

INSPECTION REPORT

St Patrick's RC Primary School

Rochdale

LEA area: Rochdale

Unique reference number: 105827

Headteacher: Brendan Duffy

Reporting inspector: Brian Espiner
30600

Dates of inspection: 11 – 14 September 2000

Inspection number: 224407

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Foxholes Road Rochdale
Postcode:	OL12 0ET
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Appropriate authority:	The governing body
Name of chair of governors:	Fr J F Sweeney, MA, MEd
Date of previous inspection:	23 - 26.9.96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
B Espiner 30600	Registered inspector	Information and communication technology Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? (lead) What should the school do to improve?
S Hussain 9981	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? (lead) How well does the school work in partnership with parents? How well is the school led and managed? (support)
C Cheong 12997	Team inspector	English Music	How good are the curricular and other opportunities offered to pupils?
A Newman 31822	Team inspector	Mathematics Geography History Physical education	How well does the school care for its pupils? (support)
S Duggins 31819	Team inspector	Science Art and design Design and technology Special educational needs Under-fives	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Patrick's is a happy, larger than average, Roman Catholic voluntary aided primary school with 288 pupils on roll, none of whom come from ethnic minorities or have English as a second language. Seventy-two pupils are entitled to free school meals, which is above average. Special educational needs numbers are also above average, with 66 pupils on the special educational needs register, and one pupil with a Statement of Special Educational Need. Attainment on entry is below average. At Key Stages 1 and 2, pupils are taught in mixed-age classes: three at Key Stage 1; two in lower juniors; one Year 4 and 5 class; and two in upper juniors.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is good, and very good in many areas. This is largely because of excellent management, particularly of the headteacher and deputy headteacher, which ensure a very clear educational direction. Standards overall are in line with the national average, and above the average of schools with a similar percentage of free school meals entitlement. Teaching and pupils' progress are good overall, with much that is very good. The money the school receives and spends per pupil per year is below average, with only a quarter of schools receiving less nationally. The school provides very good value for money.

What the school does well

- Relationships are very good, between staff and pupils and between pupils themselves.
- Pupils respect the feelings, values and beliefs of others.
- Provision for pupils' moral development is good, and for spiritual and social development it is very good.
- Procedures for monitoring and supporting pupils' personal development are very good.
- Parents rightly have very positive views of the school.
- The governing body is very effective in fulfilling its responsibilities and shaping the direction of the school.
- Governors and staff share a genuine commitment to improve, and have a very good capacity to succeed.
- The school's performance is monitored and evaluated very well and effective action is taken to improve standards.
- The school's aims and values are reflected very well in its work.
- The leadership and management of the headteacher and deputy headteacher are excellent.

What could be improved

- More attention should be given to the needs of individual pupils at Key Stages 1 and 2.
- The school needs to increase its emphasis on experimental and investigative work in mathematics and science.
- Provision for, and standards in, design and technology are unsatisfactory.
- The consistent and effective assessment of English and mathematics should be extended to other areas of the curriculum, particularly science and information technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection, which took place in September 1996, had five key issues for improvement. The first was to improve progress, particularly in writing. Test results show that this has been done well. The second key issue was to improve teaching, and here the school has done very well, with the teaching judgement moving from poor to good. The third key issue was to improve corporate planning and the role of the subject co-ordinator. This the school has done very well. The fourth key issue was to improve home-school communication. Parents say that this is now good, and inspection findings confirm this, so improvement has been very good. The fifth issue was to improve the effectiveness of the school development plan. The present school improvement plan is very good - comprehensive and written with considerable thought. Improvement here has been very good. Since the last inspection, attendance, standards, monitoring, and financial management have all improved. Improvement overall has been very good.

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
	1997	1998	1999	1999
English	D	C	C	B
Mathematics	C	E	D	C
Science	C	D	D	B

Key

well above average A

above average B

average C

below average D

well below average E

In national tests in 1999, results at Key Stage 1 were well above the national average in reading, writing and mathematics. Compared with similar schools, results in mathematics were well above average, and in English they were very high, i.e., in the top five per cent. Results in 2000 tests showed that standards at Key Stage 1 were slightly lower, but at Key Stage 2 they were generally higher. In the last five years, standards at both key stages have risen in line with national trends, although the rise has not been smooth. Inspection evidence shows that standards in all subjects are in line with national expectations at both key stages, with the exception of music, where standards are higher than average (especially in singing at Key Stage 2, where they are much higher), and design and technology, where standards are below average. Standards are higher than in similar schools. The school sets itself realistic and achievable targets, agreed with the local education authority, for performance in English and mathematics at Key Stage 2. These targets have been consistently surpassed, so the school has made the brave move of setting itself very challenging targets for 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good. Pupils like coming to school, quite rightly.
Behaviour, in and out of classrooms	Behaviour is good, and often very good. The playground is happy and well ordered. Pupils are courteous and polite, and they smile a lot.
Personal development and relationships	Personal development is good. Relationships are very good.
Attendance	Attendance is good. Unauthorised absence is one fifth of the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
60 lessons seen	Very good	Satisfactory	Satisfactory, and good in upper juniors

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.

Teaching is good overall. Ninety-four per cent of lessons seen in the inspection were satisfactory or better. Fifty-two per cent were good or better, and 22 per cent were very good. Teaching is satisfactory in mathematics and good in English. The teaching of literacy and numeracy are satisfactory over the whole curriculum, but there is not enough emphasis on technical vocabulary in mathematics and science. Classroom management and discipline are good throughout the school. More attention needs to be given to the individual needs of pupils, especially in science, and in the use of individual education plans of pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant. It is particularly good at the foundation stage. The provision of extra-curricular activities is very good.
Provision for pupils with special educational needs	Provision here is satisfactory. Pupils with special educational needs are provided with detailed individual education plans in consultation with parents, though these plans should be used more in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is good. For spiritual and social education it is very good, reflecting the caring nature of the Roman Catholic foundation, governors and staff. Provision for moral education is good, and for cultural education it is satisfactory.

How well the school cares for its pupils	Assessment procedures for English and mathematics are good, but these need to be extended to other subjects, particularly science and information technology. In personal development and welfare, and in child protection, the school cares for its pupils very well.
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The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is excellent. It is difficult to see what more the headteacher could have done to improve the school in four years. The senior management team is newly appointed but solid. The leadership and management of the deputy headteacher are also excellent, so the whole team gels into a highly effective entity.
How well the governors fulfil their responsibilities	The chair of governors is highly knowledgeable, strong and incisive. The other governors are committed, hard working and caring. The governing body fulfils its responsibilities very well.
The school's evaluation of its performance	This is very good. The headteacher and subject co-ordinators evaluate teaching, planning, the curriculum, policies and so on, but also, more importantly, standards. All the evaluation is geared to raising standards, and it is succeeding.
The strategic use of resources	This is very good. The governors and headteacher have converted a £30,000 deficit at the time of the last inspection to a surplus this year, whilst raising standards and moving to a new and incomplete school. All large spends are put out to tender, and the principles of best value are applied well.

Staffing, accommodation and learning resources are satisfactory. The new school is bright and welcoming, and is adequate in that it allows the National Curriculum to be taught. However, several junior classrooms are cramped, the library is too small, the field is unusable for much of the year because it is waterlogged, there is no room for withdrawal of pupils, and there is no room to create a computer suite. So accommodation is far from ideal.

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 are making good progress. • The school is well led and managed. • The school expects children to work hard. • Parents feel comfortable about approaching the school with questions or problems. • Children like school. • The school works closely with parents. • The school helps children become mature and responsible. • Teaching is good. • Parents are well informed about how their children are getting on. 	<ul style="list-style-type: none"> • An interesting range of activities outside lessons. • The amount of work to do at home.

The inspection team is very happy to agree with all the aspects that please parents. There is a concern about homework, but it is apparent from comments in letters and at the parents' meeting that some parents think that there is too much homework, and others think there is not enough. Inspection evidence shows that the school's provision of homework is satisfactory, although marking should be more subject-specific and give more advice on how to improve. The other concern, about extra-curricular activities, is completely unfounded, and the team concludes that the question itself is badly worded and does not give parents enough information to make a reasoned judgement. The school's provision of extra-curricular activities is very good. It includes clubs at lunchtime, in the evening and at weekends; visits by the school, for instance to the church, to museums or on residential courses; visits to the school by groups, such as the Shakespeare and Lamplight theatre companies; visits by individuals, such as the local MP and members of the local Jewish and Ukrainian communities; and so on. So the inspection team concludes that there is a varied and interesting range of activities outside the classroom.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In national tests in 1999 at the end of Key Stage 1, standards were well above the national average in reading, writing and mathematics, and very good when compared with schools with a similar percentage of free school meals. At the end of Key Stage 2, standards were in line with the national average in English and science, and below the national average in mathematics. In combining all three subjects, results were below the national average, but above the average of similar schools. Results at Key Stage 1 in 2000 were generally lower than in 1999, particularly at the higher Level 3. Results at Key Stage 2 in 2000 were generally better in the numbers reaching the expected Level 4, and especially so in mathematics, but fewer pupils were reaching the higher Level 5 in mathematics and science.
2. There has been a satisfactory improvement in standards since the last inspection, broadly in line with the national trend, though improvement has varied from year to year. At Key Stage 1, the school's results overtook the national average in 1997 and have levelled out somewhat since 1998. Key Stage 2 results dipped in 1998, but were rising again by 1999. Inspection evidence shows that standards are generally in line with national averages in all three core subjects, and above the average for similar schools at the end of both key stages. Baseline test results show that pupils enter the school with attainment generally below average. Consequently pupils make good progress in the school overall. There is no significant difference in the attainment of girls and boys.
3. If 1999 Key Stage 2 results are compared with the average results of schools that had similar results in 1995 in Key Stage 1 tests, the school was below the average of these other schools in all three core subjects. This suggests that pupils were not making as good progress at Key Stage 2 as at Key Stage 1. Inspection evidence shows that this is not the case now, with pupils making satisfactory progress at both key stages, with very good progress in reception and good progress in Years 5 and 6. Improving progress was a key issue of the last inspection, and the school has responded well.
4. At the end of Key Stage 1, standards in speaking and listening are generally average and some pupils are above average. Most pupils listen carefully and contribute to discussions. By the end of Key Stage 2, pupils are confident when asking and answering questions and speaking to adults. Progress in reading is satisfactory and often good. By the age of seven most pupils read simple texts with appropriate accuracy and understanding. By the age of 11 many pupils talk about plots and characters in stories, giving their opinions and preferences. Most pupils read for pleasure at home. They explain clearly how to use contents and index pages and glossaries.
5. In the last inspection the quality of writing was criticised. The school has tackled this problem well. In the national tests in 2000, 80 per cent of Year 2 pupils reached or exceeded the expected level, which is approaching the national average for 1999. However, the percentage reaching the higher Level 3 was over twice the national average for 1999. Even this good result was a relative disappointment to the school, as their 1999 Key Stage 1 writing results had been even better, in what was a higher attaining year in general. At the age of seven, pupils are beginning to write for different

