

INSPECTION REPORT

**ST HUGH'S
CHURCH OF ENGLAND
PRIMARY SCHOOL**

Oldham

LEA area: Oldham

Unique reference number: 105699

Headteacher: Mrs K Greenhalgh

Reporting inspector: Mr P T Hill
6642

Dates of inspection: 13th – 16th November 2000

Inspection number: 224770

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: Wildmoor Avenue
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Oldham
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Appropriate authority: The Governing Body

Name of chair of governors: Rev Howard Smith

Date of previous inspection: July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Hill	Registered inspector	Science	What sort of school is it?
		Information and communication technology	How well is the school led and managed?
		Geography	
		History	
		Equal opportunities	
		Special educational needs	
Denise Shields	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Ian Hocking	Team inspector	Mathematics	How well are pupils taught?
		Design & Technology	
		Physical Education	
		Under fives	
Melvyn Hemmings	Team inspector	English	The school's results and pupils' achievements
		Art	How good are the curricular and other opportunities offered to pupils?
		Music	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Hugh's C of E Primary School is situated in Holts Village, on the outskirts of Oldham. The school is of average size, having 225 pupils, including 30 children in the nursery. The buildings, dating from the 1950s, are soon to be modernised through a building programme designed to make more efficient use of space. Most pupils live in the local authority housing area immediately surrounding the school with very few parents being owner-occupiers. The circumstances of the families in the area are well below national averages. The percentage of pupils eligible for free school meals is well above the national average. There are no pupils who speak English as an additional language. Pupils' levels of development, on entry to the school, are very low when compared with those anticipated for children aged under-five. There are 67 pupils who have been identified as having special educational needs, and of these, 24 pupils receive some support from outside specialists. One pupil has a statement of special educational need. The number of pupils identified as having special educational needs is well above the national average for a school of this size.

HOW GOOD THE SCHOOL IS

This is a very good and effective school with many areas of strength. Although the standards pupils achieve in English, mathematics and science are well below those of pupils nationally, standards have risen considerably over the recent past and in 1999 the school was found to be one of the 100 most improved schools in the country. Pupils enter school with levels of development which are very low when compared with those expected nationally and, by the time they leave school, achieve levels which are in line with those in similar schools. Pupils' achievements result from excellent leadership and management by the headteacher and senior management team and very good teaching. The school provides good value for money.

What the school does well

- The school has made an excellent improvement since the last inspection.
- The headteacher, very well supported by the senior management and staff, provides outstanding leadership. This has had a dramatic effect on raising standards with pupils achieving very well.
- There is excellent day-to-day care of pupils.
- Teaching is very good overall.
- The school has an excellent ethos and all its work reflects its aims and mission statement very well.
- The provision for pupils aged under-five is very good and a strength of the school.
- The school has been highly successful in its implementation of the national strategies for numeracy and literacy and this has had a significant effect on raising standards.
- Pupils with special educational needs are very well provided for.
- The school has very good links with the church and the community. Relationships between the school and parents have improved very significantly in recent years. This has been a major achievement.
- Behaviour is good throughout the school. This is another area of considerable improvement.

What could be improved

- Pupils' standards in information and communication technology (ICT) and coverage of the National Curriculum for information technology.
- Pupils' levels of attendance.

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 July 1996. Since that time the school has made excellent progress in addressing the Key Issues identified in the last report. The headteacher provides excellent leadership and the school is very well managed. Standards have risen year on year to a point where they are overall in line with those of pupils in similar schools. The slightly lower standards in 2000 are as a result of a high percentage of pupils with special educational needs in the Year 6 class at that time. The curriculum is very well planned and monitored and teachers' planning is now excellent, ensuring that lessons are very well structured and clearly meet pupils' needs. The procedures for assessing how well pupils are progressing are very well developed and assessment information is used very well to ensure pupils make very good and appropriate progress. The curriculum, with an appropriate emphasis on numeracy and literacy, is well balanced and covers all the areas of the National Curriculum, with the exception of sufficient pupil access to ICT. Besides considerable improvement in meeting the Key Issues, there has been significant, and in some areas remarkable, improvement in: pupils' behaviour; the school environment; the involvement of parents and the community; teaching; the school ethos; teamwork throughout the school; and, the school's approach to combating vandalism.

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	E	E	C
mathematics	E	E	E	D
science	E	D	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Although standards remain well below the national average in English, mathematics and science, in comparison with similar schools, standards were average in English and below average in mathematics and science. These results are not as good as in 1999 in comparison with similar schools and are explained by the 2000 class having a high percentage of pupils with special educational needs. In 1997 the test results placed the school 12th from the bottom of a national league table. In 1999 the school was placed in the '100 Most Improved Schools' in the country. This represents a remarkable improvement in standards. Although the attainment of most pupils in the current Year 6 is below average, they have achieved very well in relation to the very low skill levels they had on starting school. These pupils are on course to meet the suitably challenging targets set for them by the school in English, mathematics and science. There is no significant difference in the performance of boys and girls. Standards in ICT below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are very good. They are keen to contribute to lessons and generally listen very well to their teacher's instructions. As a result they are usually clear about the tasks they are to do next. They concentrate very well and try hard with their work.
Behaviour, in and out of classrooms	The behaviour of pupils is good and has improved considerably since the appointment of the current headteacher.
Personal development and relationships	Personal development is very good. Relationships amongst pupils, and between pupils and staff, are very good and based on mutual respect.
Attendance	Attendance is well below the national average and unauthorised absence is above national figures. This is despite the school's very best efforts to improve attendance.

Personal development and relationships is a very strong area of the work of the school and is having a significant effect on school improvement. Pupils of all ages are developing greatly improved levels of confidence and self-esteem. This is very evident in the way they want to answer questions, form very good relationships with each other and with adults, and want to play an important part in whole school life, for example in assemblies and by helping at dinner times. Despite the level of attendance, which is well below the national average, pupils clearly want to come to school. They form strong and constructive relationships, both in and out of lessons, and behaviour is good overall with the behaviour of the majority of pupils being very good.

