils, very secure planning and the pupils' excellent behaviour, which ensured that they all made very good and often excellent gains. Teachers have a secure knowledge of the National Literacy Strategy and they guarantee that work and activities are well focused for the different ability groups. This means that pupils are fully involved in their learning and make good progress. The teachers' very good questioning techniques enable the pupils to develop their speaking skills and encourages them to gain confidence. Lessons are pleasant experiences where the pupils are managed effectively and the pupils make good gains in their knowledge and understanding. Higher attaining pupils are given challenging activities and lower attaining pupils are well supported in their work. The teachers have high expectations of all pupils and the pace of lessons is brisk. Teachers have very good relationships with the pupils and ensure that they remain focused and on task. The pupils are encouraged to be independent in their work and to organise themselves and their work effectively. The pupils are given good support and encouragement and in Year 5 / 6 the pupils are beginning to have individual targets to help them to improve their work. This practice is not however consistently developed throughout the school.
109. The English curriculum fully meets National Curriculum requirements. The English co-ordinators give enthusiastic and effective support throughout the school. They have a clear focus on improving standards throughout the school. Literacy is well developed across other curriculum areas with the exception of information technology where it is at present underdeveloped. The results of National Curriculum tests are analysed and the co-ordinators have monitored teaching and learning throughout the school. The scheme reading books are at present being reviewed and new ones are being purchased. The library has been refurbished and resources here are good. Resources for English are satisfactory overall.

MATHEMATICS

110. Standards in mathematics by the age of seven and eleven are good. The previous inspection report indicated that pupils' attainment was mainly average at the end of Key Stage I and average with some good elements at the end of Key Stage 2. Standards have shown a significant improvement since the last report. The National Numeracy Strategy has been very well implemented in the school. Pupils throughout both key stages make good progress in their lessons and they achieve well.
111. In the 2000 National Curriculum tests for seven-year-olds, attainment in mathematics was very high. The pupils also attained very high standards at the higher than expected levels. In comparison with similar schools the pupils attain very high standards in mathematics. In the 2000 National Curriculum tests for eleven-year-olds, attainment in mathematics was in line with the national average. The percentage of pupils reaching the expected level and the higher level was in line with the national average. In comparison with similar schools the pupils attain standards well above the average. The position of mathematics in the school is very strong and the pupils enjoy

their mathematics lessons. Teaching is overall very good and this has a positive impact upon the attainment of the pupils.

112. By the age of seven pupils build well on their early mathematical experiences gained in the nursery and reception class, counting to 20 and they order numbers to 100 securely. They look at patterns in numbers and solve problems using number squares. For example in a Year 1 /2 class the pupils' task was to find numbers in an incomplete sequence. The pupils work hard with their tasks and are enthusiastic as they sort the numbers and this ensures that they learn well. They are confident with number bonds and place value and most pupils can count in 2's, 3's, 5's & 10's starting from different starting points.
113. Most pupils identify a range of flat and solid shapes correctly. Pupils identify coins, using them to solve a variety of problems. They have a clear understanding of hour and half-hour. In measuring activities most pupils use standard and non-standard units of measure, beginning to measure accurately. They undertake a range of practical activities successfully. In problem solving activities most pupils identify correctly the necessary operation to find an answer. Pupils with special educational needs are well supported in their lessons and with good support and carefully structured lessons achieve well.
114. By the age of eleven pupils continue to make good progress in mathematics. The quantity, quality and range of their work is good. Pupils have a clear knowledge of place value and use all four number operations to solve problems and many understand negative numbers. Most pupils are confident in recalling times tables and in recalling individual multiplication and division facts quickly. They have a clear understanding of fractions, percentages and decimals. Most tell the time successfully, both in analogue and digital display. However, some find this difficult. The pupils name a range of angles identifying correctly right angles and acute angles. Pupils identify perimeters of shapes and can calculate their areas. They collect data, and produce a range of graphs, tables and charts to display their findings. Pupils undertake a range of practical work and are confident with problem solving activities. They show good application in their work, listen carefully and co-operate well. Mathematics is well supported and supports other subjects especially design and technology, science and geography. Pupils with special educational needs are fully included in all lessons and are well supported so that they make good progress.
115. The quality of teaching throughout the school is very good overall. Teachers have good subject knowledge and prepare lessons well. They teach all aspects of mathematics and all attainment targets are appropriately covered. Teachers plan well and the support staff in Key Stage I are all very effective in ensuring that pupils progress well. Marking is appropriate and consistent throughout the school although it tends to be supportive rather than diagnostic. High expectations, good explanations and very clear lesson planning with clear lesson objectives ensure that all pupils are involved in challenging tasks. Where teaching is most effective teachers make good use of questioning to challenge pupils thinking. For example, in a very good Year 5 /6 lesson the teacher clearly targeted her questioning, encouraging the pupils to think carefully about the accuracy and validity of their answers. Pupils are very well managed in both key stages and this is reflected in their good attitudes and efforts.
116. Mathematics is a strength of the school. The subject is well led by the co-ordinators who have monitored teaching and standards throughout the school. Resources for mathematics are good.