purposes. Many have a satisfactory understanding of the use of full stops and capital letters, though the use of these is still not consistently accurate. At the age of 11, overall standards in writing are in line with the national average, though they vary considerably in the amount and quality of content. Handwriting, punctuation and spelling are developed systematically, and overall standards are satisfactory at both key stages, though again there is considerable variation in technical skills. Pupils write for a wide range of purposes, including factual accounts, letters, fiction and poetry.

6. Most pupils at the end of Key Stage 1 are confidently using a range of strategies for addition, subtraction and multiplication. They can name a range of shapes accurately and measure in centimetres. A significant minority still have difficulty in recording, reversing digits and tens and units. Only the higher attainers confidently identify the appropriate strategy for solving problems. At the end of Key Stage 2, most pupils work accurately in all the theoretical areas of mathematics. In number and algebra, for example, most know their multiplication tables, have sound mental strategies, and are beginning to understand and manipulate fractions. In shape and space, they understand symmetry and are using co-ordinates. In measurement, they work confidently with time. In data handling, pupils are beginning to understand probability. The major area for improvement throughout both key stages is in using and applying mathematics, particularly in investigation and problem-solving skills, which are generally underdeveloped. This has an adverse effect on attainment, particularly of mathematically able pupils.
7. The school has placed appropriate emphasis on the introduction of the National Literacy and Numeracy Strategies and this is having a positive effect on standards, which are satisfactory in both literacy and numeracy. Literacy is supported satisfactorily in other subjects, such as history or geography, which naturally lend themselves to developing writing, but there is insufficient emphasis on technical vocabulary, particularly in mathematics and science. Numeracy is supported satisfactorily in other subjects, for example in the use of scales and co-ordinates in geography. The school sets yearly targets for Key Stage 2 national test results in English and mathematics. These targets were surpassed in 1999 and 2000. The school has been brave in setting very challenging targets for 2001.
8. Results in national tests in science at Key Stage 2 have varied widely over the last few years, but inspection evidence shows that attainment is in line with the national average at the end of both key stages. Until 2000, teacher assessment of standards in science at Key Stage 1 was far too conservative, giving results much lower than they should have been. Teacher assessment in 2000 was more accurate. There is no difference in attainment in the areas of scientific knowledge, though attainment in scientific enquiry is below average. For example, higher attainers are not selecting their own apparatus for a range of tasks. The school has identified this weakness through its own monitoring process, and has plans to tackle it.
9. Standards in design and technology are below those found nationally, both in skills and in knowledge of the design process. Provision is patchy, and the amount of time devoted to it is insufficient. Standards in music are above expectation, particularly in singing at Key Stage 2. When all juniors join together enthusiastically to sing hymns, the singing is at a very high level, with confident renditions in two and three parts. In other areas of the curriculum, standards are in line with those seen nationally. In art, pupils effectively adopt the style of well-known artists such as Van Gogh and Picasso. In geography, pupils have a secure knowledge of co-ordinate and map symbol use. A sound background knowledge of history enables Year 6 pupils to select information

accurately. In information technology, standards in desktop publishing are good, and pupils use spreadsheets in arithmetical calculation, though knowledge and understanding of computer control and monitoring the environment are underdeveloped.

10. Standards of attainment on entry to Foundation Stage classes are generally below those expected of children of this age. Children make very good progress and are on line to meet the goals for all six areas of learning deemed suitable for children at the Foundation Stage.
11. Pupils with special educational needs make satisfactory progress in relation to the detailed targets set in their individual education plans, particularly in development of their literacy and numeracy skills. Progress towards targets is reviewed each term. Although the percentage of these pupils is high, they are integrated well into the life of the school and follow the same curriculum as other pupils.

Pupils' attitudes, values and personal development

12. The school has maintained the positive pupils' attitudes and good standards of behaviour since the last inspection. Pupils' attitudes to the school are good. They co-operate well with teachers and show good levels of interest and enthusiasm in their work. They follow instructions in lessons carefully and apply themselves fully to tasks. They show good levels of concentration and take pride in their work. Pupils are keen to answer whole-class questions, and participate fully in lessons. For example, in a Year 1 and 2 English lesson, pupils were very enthusiastic in identifying different types of punctuation in simple sentences. The under-fives are developing good and positive habits in their learning. They share role-play areas and equipment with good consideration for each other and generally play and work very well together.
13. Behaviour is good throughout the school. This makes a considerable contribution to pupils' progress in lessons and to the ethos of the school. The school is a friendly and orderly community. Pupils behave sensibly in classrooms, and in and around the school. Lunchtime is a pleasant social occasion where pupils mix well together and enjoy each other's company. Bullying is not a significant problem. When it occurs, the school has good procedures in place to address the issue immediately. Pupils are courteous and show respect for staff and visiting adults.
14. Behaviour management by staff is good, with a consistent whole-school approach. Through this, and pupils' work in developing classroom rules, pupils have a good and clear understanding of the impact of their actions on others. They are aware of the system of rewards and sanctions, and believe them to be fair. One pupil was excluded for a fixed period in the last school year for bad behaviour.
15. Relationships are very good. Pupils work together effectively in pairs and small groups. Many examples were seen in many lessons. For example, pupils worked well in pairs during a Year 3 and 4 physical education lesson as they appraised each other's techniques in jumping. They accepted each other's comments constructively. Pupils show a very good level of respect for the feelings, values and beliefs of others. An article in a local newspaper at the end of the last school year included the views of the out-going Year 6. There were touching references to how those pupils would miss the staff and all their peers.

16. Pupils are trustworthy and care for property. They respect their own property and that of others. Pupils show respect for school buildings and there is hardly any litter about the premises. They all share equipment and learning resources sensibly in lessons.
17. Personal development is good. Library and research skills are taught during English lessons and pupils can demonstrate a good level of independence in their learning. For example, Year 4 pupils were seen locating information quickly in the school library. Pupils display a good level of initiative in learning. In the literacy hour, good use is made of reference books and dictionaries and pupils are good at selecting their own learning resources in many lessons.
18. The school offers many good quality opportunities for pupils to take responsibility. This represents an improvement since the last inspection. Pupils accept responsibility well. For example, monitors perform their tasks in a helpful and effective fashion. Older pupils are caring towards younger ones. For example, at wet lunchtimes they help with games and read stories. The paired reading scheme allows older pupils to develop a mature and responsible nature. Pupils are tolerant, understanding and supportive of pupils with special educational needs.
19. Pupils make a valuable contribution to the community. Parents are especially pleased at this aspect of their children's personal development and feel that they are developing a high level of sensitivity towards the vulnerable and needy. For example, pupils recently made up parcels for an appeal in Eastern Europe. Clearly, they care for the community and those less fortunate than themselves.
20. Attendance is good. It has improved from the satisfactory levels found at the last inspection. The rate of attendance is appreciably above the national average for this type of school. Rates of authorised and unauthorised absence also compare favourably with national averages. Almost all parents replying to the inspection questionnaire said that their children like school. Punctuality is sound and registration periods are used as effective learning opportunities.

HOW WELL ARE PUPILS TAUGHT?

