

INSPECTION REPORT

ST. JOHN'S CE PRIMARY SCHOOL

Radcliffe

LEA area: Bury

Unique reference number: 105349

Headteacher: Ms E Standring

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 6 – 9 November 2000

Inspection number: 224675

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Johnson Street
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Jean Evans

Date of previous inspection: 17 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
D Bell, 16413	Registered Inspector	Art and design	What sort of school is it?
		Music	How high are standards? The school's results and pupils' achievements
			How well are pupils taught?
			How well is the school led and managed?
S E Drake, 9843	Lay Inspector		How high are standards? Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
K McArthur, 30935	Team member	Special educational needs	
		English as an additional language	
		English	
		Physical education	
W E Stenton, 20781	Team member	Equal Opportunities	
		Mathematics	
		Information and communication technology	
		Design and technology	
K Johnson, 18370	Team member	Foundation stage	How good are the curricular and other opportunities offered to pupils?
		Science	
		Geography	
		History	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's is a Church of England Voluntary Aided primary school with 175 pupils on its roll, including 17 children who attend the nursery full time. The number on roll is decreasing because more families move out of the area than move in. Unemployment has risen due to mill closures and the number of pupils entering or leaving the school between the ages of 7 and 11 is very high. There are seven classes in the main school, all catering for a single age group. Children enter the school with levels of attainment well below those expected for their age. The school admits pupils from a wide range of social backgrounds including a small number of refugee children and children from families that remain in the area for only a very short while. There has been a recent increase in the proportion of pupils for whom English is an additional language. Currently this is 2.3% and similar to that found in approximately one quarter of all schools. Three pupils are at an early stage of language acquisition. A higher than average percentage of pupils (45%) is known to be eligible for free school meals and the percentage of pupils on the register for special educational needs (34%) is also above the national average. The percentage of pupils with statements of special educational need (1.7%) is close to that found nationally. There has been considerable change and some uncertainty in the management of the school since the last inspection that resulted in the school having, for over a year, an acting headteacher. She was appointed to the headship just prior to the inspection. During the inspection, there was a supply teacher teaching the Year 1 class and for part of the week another supply teacher in the Year 5 class. The school is now looking forward and has identified clearly what it needs to do to raise standards. Its priorities include: implementing the recently revised National Curriculum and the recent guidance for the education of children aged 3 to 5; continuing to develop effective monitoring and evaluation systems; tracking pupils' progress; extending the use of information and communication technology to all subjects; developing closer links with parents and the community.

HOW GOOD THE SCHOOL IS

Although the school provides a satisfactory standard of education for its pupils and attainment has risen since the last inspection, standards are still not high enough by the time pupils reach the age of 11. From a very low starting point, pupils achieve well up to Year 4 but their achievement is unsatisfactory in Year 5. The school has provided extra classroom support in Year 6 to help the Year 6 teacher remedy this. However, the high turnover of pupils and some unsatisfactory teaching in both Year 5 and Year 6 further compound the problem and hinder pupils' progress. The new headteacher is successfully building on the good leadership and management strategies that she used to keep the school moving forward during her period as acting head. With the support of the governors, she has kept staff morale high and has achieved a shared sense of commitment to school improvement. This has resulted in better quality teaching, improvements to the school environment, and a determination to ensure that all pupils achieve as well as they can, even when in school for only a short time. The school adds considerable value to pupils' education, evident in the pupils' personal and social development and in their attitudes and behaviour. The school provides satisfactory value for money.

What the school does well

- Standards are rising in English mathematics and science because of the effective monitoring and evaluation of teaching and learning;
- Children aged 3 to 5 are given a very good start in their learning;
- Teaching is very good up to the age of 7;
- The strong leadership of the headteacher provides a clear focus for school improvement;
- Behaviour management is good in most classes.

What could be improved

- The low standards in English, mathematics and science;
- The unsatisfactory teaching in Years 5 and 6 and teachers' expectations of what pupils can achieve in those two classes;
- In all subjects, the effective use of assessment information to track and improve pupils' progress;
- The shortfall in time for teaching pupils aged 7 to 11;
- Inadequacies in lunchtime supervision by the midday assistants.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then it has gone through significant changes in management but has kept its eye on school improvement, which has been satisfactory. The school's simple mission statement – St John's, a place to love, learn and grow – is reflected in all of its documentation and in the improved ethos and school environment. Appropriate policies and schemes of work are in place for all subjects except art, where the use of several commercial schemes is serving as an interim measure as the school moves to accepting the national guidance. There has been good improvement in the key issue relating to the role of the co-ordinator. The role is now clearly defined. The English and mathematics co-ordinators effectively monitor teaching and learning in their subjects and all other co-ordinators use their non-contact time appropriately to evaluate teachers' planning and pupils' work. The school has introduced satisfactory assessment procedures in English, mathematics, science, history, geography and physical education but still has some way to go before it will have rigorous enough procedures in other subjects. The use of assessment information to aid curricular planning remains an issue in most subjects. Although overall, the quality of teaching and of teachers' planning has improved since the previous inspection, there remains an issue around raising teachers' expectations of what pupils in Years 5 and 6 can achieve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	D	E	E
Mathematics	E	E	E*	E
Science	E	E*	E*	E*

Key

well above average A

above average B

average C

below average D

well below average E

very low E*

The proportions of 7 and 11-year-old pupils attaining the expected levels in the National Curriculum tests in 2000 are lower than they were in 1999, reversing the rise in attainment in both age groups in English, mathematics and science between 1996 and 1999. Nevertheless, standards are higher than they were in 1996. There was an exceptionally high turnover of pupils in the group of eleven-year-olds that took the tests in 2000. The school has analysed and has documented well the adverse effect that this had on the test results, which place the school in the bottom 5% of all schools in mathematics and science. The science score also places the school in the bottom 5% of similar schools. The school exceeded its target for English in 2000, met its target for science, but fell short of the target it set for mathematics. It has set realistic but challenging targets for the next two years based on what it knows of the current pupils' attainment. Recent changes in the provision for and teaching of English, mathematics and science are beginning to raise pupils' attainment in these core subjects. The current Year 6 class has a high proportion of pupils (59%) with special educational needs that adversely affect their learning and is now benefiting from the extra support that has been put into the class to help the school meet its targets. **The attainment of the majority of the pupils currently in Year 6 are below those expected for their ages in English, mathematics and science.** Attainment is sound and pupils aged between 7 and 11 achieve appropriately in art, geography, history, information and communication technology and physical education. Neither attainment nor achievement is good enough in music because pupils do not have enough opportunities to participate regularly or frequently enough in all areas of the music curriculum in order to build up their musical skills. There is insufficient evidence on which to make an overall judgement on attainment in design and technology at the age of 11. However, it is clear from the few lessons seen that pupils do not achieve well enough between the ages of 7 and 11. Overall, pupils achieve well up to Year 4 but achievement is not as good as it could be, and standards are not high enough, in Years 5 and 6 because of some unsatisfactory teaching in these two years.

From a very low start when they enter the school, pupils' achievement is very good in the nursery and reception classes and continues to be good through to Year 2. The school's National Curriculum test results for pupils aged 7 in 2000 are well below the national average in reading. In writing and mathematics, the school's results are below the national average. In both reading and mathematics, the results match the average for similar schools and in writing they are above it. The teacher assessments for science show that pupils' attainment is close to the national average and above the average for similar schools. **The majority of pupils currently in Year 2 are working at the expected levels and they are achieving well in reading, writing, mathematics and science.** Both attainment and achievement are satisfactory in art, geography, history and physical education, very good in design and technology, and good in information and communication technology. There was insufficient evidence on which to make a secure judgement in music in this age range.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils up to the age of 7 display good attitudes to learning and to school. However, beyond this age, a significant minority of pupils, mainly boys, display poor attitudes to learning and on occasions in Year 6, this adversely affects their learning and disrupts the learning of others.
Behaviour, in and out of classrooms	Satisfactory. Most teachers manage well the low level disruption evident in most classes and therefore prevent it from impeding the learning of others. Boisterous behaviour in the playground at lunchtimes often goes unchecked because mid-day supervisors are not always as vigilant as they could be. Exclusions rose last year because a small number of pupils had to be frequently excluded because of their poor behaviour.
Personal development and relationships	Satisfactory. Initiatives such as the school council are helping pupils to become more mature. Pupils rise to the challenge well and most readily accept the opportunity to help others and to take responsibility for different areas of school life.
Attendance	Unsatisfactory and the rate of unauthorised absence, caused by a small number of pupils, is high.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Satisfactory

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 excellent in 6% of lessons, very good in 18%, good in 37%, satisfactory in 31%, unsatisfactory in 6% and poor in 2%. This represents a considerable improvement since the last inspection. The amount of less than satisfactory teaching has more than halved and much more teaching is good or better. The very good and occasionally excellent teaching is lively and engaging and keeps pupils highly motivated. The teachers use time effectively in such lessons, plan well and make sure that pupils understand what they are expected to do and have the means to achieve it. Constant checks on how well pupils are doing reinforce teaching points and learning outcomes at different times during the lesson, often adding extra challenge as they do so. All of the less than satisfactory teaching occurs in Years 5 and 6 and happens because teachers do not have high enough expectations of what pupils can do or they do not plan well enough to meet the pupils' needs and keep them fully occupied throughout the lesson. Overall, pupils are not provided with enough opportunities to organise their own learning and become more independent as they grow older. This weakness shows when they are expected to work in this way. Their responses are not immediate and much time is wasted. The teaching of English and mathematics is good or better up to the age of 7 and satisfactory beyond that age, although there is a small amount of unsatisfactory English teaching at the top end of the school. Teachers, particularly of younger pupils, successfully reinforce and consolidate the basic skills of literacy and numeracy as they teach other subjects. This enables pupils to understand better the context and content of their learning. Most teachers plan well to meet the needs of pupils with special educational needs and those for whom English is an additional language. Support staff are particularly skilled in helping such pupils and they contribute well to their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: all statutory requirements are met and there is sound provision for personal, social and health education, including drugs and sex education. Overall teaching time in the week falls significantly short of the nationally recommended minimum for pupils aged 7 to 11.
Provision for pupils with special educational needs	Good. Pupils are well integrated into the school and make sound progress in their learning because of well-constructed individual education plans and good support from teaching and support staff.
Provision for pupils with English as an additional language	Satisfactory. These pupils, too, are well integrated into the school. They are making good progress in learning the English language and this is helping them their achievement in all subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. There is good provision for spiritual, moral and social development, including fostering pupils' personal development. Cultural understanding and respect is not as well promoted as it could be. The stereotype images held by a small number of older pupils with regard to colour and gender are not sufficiently well challenged.
How well the school cares for its pupils	Satisfactory. Child protection procedures are good. The good procedures that the school has for promoting good attendance and behaviour are not as effective as they could be because all parents do not co-operate fully in these matters. Assessment procedures are sound in English, mathematics and science but are not yet fully in place in all other subjects.

The school has a satisfactory partnership with parents, which it is working very hard to improve. A small band of dedicated parents help out in school on a regular basis and make a good contribution to pupils' learning. The school is pleased at the improved attendance at the recent parents' meetings. However, despite the school's best efforts a large number of parents do not attend the meetings arranged to inform them about what their children are learning and many do not help them with their learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall sound. The headteacher continues to move the school forward very well and has managed very effectively the recent period of instability and considerable change. Staff and governors all share her commitment to raising standards, improving pupils' self-esteem and enabling the school to succeed. Co-ordinators are managing their subjects effectively.
How well the governors fulfil their responsibilities	Satisfactorily: governors are appropriately involved in many aspects of school life but they are not yet questioning whether standards and achievement are high enough and how to raise them further.
The school's evaluation of its performance	Satisfactory: the evaluation systems have not been in place long enough to provide precise indicators of strengths and weaknesses. Nevertheless, the school knows what they are and is working hard to improve.
The strategic use of resources	Satisfactory: the school plans in detail but only in the short term. Although it knows where it wants to go and sets clear priorities, the planning to enable it to achieve them is not yet in place because of its concern over declining numbers and the uncertainty in leadership and management over the past year.

There are sufficient teachers to keep class sizes reasonably small and manageable, and the good number of support staff and volunteer helpers, including parents, friends and governors, enables pupils to benefit from a considerable amount of individualised learning. The accommodation is adequate. It is well used and well kept, providing an attractive learning environment for the pupils. The school is alert to the need to get the best value from its expenditure. It is challenging itself to do better, trying hard to involve parents in decision making and reaching out to them and to the community to be more involved in its life and work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• All parents feel that their children make good progress• Teaching is good and the school expects their children to work hard• The school is approachable and helps their children to become more mature• The school is well led and managed and the new headteacher has the support of the parents	<ul style="list-style-type: none">• Pupils' behaviour• The variability in the amount and type of homework set• The level of supervision at lunchtimes

Only 10% of parents returned the questionnaire asking for their views of the school. Inspection findings agree with most of the parents' views. Inspectors found that there is a need to improve teaching at the top end of the school. The amount and type of homework is adequate and the homework policy states clearly when it should be provided. Teachers work hard and manage pupils' behaviour well. Where it is less than satisfactory, it is the result of either pupils with behavioural difficulties playing up or lessons not being planned well enough to keep them occupied at all times. Inspectors found that the school has good practices and procedures for lunchtime supervision but that all lunchtime staff do not always follow them. Improvement is needed in this area.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school's results in the English National Curriculum tests for eleven-year-olds in 2000 are well below both the national average and the average for similar schools. In mathematics and science, they are very low in comparison to the national averages, placing the school in the bottom 5% of all schools. When compared with similar schools, the mathematics results are well below average and the science results very low thus placing the school in the bottom 5% of similar schools for science. The percentage of pupils reaching the higher levels is well below the national average in all three subjects. When compared to similar schools, the percentage reaching the higher levels is below average in English and mathematics and very low in science, again placing the school in the bottom 5% of similar schools for science.
2. The English test results improved faster than the national trend up to 1999 and the mathematics and science results improved at the same rate as the national trend up until that year. The decline in results in 2000 means that even though standards are higher than at the last inspection, the overall trend is below the national trend. However, the school exceeded the realistic target it had set for English in 2000 and met its target for science. Only in mathematics was the target not reached. The school accurately predicted this decline and can show that one of the main causes for it was the unusually high number of pupils who entered or left the school between the ages of 7 and 11, and particularly in the 2 years prior to taking the tests. This pupil movement is well documented and individual pupils' levels of attainment well analysed. The analysis proves that pupils who remain in the school throughout their primary years make appropriate gains in learning by the age of 11. However, in last year's Year 6, there was a total turnover of over one third of the pupils and overall, a total of 78 different pupils had been part of that cohort since 1996. The significant turnover had an unsettling effect on the school and a negative impact on pupils' attainment and achievement. For example, it made it difficult for teachers to track the progress of a significant minority of pupils and to plan work for them, securely based on their prior learning, because of the difficulty of procuring records from other schools in time to do so. The particularly short term attendance of some pupils means that they may have moved on to yet another school before any records have been received from their previous school.
3. **In English, mathematics and science, the standards seen in the work of the majority of pupils currently in Year 6 are below those expected for their age.** Of the 29 pupils currently in Year 6, 17 are on the special educational needs register and a significant proportion of those pupils have behavioural difficulties that adversely affect their learning and consequently their attainment. Inspectors also found that teachers in Years 5 and 6 do not always have sufficiently high expectations of what the pupils can achieve and this is a further contributory factor to the below average standards. However, even in these two classes, better teaching in English and mathematics, achieved through the successful implementation of the National Strategies for Literacy and Numeracy, has brought about more effective learning and a rise in attainment. In addition, in-service training has improved teachers' subject knowledge, understanding and methods of teaching in science and has also led to higher standards in that subject. Another reason for the improvement is the regular and systematic monitoring and evaluation of the implementation of the school's agreed procedures in these core subjects.