SCIENCE

117. Attainment in science in lessons observed and in work sampled is broadly in line with the national average at the end of both key stages. This is a similar position to that at the time of the previous inspection.
118. The results of the 2000 teacher assessments for pupils aged seven indicated the number of pupils reaching Level 2 (the expected standard) was well below the national average and below, but approaching the average for similar schools. The number of pupils reaching the higher levels was above the national average and very favourably compared with similar schools. Over the last three years results have improved slightly. In Key Stage 1, pupils are able to relate their work to domestic and environmental contexts, for example in Years 1 and 2 when pupils explore materials to understand their characteristics and record their findings appropriately. They understand the difference between objects and materials and their uses. Pupils are beginning to understand fair testing and use appropriate terminology in their science lessons.
119. At the end of Key Stage 2, the standard attainment test results from 1996 to 1999 were well below the national average but the 2000 results improved so that the number of pupils reaching the expected level (Level 4) was

below average but approaching it. In comparison with similar schools results were below average. The number reaching the higher level was also below the national average and the average for similar schools. Work seen during the inspection was average in standard. Pupils in Year 3 show an appropriate knowledge and understanding of the properties of materials; they use appropriate technical vocabulary and are able to make sensible predictions. Pupils understand the conditions needed for fair testing and further develop their capacity to predict outcomes, carry out investigative work and record their findings. By Years 5 and 6 they know about the importance of healthy eating, the differences between living and non-living things. They know body parts and show a satisfactory general knowledge of science. Pupils make appropriate use of diagrams but make insufficient use of information technology to record their findings. At all levels, pupils' oral work is stronger than their written work. Pupils, especially boys, speak confidently when discussing their work; they show good recall and understanding. Experimental and investigative work is less well developed than other aspects, as was the situation at the time of the last report.