21. Teaching and learning are good overall, with only four unsatisfactory lessons observed in a total of 60, which is less than seven per cent. Fifty-two per cent of all lessons were good or better, and 22 per cent were very good. There is a clear distribution across the school. Teaching and learning in the Foundation Stage are very good. At Key Stage 1 and in Years 3 and 4 teaching and learning are satisfactory. Teaching and learning are good in Years 5 and 6. Overall, this represents a great improvement since the last inspection, when 30 per cent of teaching was less than satisfactory, and improving teaching was a key issue.
22. The few unsatisfactory lessons occurred at Key Stage 1 and in Years 3 and 4. In one of these lessons the management of pupils was unsatisfactory, and this resulted in unsatisfactory behaviour and slow learning. This was unusual, as class management and discipline are generally good, and often very good, throughout the school, and were never less than satisfactory in any of the other 59 observed lessons. The other three unsatisfactory lessons were characterised by inappropriate expectations of what pupils can do. In one case the lesson content was too ambitious for the majority of pupils. In another, not enough was expected of the older pupils. In the third lesson, there was not enough challenge for higher attainers in both age groups. The result in all three of these lessons was that pupils did not learn enough, either because they

were lost, or because not enough was demanded of them. In general, teachers' expectations, of productivity and pupils' potential, are satisfactory at Key Stages 1 and 2, and very good at the Foundation Stage. Pupils respond by living up to these expectations and working hard. In the majority of lessons, where expectations are realistic and challenging, the pace of the lesson is brisk and learning is good.

23. Very good lessons were observed throughout the school. All these were based on the teachers' very good subject knowledge. For example, in a Year 4 mathematics lesson, the teacher showed very good knowledge and understanding of mental mathematical strategies, in this case using knowledge of the five times table to work out more difficult multiplications. Pupils were caught up with the challenge and pleased with their own abilities. Their increased motivation and confidence not only enabled very good learning at the time, but also laid foundations for future progress. Teachers' good planning was also very important in these lessons. In a Year 6 mathematics lesson on the use of brackets, learning objectives were clear and shared with pupils. Since pupils knew exactly what to expect, activities followed each other swiftly and seamlessly. Planning includes the provision and use of resources. An excellent range of artefacts provided in a Year 5 art lesson enabled pupils to choose sensible groups for observational drawings with aesthetically pleasing results, enthusing pupils to try their hardest. Learning in speaking and listening was also enhanced by discussion leading to democratic decisions on the choice and arrangement of the artefacts.
24. The teaching and learning of basic skills are satisfactory, though teachers rarely reinforce technical vocabulary positively in mathematics and science as part of the support for literacy development. However, teachers emphasise vocabulary in other subjects, such as history. Teachers should use information technology more in other subjects such as geography or art. An opportunity is missed here to enhance learning in information technology, and in the subjects themselves at the same time.
25. The use of homework is satisfactory, though there are occasional lapses in its regular setting by some teachers. Reading, and the learning of spellings and number facts, are given as homework from the start, and finishing work or researching topics at home increases as pupils move through the school. Marking is conscientious and encouraging, but there is not enough emphasis on subject-specific comments and short-term targets for individual pupils. Targets which are given in pupils' books are often too broad, so it is not always clear to pupils exactly what they need to do to improve.
26. Teaching and the organisation of work are very good for children under five. Very good use is made of support staff and all staff work very well as an effective team. Good relationships exist between adults and children and it is clear that the majority of children feel happy and secure in the reception classes when they have attended for a few days. The school has a good early years policy in place, and the curriculum provided is firmly based on the areas of learning desirable for children in the Foundation Stage of education. Short-term planning is effectively based on specific skills and knowledge to be promoted through a wide range of activities. Focused teaching and knowledge of what children know, understand and can do ensures teaching is clearly targeted to individual needs. Pupils respond well to this and work hard, acquiring new knowledge and skills at a very good rate.
27. The quality of teaching of pupils with special educational needs is satisfactory. Pupils' detailed individual education plans are not consistently used in lessons to plan suitable work in achievable learning steps and promote effective learning and

maximum progress in accordance to their individual abilities. However, consideration is given to planning work across the curriculum to suit groups of low attaining pupils. Support staff who work with these pupils are enthusiastic and have a clear understanding of their work.

28. Planning for the needs of individuals is the main weakness of teaching in some classes. In single age classes it would be expected that work would be provided at three levels in, say, the group work part of a numeracy or literacy lesson, and mixed age classes generally contain a wider range of attainment. Some teachers do not always plan work with sufficient difference in content to stretch the higher attainers whilst at the same time ensuring that lower attainers are not lost. This insufficient difference in lesson content was found particularly in science.

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

29. The quality and range of learning opportunities provided by the school are satisfactory. There is a sound focus on the basic skills of literacy and numeracy. The school curriculum is sufficiently broad to meet the requirements of the National Curriculum. The curriculum provided by the school does not always sufficiently challenge more able pupils and experimental and investigational work in science and mathematics are underdeveloped. The time allocated to the teaching of design and technology is too low. The school makes very good provision for the development of pupils' personal and social skills. They learn about healthy life styles and gain awareness of drug misuse, and the school has informed parents of its decision not to teach sex education in school.
30. The school ensures equal opportunities for all pupils. All pupils, including those with special educational needs, have full and equal access to all aspects of the curriculum. Satisfactory provision is made for pupils with special educational needs. The policy closely follows the requirements of the Code of Practice. Identification of needs is made at an early stage through parent and teacher observations and analysis of the results of assessment procedures. This is a significant improvement on findings in the last inspection. The individual education plans, subsequently prepared, provide detailed learning targets, and advise on strategies for achievement and resources to support learning. However, there is not sufficient emphasis on the use of individual education plans in lessons.
31. Good use is made of resources within the community, with visits and visitors planned to contribute to pupils' learning. These include a visiting theatre group, the school nurse, community liaison police officers and the local librarian. There is a very good programme of extra-curricular activities including a wide range of sports and physical activities and residential visits for the older pupils. Music is supported by visits from Salford University and Rochdale music service. There are effective links with two nearby primary schools, where the pupils do a joint annual project, and with the secondary school that most pupils will attend.
32. Provision for pupils' personal development through the daily life and routines of the school is good. The school has worked hard at this aspect of school life and is successful in promoting responsibility for the older pupils in the ways that they support the younger children. A good example can be seen at lunchtimes where the older pupils help the younger ones with their lunch and ensure that they return to the correct part of the building.

33. The provision for spiritual development is very good. It is mainly fostered through religious education and collective worship. Acts of collective worship are Christian in nature and make a strong contribution to pupils' personal development, such as when individual pupils are praised for personal achievement and listen well to the achievements of others. Pupils are helped to an understanding of themselves and their place in the world through challenges on the residential visits, and by the way teachers listen to them and value their ideas. This supports pupils' spiritual development by encouraging pupils to share their thoughts and ideas, and to respect the views of others.
34. Pupils have a clear understanding of the difference between right and wrong. School rules are adhered to. Pupils are helped towards an understanding of the rules by a strong positive behavioural management policy, and consistent practice of this policy by the staff.
35. There are many opportunities given for pupils to develop their social skills. Pupils are encouraged very well to collaborate in lessons such as music and physical education, and they respond accordingly. All staff are good models for pupils to base their own behaviour and relationships on. The school provides very good opportunities for older pupils to take responsibility for younger ones, directing them round the school at play and lunchtimes to ensure smoothness and order, and reading to them or playing games with them in wet weather. There are good opportunities for pupils to learn social conventions through contact with visitors such as local police personnel when they come to give talks on various aspects of citizenship. The school's good links with other primary schools also support social development well.
36. Provision for pupils' cultural development is satisfactory. Pupils have good opportunities to visit museums and art galleries, and to undertake geography field trips and visits to the local library. Visits by theatre groups enhance understanding of the pupils' own culture, and visitors give an insight into other cultures, such as the local Jewish and Ukrainian communities. Pupils' cultural development is also fostered by the curriculum for art, music and their study of world faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school takes positive steps to ensure pupils' health and safety. The level and quality of support in this regard are very good. The educational and personal support and advice given to pupils are satisfactory. These provisions contribute significantly to the caring and family ethos of the school, and are effective in supporting pupils. Parents feel that the school's staff have the pupils' welfare at heart and that they work hard to enable pupils to achieve their best. The safety hazards related to the school's former accommodation are no longer an issue since the school has re-located to new accommodation since the last inspection.
38. There are excellent arrangements for induction to the school. The school has recently extended its programme and now provides four induction sessions for new pupils. A very good feature is the letters of welcome written by pupils. Arrangements to transfer to secondary school are good.
39. Assessment of pupils' progress in the reception classes is good; teachers observe attainment and progress in each of the six areas of learning and these are carefully recorded. Planning identifies pupils' individual strengths and weaknesses and these

are appropriately addressed in order to target improvements in the performance of each child.