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	Good

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

Overall, the quality of teaching is very good. There is an impressive amount of very good and excellent teaching with 10 percent being excellent, 40 percent being very good and 27 percent being good. No unsatisfactory teaching occurred. The high quality of teaching is having a dramatic effect on standards, behaviour and pupils' self esteem. There has been a considerable improvement in teaching since the last inspection. The skills of numeracy and literacy are very well taught and in all lessons teachers have very high expectations of how well pupils can, and should, achieve. The high quality of teachers' planning is a considerable strength and ensures that the needs of all individual pupils, including those with special educational needs, are very well met. ICT is not as well taught, with teachers finding it difficult to provide pupils with enough individual time to develop the necessary skills, knowledge and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for children in the Foundation Stage of learning is very good. For pupils aged 5 to 11 it is broad but lacks appropriate balance as it does not meet the statutory requirements for the teaching of ICT.
Provision for pupils with special educational needs	Very good. All teachers plan very effectively to meet pupils' individual needs. The provision is very well co-ordinated and there are very strong and supportive links with the Local Education Authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and a strength of the school. The very strong links with the church underpin all the work of the school. Great emphasis is placed on pupils' social and moral development.
How well the school cares for its pupils	This is very good and is a strength of the school. Day-to-day care is excellent.

Every pupil is highly valued as an individual and great emphasis is placed on welfare and guidance. This is an area of significant improvement since the time of the previous inspection. The school's relationships with parents have improved considerably in recent years. Parents greatly value the way in which the school cares for their children and the way in which it sets fair and high standards with high expectations of what pupils can achieve and how they should behave. The school provides a wide and interesting range of activities while maintaining an appropriate emphasis on core subjects. Personal and social education form an important and prominent part of the curriculum. Although the ICT provision is of good quality with modern computers in most areas of the school, pupils do not spend enough time developing ICT skills and, as a result, the subject currently fails to meet the requirements of the National Curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall, with the headteacher providing excellent leadership. The headteacher, very well supported by the other senior managers, staff and governors, has made a significant and considerable impact on all aspects of the school.
How well the governors fulfil their responsibilities	The governors are highly committed to the school and play a significant role in shaping its direction. They have effective systems, procedures and committees in place.
The school's evaluation of its performance	Very good. This is another considerable strength. At all levels, the school evaluates how it is progressing. This is especially evident in the yearly review documents.
The strategic use of resources	Very good. The school carefully targets effective use of resources at improving provision and standards.

The school is extremely well led and managed by a highly committed and caring headteacher. Very strong teamwork and caring leadership is provided at all levels and this is a major factor in ensuring that pupils achieve as highly as they can and in the upward trend in the overall standards attained since the last inspection. The school is clearly aware of, and applies, the principles of best value. This is very evident in the way in which standards and progress are evaluated and compared and is very clear in documents, for example the successful application for Investors In People status recently awarded to the school. Resources are provided to ensure best value for expenditure. The school has a very good level of support staff and the excellent teamwork between them and teachers is having a considerable impact on standards. Learning resources are adequate for the delivery of most subjects of the National Curriculum, with the exception of ICT, where the number of pupils to each computer is above the national average. This has a direct negative impact on standards in this subject.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p><i>Well over 90% of parents strongly agree, or agree, that:</i></p> <ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Behaviour is good. • Teaching is good. • They are well informed about how their children are getting on. • Parents feel comfortable approaching school about problems and suggestions. • The school expects children to work hard. • School works closely with parents. • The school is well led and managed. • School is helping children become mature. <p><i>Over 80% of parents strongly agree, or agree, that:</i></p> <ul style="list-style-type: none"> • School provides an interesting range of activities. • Their children get the right amount of work to do at home. 	<ul style="list-style-type: none"> • Parents did not identify any significant areas for improvement

Parents are very positive in their view of the school. They have identified considerable improvement in many areas of the school's work in recent years, and since the last inspection. Inspectors strongly agree with all the positive views expressed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 The results of the 2000 National Curriculum tests for 11-year-olds were well below the national average in English, mathematics and science. In comparison with similar schools standards were average in English and below average in mathematics and science. These results are not as good as in 1999 in comparison with similar schools and are explained by the class having a high percentage of pupils with special educational needs. In 1997 the test results placed the school 12th from the bottom in a league table produced by a National Broadsheet but in 1999 the school was placed in the '100 Most Improved Schools' in the country. This represents a remarkable improvement in standards and is a result of a great improvement in the quality of leadership and teaching since the last inspection and the highly successful implementation of the National Literacy and Numeracy Strategies. The attainment of most pupils in the current Year 6 is below average, which shows that they have achieved very well in relation to the very low skill levels they had on starting school. These pupils are on course to meet the suitably challenging targets set for them by the school in English, mathematics and science. There is no significant difference in the performance of boys and girls.

2 The results of the 2000 National Curriculum tests for 7-year-olds were below in reading, writing and mathematics in comparison with the national average. However, in comparison with similar schools standards were well above average in reading and mathematics and above average in writing. Again, this shows that pupils achieve very well from when they start school and is a result of the high quality teaching that they receive. The attainment of most pupils in the current Year 2 class is below average in reading and writing and average in mathematics. There is no significant difference in the performance of boys and girls.

3 On entry to Nursery very few children have reached the levels of development anticipated for their age. The majority have very low levels of skills, particularly in the key areas of language, mathematics and personal and social development. They experience a good range of worthwhile activities that develop them across all six areas of learning recommended for children under five. By the time the children are ready to transfer to Year 1 most have reached the standards expected for five year olds, but a significant number need to make further progress to reach this standard. Nonetheless, this represents very good achievement and is a direct result of the very good teaching they receive in the Nursery and Reception classes.

4 In English, standards are below average in speaking but are average in listening for pupils aged 5 to 11, with most achieving very well in relation to their prior attainment on entering the school. There are many opportunities for pupils to listen to the views and ideas of adults and other pupils and consequently there is good development of their listening skills. In most classes there are very good opportunities for pupils to discuss and explain their ideas, as was seen in a literacy lesson in Year 6 on learning how to orally present their response to Shakespeare's 'Macbeth'. Another very good example was in a circletime activity for pupils in Year 5 when they were discussing the harmful effects of smoking. The guided reading sessions are timetabled outside of the Literacy Hour and are used skilfully by teachers throughout the school to develop pupils' reading skills. This enables pupils to make good progress in their reading and, though standards are below average, pupils of all abilities achieve very well. The school libraries and classrooms provide stimulating environments to foster an enjoyment of reading. The school has worked hard to improve standards in writing since the last inspection, with termly targets being set for pupils to achieve. Standards in writing are below average for pupils aged 5 to 11 but have risen significantly over recent years and pupils show very good achievement from when they start school. Pupils can write in a variety of forms across the curriculum, though standards of handwriting remain unsatisfactory for many pupils. There are

sufficient opportunities for pupils to be involved in extended writing activities and as a result they are developing their skills in an effective manner and are achieving well in this aspect of English. The school has identified further improvement in the standards in writing as a priority area for development.