120. Pupils achieve well and in lessons there are clear advances in learning but progress over time could be improved if there was more time allocated to science. The school intends to correct this. Pupils acquire skills, knowledge and understanding systematically. They are increasingly aware of scientific issues and use more scientific vocabulary as they progress through the school, for example when they discussed making circuits or the application of science. High attaining pupils are challenged and pupils who work more slowly also make good progress supported by teachers and sometimes by classroom assistants in meeting targets set for them. Pupils' positive attitudes and very good behaviour support learning. They enjoy science, they are keen to participate in lessons and answer questions and they follow instructions and sustain their concentration in individual or group work. Most work productively, keep on task and work with interest. Pupils are open and friendly. They treat resources and each other respectfully. They support each others' efforts. Relationship between staff and pupils are very good.
121. All teaching seen during the inspection was good; a very good lesson was observed in Year 1/2. Teachers show good subject knowledge in well-organised lessons that use well-prepared resources so that time is used well. Lessons are well planned. The approach and content relate well to pupils' needs and objectives are very clear so pupils know what they have to do. Class management is very good; skilful use of praise and questioning maintains interest and orderly classes. Assessment is encouraging and marking is fully up to date. The pace of lessons is suitably brisk and expectations are high. There has been little focus on science because of the introduction of the literacy and numeracy initiatives and much remains to be done to raise standards; schemes and policies are currently being revised. The curriculum is appropriate and there are some links with other subjects, including health. There is insufficient monitoring and assessment of pupils' work; new assessment schemes will be introduced to match the revised curriculum. Monitoring of teaching by the co-ordinator is also informal as time does not allow for more structured support. The time allocation for science is too low and needs increasing to raise standards further, allow more time for investigative work and increase the use of information technology. Resources are good and well used with careful attention to safety. Although not planned, science makes a contribution to pupils' spiritual, moral, social and cultural education. Pupils experience the joy of science, for example when studying life-processes, are taught to care for the environment and offered useful social opportunities, for example when working in groups. Work in science is enhanced by visits to places of interest. There has been satisfactory improvement since the last inspection.

ART

122. It was only possible to see one lesson in art during the inspection because many classes were studying design and technology (which alternates with art). Standards of attainment in examples of work seen in portfolios and on display in art are broadly average across Key Stage 1 but work is below average by the time pupils have reached the age of 11 due mainly to the lack of time allocated to the subject. Standards have declined since the last inspection because of the time allocation given to the subject, a view shared by the school.
123. In Key Stage 1 pupils make appropriate drawings, as for example when they are able to include appropriate details in their self portraits. They show imagination in discussing ideas for a monster. High attaining pupils make effective use of line, tone, shape and texture in pattern work. Fish paintings show appropriate colour mixing skills in Year 1 and some three dimensional work, using nuts, twigs and air drying clay from nature work, shows a good sense of texture, balance, accuracy and space. Year 2 work on display makes vivid use of colour to create moods such as warm and cold. Pupils are able to investigate visual and tactile properties and communicate ideas. Because of the additional focus on literacy and numeracy, the amount of time given to art has been

reduced and this has affected the range of work covered, limiting the creative opportunities. As a result pupils do not fully develop a range of skills as they progress through the school although they achieve satisfactorily in lessons. In Year 3 / 4, pupils comment sensibly on the similarities and differences between their own work and the work of other pupils. Sketching work lacked sufficient detail and cutting skills are insufficiently developed. Year 4 / 5 work is well presented and shows appropriate use of colour but work is also immature. Throughout the key stage the range of media used is narrow, there is not enough work and insufficient coverage of the work of artists. There is no evidence of any use of information and communication technology in art but opportunities will increase now that the information technology suite is in place. Pupils achieve appropriately within the very limited time that is available for the subject.

124. It was not possible to make an overall judgement about the quality of teaching. In the one lesson seen in Years 3/4, teaching was judged to be good.
125. There is at present no co-ordinator for art. New schemes of work are in preparation. Assessment is informal and needs strengthening. Art promotes pupils' personal development providing opportunities to explore values and interpret and express ideas but the contribution to spiritual, moral, social and cultural development is insufficiently planned and is underdeveloped. Resources are satisfactory. The work of pupils is neatly presented around the school. The work of artists on display is limited and there are few visits to galleries and museums in art to broaden the cultural experience of the pupils.