4. Children come to the school with levels of attainment well below those expected for their age. Their skills of communication, language and literacy and their personal, social and emotional development are particularly weak. Very good teaching in the nursery and reception classes enables them to achieve very well and by the time they move into Year 1, they meet the expectations for their age in personal, social and emotional development and are well on the way to reaching the nationally agreed early learning goals for children of their age in the other five areas of learning.
5. Teachers of pupils aged 5 to 7 build well on this good start and **the standards seen in the work of the majority of pupils currently in Year 2 are as expected for their age in reading, writing, speaking and listening, mathematics and science.** The results of the National Curriculum tests in 2000 for pupils aged 7 are well below the national average for reading and below the national average in writing and mathematics. Teacher assessments in science show that pupils' attainment in that subject is close to the national average. The reading and mathematics results are similar to those found in similar schools and the writing results are above the average for similar schools. The percentage of pupils reaching the higher level in reading was below the national average but average when compared with similar schools. In writing, it was close to the national average and well above the average for similar schools. In mathematics, it was below both the national average and the average for similar schools. The percentage of pupils reaching the higher level in science is well below both the national and similar schools averages. Between 1996 and 1999, the school's results rose faster than the national trend in reading, writing, mathematics and science. Although there was a decline in 2000, the school can accurately pinpoint this to two pupils leaving the school in Year 2 out of a cohort of 29 and three pupils arriving just before the tests, all of whom attained below average standards. Between the ages of 5 and 7, most pupils achieve well in all aspects of English and also in mathematics and science.
6. The school has already set some challenging targets for English, mathematics and science for 2001 based on what it knows of the prior attainment of pupils currently in Year 6. It is working hard to achieve them. It now has a range of appropriate systems and procedures to enable it to track progress in English, mathematics and science over time. However, these were new in September 2000 and have not been in place long enough to have the intended effect of raising pupils' achievement. There is a clear intention to extend the work on tracking pupils' progress into setting individual learning targets throughout the school but this has not happened yet. The school analyses its test and assessment results and takes appropriate action to address general weaknesses. For example, when it found that boys were not achieving as well as girls last year, it took effective action to support their learning. Although some differences are apparent in the test results, with boys doing better than girls in all National Curriculum tests in 2000, no significant differences were noted in the work of the pupils currently in the school.
7. From a very low starting point, pupils achieve well and acquire sound speaking and listening skills by the age of 7. Pupils extend their vocabulary considerably between the ages of 3 and 7 because their teachers take every opportunity to reinforce and consolidate the use of precise language in all lessons. Pupils therefore begin to speak out confidently and clearly, contribute well in lessons, listen carefully to the teacher and to each other and take turns to talk, albeit using short sentences. Higher attaining pupils in the 7 to 11 age group demonstrate good oral skills and can confidently hold conversations with adults. However, average and lower attainers continue to talk in short sentences and require considerable encouragement from their teachers to structure their answers and explain their thoughts. This often limits their achievement and is further compounded by the considerable movement of pupils in and out of the school, which means that teachers constantly have to repeat and reinforce speaking and

listening skills with different pupils. Standards in speaking and listening are below average at the age of 11. However, pupils use these skills well in a range of subjects as, for example, they exchange information in history, share ideas, discuss and evaluate their work in science, art, music and design and technology. They respond well to the teachers' use of the correct terminology for each subject and learn to use it appropriately as they work. Pupils in Year 6 need constant reminders to listen to and follow instructions, though they listened with interest when the teacher re-told the story of 'Macbeth'.

8. Pupils achieve well in reading up to the age of 7. Between the ages of 5 and 7, they become more fluent and accurate readers. They show that they have a sound understanding of what they are reading. They use appropriately, a range of techniques such as sounding out the letters and using clues from pictures and from the context of the story, to work out how to read unfamiliar words. They enjoy reading, know how to use the library properly and have sound recall of their favourite books and stories. Higher attaining pupils know the difference between fiction and non-fiction and read a wider range of material including traditional tales as well as more modern stories and poetry. Pupils' achievement is satisfactory between the ages of 7 and 11 even although, of the many pupils who move in and out of the school, a significant minority come with below and well below average reading skills, sometimes as a result of having attended several schools and lacking continuity in their learning. By the age of 11, standards in reading are below those expected for pupils' ages. While most older pupils read with fluency and expression, a significant minority lack confidence and find it difficult to participate fully during shared reading sessions. Their inability to use well the higher order reading skills such as skimming and scanning text to extract information and to research information for themselves by, for example, using a CD ROM, slows their rate of work in other subjects. The higher attaining pupils confidently use the library's coding system to find books that they want but there is little evidence of any pupils using the library for personal research.
9. Pupils achieve well in writing up to the age of 7. Between the ages of 5 and 7, they begin to use appropriately more complex sentences and to punctuate their work accurately using full stops and capital letters. Higher attaining pupils also use speech marks correctly. At this age, pupils write logically and at an appropriate length on a suitable range of topics. As they progress on up the school, most pupils begin to understand and to use confidently an appropriate range of grammatical conventions and enliven their writing with adverbs and adjectives. However, not all pupils understand the functions of adjectives and adverbs and a significant minority are still uncertain in Years 5 and 6. In both years, the teachers accept work that is of an unacceptable standard and do not check the pupils' use of inappropriate language, for example in their playground poems in Year 5 and in song lyrics in Year 6. Pupils in Year 6 are working below the standards expected for their age. They do not follow instructions carefully enough and miss opportunities to improve work that they have often done in a rush. As they move through the school, pupils learn to write using different styles, for example, narrative, review, instructional and descriptive writing and poetry. Despite regular handwriting practice, standards of presentation are too often unsatisfactory. By the age of 11, standards of handwriting are not good enough and many pupils still use joined print. All pupils have spellings to learn each week, and they learn spelling patterns and word 'families' but spelling is weak even though pupils demonstrate from Year 3 that they know how to use a dictionary competently.

10. Pupils achieve well in mathematics up to the age of 7. From a low starting point, pupils acquire secure basic counting skills. Higher attainers quickly and accurately give all the combinations involved in adding and subtracting numbers to ten and explain clearly how they arrive at their answers. The majority of pupils recognise number patterns, count accurately in fives and tens and begin to understand the principles of multiplication and division. They know the names of two-dimensional shapes and describe them accurately. All read the time accurately to the hour and a minority do so to the half hour and quarter hour. Pupils understand the purpose of graphs and know how to use standard and non-standard units of measurement and the differences between them. Good achievement continues up to Year 4, where pupils demonstrate rapid and accurate recall of answers in the two, five and ten times tables. Their understanding of place value enables them to add numbers involving tens and units in their heads and they know a range of appropriate strategies for working out calculations mentally. Their knowledge of shape extends to a sound understanding of the properties of two and three-dimensional shapes. Achievement is unsatisfactory in Years 5 and 6. Pupils are much less confident in their use of mental mathematics. They do not have rapid or accurate enough recall of their multiplication tables and a significant minority are unsure of what 'pm' means in relation to time. Many are unable to explain how they arrive at their answers or to make a reasonable estimate of what the answer might be if, for example, they multiplied two or three-digit numbers. Higher and average attaining pupils in Year 6 recognise numbers in thousands but a significant minority describe numbers in tens or hundreds of thousands as a million or more. Too many pupils in Years 5 and 6 do not have a thorough enough grasp of the key skills required at their age and this affects their performance in the tests. There are two reasons for this: the high number of pupils entering or leaving the school in these two years, which means that a significant minority have not benefited from the good underpinning of mathematical skills up to Year 4; and the lack of consistent and rigorous attention to the development of good mental mathematics skills in Year 5.
11. Pupils up to the age of 7 achieve well in science. They make justifiable predictions, carry out appropriate investigations and record their findings accurately as they investigate forces such as pushing and pulling, test the effect of forces on different materials and find out how electricity works and the dangers associated with it. Their sound knowledge of forces is suitably extended as they move up the school and investigate magnetic forces and test different kinds of springs. By grouping materials according to their properties and investigating the differences between solids and liquids, pupils acquire a sound understanding of the processes of reversible and irreversible change. Pupils in Years 5 and 6 have appropriate recall of the names of the major bones and organs of the human body and a satisfactory understanding of life process such as food chains, seed dispersal and different animal habitats. In all years, pupils acquire a satisfactory range of appropriate scientific vocabulary and respond well to the constant reminders from their teachers to use it. Pupils have a sound understanding of what constitutes a fair test. Recent improvements in teaching and in the planning of the science curriculum are having a positive effect on pupils' learning. Pupils' achievement is satisfactory in the Year 3 and 4 classes but unsatisfactory in Years 5 and 6 because science has not been taught well enough until now. Many older pupils are unsure of scientific concepts. This, combined with the proportion of pupils with special educational needs, an element of disruptive behaviour, and the considerable movement of pupils in and out of the school, has had a very limiting effect on pupils' attainment and achievement in science over time.

12. Pupils in Year 2 reach good standards and achieve well in information and communication technology (ICT). In Year 6, standards are satisfactory and achievement is sound. By the age of 7, pupils have good mouse control. They can accurately load, save and retrieve their work, word process, create bar graphs, draw, download pictures and add text to them. Pupils in Year 6 use ICT confidently and competently to save, retrieve, use icons, and drag and drop in a range of programs. They have a sound understanding of how to prepare a spreadsheet, a sound knowledge of the uses of computers in real life situations and are alert to the values and dangers associated with the Internet.
13. Pupils aged 7 reach satisfactory standards in art, geography, history and physical education. Insufficient evidence was available to make a secure judgement on standards in music by the age of 7. Pupils achieve very well in design and technology. In the Year 2 class, they demonstrate a very good understanding of the design, make and evaluate process and respond very well to the good teaching that makes them think hard about what they are trying to make and the purpose it will serve. The attainment of pupils in Year 6 is satisfactory in art, geography, history and physical education and their achievement in these subjects is sound. There is insufficient evidence to make a secure overall judgement on standards in design and technology in this age group. Standards in music are unsatisfactory because pupils do not have regular or frequent enough opportunities to participate in all areas of the music curriculum to enable them to achieve well enough.
14. Throughout the school, pupils with special educational needs make appropriate progress towards the targets set in their individual education plans. They are well integrated into all lessons and, because of the good support they receive, they make appropriate contributions in lessons as they grow older and acquire greater confidence in their own ability to speak or read in front of others. Pupils for whom English is an additional language make satisfactory progress in their learning overall. However, having arrived in school with no English, they are making good progress in their acquisition of the language and confidently join in class discussions, assisted when necessary by the teacher and support staff. They participate fully in all lessons and benefit also from the help they receive from other pupils.

Pupils' attitudes, values and personal development

15. Pupils' behaviour, attitudes towards school and personal development are satisfactory overall, with those of the younger pupils being good and occasionally excellent in lessons. Almost all the parents who responded to the questionnaire stated that their children like attending school, a considerable improvement on the responses at the time of the previous inspection.
16. Children start the nursery with poor social skills but because of the very good teaching they receive, they quickly gain confidence in themselves. By the time they leave the reception class, they take turns to speak without calling out and most carry out well the teacher's instructions. During group activities they work well together and are much more confident when contributing ideas or asking questions. The youngest children arrive each day in a positive frame of mind and swiftly settle to the interesting activities that are available for them. Between the ages of 5 and 7, pupils are curious and eager to learn. For example, in a Year 1 science lesson, they listened very carefully to the different sounds made by musical instruments. Engaging and highly motivating lessons in Year 2 result in pupils in that class working with high levels of enthusiasm and good concentration in most of their lessons. Most of the older pupils also demonstrate positive attitudes to school and a willingness to learn. They enjoy taking part in the extra-curricular activities such as the sports and craft clubs. However, there is a small

minority of older pupils, particularly in Years 5 and 6 that do not take sufficient interest in school activities, preferring to misbehave and disrupting both their own learning and that of other pupils.

17. The behaviour of the majority of pupils is satisfactory. Most pupils are friendly, helpful and polite to visitors. They treat resources and the accommodation with respect. They settle and pay good attention in lessons, move around the building in an orderly manner and contribute well to the creation of an effective learning environment. However, the school has a number of pupils, mainly boys, who find it hard to sustain good behaviour consistently either in or out of lessons. This adversely affects their learning and also shows itself particularly in the playground, where pupils of all ages develop angry spats among themselves and where they take a long time to follow instructions, for example, to tidy away equipment and line up in order to enter the school. During the last school year, there were considerably more temporary exclusions than is usual in a primary school. However, the exclusions were down to a small minority of pupils, some excluded several times. There is clear evidence that each incidence of exclusion was for very good reasons, usually to do with persistent disruption to everyone's learning, and that the school had taken many steps to support the pupils concerned before resorting to this course of action.
18. The good relationships between pupils and teachers have a positive effect on the pupils' learning. On the whole, pupils respect and want to please their teachers. This was very evident in, for example, a Year 3 music lesson and a Year 4 art lesson, in both of which the atmosphere of trust and support boosted pupils' confidence and helped them make good use of the lesson. Most pupils co-operate well, showing spontaneous generosity when, for example, offering to share the Pudsey bear biscuits that they had bought in aid of Children in Need. However, in Year 6, the teacher has to work hard to convince a significant minority of the pupils that working together is advantageous. For example, at the beginning of a science lesson on solubility pupils seemed unsure of the meaning of 'working together', equating it with cheating. However, as the lesson progressed they realised the advantages of pooling ideas, amicably agreed how they would set about the experiment and worked well together, to everyone's mutual advantage. Many older pupils still display stereotypical and immature attitudes towards others, thinking, for example, that people's colour, clothes and housing inform one of what type of person they are, or that members of the opposite sex should be belittled. Pupils and parents both mentioned incidents of bullying but although inspectors observed some rough behaviour, they were not aware of any persistent harassment during the inspection. Pupils are clear that they know what to do if they were bullied and that the school would deal successfully with it. Pupils treat those who have special educational needs or who come from different ethnic backgrounds in the same way as treat others, and the school has not had reason to record any racist incidents. Pupils are very willing to take on responsibilities, but many find it difficult to use their initiative when, for example, organising themselves into groups or thinking of practical ways in which to contribute to the school community. Pupils with special educational needs and those for whom English is an additional language show satisfactory attitudes to the school. They are well integrated and many of the other pupils help them with their work and with the use of language.