40. At both key stages, the school has focused on developing a rigorous and consistent system of assessment to inform the planning of future work and to raise pupils' standards of achievement. Much has been achieved in this area, particularly in ensuring that assessment in literacy and numeracy is accurate and informative across year groups and between and within key stages. Schemes of work identify day-to-day assessment tasks and observations and are well used together with the outcomes of standardised tests to inform teachers and parents of pupils' levels of attainment and to identify areas requiring further reinforcement. However, procedures for assessing pupils' progress in science and in information technology need to be improved as the strategies used are insufficiently rigorous. The introduction of a computerised system for tracking the progress of individual pupils across the curriculum is a positive initiative which is beginning to have an important impact on raising pupils' standards of attainment.
41. Procedures for monitoring and supporting pupils' academic progress are satisfactory overall. Careful recording of the outcomes of formal and informal assessments and of the results of standardised tests on the pupil progress chart is effective in identifying areas which require further development. There are clear and well defined responsibilities for monitoring and evaluating the delivery of the curriculum. However, pupils' particular needs are not always catered for by the provision of suitably adapted and differentiated work. Portfolios of moderated, levelled work have been successfully developed, especially in literacy and science, and these are effective in ensuring that teachers reach a common understanding of expected standards in National Curriculum tests. A similar portfolio is being developed in mathematics.
42. Pupils with special educational needs receive satisfactory support in class. Links with external agencies and other advisory groups are good and relevant to the needs of the pupils. Arrangements for assessing the attainment and progress of pupils with special educational needs are satisfactory at both key stages.
43. Arrangements for child protection are good. A good quality policy is in place. The designated officer is appropriately trained and effective in dealing with any issues. The officer is very experienced and regularly leads training sessions for staff of the school. Staff are vigilant regarding any possible concerns. The school has effective relations with external agencies.
44. The school has a very good quality and comprehensive health and safety policy. Risk assessments are undertaken each term by the headteacher and designated school governor. Arrangements are made to ensure that equipment and appliances are regularly tested. Accident and emergency procedures are effective in dealing with problems. Two teachers are trained and qualified in administering first aid. The school has plans to train other staff. Fire drills are carried out regularly and are appropriately recorded.
45. There are good arrangements to monitor and promote pupils' attendance. Any absences are followed up quickly. Problems are identified at an early stage and this enables the school to give pupils effective support. There is a very good partnership with the educational welfare officer who works with the school. Staff take many informal opportunities to speak to parents about the importance of good attendance and good rates of attendance are celebrated in newsletters. These arrangements have effectively raised the rate of attendance since the last inspection.

46. The school's procedures for monitoring and promoting good behaviour are good. There is a good quality behaviour policy in place. Very detailed records are kept of any incidents of bad behaviour and this allows the school to identify any worrying patterns and trends. Where there are problems, this information is used effectively to monitor and track progress. Staff have high expectations regarding behaviour and they work hard to maintain high standards. Very good use is made of a wide variety of rewards and sanctions. Praise Assemblies are held weekly and they include special mentions for good behaviour and work. These factors are effective in maintaining high standards of behaviour.
47. The school has developed very good procedures to monitor and support pupils' personal development. Records of Achievement and pupils' files are detailed, and this information is effectively used to guide pupils in their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents have very positive views of the school. Replies to the inspection questionnaire, and responses given at the parents' meeting, show that parents have a high level of confidence in the school, the quality of education provided and the attainment of their children. Parents say that the headteacher has made important and positive changes to the school and they have a very high regard for his leadership and management. Parents say that the school helps their children to develop good attitudes and values, and generally helps them to become mature and responsible. Most parents are pleased with their children's progress and feel well informed about this. They find staff approachable and helpful when there are problems. Parents of children with special educational needs are pleased with the support offered by the school. Parents value the commitment and care shown by all staff towards their children.
49. A significant number of parents felt that there was a lack of extra-curricular activities on offer. Inspectors found that there was a very good range and number of activities offered by the school. Some parents were concerned about the arrangements for homework. Inspectors found the arrangements to be satisfactory. However, the headteacher is now reviewing the policy and practice in the school to ensure that there is consistency in giving homework.
50. The quality of information to parents, especially about pupils' progress, is good. The prospectus and governors' annual reports give detailed information about the school's policies and procedures. The school has addressed the weaknesses in the prospectus and governors' reports identified at the last inspection. Newsletters are issued weekly and these effectively keep parents abreast of developments in the life of the school. An 'events diary' is issued each term. Parents especially value the Curriculum Forecasts produced for each class. These provide good information about forthcoming work for each class. Pupils' annual reports are of good quality overall. They are effective in informing parents about their children's achievements and important aspects of personal development. They provide clear information to parents about what their children know, can do and understand. A small number of reports were found to lack full details about attainment and learning targets in them were not precisely stated.

51. Since the last inspection, the school has made good improvement to communications between school and home and also the arrangements for reporting to parents on their children's progress.
52. Parental involvement in the work of the school is good. Parents report that the school works closely with them and that relationships between parents and staff are good. Many parents attend Friday assemblies and this fosters positive relations. The parent/teacher association ('The Friends and Supporters of St Patrick's School') organises a number of social and fund-raising events. A considerable amount of money is raised by the group, each year, for the school. Some parents help with school activities on a regular basis. They help in preparatory work for lessons, listen to readers, support weekly mass and accompany pupils on school trips. Parent helpers are well briefed on their role. Home/school records show that parents are effectively involved in their children's learning at home. They give good support in listening to their children read. All these factors contribute well to pupils' learning.
53. Parents of pupils with special educational needs are fully involved in discussions about their children's progress and, where necessary, in yearly reviews.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher took up the post a few days before the previous inspection, and the report indicated that he had a lot to accomplish. This he has done very well indeed. He inherited a deficit budget and an inspection report that was far more critical than the key issues alone would suggest. Since then, along with the governors and staff, the headteacher has taken the budget into surplus, introduced the National Literacy and Numeracy Strategies, moved into a new school and coped with the fact that it was unfinished, raised standards and put into place a great number of systems to ensure improvement in pupils' learning. It is difficult to see what more he could have done in four years. His leadership and management are excellent, and he is helped in this by a highly competent, dedicated and very hard-working deputy headteacher, whose appointment a year ago added greatly to the effectiveness of the school. Their teamwork is excellent, and they are very well supported by the rest of the senior management team, governors and staff. Everybody has a genuine commitment to improve, and the school has a very good capacity to succeed. The management structure, with co-ordinators for each key stage as well as for each subject, is solid, and the school is very well placed to introduce the new government requirements in performance management. Staff appraisal (which the school calls 'staff development interviews') takes place on a regular basis and is firmly connected to the school improvement plan and individual needs of staff.
55. The headteacher and subject co-ordinators monitor curriculum planning and teaching, as well as the work of pupils. Feedback to teachers is good, and from the headteacher very good, and it helps to raise standards. It is this monitoring, along with staff development, that is largely responsible for raising teaching grades from only 70 per cent satisfactory or better at the last inspection to 94 per cent now. Teachers' performance in the classroom is taken into consideration at staff development interviews.
56. The school improvement plan is comprehensive and has clear and sensible priorities. Everything is timed and costed. Planned expenditure is given in detail in the school budget. Progress towards the school's targets is well supported by appropriate action, such as the initiation of intensive staff development in numeracy and the

adoption of optional annual testing. All areas of the school are monitored and evaluated very well and appropriate action taken quickly, decisively and very positively.

57. The committed governing body is very effective in fulfilling its responsibilities and shaping the direction of the school. Governors have a good understanding of the school's strengths and weaknesses, and see the school as an integral part of the parish and the community. The effective committee structure ensures efficient and transparent working. Governors have taken individual responsibility for subjects, and have been into classrooms to see these subjects being taught, as well as being in close contact with subject co-ordinators. The school's mission statement reflects the very caring Roman Catholic nature of the school, and is very well supported by the work that takes place.
58. Funds and resources for special educational needs are used effectively. The special educational needs co-ordinator has only recently been appointed. He is in the process of induction by following a suitably detailed programme of training. The school is supported well by a local education authority special educational needs support teacher who, at present, is responsible for continuous assessment of pupils, supporting teachers in writing individual education plans, and updating administration documents, and is involved in termly reviews. Support assistants are effectively deployed and most are familiar with their responsibilities.
59. The school has a sufficient number of staff for the needs of the curriculum. Teachers and support staff are appropriately qualified and experienced. The school has introduced a very good quality programme of induction since the last inspection. Staff report that the system of mentors is very effective in developing skills and supporting them generally. There are very good arrangements for newly qualified teachers to settle in to teaching and they are provided with very helpful written guidance about the school's policies and procedures. Since the last inspection the school has made good progress in introducing the programme of induction for new teachers and staff appraisal.
60. The school has changed its accommodation since the last inspection and consequently resolved many of the problems experienced by staff and pupils. Accommodation is now satisfactory for the needs of the curriculum. Parents, pupils and staff value the bright and modern buildings. However, the school library is small and does not allow whole-class usage. The school works around this well, as it does with the lack of designated space for withdrawal work for pupils with special educational needs, the rather cramped space in Year 5 and 6 classrooms, a generally waterlogged school field, and no room to dedicate to information technology. Accommodation is satisfactory, in that it is adequate to deliver the National Curriculum, but for a new school the inspection team find it disappointing.
61. Learning resources are satisfactory overall, and this represents an improvement since the last inspection. For mathematics, resources are good with many recent acquisitions to support the teaching of numeracy. Resources for design and technology lack variety and sufficiency, and are unsatisfactory.
62. The school's budget is efficiently managed by the administrative staff and monitored regularly by the governing body. Financial procedures are well established and contribute to the smooth running of the school. Funds provided through specific grants are used appropriately; for example, the standards fund grant supports pupils learning in literacy. This year it is being used for books, staff training and provision of learning support assistants. Financial decisions are closely linked to school

improvement plans. The governors and headteacher give careful consideration to major decisions and this has enabled the school to reverse the large negative budget that the school had at the time of the last inspection. The school also make sure they obtain the best value for money. Information technology is used well to support school administration, and the school has started to use it to track pupils' progress. The school's overall use of new technology is satisfactory. The recommendations of the most recent audit report, very minor in nature, were fully and swiftly acted upon.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve further, the school needs to:

- 1 Ensure that sufficient attention is given to the needs of individuals in all lessons at Key Stages 1 and 2 by:
 - planning for a wider range of attainment, particularly in science; (paragraphs 22, 28, 29, 41, 86, 101)
 - ensuring that individual education plans are taken into account in all lessons. (paragraphs 27, 30, 91)
- 2 Recognise the importance of the experimental and investigative aspects of mathematics and science and place more emphasis on these aspects. (paragraphs 6, 8, 29, 91, 97, 101, 103)
- 3 Improve standards in design and technology by ensuring adequacy and consistency of provision. (paragraphs 9, 29, 110, 112)
- 4 Extend the workable and consistent assessment system now in use in English and mathematics to all subjects, in particular to science and information technology, and ensure its consistent use throughout the school. (paragraphs 40, 102, 109, 126)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Develop the school marking policy to include subject-specific comments and suggestions. (paragraphs 25, 86, 93, 102)

Do more to emphasise technical vocabulary in mathematics and science. (paragraphs 7, 24, 87, 93, 99).