DESIGN AND TECHNOLOGY

126. It was only possible to observe one design and technology lesson during the course of the inspection, judgements are also based on careful observation of work already completed and interviews with staff and pupils.
127. By the age of seven and eleven the pupils attain standards in design and technology that are appropriate for the pupils' age. Pupils including those with special educational needs make satisfactory progress. This is a considerable improvement since the last inspection when standards were reported to be below the levels expected.
128. By the age of seven pupils work with a variety of materials including food, card, construction kits and re-cycled materials. They systematically develop their skills of making and handling. Pupils explore the suitability of materials for playground equipment, looking at simple structures and their properties. They work hard to develop their joining skills considering which method would be the best to use in a given situation, glue, stapling or cellotaping. The pupils talk about their work and explain why they have chosen the particular materials. They evaluate their work and discuss ways of improving their designs and models.
129. By the age of eleven, pupils develop further their designing, measuring, manipulating and cutting skills. In their work on food technology pupils investigate a number of different types of bread, sandwiches and the use of appropriate materials and equipment. They draw comparisons between small and large-scale production, identify what works well and what could be improved. Pupils record their work in a variety of charts, tables, lists and graphs. They do not however use the computer to aid their designs.
130. The quality of teaching in the lesson observed was very good. Teachers are conscious of safety aspects of the subject, ensuring that pupils are not put at risk. Teacher expectations are high and this is reflected in good teaching, appropriate planning and the setting of high but realistic goals. Teaching throughout the school supports all pupils, including pupils with special educational needs, in making satisfactory progress.
131. The pupils interviewed about their work displayed positive attitudes towards the subject. They clearly enjoyed talking about their work and described the processes they addressed in their lessons. There is no recognised co-ordinator for the subject. Staff are considering the government recommended scheme of work as a basis for their planning. Resources for design and technology are satisfactory overall.

GEOGRAPHY

132. Four lessons were observed during the inspection period. Evidence was also collected by looking at documentation, scrutinising pupils' work, pupils' work on displays and talking to pupils and staff. By the time pupils are seven and eleven standards of attainment meet National Curriculum expectations.
133. Pupils in Key Stage 1 use appropriate terminology when describing their route to school or talking about Hattersley. Pupils show an appreciation of environmental issues. They draw simple maps and plans and make comparisons with other areas. They acquire satisfactory levels of knowledge and understanding about these places.
134. At Key Stage 2 pupils acquire a more detailed knowledge about the town of Ashton and how it compares to places further away e.g. Chembakolli in India. Throughout both key stages pupils investigate and record their evidence in sufficient detail. Pupils use their geographical knowledge to support their work in other subjects. Pupils' learning is good. High attaining pupils are sufficiently challenged by extended tasks and pupils who find work more difficult are supported by work well matched to their abilities. Pupils are aware of geographical issues, record evidence in investigative work and use appropriate vocabulary. Information technology is not, however, used to support the curriculum. Pupils show good attitudes and enjoy their lessons. They respond well to questioning, follow instructions and sustain concentration in individual or group sessions. They stay on task and use resources appropriately. Pupils are able to make choices for themselves and work collaboratively and contribute well in lessons.
135. The quality of teaching is good at both key stages with some very good teaching. Teachers show good and often very good subject knowledge. Lessons are effectively planned to match the needs of the pupils, well organised

and using appropriate resources. For example, in a Y5/ 6 lesson on Chembakolli pupils examined the beliefs and culture of the country they were studying. They discussed moral issues in relation to the environment, explored issues such as health and life styles. Objectives are clear, class management is very good with good use of praise and questioning to encourage, support and challenge pupils. Relationships are very good. The pace of lessons is suitably brisk so that pupils are well motivated. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural education.