19. Attendance has improved since the previous inspection but after some years when the unauthorised absence was around the national average, last year it leapt markedly. During this time the school accepted an unusually large number of pupils who stayed for only a short period while their parents found somewhere else to live. When they moved on, the school, quite rightly, did not remove them from the register until another school confirmed their safe arrival; in some cases this led to weeks of unauthorised absence. Despite the school's best efforts, a small number of pupils have poor and erratic attendance, which is condoned by their parents. These pupils have a big impact on the school's overall attendance statistics. Levels of attendance are currently unsatisfactory and the incidence of unauthorised absence is very high when compared with other primary schools nationally. The unsatisfactory attendance has an adverse effect on the learning not only of the pupils involved, but also on the learning of others because teachers have to spend time helping the pupils involved to catch up on missed work.

HOW WELL ARE PUPILS TAUGHT?

20. Overall, the quality of teaching is satisfactory. It is excellent in 6 per cent of lessons, very good in 18 per cent, good in 37 per cent, satisfactory in 31 per cent, unsatisfactory in 6 per cent and poor in 2 per cent. This represents a considerable improvement since the last inspection. The percentage of less than satisfactory teaching has been more than halved and there is much more teaching that is good or better.
21. The teaching of literacy and numeracy skills is very good up to the age of 7 and satisfactory beyond this. Teachers understand and use the national strategies to plan their work. The structure of the literacy and numeracy hours has enhanced the quality of teaching in the school and, in most classes, the sharing of the objectives for the sessions provides the motivation for pupils to work hard to improve these basic skills. Most teachers' day-to-day planning is good and is firmly based on the school's agreed medium and long term planning. Teachers assess and mark pupils' work carefully and accurately, discuss the pupils' work with them and, on a day-to-day basis, use the outcomes of their assessments appropriately to plan the next lesson. This helps the pupils to understand how well they are doing and what they need to do to improve their work. Homework is set regularly in line with the school policy and parents are encouraged to be involved in it by, for example, helping their children to read and completing the home / school reading diaries.
22. The teaching of children in the Foundation Stage, that is, in the nursery and reception classes, is very good. Teaching is good and very good in 89 per cent of lessons in this age group. Teachers, nursery nurses and support staff in both classes plan and work together very effectively to ensure that children's learning is both continuous and progressive. They know the children well, understand how they learn, rigorously assess their work, record the progress they are making and use the outcomes very effectively to determine what they have to do next. This ensures that the children's learning is continuous as they move through the two classes and prepares them well for their work in Year 1. Teachers form very good relationships with the children and place appropriately strong emphasis on the development of communication, language and literacy and on their personal, social and emotional development. This helps the children enormously and generates a special awe and wonder as children in this age group discover new learning.

23. Very good teaching continues into the 5 to 7 age group, where 79 per cent of lessons are good or better. In 21 per cent of the lessons, all in Year 2, teaching is excellent and is having a major positive impact on pupils' learning in that class. Teaching is very good in a further 22 per cent of lessons in this age group and good in another 36 per cent. A supply teacher was teaching the Year 1 class during the inspection. Excellent and very good teaching was seen in art, design and technology, literacy and physical education lessons and in two science lessons. Very good and excellent teaching arises from:
- teachers' good planning that builds effectively on pupils' previous learning;
 - engaging but highly demanding activities that are very closely related to pupils' different learning needs and require them to work hard;
 - the teachers' very good subject knowledge being used well to build on and extend pupils' answers and increase their knowledge and understanding;
 - the very effective involvement of non-teaching and voluntary staff to promote pupils' learning by enabling them to receive more individualised attention;
 - the teachers' very effective questioning, suitably adapted to pupils' levels of understanding to challenge their thinking and make them more eager to improve their skills;
 - the excellent use of well prepared resources;
 - constant reinforcement of the lesson objectives and drawing the class together to share progress and inject new challenges both during and at the end of the lesson.
- In addition, both teachers in the 5 to 7 age range, one of whom was a supply teacher at the time of the inspection, take every opportunity to extend pupils' language and social skills. For example, in an excellent design and technology lesson, as pupils worked the staff engaged them in conversation about what they were doing and how well, and alongside teaching them new skills, provided good opportunities for pupils to think about how to improve their work to meet the requirements of their designs. Very good classroom management and organisation is another key feature in most lessons. This not only makes sure the pupils are familiar with all routines such as keeping resources tidy and accessible to others but also requires them to work at a good pace and not to waste any time in the lesson.
24. Teaching is overall satisfactory in the 7 to 11 age range. It is very good in 7 per cent of lessons, good in 36 per cent, satisfactory in 43 per cent, unsatisfactory in 10 per cent and poor in 4 per cent. Teaching is almost always good in Years 3 and 4. The good use of questioning, clear explanations and secure subject knowledge promote pupils' learning well in almost all lessons. Teachers' planning is good and builds effectively on what pupils have learned previously. For example, in the second music lesson of the week with pupils in Year 3, the teacher picked up weaknesses identified in the first related to the pupils' ability to recognise and repeat patterns in music. Through questioning and simple rhythm repeats, she skilfully reinforced what was learned in the previous lesson. Further challenge was then added as pupils were required to include reading rhythms from staff notation in order to perform two and three part rounds. This consolidates pupils' performance skills and their ability to hold their own parts within a group, and enables them to extend their learning because they are suitably motivated to work hard and concentrate well because they are enjoying what they are doing. Similarly, in a well planned Year 4 physical education lesson, the teacher's secure subject knowledge and her effective participation and demonstration to the pupils helped to develop further the pupils' skills of controlling a ball by using the techniques of dodging and changing direction. Good behaviour management kept the lesson moving at a good pace and extra challenges were added as the lesson proceeded. Good reminders about safety and high expectations that pupils will listen to and co-operate with each other leads to good improvement in a range of movements carried out at different speeds.

25. The less than satisfactory teaching occurred in 4 lessons and in different subjects, all in Years 5 and 6. Most of the teaching in Year 6 is satisfactory. Occasionally it is very good as in a very well prepared art lesson where the teacher's good subject knowledge was used well to extend pupils' knowledge of how different artists use colour and texture in their work in order to create mood. The less than satisfactory teaching arises from:
- teachers' low expectations of what pupils can do and activities that are not sufficiently challenging, resulting in a lack of motivation and pupils changing the task to suit what they want to do rather than what the teacher wants them to learn, and being allowed to do so;
 - teachers' insecure subject knowledge evident in their not being able to build effectively on pupils' responses or meet the objectives for the lesson;
 - planning that lacks detail, does not take account of the pupils' needs and leads to their not making sufficient gains in learning;
 - slow pace and poor use of time, resulting in pupils not working hard or learning enough.
- All of the above features were present in a poor information and communication technology lesson. It was clear in the lesson that the pupils had had insufficient experience of the computers since the beginning of this school year. There was no planning for the lesson and the teacher, because of very insecure subject knowledge, was unable to teach them therefore time was wasted and pupils were unable to make any progress. Most features were also present in unsatisfactory lessons in extended writing, music and design and technology and have a detrimental effect on pupils' learning and on the standards they attain in Year 6. The dip in the quality of teaching in Year 5 is clearly evident in the work in pupils' books and folders. Very little was made available for formal analysis and when folders and books were analysed with the pupils, it was found that they had not recorded enough work so far this year to be able to determine their rate of progress.
26. Behaviour management is good in almost all lessons in all age groups. High standards are expected from the earliest age and appropriate strategies are used to manage pupils who are inclined to misbehave. The consistent implementation of the school's procedures and the acceptance of advice from outside agencies are successfully addressing the problems associated with a group of boys now in Year 6. Improvements were noted within the week of the inspection as the teacher adapted the way she dealt with the pupils and the activities that she gave them to do.
27. The teaching of pupils with special educational needs is satisfactory. Teachers ensure that the pupils are able to participate fully in all lessons and activities. They plan for and use well the special needs and classroom assistants who in turn make a good contribution to the pupils' progress. Pupils are normally taught in their own class but occasionally they are withdrawn to work with visiting teachers from the outreach support services. The special education needs co-ordinator (SENCO) checks these arrangements carefully. She ensures that both staff and pupils have access to the relevant resources and that pupils do not miss out on learning in other subjects when they are withdrawn from lessons. Most teachers plan well to meet the differing needs of the pupils. The class teacher and SENCO together draw up the pupils' individual education plans (IEPs). Most plans contain appropriate literacy and numeracy targets while some are to do with pupil behaviour. IEPs appropriately and clearly document areas of concern and include clear criteria for measuring whether the targets are being met. The outcomes are regularly checked and updated, and plans are modified after careful assessment of the pupil's gains in learning.

28. Teachers have only recently had to teach pupils for whom English is an additional language and have adapted to this well. With the support of 'experts' from the Local Education Authority, they are careful to use precise language and to explain what they mean. In an excellent Year 2 design and technology lesson, the pupils were engaged in conversation about various topics for some considerable time. The good support they received from the teacher and the nursery nurse helped them to fit into the class and to make good progress in the acquisition of English language skills. Other pupils also help and the staff turn this to good advantage by providing the pupils with opportunities to explain meanings and extend their own language skills.

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

29. The quality of the curriculum is satisfactory and this has been maintained since the previous inspection. The school meets the statutory requirement to teach all subjects of the National Curriculum and religious education. Arrangements for teaching sex education and for teaching pupils about the harmful effects of drugs are satisfactory. These are addressed within a programme of personal, social and health education. In order to train staff better to teach this programme, the school is taking part in the Combined Drugs and Alcohol Research and Education Programme. Staff have already been involved in the first day's training and are due to attend a further course shortly.
30. There has been satisfactory improvement in curricular planning since the last inspection. Appropriate schemes of work are now in place for most subjects. In many, the school has decided to use the national subject guidance as the basis for its work and is currently adapting and combining that guidance with what is already in place to provide clearer guidance for teachers. However, there is currently no school based scheme of work for art. At present it consists of a combination of commercial schemes that ensure coverage of art skills. It is the co-ordinator's intention to align this with the national subject guidance but work has not yet begun on this.
31. Overall curriculum time is considerably below the nationally recommended minimum of 23.5 hours per week for pupils aged 7 to 11. It currently stands at 22 hours and 5 minutes, a shortfall of 1 hour 25 minutes each week. This puts pressure on the time that can be given to some subjects. For example, the blocks of time allocated to music teaching with gaps in between when another subject is taught means that pupils are not able to practise their musical skills regularly or frequently enough to ensure adequate progress in them. There is also a lack of time for physical education in Year 5. Because of the intensive swimming programme in the first half term of that year, Year 5 pupils did not have any other physical education lessons and also missed out on learning in information and communication technology, resulting in their not having sufficient access to the computers since the beginning of the school year. The school has plans to remedy this shortfall but discussions are at an early stage. Curriculum time for pupils aged 5 to 7 is below the recommended minimum by 10 minutes each week but this is having less of an impact on their learning.
32. Sufficient time is given to literacy and numeracy, and the national strategies for these subjects have been successfully implemented. There is good emphasis on promoting language throughout the whole curriculum, and there are good examples of pupils using mathematical skills to help their learning in other subjects, as for example when pupils classify objects in a science lesson using Venn diagrams. The curriculum is enriched by an appropriate range of visits out of school, usually linked to history or geographical studies. The valuable first-hand experiences gained give greater meaning to pupils' learning in school.

33. The curriculum provided for children aged 3 to 5 is very good. Children are very well challenged in the areas of language and mathematical skills. Much emphasis is appropriately given to personal social and emotional development to overcome as quickly as possible the shortcomings in the children's previous experiences. Children quickly become confident and willing learners, responding very well to the sensitive and supportive teaching and guidance they receive. The teachers create an environment rich in learning opportunities thus enabling children to improve their creative and physical skills at a very good pace and make rapid gains in their knowledge and understanding of the world around them. The school meets the requirements of the recent changes in provision for pupils of this age.
34. The school provides a satisfactory range of extra curricular activities. Pupils have the opportunity to take part in competitive sports including football, cricket, rounders and netball. After school clubs for crafts and table top games such as snakes and ladders are enthusiastically attended by both girls and boys and are open to all pupils. The school also supports a well-attended 'Tender Loving Care' after-school club for pupils whose parents require them to be looked after beyond the end of the school day. All pupils have full access to all activities on offer both in and outside of the school day. The school has an appropriate equal opportunities policy and actively seeks ways to promote understanding of and respect for the values and beliefs of others whatever their gender, race, colour or creed. This equality of opportunity and attention to social inclusion is reflected in the way in which the school demonstrates that its aims and ethos are being promoted by, for example, admitting and welcoming pupils from a wide range of backgrounds.
35. There is good provision for pupils with special educational needs and for those for whom English is an additional language. The register of special needs is kept up to date. Staff have a clear understanding of the five stages and of how to implement provision. A higher than average percentage of pupils is correctly identified as having special educational needs. Pupils for whom English is an additional language are well supported by teaching and support staff, and by staff from the Local Education Authority's team who visit the school to work with the pupils and offer helpful advice to the staff.
36. Since the previous inspection the school has extended its use of the community as a resource for learning, and this is now satisfactory. It builds on its natural religious links with the church to include using it as a resource for history and geography. Pupils visit the neighbouring nature trail in order to bring their science lessons to life and they have also contributed to the sculpture trail, which forms part of the footpath that extends into Manchester. The school makes good use of the local supermarket to help pupils understand what a kilo weight of different products looks like and to learn about changes in their local environment. There are no local playgroups with which to liaise prior to children's entry into the nursery but the links with neighbouring schools are good. High school teachers occasionally teach lessons at the primary school, some curriculum co-ordinators meet to discuss items of mutual interest, and there is good liaison on both pastoral and academic matters when it comes to the time for Year 6 pupils to transfer to their next school.