Further develop the use of information technology to support other subjects of the curriculum, as already recognised by the school, for instance in its monitoring of science. (paragraphs 24, 103, 108, 117, 126).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21.7	30	41.7	6.7	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)	0	288
Number of full-time pupils eligible for free school meals	0	72

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	66

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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
	1999	27	23	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	23	24
	Girls	21	21	22
	Total	43	44	46
Percentage of pupils at NC level 2 or above	School	86 (88)	88 (88)	92 (98)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	19
	Girls	21	22	21
	Total	42	43	40
Percentage of pupils at NC level 2 or above	School	84 (95)	86 (86)	80 (100)
	National	82 (81)	86 (85)	87 (86)

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
	1999	29	16	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	20
	Girls	10	9	13
	Total	28	29	33
Percentage of pupils at NC level 4 or above	School	62 (66)	64 (41)	73 (58)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	23
	Girls	11	10	11
	Total	27	28	34
Percentage of pupils at NC level 4 or above	School	60 (70)	62 (68)	76 (73)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	288
Any other minority ethnic group	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	25.7
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	94

Financial information

Financial year	1999-2000
	£
Total income	439,929
Total expenditure	431,015
Expenditure per pupil	1,462
Balance brought forward from previous year	-13,480
Balance carried forward to next year	-4,566

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	288
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	26	5	0	4
My child is making good progress in school.	57	37	2	0	4
Behaviour in the school is good.	47	32	7	4	11
My child gets the right amount of work to do at home.	33	35	16	4	11
The teaching is good.	56	32	2	2	9
I am kept well informed about how my child is getting on.	51	30	9	0	11
I would feel comfortable about approaching the school with questions or a problem.	72	21	4	0	4
The school expects my child to work hard and achieve his or her best.	61	32	4	0	4
The school works closely with parents.	54	37	7	0	2
The school is well led and managed.	61	32	4	0	4
The school is helping my child become mature and responsible.	51	37	5	0	7
The school provides an interesting range of activities outside lessons.	37	19	16	5	23

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

64. The early years education provided in the reception classes is very good. Children attend on a full-time basis remaining in these classes for the whole year. Teachers have a very good understanding of the Early Learning Goals and of education at the Foundation Stage.

Personal, social and emotional development

65. The well-organised induction procedures ensure that most children enter school with a good measure of confidence. At the time of the inspection children had been in full-time education for only three days. They respond very well to an ethos that promotes good behaviour and care for each other. This was well illustrated by a child comforting another who was upset at leaving his mother. Most children can take turns and offer help to each other. They are beginning to initiate ideas as they play with construction sets and use the home corner imaginatively. Children are beginning to solve practical problems such as putting on their coats before going home.
66. Children develop positive attitudes to learning and settle promptly to self-chosen and teacher-directed tasks sustaining concentration for relatively long periods, be it with play-dough or completing their letter formation work. Teachers' questions are generally answered clearly and children are increasingly becoming aware of what is accepted as right or wrong. Children give their own names and learn to take turns and put up their hands to answer questions. They enjoy participating in practical activities and tidy away their materials efficiently as they finish. Children with special educational needs make particularly good progress in this area of learning. The majority of reception children are at ease with the daily routines of school life, as when joining in with school assemblies or changing for physical education lessons.
67. The quality of teaching in this area of learning is very good. All staff work very well together and provide very good role models for the children. They create a very stimulating learning environment, enabling children to become excited by learning. Perceptive use of praise and encouragement gives children a positive feeling of self-worth and pride in their achievements.

Communication, language and literacy

68. Children listen very well, show interest and, with very effective teaching, they make very good progress and are well on their way to begin the National Curriculum by the time they enter Year 1. Children talk with increasing confidence in a range of formal and informal situations, using an increasing range of vocabulary. They are well supported by teachers and other adults who effectively use every opportunity to engage in purposeful conversation with individuals and groups to develop clear speech and growing vocabulary.
69. During the inspection children illustrated very good progress in recognising some initial letter sounds and shapes, and the beginnings of recognisable letter formation. During self-choice time a child wrote a series of 'c's on a flip chart in the writing area with good, confident formation, this being one of the new letters introduced. Most children hold pencils or pens correctly and make confident marks. They are at the early stages of tracing over their names. Children handle books confidently and

correctly. They know that pictures and writing convey meaning and show an enjoyment when sharing books and discussing pictures. More able children can identify key words in the text and within the classroom environment, such as 'dad' and 'mum'.

70. The quality of teaching in this area of learning is very good. The teaching is lively, clear, precise and motivating and is very successful in promoting challenge and excitement for learning. Staff intervene carefully with perceptive questioning to make teaching points. Very expressive story-telling skills are well supported with the use of good resources that successfully act as a focus point for the children.

Mathematical development

71. By the end of the Foundation Stage most children are ready to begin the National Curriculum. Children confidently count to ten forwards and backwards. About half of the children are able to count beyond ten with a significant majority reaching 20. Excellent use is made of glove puppets that cannot count properly. Children are enthralled and willingly help the puppet to get it right. Very good use is made of a range of effective resources that successfully promote children's understanding of number, for example three as in 'three bears'. The children are given the opportunity to sort, match and count in a variety of ways. Teachers take frequent opportunity to use numbers as when they encourage the children to count how many are in the class. The more able can recognise that one more apple is needed on the tree to make three. Children learn a range of rhymes and songs that involve counting on and counting back.
72. The quality of teaching in this area of learning is very good. Activities are practical, sustain the interest of the children well and appropriately match their abilities. Teachers and other adults often capitalise on opportunities that arise from children's self-chosen activities to extend their counting skills, knowledge and understanding. Teachers successfully exploit opportunities in the school day to use mathematics in a meaningful way, such as counting the number of children in a group.

Knowledge and understanding of the world

73. Children know about their immediate surroundings and develop a sense of location and direction. During self-chosen activities children successfully use cutters and sticks to shape play-dough into required shapes and make patterns. They enjoy their operation of a computerised toy and make very good progress in controlling the computer mouse to click and drag objects on the computer screen. Teacher support is good in this area.
74. Not much of this aspect of the children's learning was seen during the inspection. However, last year's work and teachers' forward planning identifies a very wide range of experiences to develop all aspects of this area of learning successfully.

Physical development

75. Through teachers' cheerful relaxed way of giving instructions and praise, children's confidence, in their very first physical education session, enabled them to want to demonstrate their skills to others. The majority listen well to instructions. Children show a good awareness of space when using the hall and move with confidence and good control. They show a range of developing skills in cutting, sticking and drawing.

- They manipulate pencils and crayons well for their age, showing good colouring skills and choosing appropriate colours.
76. The quality of teaching in this area of learning is very good. Teachers have a clear understanding of the development of the range of physical skills. They give good support to those children who have difficulty in using scissors. Lessons are planned well to teach skills progressively with a choice provided in activities. A positive learning environment is provided by calm, firm discipline. Very good use is made of adults in these sessions. They willingly share in activities, show good understanding of the purpose of the lesson and ensure children participate fully, noting those children needing further support. Continual suggestions effectively promote children's skills.

Creative development

77. A range of creative media, including paints, crayons, material and card are available for children to explore. However, little of this area of learning was seen during the time of the inspection. Children begin to act out scenes from home and demonstrate an enjoyment of singing through a range of songs.

ENGLISH

78. At the end of both key stages, standards of attainment are in line with the national average. Pupils make satisfactory overall progress. Standards in writing have improved since the last inspection, where they were criticised. Inspection evidence suggests that the standards achieved in national tests last year were higher than the standards being achieved by the current pupils in the school.
79. In national tests in 1999 the percentage of pupils at the end of Key Stage 1 attaining, and exceeding, the expected Level 2 was well above the national average in reading and writing. When compared with similar schools they also attained very well. In the national tests in 2000, for which there are not yet any national comparisons, the results suggest similarly high standards.
80. The 1999 national test results indicated that the proportion of pupils attaining the expected Level 4 at the end of Key Stage 2 was below the national average, and the proportion reaching the higher Level 5 was in line with the national average. When compared with similar schools, the proportion of pupils attaining Level 4 was broadly in line with the average, and the proportion attaining Level 5 was well above average. Results in the national tests in 2000 show that the school has improved the number of pupils attaining the nationally expected level, while the number exceeding it has remained static.
81. In lessons in Years 1 and 2, standards in speaking and listening in English are generally average and some are above, for example when describing different sorts of dogs. Higher attaining pupils are able to explain clearly more complex ideas such as how to write a summary. Most usually listen carefully and contribute to class discussions, for instance about animals and words to describe them. They talk about aspects of their work and can explain when to use full stops and capital letters. The progress made at Key Stage 1 is maintained at Key Stage 2. By the end of Key Stage 2, pupils' attainment in speaking and listening is in line with that seen nationally. Pupils are given some good opportunities to express ideas and develop an appropriate vocabulary, for example when comparing the writing styles of Dickens and Anna Sewell. Pupils are confident when answering questions and when speaking to adults. They are generally able to ask appropriate questions and develop an argument. An observed example of this was a discussion in a Year 5 and 6 class

about child labour in Victorian times and what the pupils considered to be the important social issues of today.