HISTORY

136. It was only possible to observe a small number of lessons in Key Stage 1, as most classes were studying geography, which alternates with history. Samples of pupils' work on display and in their books were examined and discussions held with pupils and teachers. By the end of both key stages, attainment is in line with expectations, as it was at the time of the last inspection.
137. Pupils in the reception are introduced to history through stories and ordering through time; and so most pupils are beginning to develop an appropriate sense of chronology when they enter Key Stage 1. Pupils in Year 1/2 develop further understanding of time comparing life in the past with modern living, for example when studying toys through the ages. In Key Stage 2 pupils are increasingly able to understand the reasons for historical development. Pupils are confident in discussion and oral work is of a higher quality than written work. The locality is used very well to support the pupils' learning. For example, pupils in Years 4 and 5 show appropriate understanding of historical development in Tameside following a visit to the Portland Basin. In Years 5 and 6, pupils learn about life in Ancient Greece and Egypt. The pupils show a good knowledge of some of the ancient rituals and are particularly interested in mummification.
138. Pupils achieve well in lessons but overall progress is only satisfactory because of the limited time allocation given to history because of the recent focus on literacy and numeracy. Pupils are given work to match their prior attainment, which stretches pupils who work faster and is within reach of pupils who need more help. Pupils show increasing historical awareness and collect and record evidence and use a more sophisticated vocabulary as they mature. Pupils with special educational needs make good progress in reaching targets set for them, often in Key Stage 1, supported by classroom assistants. History makes a valuable contribution to pupils' spiritual development by enabling them to empathise with people from the past. The subject makes a valuable contribution to the pupils' cultural education and in understanding Britain's and Tamesides' rich historical heritage and our links with the wider world. Information technology is not used to support the history curriculum. Pupils show very positive attitudes, are very well behaved and enjoy very good relationships with each other and their teachers. They enjoy history and are responsive to questioning. Pupils follow instructions carefully and sustain their efforts in individual or group work. They are friendly, open and work with interest treating resources carefully.
139. It was not possible to see any teaching in Key Stage 2 but teaching seen in Key Stage 1 was good and an excellent lesson was observed in Year 1/2. Teachers show good subject knowledge, enjoy history and the well-planned lessons use a wide range of well-prepared resources and imaginative approaches to focus the interest of the pupils. Teachers explain things clearly and lessons have clear objectives and proceed at a good pace to maintain interest. Class management is very good. Teachers use praise to encourage pupils and skilful questioning teases answers from shy pupils so that relationships are very good and confidence is developed. There are appropriate policies and schemes of work. Assessment is informal and insufficiently developed. Good quality resources assist learning. There are good cross-curricular links with many subjects and history introduces aspects of citizenship at most levels. Visits to extend the experience of the pupils include those to the locality, for example to Portland Basin, York, the National Film and Television and Photographic Museum at Bradford and London.

INFORMATION TECHNOLOGY

140. Standards of attainment in information technology at the end of both key stages are below the national expectations. This is a similar position to that at the time of the previous inspection, where pupils' attainment was judged to be below the nationally expected level at the end of Key Stage 1 and well below at the end of Key Stage 2. At the time of the previous inspection long-term planning was weak and there was little systematic use of computers across the curriculum. At the time of this inspection the school has received additional funding through a social regeneration bid and has a brand new computer suite, which was used for the first time during the inspection. The school has still to receive its National Grid for Learning money and has a bid in for this provision at present. The co-ordinator has worked extremely hard to ensure that information technology has a

firm basis on which to move forwards. He has enacted a number of initiatives to ensure that information technology is well supported in the future. There is good support planned for the teachers from a consultant who is to work alongside them. There is a thorough scheme of work and assessment procedures the co-ordinator has worked on with a group supported by the local education authority. The school is well placed to move forwards and the pupils' standards to rise. The pupils at present, including those with special educational needs, make unsatisfactory progress throughout both key stages.