Pupils' spiritual, moral, social and cultural development

37. The overall provision for pupils' spiritual, moral, social and cultural development is good. There are many examples of good provision for spiritual development and of the good promotion of spiritual values. Pupils are encouraged to reflect on the poetry and music used in assemblies and on the displays reflecting topical issues such as Remembrance Day, about which a Year 3 pupil wrote sensitively. Spiritual development is also promoted through the mission statement 'a place to grow and learn'. Within this ideal teachers listen to pupils, allow them to express their feelings and value the contributions they make. In history lessons, for example, pupils comment on the tolerance needed between peoples during times of invasion and settlement. In art, pupils in Year 6 reflect on how colour is used and talk about what different colours mean to them. Music and dance allow pupils to explore the spirit of harvest celebrations and to reflect on how composers create mood through their use of different sounds. In particular, a Year 2 dance lesson gave pupils the opportunity to perform a beautifully sensitive dance in which they used every part of their body, right down to their fingertips to represent an owl. This lesson made a very good contribution to pupils' spiritual development, encouraging them to reflect thoughtfully on the owl's feelings as they moved. In other lessons, younger pupils express awe and wonder when listening, for example, to the sounds of the auto harp or exploring how battery operated toys and appliances work during science lessons.
38. There is good provision for pupils' moral development. The principles of right and wrong are strongly promoted and there is a clearly defined code of conduct, which is understood by all pupils. This is reinforced in classrooms by displaying agreed rules and by the teacher's positive use of praise and sanctions to encourage good behaviour. There is a good system for earning points, which when accumulated can lead to the award of certificates and prizes such as books or a radio. The majority of pupils understand and value the system and strive hard to achieve success.
39. Provision for social development is good. Most adults present very good role models and the personal, social and health education programme deals appropriately with relationships at different stages of maturity. For example, children in reception are helped to understand how other people help them, while Year 6 pupils explore a range of issues to do with their relationship with others. Pupils are encouraged to work collaboratively and share ideas and resources. Their social skills are further developed through an appropriate range of educational visits out of school to local shops and other places of interest, including other sporting venues. The more relaxed relationship between adults and pupils in extra-curricular activities such as the crafts club helps pupils to learn how to act differently in different social settings and prepares them for life outside of school.
40. The provision for cultural development is satisfactory. Many opportunities are provided for pupils to learn about their local cultural heritage. In history and geography lessons pupils learn about the changes in the lives of people in Radcliffe. Visits to Croxteth Hall museum enable pupils to compare Victorian with modern times. Maypole celebrations with traditional dance and music also provide pupils with insights into their cultural background. There are limited opportunities for pupils to reflect upon the multicultural society in which they live. Other cultures are reflected in displays and there are greetings in different languages in some classrooms. Visitors from Greece and from the Jewish faith have been welcomed in the school but there is little use made of art or music from different cultures to help pupils gain a better understanding of the wider cultural issues. A small minority of older pupils still have immature attitudes and stereotypical images of people, evident in some of their written work and in a personal, social and health

education lesson that the teachers did not immediately challenge as effectively as they could have done.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. All members of staff work together effectively to create a welcoming and secure environment that allows pupils to grow in confidence and self-esteem. This supportive atmosphere has been maintained since the previous inspection despite substantial changes in management during the intervening years, and begins with the warm welcome provided for the youngest children in nursery and reception classes. Here, the transition from home to school is made easy and relaxed, with parents invited into the classrooms in the morning to work with their children for a short while until they are settled. Staff in these classes set very clear routines and expectations of behaviour for the children, which form a good basis for their learning throughout the school.
42. There are good procedures to ensure child protection, which is particularly important here since there is an unusually large amount of movement of pupils in and out of the school during the year. Staff have suitable knowledge of pupils' individual medical needs and take good care of those who have accidents or who feel unwell. On a day to day basis, the school operates as a reasonably safe community but it does not conduct regular risk assessments, as is the statutory requirement, and this leads to some potentially hazardous actions that were identified to the headteacher during the inspection. The playgrounds are awkwardly sited around the building and on a slope, which makes them difficult to supervise. The management has compiled a good handbook of guidance and provided training for the midday assistants but, as identified by parents prior to the inspection, they do not all supervise the pupils sufficiently well. Some play games with the pupils and keep a watchful eye over their play but others spend too much time talking to each other, or are not prepared to intervene sufficiently swiftly, on a one to one basis, when they see pupils behaving in an unacceptable manner and putting themselves or others at risk.
43. The school acknowledges that the attendance of some pupils is not good enough and works hard to improve things. Staff quickly notice if a trend of absence is developing and, in consultation with the education welfare officer, closely monitor individual attendance. The school tries to work with parents in its efforts to improve attendance, and also when it comes to promoting good behaviour. Most staff use the positive discipline strategies effectively, praising those who behave well in preference to rebuking those who misbehave. When consistently used, these methods work well, with the result that pupils behave in at least a satisfactory manner most of the time. Some pupils demonstrate very challenging behaviour, which often has an adverse impact on their own and others' learning. The school uses to good effect a variety of external agencies to help with these problems, both through training staff in behaviour management and through working on a one to one basis with individual pupils and, when possible, their families. Instances of poor behaviour or bullying are monitored together with the action taken, and such procedures are helping to establish a calm working environment within the school. Information from such monitoring, and from the issuing of reward stickers and certificates, is lodged in each pupil's personal file, thus helping to build up a picture of their personal development. As yet, the school has not established a system for recording their development and identifying areas of weakness on a more formal basis.

44. The school makes full use of all possible sources to support pupils with special needs, and ensures that staff receive the help and guidance they need to meet pupils' needs. The targets in pupils' individual education plans (IEPs) are very clear and specific. The school seeks additional support from external sources when necessary. All support is well targeted and enables pupils to make sound progress as they move through the school. Records are well kept, regularly updated and enable pupils' progress to be carefully monitored. IEPs are reviewed each term. The school holds copies of statements of special educational need for those pupils at Stage 5 on the register and makes provision as specified. In one case, the school budget has been used to provide extra hours of classroom support. Parents are always invited to attend the annual review of statements, and their opinions and that of the pupil involved are taken into consideration.
45. Assessment was a key issue in the last inspection report and the school has satisfactorily addressed most of the weaknesses found then.
46. In the nursery, assessment procedures are good. The early learning goals are clearly identified and pupils' progress towards them is carefully monitored and recorded in teachers' mark books and in pupils' individual files. They are used effectively to plan the good provision seen in this age group and are passed on to the reception teacher to facilitate continuity in pupils' learning.
47. In the rest of the school, all statutory assessments are carried out appropriately and teachers' files include evidence of satisfactory assessments in English, mathematics and science. Teachers' day-to-day assessments are used effectively to determine what pupils will learn in the next lesson. The school analyses thoroughly its test and assessment results, identifies weaknesses and takes appropriate action to tackle them. For example, in science, there is now much more investigative work evident and staff have undertaken in-service training to improve their subject knowledge and expertise in order to improve pupils' attainment. This is beginning to have a positive impact on standards. The school has only recently established appropriate procedures to track pupils' progress in English, mathematics and science on a continuous basis and, although it intends to complement it with a system of individual target setting to develop pupils' learning, this is not yet in place.
48. Satisfactory assessment procedures are in place for geography, history and physical education. In art, design and technology and music, the school is moving towards adopting the guidance given in the national subject guidance issued to schools earlier this year but there are currently no assessment procedures in these subjects. In information and communication technology, the school is to try out a local system of certificates of competencies for pupils, to be awarded at the end of each unit of work. This is to be complemented by tick lists to show coverage but at the present time, the system does not record progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. As at the time of the previous inspection, the school is working very hard to strengthen its partnership with parents. Indeed, this is currently one of its main priorities. Only a small number of parents responded to the questionnaire or attended the meeting prior to the inspection but, taken as a whole, their views and those of parents with whom inspectors spoke during the inspection are largely positive. Most parents find the school approachable and consider that their children are making good progress due to the fact that they are expected to work hard. However, 3 of the 21 parents who responded to the questionnaire tend to disagree that standards of behaviour are good. Inspectors found

behaviour to be satisfactory overall. Where behaviour is less than satisfactory, it is usually well managed by the teachers and is almost always caused by a small number of pupils with behavioural difficulties. Four of the parents who responded felt that their children did not receive the right amount of homework. It is unclear whether they think the amount given is too much or too little. However, inspectors found that the amount and type of homework given is satisfactory. It is set regularly and there is clear guidance for parents as to when it is to be provided.

50. The school is very open to parents and keeps them well informed about events. The headteacher listens carefully to parents' opinions and takes action to improve matters whenever possible. For example, when parents voiced concerns about the fact that their children were, apparently, not heard reading as frequently as in the past, she sent out a letter, clearly explaining changes brought about by the introduction of the Literacy Hour. Staff had already arranged a large number of meetings for parents in order to explain both the Literacy and Numeracy Strategies but these were not well attended. The prospectus gives a clear overview of school life and the governors' annual report informs parents, as required, of events in the past year. At present the school does not provide parents with information about what their children will be learning in the coming term although, until recently, they issued helpful booklets for each year group. Pupils' progress reports generally provide adequate information about the pupils' strengths and weaknesses in English and mathematics. The comments relating to other subjects include too much information about what pupils have studied, and their attitude towards the subject, and too little about how much progress they have made and what they particularly need to concentrate on in the future in order to improve.
51. Parents are welcomed into school to help, to express their opinions and to find out how well their children are performing, but too few of them respond in a positive manner. Only around fifty-five per cent of parents attended the most recent meeting to discuss their children's work with their teacher but this is an improvement on previous similar events. A small group of dedicated parents help in classrooms, provide early morning toast for pupils, organise fund raising events and generally give good support to teachers, thereby enhancing the quality of education for all pupils. Parents are generally willing to co-operate with the school if they are invited in on an individual basis, for example, to discuss problems with attendance or behaviour, or matters related to their child's special educational needs. The Education welfare Officer liaises with the school and with parents to help some parents attend. Parents generally feel that their children are supported well by the school. Some support their children with homework, but too many have yet to realise the benefits of working in partnership with the school in order to help their children gain the most from the opportunities provided by teachers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Leadership and management are sound and improvement since the last inspection is satisfactory. However, the school has experienced prolonged instability in management since that time. At the last inspection, the school had just had a new headteacher. However, after only a short while in post, that head was seconded to another school and subsequently to a new headship. The deputy, who had also been in post for only a short while, became acting headteacher. She was subsequently appointed to the headship in September of this year. While she was acting head, the present headteacher implemented very well the changes that the previous head had initiated to meet the Action Plan from the last inspection report. With the support of the staff and governors, she worked hard and has successfully ensured that the school continued to move forward and provide a satisfactory standard of education for its pupils. Faced with staffing emergencies that occurred before and during the inspection that left the school

without two of its regular teachers, the head continues to demonstrate her good ability to manage the school by successfully leading the staff through a potentially demoralising situation. By undertaking a substantial teaching role herself, she has also helped to minimise the adverse effect that such emergencies have on pupils' learning. The staff and governors share the head's clear vision for the school, namely to make it a place to be proud of, where high standards and good parental involvement will raise pupils' self esteem. At present, the school is operating without a deputy head. Until a new deputy is appointed, the head is being assisted by a key member of staff who has taken on many of the deputy's responsibilities on a temporary basis. This is working satisfactorily and enabling crucial decisions to be taken to improve the quality of teaching and learning and to raise standards. For example, the tracking of individual pupils' progress has begun this year and there is a clear intention to complement this by setting targets for individual pupils in order to improve their learning.

53. As acting head, the head had begun regularly to check the quality of teaching and strengthen the role of the curriculum co-ordinators in checking the quality of provision in their subjects. There has been good improvement in the role of the co-ordinator since the last inspection. Each subject co-ordinator has one afternoon each week for half a term to check on teachers' planning, to revise schemes of work, to track and evaluate coverage of the scheme and to sample pupils' work. Co-ordinators meet with the head according to an agreed programme to discuss the outcomes of their evaluations and to determine what action needs to be taken to improve the subject further. These meetings are minuted and progress towards the agreed actions is checked at the following meeting. The monitoring of teaching in the classroom has been confined to literacy and numeracy in the past two years and consultants from the Local Education Authority have assisted co-ordinators in this.
54. Governors are appropriately involved in many aspects of school life, including the school development planning process and financial management. They examine and approve all school policies, sometimes receiving presentations from the co-ordinators, for example for literacy and numeracy. Each year group has a link governor who visits the class on a regular basis. Governors use this time well to achieve a greater understanding of the day-to-day working of the school and of the issues it faces and all governors interviewed had a clear understanding of the school's strengths and weaknesses. All committees are in place and governors receive regular reports on the school's work and on its performance. Governors are not yet as involved as they could be in checking that standards are high enough by raising questions with teachers about, for example, pupils' achievements or the use and effectiveness of different teaching methods in raising attainment. However, the literacy and numeracy governors have observed all teachers in order to learn about the implementation of the two national strategies. The school development plan correctly identifies the priorities that the school needs to address in order to improve further. It does not include the criteria against which its success can be measured and there is very little forward planning to indicate what the school's intentions are beyond the end of this school year. The school recognises this and points to the temporary nature of the acting headship, and the uncertainty over whether the previous head was to return to the school or not, as the reason for not having planned beyond the end of this school year. This is understandable and the school has identified support for school management as a priority for the coming year to address such issues. The school, in conjunction with the Local Education Authority, carries out appropriate evaluations of its progress against both the previous Ofsted inspection action plan and the school development plan priorities.
55. The management of special educational needs (SEN) is very good. The well-qualified co-ordinator is very sensitive to the changing needs of the pupils and of the school and

regularly updates policy and practice to ensure pupils' needs are being fully met. The funding for pupils who have statements of SEN is used effectively to provide the relevant support for them. The school adds to this by providing extra support staff for those not on the register but who still need it, and to purchase and update resources as necessary. The special educational needs co-ordinator has an appropriate development plan for her area and bids for funding against this to improve provision and pupils' progress. The school makes good use of external staff and outside agencies to support pupils and all statutory requirements are met. The governing body is well informed about special needs provision by the responsible governor, who helps in school for four days each week. The policy for special educational needs was agreed in 1999 by staff and the governing body. It meets all recommendations of the nationally accepted Code of Practice. The annual governors' report to parents and the school prospectus both refer appropriately to special educational needs. The co-ordinator currently has a very limited amount of non-contact time to review special educational needs work throughout the school but this issue is to be addressed when a new deputy headteacher is appointed later this year.

56. The headteacher has procured external support for the small number of pupils for whom English is an additional language and who are at the early stages of language acquisition. This has enabled staff to make better provision for the pupils to learn English, to take a greater part in lessons and to make good progress. The Local Education Authority provides the pupils with a teacher from the 'Curriculum Language Access Service' for three hours each week. This service has helped the school staff, by giving advice and guidance and providing examples of print in Farsi, the pupils' language, to display in class. The school ensures it makes full use of all available funding to support these pupils.
57. Financial planning and management are sound. All funding is appropriately accounted for and used for the purpose for which it was intended. The latest audit report noted only a few minor issues and these have all been appropriately addressed. The school has wisely used the funding available for 'booster' classes to provide extra support for pupils in the classroom because it found that pupils did not attend the after-school 'booster' classes set up to improve their attainment and achievement. In addition, the head obtained permission to use funding allocated for a different purpose to be used for additional support in Year 6 to assist with the particular behavioural difficulties in that class. The additional support time is having a positive impact on learning in that class, which is the largest in the school. The school is alert to the need to get the best value from its expenditure and from all of its resources, and has good systems in place to ensure this. Daily routines are well established and the school administrative officer provides very effective support for staff, pupils and parents.