82. At the end of Key Stage 1, attainment in reading is average and pupils make satisfactory progress. Most are able to read simple texts with appropriate accuracy and understanding. Many read independently, establishing meaning through appropriate phonic knowledge and good word recognition. They enjoy books. At the end of Key Stage 2, attainment in reading is average and pupils make satisfactory progress in relation to their prior attainment. Many are able to talk about the plot and characters in stories they have read and relate their opinions to the text, for instance when discussing the injuring of another horse in 'Black Beauty'. Library skills are well developed. Pupils can explain clearly how the library is organised and know how to locate relevant books and find information quickly by using contents and index pages.
83. For the majority of pupils at the end of Key Stage 1 standards in writing are average. Pupils are beginning to write for different purposes, including stories, lists (such as words rhyming with 'jig' in Year 1) and the *blurb* for the back cover of a book. They are able to spell a satisfactory range of simple words and have a solid understanding of letter sound relationships but not letter names. Many have an understanding of full stops and capital letters but not all consistently use them. Handwriting is satisfactory overall but some pupils form letters incorrectly and letters are inconsistent in size.
84. At the end of Key Stage 2, pupils' attainment in writing is average. During the key stage most pupils continue to develop their writing skills appropriately. They use a wide range of styles for different purposes such as writing factual accounts in subjects such as science, geography and history. They use information technology appropriately to support their learning. While overall attainment is acceptable pupils' standards in writing vary from good to unsatisfactory both in terms of content and skills. In some literacy groups a minority of writing is unacceptable with spelling incorrect, punctuation inconsistent and handwriting unsatisfactory. In some lessons pupils work too slowly.
85. Pupils' attitudes to learning are generally sound. They enjoy reading and listening to stories. Pupils have targets for improvement but these are general so pupils are sometimes unsure of what they personally need to do in order to improve. Pupils with special educational needs make satisfactory progress. Individual education plans are carefully constructed, and most are concerned with aspects of literacy. However, these plans are not always consulted in English lessons, although group work is usually targeted accurately for low attainers.
86. Teaching at Key Stage 1 is satisfactory overall. At Key Stage 2 teaching is predominately good. Teachers have secure knowledge and understanding of teaching English. There is a satisfactory balance in most lessons in terms of whole class, group and individual activities. For instance, in a Year 3 and 4 class the teacher shared poetry and drew attention to the style, shape and alliteration in the poems. Then groups worked at differing levels of task and were drawn back together at the end of the session to share their work and reinforce what they now knew and understood. The literacy hour sessions are generally well conducted with a good concentration on the development of skills and clear learning objectives shared with pupils. The whole-class sessions of the literacy hour are generally well conducted with a lively pace and good concentration on the development of skills. Pupils are involved in this part of the lesson and are usually appropriately challenged. The work set in the individual part of the hour is not always sufficiently challenging for the most able pupils and the amount, pace and quality of work accepted is sometimes too low.

The final plenary sessions are generally soundly used to review and reinforce work in an analytical way. Overall the approach to the literacy strategy is successful. Teachers' planning is mainly good but rarely includes drama or speaking and listening, which is not being systematically taught, though appropriate opportunities are given for pupils to discuss their learning and ideas in a wide range of subjects. Targets are set for pupils' learning but these need refining to ensure that pupils' individual learning needs are addressed. The marking of pupils' work is conscientious and encouraging, but it often lacks developmental comments.

87. Literacy is supported satisfactorily in other subjects, especially those which naturally lend themselves to its development, such as history. In some subjects, especially mathematics and science, the vocabulary being learnt is not stressed enough.
88. The subject is very well led and managed. The monitoring of teaching and careful analysis of pupils' performance have enabled the school to focus on areas of weakness and begin to address them through appropriately targeted work. The monitoring and record keeping of pupils' progress are good. The school has recently audited and discarded books that were old and in a dilapidated state. It had started to update books and materials for English and these are now sound. Since the last inspection improvements have been made in the overall standards of pupils' writing and the use of restrictive comprehension exercises has decreased.

MATHEMATICS

89. In the National Curriculum tests for which comparative data is available, attainment in the 1999 tests at the end of Key Stage 1 was well above the national average. This was lower in the 2000 tests. At the end of Key Stage 2, attainment in 1999 was below the national average and broadly in line with the national average for similar schools. Results were higher in the 2000 tests, although fewer pupils reached the higher Level 5. In lessons observed and work scrutinised, pupils at both key stages achieve standards in line with national expectations. The school has placed appropriate emphasis upon the introduction of the National Numeracy Strategy in its curriculum planning and there is evidence that this is having a positive effect upon standards. Standards have risen since the last inspection at a rate similar to that seen nationally.
90. At the end of Key Stage 1, pupils can count, read, write and order number; they can count back and recognise bigger numbers and also count in twos, fives and tens. Most children are generally confident in using a range of strategies for using plus, minus and multiplication. They are familiar with the principles of addition and subtraction and can name a range of shapes accurately. A significant minority of Year 1 pupils find it difficult to measure accurately using linked cubes. Year 2 pupils are able to measure in centimetres using a ruler. A significant number of pupils have insecure recording skills, reversing number shapes and placing tens before units. Scrutiny of pupils' work shows that average and below average attaining pupils have some difficulty in identifying the appropriate strategy to use when solving simple problems.
91. At Key Stage 2, pupils develop sound mental mathematics skills and strategies. They become more confident in rounding up and estimating and the majority are able to explain their outcomes logically. Number facts are reasonably secure. Most pupils understand the concept of sharing when dividing numbers and their mathematical vocabulary is adequate. By Year 4, most pupils can multiply two digit figures by one. They show progress in Year 5 in multiplying three digit numbers by two digits. By Year 6, most pupils are more confident of their multiplication tables and work more

accurately. They understand the significance of brackets and can partition numbers into multiples of powers of ten. Scrutiny of work shows that above average and average attainers can use and understand a number of mathematical concepts and principles. They work accurately with co-ordinates, symmetry, time, shape, probability and fractions. Data-handling skills are generally secure, and pupils are able to record their findings in bar graphs. Standards of presentation of work in Key Stage 2 are variable. Investigative work and problem-solving skills and strategies are underdeveloped generally, and particularly in higher attainers, though most pupils respond with enthusiasm when they are presented with the opportunity to work independently on mathematical investigations. Pupils with special educational needs are provided with suitable work in mainstream classes, though work is rarely adapted to match individual needs.

92. Average and above average attaining pupils make generally sound progress, but the progress of below average attaining pupils is less secure. Levels of concentration in lessons are generally satisfactory, especially when lesson objectives are clearly explained and work is suitably adapted to match ability levels.
93. The quality of teaching is satisfactory overall and it is good at the upper end of Key Stage 2. Most teachers have sound subject knowledge and plan work carefully, identifying appropriate learning objectives which are clearly explained to pupils at the start of lessons so that they know what focus they need to place on their work. Where teaching is at its best, there is a brisk pace and a good level of challenge; activities are varied and follow one another swiftly so that no time is wasted and pupils meet the teacher's high expectations of them. For instance, in Years 5 and 6 pupils are presented with a range of challenging tasks to reinforce and extend their knowledge and understanding of multiplication. Teachers generally use a wide range of strategies to sustain concentration, which enhances pupils' quality of learning and trains them in good working practices. Individual weaknesses in understanding are well identified and targeted for reinforcement and further support. In Years 5 and 6 work is well targeted towards individual needs and is designed to help pupils master areas of difficulty, such as the correct application of different mathematical strategies. Where teaching is less satisfactory, tasks and learning materials are not well matched to pupils' needs and ability levels. Marking of pupils' work is encouraging, but generally lacks specifically mathematical comment. Where targets are set, they tend to be too general and unspecific to give pupils guidance in what they need to do to raise their standards of attainment. There is not enough emphasis on using and applying mathematics, particularly investigation and problem solving. Opportunities are often missed in enhancing literacy skills by placing enough emphasis on mathematical vocabulary.
94. The quality and quantity of numeracy resources are satisfactory. Appropriate material has been purchased to deliver the numeracy curriculum but other subjects are not sufficiently well used to develop numeracy skills across the curriculum. Resources are well chosen and accessible to all staff and pupils.
95. The numeracy co-ordinator has produced a new policy and scheme of work to deliver the numeracy curriculum. Regular monitoring and evaluation meetings with colleagues help to build up their confidence and the co-ordinator is assiduous in monitoring teachers' planning and the quality of teaching in the classroom. The verbal and written feedback from monitoring helps teachers develop their approach to the teaching of numeracy and it provides the co-ordinator with a valuable overview of the progress of the subject across the school. Pupils' progress is also carefully monitored through the tracking system, and the development of a portfolio of

moderated annotated work is being aimed at providing teachers with a common understanding of the levels of attainment expected nationally.