5 Pupils have good opportunities to develop their literacy skills in other subjects. In mathematics lessons the pupils are able to develop these skills when reading questions and then discussing and explaining their strategies for finding solutions. Teachers insist on the use of accurate subject vocabulary, as was seen in science and mathematics lessons. In geography and history, pupils record their ideas in a variety of written formats and make accurate labelled diagrams in science.

6 In mathematics, pupils aged 5 to 11 are making good progress in developing their recall of number facts and in mental manipulation of number. They are increasingly becoming adept at explaining their methods when performing mental calculations. Pupils in Year 6 have below average levels of skill in written calculations and very few have reached the required standards in mental calculations because they have only experienced the National Numeracy Strategy for the relatively short period of time of just over one year.

7 Pupils have many opportunities to use and apply their numeracy skills in other subjects, particularly in science when they take measurements during investigations. In history, they make good use of numeracy skills when exploring timelines and placing historical events in chronological order.

8 In science, pupils aged 5 to 11 make good progress from the low skill level when they start school and, by the time they are 11, standards are below average but this represents good achievement in relation to prior attainment.

9 In information and communication technology standards are below average and pupils' achievements are unsatisfactory. The statutory requirements in the teaching of this subject are not met, as aspects of data handling, control and solving problems are underdeveloped. Pupils are not able to spend sufficient time on computers to learn and practise basic skills and consequently these are underdeveloped.

10 In art, history, geography and physical education, pupils achieve average standards by the time that they are 11. In design and technology and music there is insufficient evidence to make a judgement on standards or pupils' achievements at the age of 11. However, it is evident that pupils are enthusiastic in their singing and by the age of 11 pupils are confident when performing in front of an audience.

11 7-year-olds achieve average standards in art, history, geography, physical education and design and technology.

12 Pupils with special educational needs make very good progress in relation to their prior attainment and achieve very well throughout the school. There are no significant variations in the achievement of boys and girls.

Pupils' attitudes, values and personal development

13 The behaviour of pupils is good and has improved considerably since the appointment of the new headteacher. Relationships between teachers and pupils and amongst pupils themselves are very good and based on mutual respect. This creates a positive ethos for learning where pupils enjoy attending school, work hard and try their best.

14 Pupils' attitudes to their work are very good. They are keen to contribute to lessons and generally listen very well to their teacher's instructions. As a result, pupils are usually clear about the tasks they

are to do next. They concentrate very well and try hard with their work. Pupils work well in pairs and small groups. They are good at sharing resources, for example during a numeracy lesson in Year 1 pupils shared the dice and other resources fairly and waited patiently for their turn. They willingly respond to questions and are happy to talk about their work. Pupils listen to the views of others, for example during assemblies. They value others' opinions as illustrated during a Year 5 literacy lesson where pupils compared differing texts and offered opinions confident that their peers would not ridicule their suggestions.

15 In classrooms, and when moving around the school building, pupils' behaviour is good and sometimes very good. They are polite and friendly towards visitors, opening doors and offering to show the way to classrooms. In other areas of the school, for example in the dining hall at lunchtime or outside in the playground, behaviour is good. Pupils understand the school rules and conventions and try hard to comply with them. Because pupils have good behaviour and very good attitudes they make good gains in their learning and this makes a positive contribution to the standards they achieve. Parents express the view that pupils' behaviour, both in and out of school, has improved; they appreciate this.

16 There are a number of pupils with very challenging behaviour. On occasions when overall behaviour is only satisfactory this is because pupils become restless and sometimes deliberately disruptive. The flow of the lesson is interrupted whilst teachers deal with inappropriate incidents and this has an adverse impact on learning. There were 4 fixed term exclusions during the previous academic year. These are attributed to 3 boys. Instances of bullying are rare and pupils feel confident that the very few incidents that do occur will be dealt with promptly.

17 Pupils carry out responsibilities such as taking the register to the office or helping to clear away after lunchtime, sensibly and in a mature fashion. They take responsibility for their own learning, for example when developing their mathematical investigation skills during a numeracy lesson.

18 Despite the school's very best efforts to encourage parents to ensure their children attend school regularly and on time, attendance is well below the national average. Unauthorised absence is above national figures. The majority of absence is due to medical reasons. However, a small minority of pupils have intermittent absence, which is condoned by parents. This affects continuity and progression of work. There is a very small minority of pupils who are frequently late. Late arrival interrupts the orderly start to the school day. It also puts pupils at a disadvantage because they miss vital teaching.

HOW WELL ARE PUPILS TAUGHT?

19 Overall, the quality of teaching is very good. In 23 percent of lessons teaching is satisfactory. In 27 percent of lessons teaching is good, in 40 percent it is very good and in 10 percent it is excellent. This represents an impressive amount of very good and excellent teaching. No unsatisfactory teaching occurred. Teaching of the pupils aged under five is very good overall. In 22 percent of lessons teaching is good, in 56 percent of lessons it is very good, and in 22 percent it is excellent. Teaching in the lessons for those aged five to seven is very good. In 45 percent of lessons teaching is good, in 37 percent it is very good and in 18 per cent it is excellent. Teaching for pupils aged seven to eleven is good overall. In 32 percent of lessons there is satisfactory teaching, in 29 percent teaching is good, in 35 percent it is very good and in 4 percent it is excellent.

20 Teaching of the pupils aged under five is very good overall with two excellent lessons observed in Reception. Planning is shared between the Nursery and Reception classes ensuring a commonality of material covered. Teaching is very well prepared, making good use of resources. A striking feature of this successful teaching is the high emphasis that is justifiably given to developing pupils' literacy, numeracy and personal and social skills. Regular assessment of pupils' learning enables staff to gain a clear knowledge of pupils' developing skills, knowledge and understanding. Both the Nursery and

Reception classrooms provide a secure, stimulating and caring environment that engages pupils' curiosity and motivates them to learn. As a result, pupils achieve very well and make very good progress in their learning. Pupils are encouraged to concentrate and listen to adults and each other and to develop their confidence to express themselves. Excellent relationships between all staff and pupils contribute to very effective class control. Pupil behaviour is managed very consistently, effectively and unobtrusively. Similarly, the strong sense of teamwork between teachers and the highly able nursery nurses contributes a great deal to the very good provision which exists in the Foundation Stage. This represents a strength of the school.

21 In Years 1 and 2, (Key Stage 1) teaching is very good in English and mathematics, good in science and physical education and satisfactory in information and communication technology (ICT). Teaching in Years 3 to 6 (Key Stage 2) is very good in English and mathematics and good in physical education, art and history. Teaching of ICT is unsatisfactory for this age group as a whole because lessons do not provide sufficient access to the use of ICT in lessons.