58. There is a sufficient number of suitably qualified and experienced teaching and non-teaching staff to avoid mixed age groups in a class and to keep most class sizes smaller than those found in most schools. The staff are well supported by a small band of dedicated volunteers that include parents, friends and governors. All staff are well deployed and make a good contribution to pupils' learning. Not all staff have job descriptions although this is to be addressed with the onset of performance management, the draft policy for which is due to be approved by governors this term. There is no induction policy for staff new to the school but the staff handbook provides appropriate guidance in respect of day-to-day routines and procedures. All staff have the opportunity to attend relevant in-service training and staff development is well managed. The sound accommodation is attractive and well maintained and is enhanced by good displays of pupils' work in almost all subjects. All classrooms are suitably equipped to enable all subjects to be taught, for example, each has a sink for art and craft work and a carpeted area for pupils to gather together for some whole class sessions. However, physical education activities on the playground are sometimes limited by a lack of space, and the field is often too wet to be used for games or athletics. The school hall is generally adequate for dance and gymnastics. There are two separate, well-stocked libraries, one for pupils up to the age of 7 and the other for pupils aged 7 to 11, each with a good range of fiction and non-fiction books. This is an improvement since the last inspection. Both areas are welcoming and comfortable, with displays of pupils' writing about their favourite books. Resources are good in English, art and design and technology. In all other subjects they are satisfactory. The school has recently upgraded all of its computer equipment and mostly effective use is being made of new technology. All resources are usually used well to promote learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to raise standards further and provide a higher quality of education, the governors, headteacher and staff should:
- i) Raise standards in English, mathematics and science through improved teaching supported by the rigorous assessment, recording and analysis of pupils' progress to ensure that they are achieving as well as they can.
(Paragraphs: 1-3; 6-11; 47, 71, 73-75; 78-80; 86)
 - ii) Raise teachers' expectations of what pupils Years 5 and 6 can achieve by:
 - improving teachers' subject knowledge and expertise
 - providing opportunities for the teachers to observe and learn from those who manage pupils' learning well;
 - rigorously checking the quality of teaching in those two classes with a view to achieving consistently satisfactory teaching.(Paragraphs: 24, 76, 79, 86, 90, 100, 112, 114)
 - iii) Set up and implement manageable assessment in art, design and technology, music and information and communication technology. In addition, increase the impact of assessment on curricular planning in all subjects in order to improve pupils' learning.
(Paragraphs: 47-48, 95, 101, 105, 109, 112, 115)

- iv) Take steps to address the considerable shortfall in curriculum time by:
- thoroughly evaluating the effect of the shortage of time on pupils' achievement;
 - determining what additional experiences could be added to the timetable on a regular basis to raise attainment in, for example, information and communication technology, music and physical education;
 - checking that all curricular time is organised effectively to maintain pupils' concentration levels and improve their willingness to learn
- (Paragraphs: 31, 76, 101, 115, 119)
- v) Require all mid-day supervisors to implement correctly the school's good procedures for the supervision of pupils during the lunch break and check regularly that they are doing so.
- (Paragraph: 42)

Key issues (i) (ii) and (iii) are already in the school improvement plan. Although not in the plan, the school has drawn up suggestions for dealing with key issue (iv).

In addition to the above, the governors should consider including the following minor issues in their action plan. Paragraph references are given in brackets.

The use of ICT skills in English, science and music (77, 92, 115);
The completion of the art scheme of work (30,95);
Improving music provision and standards (13, 31, 114-115);
Addressing the stereotypical images held by some pupils (18, 40);
Pupils' annual reports (50)
School improvement plan (55)
Individualised job descriptions (59)
Risk assessments (42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	18	37	31	6	2	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)	17	158
Number of full-time pupils eligible for free school meals	0	66

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	41

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.2

Unauthorised absence

	%
School data	2.15
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	12
	Girls	12	12	13
	Total	22	25	25
Percentage of pupils at NC level 2 or above	School	76 (79)	86 (93)	86 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	13
	Girls	12	10	13
	Total	23	22	26
Percentage of pupils at NC level 2 or above	School	79	76 (90)	90 (90)
	National	(83)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	9	13	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	7
	Girls	6	0	5
	Total	11	7	12
Percentage of pupils at NC level 4 or above	School	50 (63)	32 (47)	55 (50)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	7
	Girls	6	4	6
	Total	11	11	13
Percentage of pupils at NC level 4 or above	School	50 (47)	50 (53)	59 (59)
	National	70 (68)	72 (69)	80 (75)

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	8
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	133
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	24	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	19.8
Average class size	22.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	98

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17

Total number of education support staff	1
Total aggregate hours worked per week	23

Number of pupils per FTE adult	8.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	426397
Total expenditure	406138
Expenditure per pupil	2321
Balance brought forward from previous year	-13423
Balance carried forward to next year	6836

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	48	52	0	0	0
Behaviour in the school is good.	28	48	16	8	0
My child gets the right amount of work to do at home.	12	56	12	16	4
The teaching is good.	68	28	4	0	0
I am kept well informed about how my child is getting on.	44	44	8	0	4
I would feel comfortable about approaching the school with questions or a problem.	72	24	0	0	4
The school expects my child to work hard and achieve his or her best.	64	28	0	0	8
The school works closely with parents.	32	56	12	0	0
The school is well led and managed.	56	36	4	0	4
The school is helping my child become mature and responsible.	48	48	4	0	0
The school provides an interesting range of activities outside lessons.	36	48	4	8	4

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

60. Children enter the nursery in the September following their third birthday. When they start in the nursery they demonstrate well below average attainment for their age in all areas of learning. However, very good teaching in the nursery and reception classes enables the children to achieve very well. By the end of their reception year, they meet the expectations for their age in personal, social and emotional development. However, while attainment is still below that expected for their age, most children are well on the way to reaching the nationally agreed early learning goals in the other five areas of learning.

Personal social and emotional development

61. The children make very good progress in this area of learning due to the positive role models provided by the staff and the high expectations that children will work and play together. Social skills are poor when they start nursery. Some are unwilling to share toys and many play quietly by themselves rather than mix with others. Because of the very good teaching they receive, the children quickly gain confidence in themselves. They come into nursery happily and confidently select from a range of activities. The very good links established with parents at this stage help the children to settle well. Parents stay with their children for a short while each morning to help with writing skills and to talk to staff. Most children undress properly for physical education lessons. They fold their clothes neatly but still require help with buttons when dressing afterwards. During snack time they are polite and considerate towards one another. In the reception class children concentrate well when listening to the teacher. Most take turns to speak without calling out and they confidently carry out the teacher's instructions. During group activities they work well together and are much more confident when contributing ideas or asking questions. The teaching of personal and social skills is very good. Teachers and nursery nurses know the children well and seize every opportunity to encourage them to work and play together. For example the 'hospital corner' encourages children to mix and teachers themselves take on the role of patient or doctor in order to encourage play and promote social skills.

Communication, language and literacy

62. Children's language development is well below that expected for their age when they start nursery. Very good teaching encourages them to improve their speaking and listening skills. Children quickly gain the confidence to talk to others in the class and to adults and most readily ask for help when they need it. By the end of their reception year, they contribute confidently to group discussions but usually express themselves in single words or phrases rather than in extended sentences. Children greet each other politely at the beginning of the day and most listen to and follow the teacher's instructions accurately. Nearly all children choose to look quietly at books from time to time. They enjoy listening to stories but few recall the details of a story or express in their own words what they have heard. Few children make appropriate use of pictures to help them to talk about what is happening in a storybook. Books are readily accessible to children in the classroom and they enjoy the comfortable surroundings of the reading corner. Children link letters to their sounds. They practise writing them by tracing the letter shapes and most copy accurately underneath the sentences written

out for them.. All hold pencils correctly. Writing skills are encouraged well, for example, when the teacher acts as a scribe for pupils who want to make a list. In the reception class, children read out what they have 'written' in their lists and with the teacher's help, develop a more extensive vocabulary. Most make good attempts at writing their own names and can sustain concentration for longer periods. The teaching of this area of learning is very good. Teachers and their assistants continually challenge children's language skills by posing questions such as "What do you think?" and giving children time to articulate their answers. The accurate use of precise language such as 'balance' and 'predict' in a baking activity extends the children's knowledge of language and effectively introduces the use of subject specific language. Elements of the National Literacy Strategy are well used by teachers in the reception class as they plan their lessons to meet the differing needs of the range of children they teach.

Mathematical development

63. Children enter the nursery with mathematical skills below those expected for their age. However, because they are taught very well, they make good progress in counting and in recognising shapes and patterns. By the age of five the majority are close to the expected standards for their age. In both the nursery and reception classes, activities such as counting songs and finger rhymes are used effectively to help children develop their awareness of number and sequences, to make learning enjoyable for them. Nursery children accurately match numbers and objects and with help, count the number present in the class. They recognise pattern and sequences of colour and know some simple basic shapes. Most reception children confidently count to ten and back. They recognise written numbers to ten and can place them in the correct order because the teacher takes every opportunity to reinforce these skills. The children understand that 'zero' is before one and the majority are beginning to grasp the concept of 'more than' and how to work out 'how many more than'. Activities are carefully planned and assessments are used effectively to build on what the children have previously learned.

Knowledge and understanding of the world

64. Many children have very limited experiences when they come into nursery. In both the nursery and reception classes, teachers provide an environment rich in learning opportunities so that by the time they are five, children are close to the levels of knowledge and skills expected for their age. In the nursery, children show good levels of curiosity, for example, when exploring the good range of construction and other toys available to them and gain the confidence to ask questions when they do not know, for example, the name of a piece of fruit with which they are playing. Some do begin to explain what they are doing but too often the children's limited language skills inhibit their learning because they are unable to explain events and talk about the world around them. All children have access to and are eager to use the computer and are beginning to gain sound control of the mouse as they used simple language and number programs. In the reception class, children learn about seasonal changes. As they handle and observe closely through magnifiers, objects such as bark, leaves and chestnuts, they begin to learn more about the natural world around them. They explore their senses well by, for example, 'listening' to sugar dissolve while mixing ingredients, by identifying different flavours of crisps and by tasting mashed potato containing different colourings to see if there was a difference in taste. They also record the sounds they hear as they go on a 'listening walk' to learn about their environment. Children's knowledge and understanding of the world around them is enhanced by visitors to school such as a 'real' nurse to explain her role in the hospital. In such sessions, their learning crosses many areas including language development and

creative skills when the children painted pictures of the visitor. Such good provision extends the children's world beyond their immediate environment and prepares them well for their work in the National Curriculum.

Physical development

65. Children enjoy sessions in the hall where they move imaginatively using hands and feet, balance well when running and show good awareness of others in the space around them. Many reception children are not yet able to skip. Through practice they steer and control tricycles and climb safely on large apparatus. Sound control of pencils, brushes and scissors is evident in written and creative work as nursery children thread beads and build structures with blocks, and reception children colour in carefully, usually managing to stay 'inside the lines'. Teaching is good overall and activities are well planned to meet the different needs of individual children, though at times outdoor creative play is not sufficiently structured to provide challenge to stamina and imagination.

Creative development

66. Children achieve well as they progress through nursery and reception. Nursery pupils confidently experiment with colour and apply it successfully in different ways. For example, some children make 'hand prints' to create a pattern, while others select a range of colours to practice finger painting. Reception children extend their colouring techniques by using creatively, different media such as marbling. They extend their cutting and sticking skills as well as their colouring skills as they co-operate appropriately to make a fish mobile. They rise well to the challenge presented in the drawing and painting of the nurse and respond well to the very good teaching that show them how to observe their subject closely and the importance of recording details such as the nurse's watch, scissors, watch and name badge. Work is attractively displayed so that children can appreciate the value that teachers place on it. Through songs and rhymes children improve their sense of rhythm and time. Opportunities for role play and dressing up, for example, in the 'hospital corner' help children work imaginatively in order to explore their own creativity.

Teaching and the curriculum

67. The quality of teaching is very good. Teachers know the children well. They rigorously assess their work, record the progress they are making and use the outcomes very effectively to determine the next stage of the children's learning. Teachers form very good relationships with the children, helping them to become more confident and willing to work together and to ask for help when they need it. Teachers place appropriately strong emphasis on the development of communication, language and literacy and on their personal, social and emotional development. This helps the children to express themselves more clearly and confidently, listen and respond to the views and opinions of others, and interact appropriately with each other. Teachers, nursery nurses and support staff in both the nursery and reception classes plan and work together very effectively to ensure that children's learning is both continuous and progressive through these two years. Curricular planning is very good. The school has embraced very well the recent national changes in the provision for children aged 3 to 5. The steps in learning are clearly understood and strong links with parents contribute well to children's learning. The quality of leadership and management is very good and there is effective liaison between the reception and Year 1 classes. Children aged between 3 and 5 are given a very good start in this school.

ENGLISH

68. Pupils' attainment in English has risen since the last inspection but is still below that expected of pupils in their final year in a primary school. The test results improved at the same rate as they did nationally between 1996 and 1999 but fell below the national trend in 2000. The school's performance in the National Curriculum tests in 2000 was well below the national average and the average found in similar schools. The school has analysed the reasons for the decline in 2000 and attributes it to the high number of pupils in that year who entered the school after the age of 7. This pupil movement is well documented and individual pupils' levels of attainment well analysed. The 15 pupils who had been in the school throughout achieved appropriately and moved up the expected two levels between Year 3 and Year 6. Despite the high level of pupil movement, the school managed to exceed its predicted target for English in 2000.
69. Most pupils achieve appropriately up to Year 4 but there is some under-achievement in Years 5 and 6. This is partly due to the high percentage of pupils in the current Year 6 class (over 58%) who are on the register for special educational needs. Most have behavioural difficulties that adversely affect their learning and their attitudes to school and cause them to under achieve. Another contributory factor is the occasionally unsatisfactory teaching at the top end of the school. The school is now rigorously checking teaching and learning and taking effective action to improve the situation. With the help of the Local Education Authority's behavioural support team, it is also trying hard to raise the achievement of the pupils in Year 6 and to develop in them more positive attitudes to learning. The school also analyses its test and assessment results and takes appropriate action to address any weaknesses. For example, when it found that boys were under-achieving last year, it provided additional support in order to help them achieve better. Boys did slightly better than girls in the 2000 tests. However, in the work of the pupils currently in the school, inspectors found no significant differences between the attainment of boys and girls.
70. When children first enter the school their language development is well below that expected for their age. They lack confidence in speaking, listening skills are under-developed and reading and writing skills are poor. Very good teaching ensures that by the time they enter Year 1, although their attainment is below that expected for their age, most contribute confidently to group discussions albeit it in single words or phrases. They have learned to distinguish print from pictures, to form letters accurately and to write their own names. Teachers of pupils aged 5 to 7 build well on this good start and the standards seen in the work of pupils in Year 2 are as expected nationally for seven-year-olds in reading, writing, speaking and listening. The results of the National Curriculum tests in 2000 for pupils aged 7 were well below the national average for reading and below the national average in writing. The reading results were average when compared with similar schools and the writing results were above the average for similar schools. Between 1996 and 1999, the school's results rose faster than the national trend in both reading and writing. Although there was a small decline in 2000, the school can accurately pinpoint this to two pupils leaving the school in Year 2 and three pupils arriving just before the tests, all of whom attained below average standards. Between the ages of 5 and 7, most pupils achieve well in all aspects of English. Boys did better than girls in both reading and writing in the 2000 tests but no significant differences were noted in the work of the pupils currently in the school.
71. Pupils gain increasing confidence and reach satisfactory standards in speaking and listening by the age of 7. This is because their teachers take every opportunity to reinforce and extend these skills, both in English and in other subjects, encouraging

pupils to speak well and to use more complex sentences as, for example, they share information or discuss and evaluate their work. Higher attaining pupils aged 7 to 11 demonstrate good oral skills. However, middle and lower attainers continue to talk in short sentences using restricted vocabulary. A significant minority of pupils have difficulty structuring a sentence to explain clearly what they want to say, using explanations and an appropriate range of vocabulary. Again, most teachers give pupils time to respond, encouraging them to contribute orally during discussions, in shared reading in the literacy hour and in plenary sessions when they report what they have been learning during the lesson. Pupils in Year 6 listened with interest when the teacher retells Shakespeare's 'Macbeth' but had to be constantly reminded to listen to each other. Their speaking and listening skills are below average for their age. Throughout the school, teachers pay appropriate attention to developing pupils' speaking and listening skills in other subjects. They are careful to use subject specific vocabulary. In science, for example, pupils learn the terms 'translucent' and 'opaque' to add to their range of adjectives and use these accurately when explaining the outcomes of their investigations. In physical education lessons, pupils listen well to instructions. During music lessons, pupils extend further their speaking and listening skills as they listen to music, describe the sounds they hear and how they are made.