141. Although there was only one information technology lesson observed throughout the school during the inspection, observation of the pupils using the computers and the scrutiny of their work indicates that the teaching throughout the school is satisfactory, although some teachers acknowledge a lack of confidence and expertise with the new computers that have been very recently installed in the computer suite. Before the suite was completed not all classrooms had access to a computer and the teachers planned with each other the best use of the computers available.
142. Pupils in Key Stage 1, have a sound understanding of some of the features of word processing. For example they are able to write a simple piece of text on the computer and then change the size and colour of the text. They are able to switch on their own machines and save the work they have put onto the screen. The progress that the pupils made in the lesson observed during the inspection was good as they were given very good explanations and encouraged to work independently on the work that was carefully matched to their levels of expertise. The class teacher's very good organisation and clear instructions enabled the pupils to achieve the objectives of the lesson. The younger pupils in Year 1 use Roamer, a programmable floor robot, in support of their mathematics work, but the use of the computer across the curriculum is at present limited.
143. Pupils in Key Stage 2 work on the skills they have learnt in Key Stage 1. However, this is difficult for some pupils, as they do not have access to a computer in their classroom. Pupils in the lower key stage use the computer in support of their English work. They work on titles for their written work experimenting with different font sizes and styles and colours, finally printing off their completed work. They use the word processing facilities and at the end of the lesson they save their work and shut down the machines. Older pupils in Years 5 and 6 create a variety of text formats to suit the purpose of their writing. They use the computer to write their stories and to correct and redraft their work. They are able to load the computer and find the work they have saved on disc. They have used the art package on the computer to create a symmetrical Greek pot in support of their history curriculum.
144. Pupils respond well when they work on the computers. They co-operate well in pairs and try hard to complete the set task. Some have computers at home and they are interested in the subject. They have good attitudes to work, respond well to challenges and persevere. They work responsibly in pairs and small groups discussing the possibilities and sharing their ideas. They are very willing to discuss what they are doing and enjoy showing what they are able to do.
145. The co-ordination of information technology is good. The co-ordinator has provided effective co-ordination for this subject. He has very clear plans for the future and has set in train some good support mechanisms for the staff. This will ensure that the teachers gain in confidence and will be able to support the requirements of the curriculum with the new computers. The curriculum gives clear coverage of all elements of the National Curriculum Programmes of Study. The links with other subjects in the curriculum are built into the scheme of work. As yet there are only informal assessment

procedures for information technology in the school. The school has made significant improvements in the provision of computers since the previous report and is well placed to ensure the pupils' attainment develops further.

MUSIC

146. By the end of both key stages standards in music are below those expected nationally. It was only possible to observe a small number of lessons but it was also possible to discuss work with pupils and teachers and hear singing in assembly.
147. In Key Stage 1, pupils experience mainly singing and a little instrumental work, composing and listening. Pupils sing with a sense of enjoyment and they sing satisfactorily in assembly. They play instruments, mainly

percussion. Singing skills are not well developed so that many are not yet able to sing in tune. The time allocated to music is too short and standards remain low as pupils progress through the school. Most pupils continue to sing, mainly following a scheme of radio and taped programmes. They play percussion in instrumental work but performing, composing and music reading skills are insufficiently developed. In singing in class there is often insufficient attention to breathing, posture, diction or expression. Pupils listen carefully in lessons and assembly and appraise pieces of music sensibly but their musical vocabulary and general musical knowledge, for example of well known pieces, composers, forms, styles or artists, is too limited by the time pupils reach the top of the school.

148. In classroom work, the teaching seen was mainly satisfactory, with a good lesson in Years 1/2. Class teachers' expertise varies resulting in classes receiving different experiences and sometimes a lack of continuity. Class teachers do their best but not all have sufficient practical skills in teaching music. This results in the pupils making only limited progress. There is no instrumental teaching given by visiting teachers and no extra-curricular musical activities such as a choir or a recorder group. Organisation in lessons is appropriate but the teachers lack the confidence and the skills to teach the subject well. Discipline is very good. Most pupils enjoy music, are attentive and keen to learn. Assessment is encouraging and praise is used well, but clear long-term goals are absent. Technical help given by teachers to show the pupils how to sing and play better is variable but this was very good in one lesson where the teacher used his own talent as a performer to demonstrate by singing *Bring Him Home* from *Les Miserables*. Pupils with special needs are well integrated. Pupils hear music in assembly but it is not introduced or used as an aid to the spiritual development of the pupils.
149. The music co-ordinator recognises the need to raise teacher expertise in the subject in order to raise standards. There is informal assessment of pupils' work and the subject's performance and consequently no overview of what pupils are doing in music. Music makes some contribution to pupils' spiritual, moral, social and cultural education but it is not yet planned through the scheme of work. Resources are unsatisfactory; there is a need for computer programmes, keyboards, classroom instruments, especially tuned percussion and good quality audio for use in classrooms and the hall. Although there are no current musical activities, the school has produced works such as *Joseph and his technicolour dreamcoat*. Pupils were taken to see the production at the local Hippodrome and were involved in the local Millennium celebrations with all Tameside Catholic Schools. Since the last inspection standards have declined. Many of the points made in this report were highlighted in the last one. The school recognises the urgent need to improve music and has the capacity to do so.