22 In both Key Stages 1 and 2, whilst predominantly good teaching was observed, insufficient lessons were observed to enable secure judgements to be made about the teaching of design and technology, geography and music. Similarly no judgement is made about the overall teaching of art in Key Stage 1.

23 The most successful lessons for pupils aged 5 to 11 took place in Years 2, 5 and 6. Enthusiastic teaching, allied to good subject knowledge promoted very good learning. For example in a Year 5 numeracy lesson, on interpreting graphs, the teacher's high quality questioning and excellent exposition was well rewarded by the very high quality of pupils' interest.

24 In an excellent Year 2 literacy lesson, the teacher's high level of subject knowledge enabled her to pose increasingly probing questions to the pupils. She emphasised key vocabulary such as 'genre' and 'illustrator', through her own excellent example, and encouraged pupils to read expressively.

25 In almost all lessons throughout the school, pupils' behaviour is managed very effectively, despite a few potentially disruptive pupils. Teachers and support staff work in close partnership to present a consistent, firm but supportive regime in classrooms. Almost all pupils respond very co-operatively as a result of the high levels of mutual respect between adults and pupils. Teachers take care to make clear to pupils the intended learning outcomes of the lesson. These objectives are often revisited during the summary phase of the lesson to reiterate the key learning points made earlier. This approach is especially prevalent in the English and mathematics lessons and reflects the highly successful manner with which the school has implemented the National Literacy and Numeracy Strategies. In key stages 1 and 2, the basic skills of literacy and numeracy are taught very well. The teachers' very good delivery of the National Literacy and Numeracy Strategies is enabling pupils to make solid gains in English and mathematics.

26 Teachers' own evaluation of their lessons allied to good systems of assessing and recording pupil progress in English, mathematics and science are used effectively to plan future work. This means that teachers are able to present work at levels that are appropriately matched to pupils' prior attainment and therefore enables them to build on what they already can do, know and understand. The school recognises the need to extend record-keeping to cover all subjects.

27 Teaching is also very good for pupils with special educational needs (SEN). All teachers and support staff have a good level of awareness of the needs of pupils and lesson planning reflects this. Teachers and support staff respond sensitively and appropriately to the needs of all pupils.

28 Homework is set appropriately in line with the school policy and supplements work done in school.

29 There has been a significant improvement in teaching since the last inspection when there was a significant amount of unsatisfactory teaching i.e. 17 percent of lessons. There is now no unsatisfactory

teaching and the amount of very good teaching has increased from 6 percent to 50 percent. This improvement is attributable to the combined effect of the headteacher monitoring teaching throughout the school, much improved planning, more challenging tasks being presented for pupils, and the very good teamwork amongst the staff. Despite these substantial improvements, since the last inspection, there remains a need to continue to develop teachers' expertise and confidence to teach ICT.

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

30 The curriculum provided for children in the Foundation Stage of learning, in the Nursery and Reception classes, is very good. The school places a strong emphasis on promoting the children's personal, social and emotional development, which allows them to gain confidence and quickly settle into everyday routines. This is important as many children enter the school with very poor personal and social skills and low self-esteem. The teachers and other adults working with children aged up to five provide a stimulating learning environment for the children in their care, leading to them making good academic progress. Children are very well prepared for the Programmes of Study of the National Curriculum as they enter Year 1.

31 The curriculum that the school provides for pupils aged 5 to 11 is broad but lacks appropriate balance as it does not meet the statutory requirements in the teaching of information communication technology, which leads to standards being unsatisfactory in this subject. The National Literacy and Numeracy Strategies are implemented very effectively throughout the school, which has been a significant factor in the notable improvement in standards in English and mathematics in recent years. The demands of the Locally Agreed Syllabus for religious education are planned to be effectively met. The school successfully supports the children's physical and personal development and there is good provision for them to experience personal and social education, including health education and attention to drug misuse, within the science curriculum. This represents a great deal of improvement since the last inspection. All classes have weekly 'Circletime' activities in which they sit in a circle with their teacher to talk about current issues and how these affect their lives. A good example of this was seen when pupils in Year 5 were discussing the harmful effects of smoking. The school provides for sex education in a sensitive and supportive manner that emphasises family values within a very caring Christian community.

32 The school is successful in ensuring that all pupils have equal access to the curriculum, which shows significant improvement since the last inspection. The provision for pupils with special educational needs is now very good with very effective procedures in place for the identification and assessment of these pupils. The requirements of the Code of Practice are met in full. The individual education plans give suitable targets, which are broken down into small steps to enable pupils to make very good progress in their learning and achieve very well. The needs of the more able pupils are also now met more effectively and they make good progress in their learning.

33 The school has greatly improved its planning procedures since the last inspection, when they were judged to be unsatisfactory, and there is now a very good structure of long, medium and short-term planning in place to ensure continuity and progression of learning in all subjects. This has effectively addressed the key issue of establishing a whole-school timetable to ensure the delivery of a balanced curriculum, apart from information and communication technology. The long-term planning provides an overview of the aspects of the National Curriculum Programmes of Study delivered by each year group over the year. The medium-term plans consist of schemes of work that outline the learning objectives to be taught. Short-term planning is taken from these schemes and details the key learning objectives and skills to be taught.

34 The provision for extra-curricular activities offered to pupils is good, including football, rugby, netball, cross-stitch, choir and homework club, and pupils are able to take part in a variety of competitive team games. The school gives all pupils opportunity to take part in a variety of educational visits that enrich the curriculum by providing further learning experiences for pupils. Younger pupils

have been on visits to Heaton Park, Lees Library and the local war memorial. Older pupils have been on a nature walk in the local valley to support work in geography and science. Pupils in Year 6 are able to take part in a residential stay at the Castleshaw Centre to develop their personal and social skills. There have also been visits from authors to develop pupils' skills in reading and writing.

35 The school's has very good links with the community and the church make a strong contribution to pupils' learning. There are strong links with the Church of England Children's Society that effectively supports a homework club for pupils in Year 6. The pupils are actively involved in raising money for a variety of charities, including 'The Children's Society' and 'The Booth Centre', that enables them to gain a good understanding of the needs of others. There are satisfactory links with local secondary schools that suitably prepare pupils in Year 6 for when they transfer to these schools.