72. Pupils in Year 2 are working at the nationally expected level in reading. This is an improvement since the previous inspection. Pupils participate well during shared reading in the literacy hour,. They read confidently and fluently, accurately and with understanding. They give reasons for the events described and predict what will happen next by using the text. They are taught how to read unfamiliar words and confidently use an appropriate range of strategies to do so including context, clues from the pictures and sounding out the letters of the word. They use phonics and spelling skills to improve their knowledge of word families and patterns, and by the age of 7 they identify accurately long or short vowel sounds. They read and follow appropriately the written instructions for making a concertina book in design and technology lessons. They enjoy reading and name favourite stories that they have read at home and at school, including traditional tales as well as more modern stories and poetry. By the age of 7, pupils are familiar with how to use the library. Higher attaining pupils know the difference between fiction and non-fiction books and how to use the catalogue system to find the book they want. Parents are encouraged to be involved in helping their children to read by using the home / school reading record. Where both home and school use the reading record effectively, pupils' reading skills are greatly enhanced. However, many parents have yet to realise the positive impact such a partnership has on their children's achievement.
73. Pupils aged 7 to 11 continue to enjoy reading. Although by the age of 11, because of the considerable movement in and out of the school, pupils' attainment is below that expected for their ages, their achievement is satisfactory throughout the age range. Most build appropriately on their previous strategies to become independent readers by the age of 11. Pupils speak with pleasure about the books and stories they have read. Most enjoy reading from an increasingly wide range of fiction and non-fiction texts in different styles and by different authors. The majority of older pupils read with fluency and expression but a significant minority lack confidence and cannot participate fully during shared reading because they cannot immediately read unfamiliar words. Combined with a limited vocabulary, this hinders the development of reading skills such as skimming and scanning texts and slows pupils' rate of work in all subjects that require reading to follow instructions or to research information. There is little evidence of pupils using the library for personal research but older pupils have access to a computer in class and use it appropriately to find out more about the work of Shakespeare.

74. There are two separate, well-stocked libraries, one for pupils up to the age of 7 and the other for pupils aged 7 to 11, each with a good range of fiction and non-fiction books. This is an improvement since the last inspection. Both areas are welcoming and comfortable, with displays of pupils' writing about their favourite books that are appropriately aimed at encouraging other pupils to read the same books. The library for the older age group has a new computer for recording book loans and stock, which the pupils use to record their choice of school library books on the computer. Many pupils also use the local library to choose books for reading and occasionally to help them complete homework in other subjects. The library for younger pupils is housed in a small room away from the main teaching areas, which limits opportunities for pupils to use it independently. Books in both libraries are catalogued using a simplified system, which, because they are taught to do so, pupils use well.
75. In Year 2, standards in writing are as expected for pupils of this age and most pupils achieve well between the ages of 5 and 7. This represents an improvement since the last inspection. The majority of pupils in Year 2 quickly move from simple sentences to constructing longer and more complex sentences, using capital letters and full stops accurately in their work and showing that they can write appropriately about a suitable range of topics. Higher attaining pupils also use speech marks correctly. As they progress through the school, all pupils become more confident in their use of dictionaries to check spellings and meanings. By Year 3, for example, by looking at the second or third letter, they put into the correct order words that begin with the same letter. Pupils in Year 4 confidently and accurately use an appropriate range of grammatical conventions including question marks. Most use adjectives and adverbs correctly to enliven their writing. They use tenses accurately and write sensibly at greater length than previously, for example, as they describe the life of working children. However, a significant minority of pupils are still uncertain about the functions of adjectives and adverbs even in Years 5 and 6. Pupils in Year 6 enjoy the opportunity to plan and write a story, and learn how to write a beginning, a middle and an end but they do not always follow the instructions given and therefore miss the opportunity to improve, for example, the beginning of a story. The majority of pupils in Year 6 are working below the standards expected for their age. In both years the teachers accept work that is of an unacceptable standard and do not check the pupils' use of inappropriate language, for example in their playground poems in Year 5 and in song lyrics in Year 6. From the analysis of pupils' work, it is clear that pupils write using an appropriate range of styles including narrative, review, instructional and descriptive writing and poetry. Despite providing regular opportunities for handwriting practise, and insisting that pupils write neatly and legibly in such sessions, teachers do not always expect the same quality of handwriting in pupils' workbooks. This detracts from the quality of presentation, particularly in the work of older pupils. By the age of 11, standards of handwriting are not good enough and many pupils still use joined print. All pupils have spellings to learn each week. They learn spelling patterns and word 'families' but, because they forget these quickly, their spelling is weak.
76. The quality of teaching is satisfactory overall. The teaching of pupils aged 5 to 7 is good, with one very good lesson. The teaching of pupils aged 7 to 11 is satisfactory. One lesson observed was good, most were satisfactory and one lesson was unsatisfactory. Teachers are secure in their knowledge of the National Literacy Strategy and use it well to plan and to structure their literacy lessons. The good teaching presents pupils with challenges that make them think hard and questions are carefully constructed to involve pupils at differing levels of attainment. This happened, for example, in a Year 3 lesson and enabled pupils to extend their ability to use a dictionary to put words in alphabetical order by using first, second, third or fourth letters. Pupils,

highly motivated by the activity, successfully applied what they had learned in their independent work. Very good teaching in a Year 2 lesson drew well on pupils' previous learning as the teacher reminded the pupils how to use phonic and spelling skills to extend their knowledge of word families and patterns. In this lesson, both word level work and written work were well planned to meet the needs of all pupils. The teacher ensured that pupils with special educational needs and those at an early stage of language acquisition received good support from both herself and the classroom support assistant and they, too, participated fully and achieved well. Pupils respond well to this type of teaching. Their concentration levels are good and they work hard to achieve their best. Unsatisfactory teaching in a Year 6 extended writing lesson was the result of the teacher over-estimating the pupils' ability to work independently. The minimal introduction to the lesson lacked impact and left the pupils unsure where to start. They took too long to become involved and subsequently did not produce enough work. In addition, the lesson planning was inadequate and the length of the lesson (a whole afternoon) was far too long for the pupils to be able to sustain concentration and work well. Teachers make good use of all support staff and target them well to work with particular groups of pupils. This is especially beneficial to pupils with special educational needs and enables them to make satisfactory progress in English. Support staff make a positive contribution to pupil's literacy development throughout the school.

77. The management of English is good. The last inspection found that the school lacked a structured and progressive framework for teaching English. This has been fully addressed by the successful implementation of the National Literacy Strategy. The literacy co-ordinator and the Local Education Authority's literacy consultant observe lessons to see where teachers' strengths and weaknesses lie and they give appropriate support and advice where necessary. Assessment procedures are sound and pupils' progress is accurately recorded. The process of tracking pupils' progress year by year was started in September 2000 and has therefore not yet been in place long enough to assess its impact on their achievement. There is a clear intention to complement the tracking of progress with individual targets for pupils, involving the pupils in the process, but this is not yet in place. Literacy skills are given appropriate attention in all subjects, though opportunities are missed to promote writing further in, for example, art and music. Resources are good and are well used to promote learning. As yet, insufficient use is made of information and communication technology to promote pupils' learning in English.

MATHEMATICS

78. Pupils currently in Year 6 attain standards below those expected for their ages in mathematics. The results of the National Curriculum tests in 2000 for pupils aged 11 were very low when compared to the national average, placing the school in the bottom 5 per cent of all schools. When compared with similar schools, the results are well below average. The percentage of pupils reaching the higher level is well below the national average but similar to that found in similar schools. Between 1996 and 1999, the school's results rose at the same rate as results did nationally. However, the results in 2000 show a decline over the 1999 results and although standards have improved since the previous inspection, the trend is now below the national trend. The school accurately predicted this decline, which is primarily caused by the high number of pupils entering or leaving the school after the age of 7. This pupil movement is well documented and individual pupils' levels of attainment well analysed. Inspectors found that this is part of the reason but another is the wide range in the quality of teaching and the amount of work done at the top end of the school. In 2000, the school did not meet its target for mathematics and no girl reached the expected level in the subject. A current priority in the school improvement plan is to raise standards in mathematics. More rigorous checking of teaching and learning and the introduction of the tracking of individual pupils' progress are beginning to assist this objective. Pupils' achievement is sound in Years 3 and 4 but declines in Year 5 and they have a great deal of catching up to do in Year 6. There is also some under-achievement in Year 6 because of the high proportion of pupils in that year who are on the special educational needs register for behavioural difficulties that adversely affect their attitudes to learning and to school. The school is currently receiving support for this from the Local Education Authority's behaviour support team and has been identified as a school for intensive support for mathematics to help it raise standards. Boys did considerably better than girls in the 2000 tests. However, no significant differences were noted in the work of boys and girls currently in the school.
79. Pupils in Year 6 do not have a thorough enough grasp of most of the key skills required at their age. Higher and average attaining pupils recognise numbers in thousands but in discussion with them, a significant minority described numbers in tens of thousands as a million or more. However, they could work out accurately ten per cent of a number. They do not have a secure knowledge of shape. For example, they can draw a rhombus and a trapezium and describe what parallel lines are because they had done these things earlier in the week. However, they do not know the number of sides in a pentagon, hexagon or octagon. They know how to square a number and do so accurately but are unable to double numbers such as twenty-eight or fifty six. They have very slow recall of multiplication facts particularly beyond the six times table, although one pupil could recite her eleven times table accurately. Pupils are unable to make a reasonable estimate of what the answer would be if they multiplied two and three-digit numbers. In contrast, pupils in Year 4 demonstrate rapid recall of answers in the two, five and ten times tables and have good strategies for working out sums mentally using addition, subtraction, multiplication and division. They answer oral questions accurately with confidence. For example, they add correctly amounts involving tens and units and explain how to do this quickly. They know the properties of an appropriate range of two and three-dimensional shapes. Pupils in Year 5 are much less confident. They are unsure of 'pm' in relation to time and do not know the meaning of 'noon'. Many are not able to explain clearly the mental processes used in reaching their answers. A significant minority cannot identify shapes, are unsure of their properties and are reluctant to answer questions. They know how to use a protractor correctly but are very unsure of multiplication tables saying they do not practise these in Year 5. No exercise books were produced for the formal analysis of the work of Year 5

and there was very little in their class folders. Pupils' achievement beyond Year 4 is unsatisfactory.

80. The majority of pupils currently in Year 2 are working at the expected levels in mathematics. The National Curriculum test results for 2000 for pupils aged 7 are below the national average but are similar to those found in similar schools. This represents a decline in attainment when compared with the 1999 results, as the national trend continued upwards. However, overall, standards have improved since the previous inspection. Again, the school has analysed the reasons for the decline in 2000 and can accurately pinpoint this to two pupils leaving the school in Year 2 and three pupils arriving just before the tests. All three attained below average standards. Overall, boys did better than girls in the mathematics test this year. However, in the work seen during the inspection, no significant differences were noted.
81. Pupils enter the school with below average levels of mathematical attainment for their age. They achieve very well up to the age of 5 and achievement is good between the ages of 5 and 7. By the age of 7, good teaching ensures that they recall simple addition and subtraction facts. Although their responses are not always rapid, almost all pupils respond well to the teacher's expectations that they recall the range of strategies they have been taught, to calculate mentally without using practical equipment. They prove they can do this by explaining clearly how they have arrived at their answers. Average and higher attaining pupils accurately read two digit numbers and count backwards in ones and twos. They have satisfactory recall of all the combinations involved in adding and subtracting numbers to and from ten and for some, to and from twenty. They count correctly in fives and tens and have an appropriate understanding of multiplication and division. They name and describe simple two-dimensional shapes such as rectangle, triangle and square and know how many sides and corners they have. All know how to tell the time by the hour and a minority do so accurately to the half and quarter hour. They understand and use graphs appropriately. They also use standard and non-standard units of measurement and know the differences between them. All pupils tackle practical tasks with confidence, sustain concentration and record their work appropriately. Pupils in this age group listen carefully to their teachers and because a good pace is sustained in lessons, they are highly motivated to answer questions and explain what they are doing.
82. Pupils with special educational needs make satisfactory progress in both key stages because they are well supported by teachers and support staff and by the targets in their individual education plans. Pupils for whom English is an additional language make good progress in mathematics because of the effective support they receive. The use of support assistants is appropriately planned for and they understand their role in helping children with special educational needs. The quiet intervention tactics they use to support those pupils with more severe behavioural difficulties ensures that teaching and learning are not disrupted for others in the class.
83. The quality of teaching is satisfactory overall. The teaching of pupils aged 5 to 7 is good. The teaching of pupils aged 7 to 11 is satisfactory overall. During the inspection, a supply teacher was observed teaching the pupils in Year 5 and teaching in the lesson seen was satisfactory. However, the small amount of work that was available to inspectors from pupils in Year 5 shows that pupils' achievement is unsatisfactory because they have not done enough work since September of this year. This was confirmed in discussions with pupils from a range of prior attainment in that class. Teachers place appropriate emphasis on the development of numeracy skills in mathematics lessons. There is evidence of these skills being used appropriately in science, information and communication technology, design technology and art. Where

numeracy skills are used they are sufficient to support the activities undertaken. Literacy skills are being used in mathematics lessons as teachers identify key vocabulary and in most lessons use it consistently and expect pupils to do so as well. The successful introduction of the National Numeracy Strategy, together with better planning has improved the achievement of pupils aged 5 to 7. Most teachers have a sound understanding of how to make best use of mental activity. Good teaching results in pupils responding well to challenging questioning that requires them to explain their methods clearly and to use the range of mental strategies that they have been taught in order to give accurate answers, for example, adding tens first then units when mentally adding two digit numbers. However, the lack of opportunities in a small number of lessons for pupils to explain the mental processes involved in calculation means that pupils cannot share strategies and this inhibits their learning. In most lessons, learning objectives are shared with pupils at the beginning of the lesson and then displayed in the classroom to keep pupils' minds focused on what they are expected to learn and achieve.