SCIENCE

96. There is no national test at the end of Key Stage 1 in science, but the teachers' own assessments in 2000 indicate that attainment was in line with the national average for 1999. Teacher assessment in 1999 was too conservative and inaccurate, but the school's monitoring picked this up and it was rectified by 2000. In national tests at the end of Key Stage 2 in 1999, standards were in line with the national average, and above those of similar schools. The 2000 results indicate that pupils were performing in line with national expectations. Since the last inspection standards have varied, giving an overall improvement in performance that is broadly in line with the national trend.
97. Inspection evidence indicates that pupils' standards in science are in line with the national average at the end of both key stages. The school has maintained the standards found in the previous inspection. Currently standards in experimental and investigative science are not as high as they are in other areas of science. This has been identified in the school's own monitoring and evaluation system. Because of other priorities science is not listed on the immediate school improvement plan.
98. Throughout Key Stage 1 pupils make satisfactory progress, and for pupils with special educational needs progress is also satisfactory when set against their prior attainment. Pupils know the five senses and are developing an understanding of their importance through various activities. However, they are unable to perform an investigation in a scientific manner. Year 1 pupils have to taste a range of foods and record whether they like it or not. However, they tend to record without tasting, some through drawing, while others attempt to write the name of the substance. By the end of the key stage pupils work reasonably sensibly, developing an awareness of a scientific approach.
99. Year 3 pupils make satisfactory progress in their acquisition of knowledge. Appropriate use is made of suitable vocabulary to describe similarities and differences between a range of rocks. By the end of the key stage most pupils are more confident and demonstrate, through correct use of scientific terms, satisfactory knowledge of solids and liquids. Year 6 pupils accurately use terms such as melting, dissolving, evaporation and separation in considering whether sand is solid or liquid. In general, however, there is not enough emphasis placed on acquiring scientific vocabulary throughout the school.
100. Pupils' attitudes to science are generally positive. Years 3 and 4 pupils are beginning to work well together in groups. They listen to others' ideas and reasons before agreeing amicably how to categorise their sample of rocks. Pupils take pride in their work, which is often carefully presented. Year 6 pupils readily ask and answer questions that are sensible and relate to the focus of the lesson; such as 'dry sand flows and assumes the shape of a container, but does that mean it is a liquid?'
101. Teaching at both key stages is satisfactory. Teachers plan over a two-year cycle of topics that effectively support teaching mixed age classes and meets the National Curriculum requirements. Teachers have secure subject knowledge. Lesson plans are detailed and, as a result, clearly indicate what they wish their pupils to learn. Insufficient consideration is given to preparing work for the wide range of attainment found in mixed-age classes. This was evident, for instance, in a Years 3 and 4 class

where there was not enough challenge for higher attaining Year 4 pupils. In some lessons the pace at which lower attainers learn decreases because they are given work that does not sufficiently consider their abilities. All pupils receive suitable support from the teacher and assistants when in the class. Teachers make sensible use of resources to provide first-hand experiences and equal access to all activities for all pupils. However, insufficient opportunities are given to pupils to make effective progress in investigative and experimental science.

102. Assessment of pupils' progress is inconsistent. The skills of carrying out investigative and experimental science are not consistently built on to allow pupils to reach their full potential in this area. Work is marked regularly but lacks comments on how pupils can improve and take their learning forward.
103. There is an appropriate policy statement for the teaching of science that sets out clearly what the school's intentions are for pupils to learn and the strategies teachers should use to teach them. The curriculum co-ordinator has correctly identified the needs of the subject from the monitoring and evaluation of pupils' work and has completed a school review of the areas for development; for example, to raise the awareness of the importance of experimental and investigative science and the use of information technology to enhance learning in the subject. Accommodation and resources are satisfactory, although Year 5 and 6 classrooms are rather small for some experiments.

ART AND DESIGN

104. During the week of the inspection no art lessons were observed at Key Stage 1. Discussion with pupils and staff about previously completed work and scrutiny of planning show that pupils are given sufficient opportunities to develop their skills. Pupils' standards in art are in line with those usually found in most schools for pupils of this age. Progress in the subject is satisfactory throughout the school with some examples of good progress; for example, investigation into the use of pattern in African art and successful application of resultant knowledge in decorating clay tiles.
105. At both key stages, pupils have the opportunity to use a range of techniques and a variety of media to express their feelings and ideas through observational drawing, painting, printing and collage work. They successfully explore the work of well-known artists, for example Picasso, Van Gogh and Mondrian, and effectively adopt their styles.
106. At Key Stage 2 the concentration in the autumn term is on observational drawing. Pupils in Years 3 and 4 successfully consider a range of portrait paintings of groups of people and thoughtfully consider a starting point for their own work. Insufficient use is made of sketching techniques to support their work. Pupils tend to go for detail rather than composition and outline form in the initial stages. Good progress is evident with pupils in Years 5 and 6 who successfully group and organise artefacts for still life drawing, with some aesthetically very pleasing results. Pupils, including those with special educational needs, make sound progress overall.
107. Teaching is satisfactory overall, though insufficiently systematic consideration is given to consolidating and extending pupils' skills and techniques in drawing. For example, a Years 3 and 4 class attempted to start a group portrait picture before having sufficient knowledge of using sketching skills, so they tried putting in detail too soon. This has a detrimental effect on pupils' attitudes and progress, as pupils' skills are not

being developed in easily achievable steps. Greater consideration of systematic skills development is evident in Years 5 and 6.

108. The school is in the process of reviewing their scheme of work in the light of the Qualification and Curriculum Authority's guidelines to ensure all areas of the curriculum are sufficiently covered. From the evidence seen there is insufficient clarity in the progression of skills and teaching of techniques. Art skills are used effectively to support other areas of the curriculum such as history and geography. However, information technology is at the initial stages of supporting art.
109. The curriculum co-ordinator has done much work since taking the post. The co-ordinator has scrutinised pupils' work, and as a result has identified where provision can be improved. At present there is no consistent system in place to assess pupils knowledge, skills and understanding.

DESIGN AND TECHNOLOGY

110. Design and technology has had a low profile since the last inspection due to the many improvements the school is implementing, changes in staff, the move to the new building, and government initiatives in literacy and numeracy. Standards throughout the school are below those usually found in most primary schools. Time allocated to this subject is half the national average. Although there is evidence of design and technology projects, it is a subject that is not consistent throughout the school and some projects are not completed. This has a detrimental effect on pupils' understanding of the design process and acquisition of skills.
111. During the week of the inspection suitable introductory lessons to a design and technology project were given in some classes. These are suitably linked, at Key Stage 1, to their theme of homes. At Key Stage 2, Year 4 pupils, through disassembling and evaluating different photo frames, develop an understanding of the importance of need, purpose and stability. In these lessons, pupils make satisfactory progress towards an awareness of likes, dislikes, design and colour for different generations in the population.
112. Not enough teaching of design and technology was seen to be able to make a judgement on its effectiveness. Insufficient time and consideration is given to developing pupils' skills, knowledge and understanding consistently throughout the school. The school is in the process of re-allocating responsibility for the subject. Resources for design and technology are also insufficient to support really effective teaching and learning.

GEOGRAPHY

113. Standards are in line with those normally found at both key stages. The scheme of work and teachers' planning are well focused to develop essential geographical skills.
114. At Key Stage 1, pupils are introduced to the appropriate geographical skills and make satisfactory progress in interpreting plans and simple maps. There is appropriate use of their immediate environment to help them develop a sense of direction and scale. They use simple directions to find routes from their homes to the school and can record the information in plan form.
115. At Key Stage 2, the local environment is used as a basis for considering the differences between work and leisure. Pupils show sound oral skills and introduce

interesting ideas to the discussion. Most pupils can explain the differences successfully and have well developed skills in placing activities into appropriate categories. However, standards of written work are less secure; spelling and presentation are variable in quality and accuracy and pupils often take a considerable time to record their findings. Scrutiny of pupils' work shows a secure range of knowledge and skills, for example, in finding co-ordinates on a map and use of correct symbols.

116. The quality of teaching is satisfactory and encourages pupils to develop a strong interest in the subject. Teachers have sound subject knowledge and are well informed about the geography and economy of the locality, developing sound cross-curricular links with history in examining the economic effects of the decline in the cotton industry. They use this knowledge well to extend pupils' understanding and in most classes there is appropriate challenge to encourage pupils to seek information for themselves and to become more confident learners who are increasingly prepared to search for more information in a range of sources.
117. Planning in geography is appropriately focused on the development of the essential geographical skills and focuses on mapping skills. Learning objectives are well identified and there is appropriate stress on links with other subjects, such as with numeracy through the use of scales, co-ordinates and directions. The emphasis on the use of information technology is currently underdeveloped.

HISTORY

118. Standards are in line with those found nationally at the end of both key stages. Teachers' plans and the scheme of work are well linked to the development of historical skills.
119. At Key Stage 1 pupils are developing a satisfactory idea of chronological awareness. Most pupils can sequence events and stories accurately and they become increasingly aware of the differences of life in the past in their local area. Pupils have sound recall skills and can compare and contrast household objects belonging to the Victorian period with those commonly found in today's homes. Most pupils understand the class differences of the Victorian period and can link them with differences in lifestyle. They are increasingly aware of the concept of changes taking place over time and can give some reasons for these changes. Sources, such as photographs, stimulate their imagination and they begin to consider how historians know about events in the past.
120. At Key Stage 2, pupils build steadily on the knowledge, understanding and historical skills acquired at Key Stage 1. Assessment tasks show that there is some insecurity in chronological understanding in Years 3 and 4. Work with primary sources enables most pupils to further their skills of historical enquiry, but inappropriate expectations limit the ability of a significant minority to examine and evaluate artefacts successfully. In Years 5 and 6, pupils have developed sound background knowledge and recall and select information accurately. Pupils offer some interesting ideas about the way the past is interpreted and demonstrate a good ability to use cross-curricular links to enhance their understanding of the past. Language skills are well developed, for instance, in work on the Olympic Games where pupils are encouraged to conduct their own research on the origins of related words. Many pupils are acquiring the ability to use subject-specific vocabulary accurately and in the correct context, and there is progression in the development of extended writing skills. Pupils make satisfactory progress at both key stages, especially when work is well targeted to

arouse their interest and to match their abilities. As they mature, pupils become more confident in developing their investigative and interpretative skills.