36 The provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school.

37 The provision for pupils' spiritual development, through the curriculum and acts of collective worship, is very good, being set within the secure context of the Christian Faith. Pupils have opportunities for reflection in assemblies and at other times of the day in classrooms. A very good example of this was seen in an assembly, led by the deputy headteacher, in which pupils had time to think about commitment and faith in the context of the story of St. Andrew. In this assembly there was good use of music to heighten the mood of spirituality. Pupils have opportunity to write their own prayers that are shared with the rest of the class and are listened to with reverence. Spirituality is also effectively promoted through links with the church with the vicar and curate coming into school to take assemblies and work with pupils in Year 6 and the Nursery. All teachers greatly value pupils' ideas and efforts and this is shown by the way that all pupils are encouraged to make contributions during lessons and by the impressive displays of pupils' work throughout the school.

38 The school's provision for moral development is very good and it is a very orderly community in which the vast majority of pupils clearly know right from wrong. Moral themes feature in many aspects of the curriculum and are an integral part of the school ethos. The pupils are encouraged to develop good moral values through the behaviour policy, which is consistently applied throughout the school, and by the very good examples set by teachers. The pupils are given clear expectations of their behaviour and they take part in agreeing the classroom rules. The staff work very hard to promote a sense of fairness among pupils and successfully teaches them to be tolerant of each other. Any incidents of misbehaviour are dealt with promptly and in a very sensitive manner.

39 There is very good provision for the social development of pupils, which is important as many pupils begin school with very low social skills. Pupils are encouraged to take responsibility for their actions and to work and play together with respect and tolerance. From the start of their time in school, pupils are provided with good social development opportunities, with the staff providing very good role models. Pupils in Year 6 are able to take responsibility for helping to look after the pupils in the Reception class at playtimes and during the lunch hour. Pupils listen to and respect the opinions of others, as was seen during the introductions and round-up sessions of most lessons. The good provision for extra-curricular activities and the opportunity for older pupils to take part in a residential visit at the Castleshaw Outdoor Centre effectively supports their social development.

40 The provision for pupils' cultural development is satisfactory. Pupils learn to appreciate aspects of their own culture by having opportunities to work with visitors including authors, poets, sculptors and artists. In religious education, the pupils learn about the Christian faith and the beliefs and traditions of other major world faiths. The school recognises the need to more effectively prepare pupils for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41 The care of pupils is a strength of the school. There has been a significant improvement in all areas since the time of the previous inspection. Each child is highly valued as an individual and great emphasis is placed on welfare and guidance. Day-to-day care is excellent. The headteacher and staff know their pupils very well and provide a caring, supportive and friendly environment in which pupils say they are confident to turn to them for help. The secretarial and support staff also make a significant contribution to the success of this aspect of the school's work. Because of this very good provision pupils' grow in self-esteem and confidence and this contributes the overall standards they achieve. The views of parents, are that their children are well cared for and the school is helping them to become mature and responsible.

42 Procedures for monitoring and supporting pupils' personal development are good. Pupils are given responsibilities from their earliest years in the school, these become rightly more complex as they grow older. For example, all classes have monitors who carry out duties on a rota basis. Pupils in Year 6 can be elected house captains and they carry out tasks such as selling drinks at lunchtime. The school has very recently established a School Council as a means to seek pupils' views but also to develop pupils' self-confidence. Opportunities provided make a significant contribution to developing self-esteem and confidence. In classrooms, teachers provide excellent day-to-day support and guidance for pupils. Teachers and support staff continually share information about individual pupils and have a high level of concern for their well being. Because of this all staff know the pupils very well. Written records to track pupils' personal development, however, are not well established and much reliance is placed on verbal communication.

43 The school places great emphasis on promoting good behaviour and is successful in this element of its work. A most notable feature is the invitation to all parents to visit their child's classroom, early in September. During the visit, parents, pupils, teachers and support staff sit down together to discuss appropriate behaviour and classroom expectations. This ensures that everyone is clear about what is expected of them. Appropriate behaviour, effort and achievement in all aspects of school life is consistently and regularly rewarded. Pupils understand the need for punishment to be used and very much appreciate the rewards they receive, especially the "star of the week". Behaviour is monitored very well. Teachers work hard to support pupils who sometimes find difficulty controlling their behaviour. The school is very reluctant to exclude any pupil and only does so where there are extreme incidents of inappropriate behaviour or where all attempts to support both the pupil and family have failed. Procedures to eliminate any form of bullying or oppressive behaviour are promoted very successfully as part of the ethos of the school. Pupils say that any incidents brought to the attention of the school are dealt with quickly.

44 Procedures for monitoring and improving attendance and punctuality are very good. There is a detailed attendance policy. Good and regular attendance is rigorously promoted, from pupils' earliest days in the school. Certificates are awarded for 100 per cent attendance in a half-term and a prize is given to those pupils who achieve 100 per cent attendance in a year. The head teacher and school secretary monitor attendance patterns very effectively. The education welfare officer is involved when required. Letters are sent to parents where no reason for absence has been provided. Parents are interviewed, by the headteacher, when their children's attendance or punctuality becomes a serious cause for concern. The school takes every opportunity to remind parents of the need for their children to attend school regularly and on time.

45 Procedures for child protection and for ensuring pupils' welfare are very good overall. The medical needs of pupils are very well catered for. A suitable number of staff have received first-aid training. The breakfast club ensures pupils have a positive start to the school day. There are well-prepared and nourishing meals available each lunchtime. The supervision of pupils at lunchtime is adequate and proactive; relationships are relaxed and friendly. There is a detailed health and safety policy. Regular health and safety tours are carried out and there are effective procedures to refer any

concerns to the governing body. Teachers have a good awareness of general day-to-day health and safety arrangements. Child protection procedures are excellent underpinned by a very detailed policy. All staff give high priority to ensure that pupils are safe and well cared for. Teachers are very aware of the appropriate procedures to follow if they have concerns regarding pupils in their care. Any issues are dealt with very quickly and sensitively. There are good induction arrangements for pupils entering the Nursery and Reception classes and this ensures they soon settle into the routine of new school life well. Good liaison arrangements with the secondary schools in the area ensures the smooth transition of pupils to their next stage of education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46 The school actively seeks to work in partnership with each family for the benefit of the pupils and it is generally successful in this aspect of its work. Since the appointment of the new headteacher there has been a considerable improvement in parental views and support. Parents appreciate the changes the new headteacher has made and have very positive views about the school's work.