84. Behaviour management is good and although there are a number of pupils with behavioural problems, most teachers use effective strategies to keep disruption to a low level and fulfil the objectives of the lesson. In a significant minority of lessons, however, the constant need for teachers to manage behaviour is detracting from the pace of lesson and is proving detrimental to the quality of pupils' learning. In most lessons, pupils work co-operatively in twos or fours, talk freely and naturally, concentrate on the tasks given and make good gains in learning. This was particularly noticeable in a Year 3 class when children worked on number arranging plastic cubes into various patterns to reinforce their skills of multiplication. Occasionally pupils do not complete work in group tasks and are quietly lazy. The presentation of work is mostly satisfactory. Resources are well prepared, easily accessible and in sufficient quantity to help pupils develop an understanding of concepts. Information and communication technology (ICT) used to support learning provides extra challenge to pupils and extends their knowledge. For example, a Year 6 pupil discovered the name and shape of a convex quadrilateral by using a computer program. However, the use of ICT in mathematics is largely under-developed. Time is usually used effectively and most plenary sessions are used well to assess understanding and further extend pupils' knowledge of mathematical concepts.
85. The subject is well managed. External advice is sought and used appropriately and teachers, the co-ordinator and the numeracy governor have all undertaken appropriate in-service training. The mathematics co-ordinator and the numeracy consultant from the Local Education Authority observe teaching. They also check teachers' planning, analyse samples of pupils' work and give advice and support where necessary. Both the co-ordinator and the numeracy governor are aware of the underachievement of pupils towards the end of their time in school and action plans are in place to try to address this issue. Assessment procedures are satisfactory and teachers keep appropriate records of pupils' progress and of the numeracy strategy objectives covered. Daily lesson plans relate well to the longer-term curriculum plans. A satisfactory range and amount of homework is set regularly, although this did not happen in the mathematics lessons seen.

SCIENCE

86. Pupils in Year 6 are working below the levels expected for their age in this subject. The results of the National Curriculum tests in 2000 for pupils aged eleven were very low in comparison to both the national average and the average for similar schools, placing the school in the bottom five per cent of all schools and of similar schools. Science results rose steeply between 1996 and 1997. The school followed the national trend between 1997 and 1999. However, when compared with the national trend, between 1997 and 1998 the fall was steeper, and between 1998 and 1999 the rise was gentler than the national pattern. The decline between 1999 and 2000 was the result of the considerably high number of pupils moving in and out of the school after the age of 7 and the concentration on developing literacy and numeracy skills. In addition, until the recent focus on improving teaching and provision in science, the subject has not been taught well enough. Although pupils' achievement is satisfactory in the Year 3 and 4 classes, it is unsatisfactory in Years 5 and 6. Many older pupils are unsure of scientific concepts such as forces and are unable to use correct terminology. This, combined with the proportion of pupils with special educational needs and an element of disruptive behaviour, has had a very limiting effect on pupils' attainment and achievement over time.
87. For pupils aged 7, the teacher's assessments for science in 2000 are similar to the national average at the expected level. The science results are above the average for similar schools at the expected level. Pupils currently in Year 2 are working at the nationally expected levels for their age. They achieve well because of the good quality of teaching they receive. However, standards are below average in experimental and investigative science, an area that the school is now addressing.
88. Pupils aged between 5 and 7 have an appropriate understanding of the difference between 'pushing' and 'pulling' forces and know, for example, that when forces are applied to different materials they are likely to stretch, twist or bend. Pupils acquire satisfactory scientific enquiry skills when, for example, they test the travelling distances of toy cars on different surfaces, predicting and then testing which car will go further and on what surface. They occasionally make effective use of the computer to print out their test results in a graph. Teachers of pupils in Years 3 and 4 build well on what the pupils have learned up to the age of 7. Consequently the pupils, using appropriate investigative skills, extend their knowledge of forces to include, for example, magnetic forces and the effectiveness of different kinds of springs. Pupils in Year 4 have a sound knowledge of materials and group them accurately according to their different properties, investigating how some solids behave like liquids, for example, sand pours, and what happens when solids are mixed with water. They study human growth and name accurately some major bones and organs. Pupils in Year 6 have an appropriate understanding of life processes such as food chains, seed dispersal and different animal habitats, and a satisfactory understanding of how to carry out a fair test.
89. Pupils with special educational needs and those for whom English is an additional language make good progress in their learning because of the good support they receive and because of the staff's precise use and explanation of specific scientific vocabulary.

90. The quality of teaching is always at least satisfactory. It is good in the 5 to 7 age range with some excellent teaching in Year 2, and satisfactory in the 7 to 11 age range. The quality of teaching has improved since the previous inspection. In the past year, in-service training for teachers has led to improved subject knowledge throughout the school that is enabling pupils to understand better the topics they are studying through a greater emphasis on investigative work. Planning is better because the revised scheme of work incorporates national subject guidance and there are sound procedures in place for assessing pupils' attainment. However these measures have not been in place long enough to raise levels of attainment of the pupils in Year 6 and they have not acquired the knowledge, skills and understanding expected for their age.
91. The very effective planning seen in the excellent teaching in year 2, for example, results in the best possible use of time in the lesson. High expectations of what the pupils are to learn are clearly stated and resources carefully prepared and used to enable the lesson objectives to be met. Pupils' knowledge and understanding of electricity developed rapidly because activities were interesting, raised pupils' curiosity and motivated them to work hard. The teacher and classroom assistants work as a highly effective team in this class to ensure that each group works at the level best suited to them. Language development is very good because of the opportunities for pupils to handle and talk about the wide range of small electrical appliances. In most lessons teachers promote literacy well through the strong focus on scientific language. For example, pupils in Year 3 used accurately the terms 'flexible', 'translucent', 'opaque'. Because of the teacher's good planning, the pupils were able to interpret and apply the structure of the investigation straightforwardly by sorting different objects according to those properties. In all lessons teachers manage pupils effectively so they behave appropriately and concentrate on their work. In a Year 6 lesson, the teacher's high expectations of pupils' behaviour resulted in good collaborative work. Pupils planned their investigation using a framework that the teacher had prepared prior to the lesson and they used resources sensibly to test how quickly sugar dissolves under different conditions. However, although questioning was thorough and helped pupils understand the investigative process, too little emphasis was placed on scientific language and pupils were unable to use words such as 'solutions' and 'soluble' appropriately when talking about what they had done.
92. Management of the subject is satisfactory. The co-ordinator has identified the right areas for improvement and has taken appropriate action, hence the strong emphasis on investigative work during the inspection. The effectiveness of these measures is being monitored through scrutiny of planning and pupils' work by the co-ordinator but does not yet include evaluating the quality of teaching. Science resources are well organised and are used well to support learning but, as yet, insufficient use is made of information and communication technology in this subject.

ART AND DESIGN

93. Standards in art are as expected for pupils' ages and achievement is sound. Since the last inspection, greater attention has been given to observational drawing and the work seen in pupils' sketchbooks shows a developing attention to detail. Similar sound improvements have taken place in colour mixing. Pupils in Year 1 can accurately match the colours of different fruits because they are taught well how to mix different shades and tones. In Year 6, pupils confidently and very competently try out and record different ideas, responding well to the very good opportunities they are given to look at how other artists have worked and used colour and pattern in landscape studies. Because of this good practice, the pupils prepare their work well. They use different shades and tones creatively to make a background for a landscape collage using paint, fabric and

threads. As they discuss their work with each other and with the teacher, they demonstrate good attitudes to the subject and a sound understanding of how colour can be used to create mood. High levels of motivation are apparent as they select appropriate materials and successfully continue their work into a textile collage. Pupils behave well and take appropriate care of the materials and tools made available to them. They know which pencils to use to create different line qualities and respond well to ideas and suggestions from teachers and from each other, using them to improve their work. Pupils use their literacy and numeracy skills appropriately in art but opportunities are missed to write about art or make notes based on their own research into artists' work. Pupils demonstrate sound information and communication technology skills as they use the tools and techniques associated with art programs.

94. The quality of teaching is good in the 7 to 11 age range, as it was at the last inspection. There is insufficient evidence in the 5 to 7 age range to make an overall judgement on teaching but in the one lesson seen, in Year 1, teaching was very good. Detailed planning now identifies what pupils are expected to learn. In planning and in classroom practice, good attention is given to developing appropriate skills in drawing, painting, printmaking, textiles and collage and work is clearly explained to the pupils. In most lessons, engaging and highly motivating tasks keep pupils working hard and contribute to their learning. However, occasionally the work stops at developing the skill and insufficient attention is given to developing pupils' creative application of the skills they have learned. In all lessons, questioning is used effectively to recall pupils' previous work. This, and good introductions to the work of other artists, enables pupils to build on what they already know and to develop the knowledge and understanding necessary to begin to see how to improve their own work. This is especially noticeable in Year 6. Here, pupils' creative thinking is challenged very well and they are proud of their work. Their motivation and interest remain high as they are encouraged to use line, shade, tone, colour and texture, moving from pencil drawings to colouring with crayon, then matching these colours in larger scale reproductions of their work using paint and various collage materials as they progress into textile work. The opportunities provided through art make a sound contribution to pupils' spiritual, moral, social and cultural development. However, insufficient attention is paid to art from different cultures around the world.
95. Satisfactory improvements in provision have been brought about by the introduction of two commercial schemes. These have helped to improve the quality of teachers' planning and to introduce some skill progression through the school because teachers have met to agree what areas will be taught in which class. However, there is still no whole school scheme of work to guide teachers and, although the school intends to adopt the nationally recommended scheme, no action has yet been taken to check whether this meets the particular needs of the school. Leadership of the subject is unsatisfactory because the co-ordinator is not providing an effective lead in these areas. Although time is given for checking on standards, teaching and learning, the co-ordinator does not have a secure overview of them and does not effectively carry out her role in evaluating provision to identify where improvements are needed. There are no agreed assessment procedures for art and pupils' progress is not recorded.

DESIGN AND TECHNOLOGY

96. Although few lessons were timetabled during the inspection, evidence was also available from work displayed, from teachers' planning, pupils' designs and records of pupils' work, including photographs. The photographs of previous work in designing and making show a good variety of products made by pupils in Years 1 to 4, for example torches, money containers, food technology and a range of different types of puppets. All pupils, including those with special educational needs and those for whom English is an additional language make good progress in this subject.
97. Only a small amount of work was available from Year 6 and an overall judgement on standards is therefore not possible. However, the pupils, focussing on textiles, design slippers and make and use their own pattern to cut out and then stitch very simple soft toys. The slipper designs, lists of materials required and assessment of the wearer's needs are of a good standard. However, while appropriate materials are selected to suit the need of the soft toy consumer, the calibre of the designs and of the finished products is well below the standard expected for this age group. Although their designs become more detailed as pupils move through the school, skills such as embroidery stitches and appliqué work used in practical tasks are less well developed. Pupils' achievements are sound between the ages of 7 and 9 but they do not achieve well enough beyond this. Pupils in Year 3 satisfactorily evaluate and record their likes and dislikes as they test a selection of sandwiches for smell, appearance, taste and texture, and consider the type of packaging used. This links appropriately with healthy eating as the nutritional value of the food is also discussed. In Year 4, pupils develop a sound understanding of hydraulics and pneumatics as they design, make and evaluate working models of killer crocodiles or monsters.
98. Most pupils in Year 2 attain well above average standards in this subject. They successfully draw a design, for example, for an owl puppet, related to their literacy work, and then select appropriate materials to make and decorate it. The quality of the finished product is very good and the ability shown in the design process indicates good achievement between the ages of 5 and 7. Using appropriate cutting and good stitching skills, the pupils cut out suitable shapes using templates and join the different pieces of material together using overstitch, choosing for themselves the materials they consider best to decorate their soft toy fish and owls.
99. Throughout the school, as they describe and discuss their designs and finished products, pupils make appropriate use of their literacy skills. Mathematical skills are also satisfactorily applied as pupils measure and cut materials to suit their designs. Pupils list materials and tools, consider who will use their product and sometimes appropriately evaluate the finished article. They are very enthusiastic about the practical aspects of the subject. They concentrate well on the task and handle materials and equipment sensibly. Behaviour is often very good. Pupils' learning is further extended as they work well together in pairs and small groups, discussing their work and learning from each other. Pupils for whom English is an additional language, who may not understand all the instructions, are well supported by the staff and by other pupils. This contributes well to their achievement and to the personal and social development of all pupils. The after-school craft club also contributes well to pupils' achievement in design and technology as pupils, guided by teachers, undertake some excellent work in design, embroidery and appliqué. In addition the good relationships and shared sense of humour between the pupils and teachers enhance the pupils' personal and social skills and the work contributes appropriately to their spiritual and moral development.

100. It was possible to see only three lessons in design and technology, one in the 5 to 7 age group and two in the 7 to 11 age group. Therefore it is not possible to make an overall judgement on teaching. In the younger age group, teaching was excellent. In the older age group, teaching was good in one lesson and unsatisfactory in the other. In the excellent lesson, pupils were very effectively challenged by the high emphasis on teaching them to think for themselves and to stop and evaluate their work as it proceeds to ensure fitness for purpose. For example, pupils in Year 2, making wheeled vehicles were very effectively challenged to make sure that the wheels could turn freely. The teacher's very carefully targeted questioning, adapted to suit the pupils' individual levels of ability, made them think very carefully about how to join the wheels to the axle and the axle to the body of the vehicle, and also where to place it in relation to the box so that the wheels would turn. In this, and in Year 3, where teaching is good, the teachers' good relationships and interactions with the pupils enhance their understanding and enable all pupils, including those with special educational needs to make good progress. Moral and social skills are effectively promoted by ensuring that pupils collaborate, take care of the resources and equipment and work safely. Resources are well organised and the planning is good. Teachers expect good behaviour and this has a positive impact on learning and good gains are made in lessons. However, when pupils are not sure about what they are supposed to be doing, for example, in a Year 5 lesson, they became distracted by the task of tasting biscuits and did not complete the task of identifying appearance, cost, flavour, texture and shape. The importance of pleasing customers and selecting the features important to the consumers became unimportant and the lack of appropriate intervention by the teacher to re-focus the pupils on their real task prevented their achieving a meaningful result. Teacher input and planning for this lesson and the use of time within it were poor.
101. Subject management is satisfactory. The co-ordinator has a clearly defined role and carries it out effectively, but has not yet had the opportunity to evaluate the quality of teaching in the classroom. Resources are regularly audited and deficiencies made good. There is an appropriate policy to support learning. The scheme of work is a combination of national guidance and aspects of the local scheme and meets statutory requirements. This is an improvement on the previous inspection. The scheme has helped to improve planning in the subject and also ensures that the pupils build on previously acquired skills as they move through the school. However, there are no assessment procedures and little effective recording of pupils' progress. Pupils in Years 5 and 6 do not spend enough time on the practical tasks detailed in the scheme to develop well enough the skills and techniques required in this subject. The school is well resourced to support learning.