PHYSICAL EDUCATION

150. By the end of both key stages, standards of attainment are at the levels seen in most schools and pupils in all classes, including those with special needs, make satisfactory progress. The pupils in Key Stage 2 have the opportunity to have specialist teaching through a local initiative and in these lessons they make good progress. A number of lessons were observed during the inspection taught by these trainers and the quality of teaching and expert tuition in these lessons makes a significant impact upon the attainment of the pupils. The trainers also provide an out of school club, which is well attended by the pupils and provides an enjoyable and stimulating activity.
151. By the end of Key Stage 1, pupils demonstrate good control over their movements and are able to improve their performance as a result of positive encouragement from their teacher. In gymnastics lessons they respond well to the encouragement of the classteacher and try hard to improve their work. The pupils in Year 1 worked hard in their lesson, travelling along a piece of apparatus, jumping off and then completing a forward roll. In Year 2 the pupils make wide and narrow shapes developing these shapes as they work on the apparatus. All pupils use space well and show an awareness of their own working space. They appreciate the need to prepare well for activities and know the effects of exercise on their bodies.
152. By the end of Key Stage 2, pupils control a ball by bouncing it, throwing and catching. They are aware of how to work safely within their own personal space in a large area such as the hall. They are confident as they move around the hall passing the ball around their bodies, their heads and under their legs. In their swimming lessons at the local pool the Years 4, 5 and 6 pupils work hard to develop their swimming techniques. The pupils all have confidence in the water and the majority of them have achieved their 25-metre target. Even those who find swimming difficult are learning to swim the width of the baths using a float. Pupils in Years 5 and 6 demonstrate good agility and high levels of control and balance during a dance lesson. They build on their actions to create sequences of movement and work hard to improve and refine their performances. All are able to sustain energetic

activities over appropriate periods of time. Pupils collaborate very well and show an increasing awareness of the need for safety.

153. Pupils throughout the school enjoy taking part in physical education lessons. They respond with enthusiasm and energy, working hard to achieve the targets set by their teachers. They listen carefully to instructions and the behaviour of the pupils is good.
154. The quality of teaching is good overall. The teachers inspire pupils with their own enthusiasm, set high expectations and encourage pupils to evaluate their own and each others' performances. The teachers demonstrate good movements and also use the pupils to give demonstrations so that the pupils are clear that they must improve their work. All lessons are well planned and all teachers are confident in their knowledge of the subject. The good management of pupils is a strong feature of teaching throughout the school. Lessons progress at a brisk pace and all lessons included a warm up period followed by rigorous activity and then a period of calm. Emphasis is placed on safety and pupils understand the need for this and respond accordingly. Even the youngest pupils are encouraged to put out the apparatus in a safe and interesting manner and they co-operate well together to achieve this.
155. The co-ordinator for physical education is new to the post and has not yet reviewed the subject and its provision throughout the school. The policy document and scheme of work provide good guidance to teachers; as yet there are no assessment procedures for physical education. Resources for all aspects of the curriculum are satisfactory and full use is made of the spacious hall and school playgrounds. The grass areas are large enough for sporting activities and team games. A wide range of extra-curricular activities enhances the physical education curriculum. This has a major impact on standards and a number of the pupils have achieved well in local competitions and events.