47 The school has consulted parents on a variety of issues such as the introduction of the school uniform. As a result of suggestions made by parents, the September meeting between parents and teachers was introduced, to discuss behaviour expectations. Parents were consulted over the contents of the home-school agreement and the result is a well thought out document that fully reflects the expectations of the school and parents. Returns of the signed document are virtually 100% at Key Stage 1. Despite the school's active encouragement only a very small number of parents regularly help in classrooms. Parents are well prepared for these activities and as a result their help makes a positive contribution to the standards pupils achieve; their help is greatly valued by the school. The family learning initiative actively involves the parents of pupils in the Reception class in their children's learning. The sessions are well prepared and activities are fun for both parents and pupils. The contribution these parents make during the sessions has a positive impact on their children's learning. Concerts, family assemblies and parents' evenings are all very well supported; however, information sessions have received a disappointing lack of support. There is no parent and teacher association, but events organised by teaching staff receive good support from parents and raise funds that benefit the school. Although parents express very positive views about the school's work, not all parents support the published attendance policy by ensuring their children attend school regularly and on time. As a result, this puts their children at a disadvantage, their learning is frequently interrupted, because of absence, and the progress they make is restricted.

48 Overall, the quality and range of information provided for parents is good and is appreciated by them. There are many opportunities for parents to meet with their children's teachers, both formally and informally. Teachers make themselves available at the end of the school day; as a result parents have ready access to them to share in their children's achievements or to discuss concerns they may have. Regular consultation evenings are also held to discuss pupil progress. There is a good flow of written day-to-day information, regular newsletters and a calendar of key dates. Notice boards are well positioned and display useful information. The prospectus and governors' annual report to parents are well presented and contain much useful and relevant information, however, there are omissions in both these documents and requirements are not met in full. Parents receive a useful numerical report, sent twice a year, which indicates a range of aspects including pupils' effort, attitude to work and behaviour. Annual reports to parents about their children's progress range from unsatisfactory to good, and are satisfactory overall. In the best examples they clearly state what pupils know, understand and can do. Whilst there is much good practice, there are examples where comments focus on attitude to work and topics covered during the year, because of this parents do not always have a clear picture of the progress their children have made and what improvements need to be made.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49 The school is extremely well led and managed by a highly committed and caring headteacher. Since her appointment, just after the last inspection, she has made a significant and considerable impact on all aspects of the work of the school. Throughout the school there is now a very strong ethos and desire to raise standards in all areas. Very good teamwork and leadership is provided at all levels and this is a major factor in ensuring that pupils achieve as highly as they can and in the upward trend in the overall standards attained since the last inspection.

50 At the time of the last inspection the educational leadership and management was found to be weak, with several associated areas being identified as Key Issues for the school to undertake. Since the appointment of the headteacher there has been an excellent improvement, not only in areas arising from the Key Issues, but also in many other aspects of the work of the school. Clear examples of the impact of high level of leadership and management can be found in: substantial improvement in teaching; the greatly improved relationships between the school and parents and the community; the very effective approach to combating vandalism; the improvement in the school environment; the improvement in pupils' behaviour throughout the school, and; the greatly improved provision for pupils with special educational needs and the way in which the funding provided for them is effectively used.

51 The governors are highly committed to the school and play a significant role in shaping its direction. A number of governors play an important part in the weekly life of the school. The chair of governors, together with another governor, alternate in taking weekly assemblies. This, together with other regular visits, ensures that the governing body has valuable informal information, as well as formal systems, for evaluating the work of the school and for supporting the headteacher in her leadership.

52 The governing body has effective systems, procedures and committees in place and is playing a full and effective role in shaping the direction of the school. There is a high level of shared commitment to improve and to succeed in addressing its weak areas and building on its recent strengths. Governors have a very good understanding of the strengths and areas for development of the school and are working very closely with the headteacher and staff to further improve performance. They meet their statutory responsibilities in all respects apart from the provision for the National Curriculum for information technology.

53 The process employed to review progress and evaluate the school's work are very good and another considerable strength. At all levels, the school evaluates how it is progressing. This is especially evident in the yearly review documents and, for example, in the review documents produced as a part of the successful application for Investors In People status, recently awarded to the school. The internal process of review and evaluation, and the comparison of the findings with other and similar schools, is now an integral and important part of the work of the school.

54 The school makes good use of its available resources. In the school development plan, which is of very good quality, governors clearly identify the areas for development and the resources needed to support improvements. Governors are fully involved in the process of evaluating the progress made in each of the targets identified in the school development plan and in establishing new targets. The school budget is very well managed and the school has up-to-date and efficient systems in place to monitor and account for expenditure.

55 Staff levels are adequate and allow all the subjects of the National Curriculum and RE to be taught. All staff are suitably deployed to promote pupils' learning. The excellent teamwork between teachers and support staff, and the very good deployment of support staff, is having a considerable impact on standards. In all classes, support staff are a valued and an integral part of the lesson, working very effectively with all pupils.

56 The school carefully targets effective the use of resources at improving provision and standards. The school has a good level of learning resources and these allow the delivery of most subjects of the National Curriculum, with the exception of ICT, where the number of pupils to each computer is above the national average. This has a direct negative impact on standards in this subject. Resources are provided to ensure best value for expenditure.

57 Given the relatively high income it receives and taking into account the very good teaching provided and average standards attained by pupils when compared with pupils in similar schools, the school is providing good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Raise standards in information and communication technology by: (Paragraph 9, 29, 31, 52, 87, 94, 108, 114)
 1. increasing pupils' access to the use of ICT, and especially computers;
 2. ensuring National Curriculum requirements are met;
 3. further enhancing teachers' confidence and expertise in the subject.

In addition to the above areas for further improvement, the following should be considered for inclusion in the action plan.

- Continue to explore ways to encourage parents to ensure their children attend school regularly and on time. Increase parents' awareness of the effect that the small amount of condoned intermittent absence and frequent lateness has on their children's learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10%	40%	27%	23%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	30	195
Number of full-time pupils eligible for free school meals		117

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	25	42

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	8.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	10
	Girls	12	13	13
	Total	21	24	23
Percentage of pupils at NC level 2 or above	School	75 (68)	86 (84)	82 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	13	13	9
	Total	22	23	19
Percentage of pupils at NC level 2 or above	School	79 (64)	82 (96)	68 (88)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	8	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	7	4	6
	Total	16	13	17
Percentage of pupils at NC level 4 or above	School	60 (57)	52 (52)	68 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	11
	Girls	7	4	6
	Total	16	12	17
Percentage of pupils at NC level 4 or above	School	60 (57)	48 (52)	68 (65)
	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	10
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	154
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	4	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 – Y7

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.7
Average class size	26.7

Education support staff: YR – Y7

Total number of education support staff	9
Total aggregate hours worked per week	191

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	1.2
Total aggregate hours worked per week	29

Number of pupils per FTE adult	13.6
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	458178
Total expenditure	463951
Expenditure per pupil	2139
Balance brought forward from previous year	51008
Balance carried forward to next year	45235