GEOGRAPHY

102. Standards of work in geography are as expected for pupils' ages. Pupils demonstrate good attitudes to the subject and throughout the school achievement is satisfactory. The standards that pupils reach in their last year in the school have improved since the previous inspection. Pupils with special educational needs and those for whom English is an additional language make sound progress. Both groups of pupils are supported well by teachers and support staff.

103. By the time they are in Year 2, pupils understand that different localities are likely to have different features. They have a sound knowledge of their own locality and interpret simple maps appropriately using a key. By Year 6, pupils have a sound understanding of some of the reasons for weather being different in different parts of the world. They know the main features of landscape in the British Isles such as mountains and rivers. By studying their own locality and comparing it first with another part of this country, and then with a country abroad, they gain a sound understanding of how different land usage and geographical location affect different communities and their economic circumstances. This makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils develop good map reading skills using four figure grid references to locate features on Ordnance Survey maps.
104. Due to the small amount of teaching seen no overall judgement can be made. However, in the two lessons seen, teaching was good in one and very good in the other. Several good features had a direct impact on pupils' learning: the teaching of mapping skills, for example, four figure grid references in Year 4, assisted by a visiting geography teacher from a local high school; clear learning objectives and good preparation of resources to help pupils in Year 2 to understand and match localities on a diagram to those shown on a map, and to realise the importance of looking closely at maps and using the given key.
105. The subject is managed satisfactorily. National guidance has been adapted well to link with elements of the school's scheme of work. This provides a clearer structure for planning, which is good. Pupils' work is scrutinised by the co-ordinator and judgements on the quality of work are recorded. The school plans to use this analysis to bring about further improvements, as geography becomes the focus for development in the school improvement plan. Although the role of the co-ordinator has more impact than previously it does not yet extend to the evaluation of the quality of teaching. Assessment procedures are satisfactory but pupils' progress is not well recorded and assessment is not used to inform planning. Resources for geography have recently been enhanced. They are being used well and now contribute effectively to developing pupils' knowledge and skills.

HISTORY

106. Pupils' attainment is similar to that seen in the last inspection. The majority of pupils in Year 2 and Year 6 continue to attain the levels expected for their ages and their achievement is satisfactory. Pupils with special educational needs and those for whom English is an additional language make sound progress because of the good support they receive from their teachers and the support staff.
107. Pupils aged 5 to 7 develop a sense of past by looking at the ways in which everyday things change over time. As they study old and new toys and what home life was like in earlier times, pupils develop a sound sense of the passage of time and some of the differences between the past and the way they live now. Pupils in Year 2 gain an appropriate understanding of how life has changed since Victorian times through their study of seaside holidays then and now. They have a sound knowledge of why some people in the past became famous, for example, Florence Nightingale; and of events in the past, such as the Great Fire of London. Pupils aged 7 to 11 acquire a satisfactory understanding of the changes caused by the different invasions of Britain and the effect it had on life in this country. They recall appropriately, some significant events and people during the reign of Henry VIII. Pupils in Year 6 develop sound research skills by using secondary sources of evidence such as old newspapers and photographs to gain insight into and reflect on what life in Radcliffe used to be like in the past. The

teaching of research skills was identified as a weakness in the previous report and has now been addressed satisfactorily, although opportunities for pupils to develop their research further by using, for example, CD ROMs are limited. History makes a good contribution to pupils' spiritual, moral, social and cultural development.

108. Too few lessons were seen to enable an overall judgement to be made on the quality of teaching. In the two lessons seen, teaching was satisfactory in one and good in the other. The good teaching of subject specific vocabulary linked to invasion and settlement helps pupils to enliven their historical writing by making effective use of their literacy skills to express their ideas more clearly when recording in their books. In the Year 1 lesson, the teacher held pupils' interest well by comparing what was in a Victorian kitchen with what is found in a kitchen of today. She sustained their interest and increased their motivation by creating an aura of mystery around the possible uses of an old carpet beater, which was named and its uses revealed at the end of the lesson.
109. Leadership and management are satisfactory. The school uses national guidance for the subject as a basis for planning. Assessment procedures are recently in place but it is too early to evaluate their effectiveness. The co-ordinator fulfils her clearly defined role with regard to checking teachers' planning and the standards of pupils' work, but has not yet had the opportunity to evaluate the quality of teaching in the classroom. Teachers assess pupils' attainment and progress satisfactorily but the outcomes of assessment are not yet being effectively used to inform further planning. Resources have improved since the previous inspection due to the allocation of funds for that purpose but there is still a shortage of artefacts that reflect the past to help pupils gain better understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Pupils in Year 6 are working at the nationally expected levels in information and communication technology (ICT). Pupils in Year 2 reach standards that are above those expected nationally.
111. Throughout the school, pupils enjoy working at the computers and are excited about their work in ICT. Many pupils extend their learning by using computers at home to find information for school homework and some pupils effectively use the Internet although this facility is not yet in use in school. Pupils appreciate having a computer suite in school and feel this gives the opportunity for them to be taught new techniques. Year 2 pupils have good mouse control. They load programmes independently and can save and retrieve work accurately and independently. They work with confidence, for example, using with ease the tools in an art program to colour fill, draw and paint. They know which symbols to click on to replicate a hand drawn poster on the screen and can type in text with occasional support from the teacher. They readily explain the programs they have used, for example, to help with their mathematics work. The records kept in Year 2 show that pupils cover a good range of ICT work, for example, portraits drawn on the computer, bar graphs, creating a postage stamp and word processing. Pupils in Year 6 are confident in the use of ICT equipment and confidently save, retrieve, use icons, and drag and drop in a range of programs. They competently compile and use a spreadsheet of pupils' test scores to work out totals and averages. They know about the uses of computers in real life situations and are alert to both the value and the dangers of the Internet. ICT makes a good contribution to pupils' personal and social skills. For example, higher attaining pupils are paired with lower attaining pupils to work collaboratively on programs. They get on with their tasks, know what is expected of them and show a good level of independence in this subject. Their

behaviour is almost always satisfactory or better and this enables them to stay on task, take care of the equipment and help each other. Pupils with special educational needs are well supported and make good gains in their learning.

112. The quality of teaching is satisfactory. It was possible to see only one lesson in the 5 to 7 age range and in this, teaching was good. In this, a Year 2 lesson, the teacher uses her sound subject knowledge to help pupils compare the advantages and disadvantages of hand drawn posters before moving to the computer suite to use an art program to create their own posters, based on hand drawn posters that they had previously prepared. Good planning ensures that the work builds well on the pupils' prior learning, as they re-create their pictures on the computer. Their learning is suitably extended through effectively teaching them how to insert text into the picture. The good use of support staff and clear, well-staged and well-timed instructions help pupils to achieve well in lessons. Teaching is satisfactory overall in the 7 to 11 age group. In two fifths of the lessons seen, it was good and in one fifth, it was poor. In the weakest lesson the teacher had no lesson plan, gave minimal teaching input and the subject knowledge was insecure. Pupils were unable to make progress in the lesson and their behaviour was unsatisfactory. The pupils in Year 5 had also missed several information technology lessons so far this year due to the intensive swimming programme taking time from the subject for half a term, a fact which is further compounded by a shorter school week than is recommended nationally. In all other lessons teachers' skills and subject knowledge were satisfactory or better. Current assessment procedures are unsatisfactory. Teachers record coverage of competencies but pupils' progress is not adequately recorded and there is no way of ensuring that skills are developed systematically from one year to the next.
113. Subject management is satisfactory. Planning and the role of the co-ordinator has improved since the last inspection. The co-ordinator has been able to give one-to-one support to all staff and has led whole staff in-service training on new programs. However, she does not yet have a secure overview of standards and teaching throughout the school. There is an appropriate action plan for the subject and the targets are being met one by one. The school improvement plan also recognises that there is a need to support literacy and numeracy more effectively by introducing the appropriate computer software. A further detailed in-service training programme is already planned for next year to raise teachers' skills even further. The subject is well resourced with an appropriate range of software. Resources are used well, even though many of the classroom computers are very old.

MUSIC

114. It was possible to see only one lesson in the 5 to 7 age range and in this, teaching was sound. Three lessons were observed in the 7 to 11 age group, two in the Year 3 class and one in the Year 6 class. There is therefore insufficient evidence to make an overall judgement on teaching. From talking to pupils throughout the school and observing work in Year 6, it is clear that standards are not high enough in music and that pupils do not achieve well enough. As at the time of the last inspection, there is no taped or written evidence of pupils' musical work although there is some evidence of Year 4 pupils having completed a topic on singing games and the lyrics they composed as they made up their own. This work makes a good contribution to their literacy development. Discussions with pupils reveal that they have very little recall of what they have done in music and that they do not have enough opportunities to work across the full range of musical activities. Pupils in Year 6 recognise the effect of using long sounds to create mood in 'Morning' by the composer Grieg but are unable to name accurately the range of instruments used in the music. They respond well to the

teachers' opening questions but soon lose interest because the teacher is unable to build on their responses and extend their learning further. When required to sing rounds using their own lyrics for well-known melodies such as 'Frère Jacques', each group holds its own part satisfactorily but while the singing is enthusiastic, the pitch is very insecure and insufficient attention is given to producing a good quality sound. The teacher's acceptance of some unsuitable lyrics detracts from the exercise and from pupils' musical learning. The absence of written recording in music means that opportunities are missed to extend literacy skills through writing about music and pupils do not learn how to translate sound into symbol by using different musical notations. In the lessons seen, teaching was satisfactory in the younger age group and ranged from good to unsatisfactory in the older age group. These factors point to a decline in standards and teaching since the last inspection.

115. Teachers have recently agreed to use the nationally recommended scheme of work for music and have participated in an in-service training day to help them become more familiar with it. While breadth and balance are appropriately planned for in the music curriculum, and include the use of information and communication technology, the new scheme has not yet been adapted to take account of the school's needs. At the time of the last inspection, the co-ordinator taught music throughout the school. This is no longer the case. The different ways in which teachers approach music hinder pupils' learning because there is insufficient guidance to help them in their work and, as at the last inspection, there is some insecurity of subject knowledge. In most classes, because of a shortage of curriculum time, music is taught for a number of weeks and then there is a gap before it is taught again. This means that pupils do not have the opportunity to practise musical skills with sufficient regularity or frequency to enable them to make satisfactory progress. Consequently they have little recall of what they have learned and are unable to develop a suitably broad range of musical vocabulary with which to discuss their work. There are no assessment procedures and pupils' progress is not recorded. The co-ordinator was absent from school due to illness during the inspection. While there is evidence that the co-ordinator meets with the headteacher to discuss the subject, there is no evidence of any direct evaluation of teaching and learning and leadership and management of the subject are unsatisfactory. Music makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. There is a good range of resources for the subject but they are currently not being used well enough throughout the school to promote pupils' composing and performing skills.

PHYSICAL EDUCATION

116. Pupils in Year 2 and Year 6 reach the nationally expected standards and achievement is satisfactory throughout the school. This represents an improvement since the previous inspection, when the standards reached by pupils aged 7 were deemed to be below average. Pupils with special educational needs achieve well.

117. Pupils have a satisfactory understanding of the importance of the warm up activity at the start of every lesson. Although Year 1 pupils do not always use space appropriately when working individually, they travel in a variety of ways, in different directions and build up an appropriate sequence of movements to imitate, for example, small animals. When the teacher introduces music, they respond well by using their imagination to adapt their movements to represent different creatures. In an excellent Year 2 lesson, because of high quality teaching, pupils used their creative skills very well to compose a dance linked to their literacy work on 'Plop, the owl who was afraid of the dark'. They moved in a variety of imaginative ways to match the movements of the owl, and worked in pairs to devise a short sequence. They displayed very good imaginative skills when they performed a beautifully sensitive dance in which they used every part of their body, right down to their fingertips to represent the owl. This lesson made a very good contribution to the pupils' spiritual development as they reflected thoughtfully on the owl's feelings. Only 2 lessons were observed in the 7 to 11 age range, both of which were games lessons. Working in groups, Year 4 pupils playing invasion games showed they could intercept and retrieve a ball. They responded well to the extra challenge that the teacher introduced, requiring them to change tactics and direction, dodge and vary the speed of their movements. Year 6 pupils control large balls satisfactorily as they kick them to each other in groups. Not all the pupils are suitably challenged by these activities, however, because some are already more skilled and competent than others. Physical education lessons make a good contribution to pupils' spiritual, moral, social and cultural development, particularly in developing a team spirit and learning to obey rules and instructions when playing games. Pupils co-operate well and there are good relationships at all levels. Behaviour is always at least satisfactory and teachers positively reinforce good behaviour to keep pupils highly motivated and wanting to do better. The pupils themselves appreciate being able to help each other.
118. The quality of teaching of pupils aged 5 to 7 is satisfactory, although one excellent lesson was seen. Only 2 lessons were observed in the 7 to 11 age range. Teaching was good in one and satisfactory in the other. Teaching has improved since the previous inspection. In almost all lessons, teachers use their secure subject knowledge to plan activities that are well matched to pupils' abilities and interests. Teachers share the learning objectives with the pupils and participate in all activities, demonstrating and spurring pupils on to make greater effort. They use a range of good strategies for managing pupils' behaviour and establish good routines that enable pupils to get ready quickly and efficiently. Pupils are made aware of the health reasons for changing into kit and of the purpose of warming up and cooling down exercises. The best teaching seen ensures that all pupils participate fully and are reminded of the importance of safety. Correct vocabulary is used and there is very good teaching of skills both through some of the teachers' own demonstrations and through selecting pupils to model good work to each other and this helps them to see what they need to do to improve their work. Lessons move at a good pace, and the level of challenge increases as the lesson progresses.
119. A well-planned physical education curriculum in the school ensures that pupils experience a suitably broad range of physical education activities: gymnastics, dance, games and outdoor activities. There are football, netball and rounders teams that play in the local leagues and pupils participate in local cricket tournaments. Pupils also have the opportunity to take part in a local swimming gala. However, activities on the playground are sometimes limited by a lack of space, and the field is often too wet to be used for games or athletics. The school hall is generally adequate for dance and gymnastics. Pupils in Year 5 take part in an intensive swimming course and the majority can swim 25 metres unaided by the time they finish the course. During the half term in which pupils participate in the intensive swimming course, they do not have any

other physical education lessons and they miss out on opportunities to develop their other physical education skills during this period. This is further compounded by the school week being shorter than is recommended nationally.

120. Subject management is sound. At the time of the previous inspection, there was no subject policy or scheme of work. Both are now fully in place. They ensure coverage of the latest National Curriculum requirements and are clear on expectations so that all teachers know precisely what to do and are aware of safety hazards. The staff make good use of the agreed scheme to plan their lessons. A curriculum 'map' ensures progress from Year 1 through to Year 6. The co-ordinator has some time away from class duties to carry out her role during the school year. This time is used effectively to check teachers' planning, to maintain resources and prepare the bid for a share of the budget each year, based on the action plan for the subject. As yet, she has not evaluated the quality of teaching in the school. An appropriate action plan forms part of the current school improvement plan and includes checking the safety of equipment and resources and making a photographic record of physical activities in the school.