121. Pupils are generally enthusiastic and interested; they grow in confidence and are keen to ask and answer questions and to make relevant contributions to class discussions. Visits to local historical sites help them to extend their historical knowledge and enhance their interest in the past. Teaching is satisfactory, overall, at both key stages. Teachers have good subject knowledge and place appropriate emphasis upon developing the historical skills to give pupils a firm foundation in the subject. Key Stage 2 pupils are encouraged to develop their skills of historical enquiry and to use a variety of appropriate sources to arrive at valid opinions about life in the past and the changes that occurred, for instance as a result of the impact of world war. Where teaching is good, there are plentiful opportunities for pupils to consider a variety of historical sources, to offer their views and ideas and begin to develop a historical perspective. Occasionally, teachers' expectations are inappropriate and source material is less well used, so that levels of interest are reduced.
122. Resources are adequate and pupils have access to a variety of reference books, artefacts and other historical source material. Wall displays are colourful and suitably linked to the curriculum; these add a further dimension to pupils' knowledge and understanding. Visitors to the school provide pupils with greater insights into such areas as life in the mills in Rochdale and experiences during the Second World War.
123. There is good emphasis upon the development of links with other areas such as literacy, geography, art and religious education to add a further dimension to pupils' work. Scrutiny of teachers' planning and of pupils' work gives the co-ordinator a sound overview of the delivery of the subject across the school; regular meetings are valuable in enabling teachers to use the results of assessment to inform the planning of future work.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards in general are in line with national expectations throughout the school, though they vary in different parts of the subject. At the end of Key Stage 1 pupils are using an art programme with some confidence to support symmetry work in mathematics, and are using word processing to support writing, including the use of clip-art. They can load and save files, are familiar with mouse use, and are starting to become familiar with the keyboard. Pupils can program a robot to make a sequence of moves forwards, backwards, and turning right and left. These computer control skills are first introduced in reception and are built on through Key Stage 1. At the end of Key Stage 2 pupils have a good facility with desktop publishing. All pupils can change font, style, size and colour. Average attainers can incorporate borders, write text onto graphics files, and download and print pages from the worldwide web. Higher attainers can incorporate pictures and text into their own word processing files from a scanner, digital camera, word-art file or CD-ROM. All pupils have used simulation programs, and most can use spreadsheets successfully to calculate in arithmetic. Analysis of last year's work showed that there was no computer control or monitoring the environment at Key Stage 2, but the school now has the necessary equipment and the scheme of work for this year shows that these will be covered before pupils leave the school.
125. Teaching and learning are satisfactory at both key stages. Some teachers have limited knowledge and confidence in some areas of this rapidly changing subject, but all work hard to make sure they know any areas they are teaching. The deputy

headteacher, who co-ordinated the subject last year, shares her sound knowledge and understanding well with the rest of the staff, so teachers are well prepared for their lessons. The recently acquired computer projector enables the whole class to see exactly what is happening on the screen very easily when teachers demonstrate various actions. Pupils react with interest and ask sensible questions. For example, when Key Stage 1 pupils were being shown the various tools available in a painting program, they compared these with “things you mend things with”. Year 4 and 5 pupils showed interest when they met the *overwrite* facility in *Word* for the first time, and the teacher used a manual overwrite on the board to illustrate its nature well. The main method teachers use, of demonstration using the projector followed by individual work in pairs over the next week on the class computer, is an efficient answer to the school's lack of a computer suite. The school has just purchased an interactive whiteboard to extend the facility and make learning easier.

126. Improvement since the last inspection has been satisfactory. The co-ordinator, new to the school, is enthusiastic and knowledgeable. Resources are satisfactory, and the school is gradually building them up as finance allows. All classrooms but one have just been connected to the Internet, though not all pupils have experienced its use, and more teaching is needed in Years 3 and 4 on the use of e-mail. The scheme of work is good, ensuring coverage of the National Curriculum. In general, however, information technology is underused in other subjects. Assessment is not consistent and needs to be improved so as to guide the curriculum and to set targets for individuals.

MUSIC

127. Pupils' level of understanding at Key Stage 1 is in line with that expected. At Key Stage 2 the majority of pupils attain standards higher than expected for their age and make good progress. Standards of attainment are better than those found at the time of the last inspection, when music was found to be unsatisfactory.
128. At Key Stage 1 pupils are able to sing a satisfactory range of songs to a sound standard of performance. Pupils sing tunefully, often from memory with some satisfactorily diction. They practise different rhythmic patterns, such as asking and answering questions while clapping in time, which they do to a good standard. Pupils add actions to the songs that they sing, and control the volume and pitch of their voices. They mainly sing with enthusiasm from a good range of songs, hymns, and prayers, especially when several classes join together and the standard improves.
129. At Key Stage 2 pupils sing enthusiastically and to a very high level. This is especially noticeable when all Key Stage 2 pupils join together. They quickly learn new songs that they then sing with good pitch control and clear diction. Pupils sing songs and hymns in two and three parts with confidence. In lessons, pupils enjoy achieving specific effects using percussion instruments: for example, in one class they reproduce the rhythms and sounds from Chinese music, while in another they expertly clap rhythms from musical notions. Pupils are given good opportunities to explore and listen to music from other cultures and eras. In a Year 4/5 class they examine instruments from Tudor, Baroque and modern times, comparing the sounds and studying the different overall effects the instruments have on the same piece of music.
130. The overall quality of teaching is good, varying from satisfactory to very good. Teaching is stronger at Key Stage 2 than at Key Stage 1, with very good teaching in

Years 5 and 6. Good class management promotes a brisk pace of learning and very positive attitudes. High expectations, and the teachers' good subject knowledge, ensure that pupils' knowledge, understanding and skills are systemically built up. Less effective teaching occurs occasionally when the song chosen does not interest the pupils. Some good links are made for pupils with other subjects such as the links with geography in a Years 1 and 2 class. Here pupils look at pictures and discuss difference types of homes before learning a song about houses. Musical vocabulary is emphasised in most classes, supporting the development of literacy. The school uses a good set of resources to enable pupils to learn music systematically.

131. Subject co-ordination is effective. The curriculum is well supported by peripatetic music teaching for flute and keyboards. The school has a regular programme of visiting orchestras and string groups. The school has a strong choir, open to all of the older pupils. They sing regularly in local festivals and church services. Resources are satisfactory.

PHYSICAL EDUCATION

132. Pupils achieve standards in line with those found nationally at the end of both key stages. All pupils make sound progress, including those with special educational needs.
133. By the end of Key Stage 1, pupils can throw and catch balls with control. They move around the hall safely at different speeds and in different directions, finding their own pathways and spaces. Pupils move with control and use their movements to express ideas and to sequence shapes. They practise and improve the quality of some of their actions, working together collaboratively.
134. At Key Stage 2, pupils know how to warm up for activity and can give satisfactory reasons for doing this. By the end of Key Stage 2, pupils have limited skills in throwing a netball, though they have higher standards when they are dribbling and rolling the ball. Jumping activities show greater skill; they co-ordinate their limb movements and can form different shapes. Pupils learn to judge and appraise the movements of their partners and can analyse what is good about their performance and that of others. Good listening skills enable pupils to carry out instructions and to extend their activities to discover ways of improving their performance.
135. Pupils make satisfactory progress across both key stages. They learn new skills and have the interest to practise their techniques in order to improve their performances. Pupils work enthusiastically, listening carefully to instructions and abiding by safety considerations. They make good efforts to improve their work and behave well, overall. Co-operation is good when pupils work in pairs or groups, and they are prepared to organise and to look after equipment. Pupils wear suitable clothing for lessons and most pupils remember to bring their kit to school.
136. The quality of teaching is satisfactory, overall. Most teachers have a secure knowledge of the subject and they give clear advice to pupils on how to improve. Teachers' expectations are appropriately high and planning is satisfactory; they establish clear learning objectives and use a range of strategies. Teachers start lessons with good warm-up activities and are careful to stress the safety rules. They give clear demonstrations and make sound use of questions to review pupils' knowledge. Pupils' behaviour is well managed and there are good relationships in lessons.

137. Resources for physical education are adequate and are suitably stored in a central cupboard, which allows access to pupils and teachers. The physical education co-ordinator has developed a policy and scheme of work to deliver the curriculum. A range of games is taught, including football, netball, cricket, volleyball and swimming. The co-ordinator is active in monitoring the quality of teaching and learning in lessons and has begun to set individual targets to help children improve their performance. There is a range of extra-curricular activities organised by staff and parents of Key Stage 2 pupils, who give good levels of support. The organisation of tournaments enables pupils to meet others from local schools and introduces an element of competition into their activities.