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	15	5	0	1
My child is making good progress in school.	68	24	3	3	3
Behaviour in the school is good.	53	38	5	3	1
My child gets the right amount of work to do at home.	54	29	9	5	3
The teaching is good.	70	24	4	1	1
I am kept well informed about how my child is getting on.	67	25	3	5	0
I would feel comfortable about approaching the school with questions or a problem.	86	11	1	1	0
The school expects my child to work hard and achieve his or her best.	84	14	1	0	1
The school works closely with parents.	66	28	4	1	1
The school is well led and managed.	76	19	1	1	3
The school is helping my child become mature and responsible.	72	23	0	3	3
The school provides an interesting range of activities outside lessons.	57	28	6	1	8

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

58 Pupils aged under five, in the Foundation Stage, are prepared very well for entry into Key Stage 1. The school provides a secure, caring and stimulating environment for pupils. A wide range of first-hand experiences and well-chosen activities are offered within a broad and balanced curriculum that covers the required Early Learning Goals and provides a smooth transition to the National Curriculum in Key Stage 1.

59 On entry to Nursery, standards are very low in that very few children have reached the levels of development anticipated for their age. The majority have under-developed skills particularly in the key areas of language, mathematics and personal and social skills. By the time pupils are ready to transfer to Key Stage 1, some have reached the standards expected for five-year-olds but a significant number need to make further progress to reach this standard. Nonetheless, this represents good achievement and is a direct result of the very good teaching they receive in the Nursery and Reception classes.

60 Pupils aged under five make very good progress in **communication, language and literacy development**. Most achieve the expected levels by the time they enter Key Stage 1, as a result of very good teaching, and the strong emphasis that is given to improving pupils' language skills. Reception pupils can select an appropriate letter sound and match it to a relevant object, for example, "h" for "hat", and "e" for "egg". They are developing an awareness of the purposes for writing, for example, writing shopping lists or completing appointment slips for "St Hugh's Surgery". Most pupils can copy their name under the teacher's writing and higher attainers are able to write several rhyming three letter words such as hat, cat and rat. Nursery pupils listening to "Anna's Amazing Multi-coloured Glasses" learned about the main characters and recalled key aspects of the story. Though most pupils are reticent at first, they develop increasing confidence to express their thoughts orally. In most cases, pupils' speaking and listening skills are progressing well. Adults in Nursery and Reception take every opportunity, including snack times and play, to encourage good quality dialogue between pupils and themselves. Pupils develop a familiarity with and love of books for example; as a result of the teacher reading a non-fiction book about firefighters, pupils in Reception were encouraged to talk about the emergency services and 'How they help us'. Excellent planning, preparation and teamwork, between the teacher and nursery nurse, underpinned this outstanding teaching. The teacher posed incisive questions to the pupils and their response was exemplary. They grew in confidence as a result of the obvious way in which the teacher valued their answers. Meanwhile, the nursery nurse worked very skilfully with another group of pupils developing their early skills in writing by teaching them to draw wavy lines in sand trays. In another excellent lesson in Reception, the teacher worked at the water tray with a small group of pupils enacting the story of "Grace Darling". She astutely linked key moments in the story, most of which were accurately recalled by pupils, with pupils' actions as they manoeuvred boats onto the 'rocks' in the tray. The activity was enhanced by the teacher's provision of a 'lighthouse' which helped to add authenticity to the scene. This concentrated input from the teacher was facilitated by excellent organisation that maximised the skills of the nursery nurse and promoted pupils' independence, for example, other pupils worked independently and productively without frequent adult intervention. Expressive reading by both Nursery and Reception teachers provides good role models and sustains pupils' interest and enjoyment. As a result, pupils are able to listen well and concentrate in order to follow such stories, and show satisfactory levels of understanding.

61 As a result of very good teaching, pupils are making very good progress in **mathematical development** and most are on course to meet expectations. For example, almost half the Nursery

pupils did not know the colour “green”, when they began school, but shortly after joining Reception they are able to accurately identify red, blue, yellow, green and black. Nursery pupils begin to learn the names of simple 2D shapes, such as triangle, square, rectangle and circle and apply this knowledge when they make spectacles with lenses of different shapes. Some very good teaching in the Nursery class promoted pupils’ counting skills within the context of song and rhymes such as “10 Little Soldiers”. Pupils responded with high levels of enjoyment and involvement. Most pupils in Reception have secure skills in counting to ten both from visual and aural stimulus, for example when counting the number of beats on a tambourine. A higher attainer was able to state that $10 + 10 = 20$.

62 Pupils are making good progress and most are on line to attain expected levels in their **knowledge and understanding of the world**. For example, following some very good teaching, Reception pupils are able to select suitable junk material from which they are able to make emergency service vehicles. The pupils were provided with a wide choice of materials and were guided in their choices by the skilful interventions of the nursery nurse. In previous work, pupils had identified the major parts of the human skeleton such as, knees, spine, hips etc. Pupils have learned about the elementary controls which allow them to proceed through appropriate computer software.

63 Good teaching enables pupils to make good progress in **physical development**, especially in the skills of fine motor control. They make good progress in Nursery in developing their manipulative skills, as seen in their ‘self portraits’ based on paper plates. Pupils in Reception can exercise appropriate control of technological equipment such as a computer “mouse”. They skilfully manipulate small pieces of pasta when forming threaded patterns. Reception pupils listen well, follow instructions promptly, and behave safely within physical education lessons. Effective teaching encourages pupils to show physical skill, for example, in travelling around the hall and in applying such skills on benches. However, at this stage only a few can balance on a narrow surface, or land with proper control from a jump.

64 Little observation was made of teaching within the **creative and aesthetic area of learning**. However, from the available evidence it is clear that children are given many opportunities to develop these skills to the expected level, especially within singing, painting, drawing and claywork activities. Nursery pupils have painted self-portraits and have sprinkled sawdust to mark tails on their squirrels. Reception pupils have made some good quality clay hedgehogs. They have also learned about varying tones of paint, as evidenced in mobiles of mathematical shapes.

65 Pupils make very good progress and are on line to meet the expected levels in their **personal social and emotional development**. Teaching is very good; children are encouraged to communicate with others, in a variety of contexts. Relationships amongst the pupils and between pupils and the adults are excellent. Reception pupils are able to express their ideas, for example, when enacting the story of “Grace Darling”. In playing, even the youngest pupils in Nursery co-operate well with their peers, with most taking turns as necessary, for example when waiting for their snack. They follow instructions and readily comply with class routines. Almost all in Reception are able to dress and undress independently for physical activity, and to dispose of milk containers without being asked to. When working alone, or in large groups, they behave well and sustain concentration. They respond well to responsibility such as being “class managers”. Pupils carefully use school resources such as the computer, headphones, books and materials. During acts of prayer, pupils are reverent and participate appropriately.

66 The very good quality teaching that the pupils receive encourages them to develop academically, spiritually, personally and socially. The quality of teaching is at least satisfactory in all lessons, in most lessons it is very good and occasionally excellent. Teaching is purposeful and has clear learning outcomes. Lessons are exceptionally well planned. Resources, both human and material are used to maximum effect. Thorough initial assessments are made both in Nursery and in Reception and the information gained is frequently updated. The effective collaborative working of the teachers and

nursery nurses ensures a consistent approach to the teaching and welfare of the pupils. There is a happy atmosphere, which helps most pupils to achieve each of the Early Learning Goals.

67 All resources are very well organised and readily accessible to children. Classrooms are also particularly well organised and are enhanced by very good quality displays. The school recognises the need to improve the outside play area, which is currently unsatisfactory.

68 Co-ordination of the Foundation Stage is very good. The co-ordinator is most enthusiastic, has attended many courses and brings a clear philosophy of very good practice to the provision made for young pupils. She has ensured that the importance of the Foundation Stage is duly recognised in terms of resourcing. The experience, expertise, enthusiasm and teamwork of the staff contributes to the effective and efficient running of the Nursery and Reception classes. At the last inspection, provision for children aged under five was judged to have some areas for improvement, all of which have been successfully addressed. The provision now made in the Foundation Stage is a strength of the school.

ENGLISH

69 The results of the 2000 National Curriculum tests for 11-year-olds are well below the national average but in comparison with similar schools standards are average. These results are not as good as in 1999 in comparison with similar schools and are explained by the class having a high percentage of pupils with special educational needs. In 1997 the test results placed the school 12th from the bottom in a league table produced by a National Broadsheet but in 1999 the school was placed in the '100 Most Improved Schools' in the country. This represents a remarkable improvement in standards and is a result of a great improvement in the quality of leadership and teaching since the last inspection and the highly successful implementation of the National Literacy Strategy. The attainment of most pupils in the current Year 6 is below average, which shows that they have achieved very well in relation to the very low skill levels they had on starting school. These pupils are on course to meet the suitably challenging targets set for them by the school in the subject. There is no significant difference in the performance of boys and girls.

70 The results of the 2000 National Curriculum tests for 7-year-olds are below in reading and writing in comparison with the national average. However, in comparison with similar schools standards are well above average in reading and above average in writing. Again, this shows that pupils achieve very well from when they start school and is a result of the high quality teaching that they receive. The attainment of most pupils in the current Year 2 class is below average in reading and writing. There is no significant difference in the performance of boys and girls.

71 The quality of teaching is very good. The teachers plan thoroughly to follow the structure of the Literacy Hour and prepare and resource their lessons in an effective way. They use questioning skilfully to find out what pupils know and can do before they start the activities. Most teachers make very good use of the introductions and the plenary sessions to develop pupils' speaking skills, which are below average but show significant improvement from when they start school. In most classes there are very good opportunities for pupils to discuss and explain their ideas, as was seen in a literacy lesson in Year 6 on developing pupils' oral response to Shakespeare's 'Macbeth'. In this very good lesson the expertise of the teacher gave the pupils the opportunity and confidence to take full part in a class discussion that very effectively developed their communication skills. The pupils responded positively and were keen to show initiative and take responsibility during this activity. Pupils are very well behaved, have good powers of concentration and a high work rate. The listening skills of most pupils are good, which helps them to give relevant answers to the teachers' questions and to gain a secure understanding of the work that they are to do. The teachers ensure that there are many opportunities for pupils to listen to the views and ideas of adults and other pupils and consequently there is good development of their listening skills.

72 The school has timetabled guided reading sessions for all classes to improve the standards in reading. As a result, pupils aged 5-7 now make good progress in their reading and pupils of all abilities achieve very well in relation to their low skills on starting school. The standards in reading are below average with many pupils not showing sufficient ability to read accurately and confidently from texts appropriate for their age. By the time that they are seven a significant number of pupils are unable to use a satisfactory range of strategies to determine unfamiliar words, including the use of phonics. However, they do know the difference between fiction and non-fiction books and are increasing in their confidence to read aloud in a large group. This was evident in an excellent lesson for pupils in Year 2 in which they read the Big Book 'Can't You Sleep Little Bear' and then discussed the character of 'Big Bear'. The teaching in this lesson was of the highest possible quality with the very stimulating and challenging activities enabling the pupils to make very good progress in their reading skills and their ability to choose interesting words to describe 'Big Bear'. All the pupils showed great enjoyment in the lesson and the relationships between the pupils and the teacher were excellent. The infant library provides a stimulating environment for pupils to foster an enjoyment of reading. In classrooms there is a good variety of fiction and non-fiction books to enable teachers to develop pupils' reading skills. Pupils who are aged 7 to 11 age also make good progress but by the age of 11 many pupils do not yet demonstrate an appropriate ability to recount stories, express preferences in reading matter and to talk in an informed way about famous authors. The high quality teaching, particularly in Years 5 and 6, ensures that pupils have a high work rate, which is an important factor contributing to the good progress that they make. The good library provision for these pupils could be more effectively used to develop their library and individual research skills.

73 The school has worked hard to improve standards in writing since the last inspection, with all teachers now setting manageable targets for pupils to achieve. This is having a positive effect and pupils aged 5 to 7 are now achieving very well but standards are below average. Most pupils do not show sufficient ability to use an interesting range of vocabulary and demonstrate an awareness of the reader in their writing. Many pupils need support to write a sequence of sentences and punctuate them accurately, with simple words spelled correctly. Handwriting is legible despite inconsistencies in size and use of upper and lower case letters. Pupils aged 7 to 11 can write in a variety of forms in subjects across the curriculum but their standards of handwriting are below average. There are sufficient opportunities for them to be involved in extended writing activities, and as a result, are achieving very well in this aspect of English, though standards remain below average by the time they are 11. A high quality lesson for pupils in Year 6 enabled them to make very good progress in their understanding of the work of Shakespeare, through a discussion of their response to the characters in 'Macbeth'. In a very good lesson in Year 5 the teacher's expertise enabled pupils to make good progress in their understanding of how to change the text of a story to suit younger readers. Pupils make satisfactory use of information and communication technology to word-process their stories and poems. Pupils with special educational needs make very good progress in relation to their prior attainment and achieve very well as a result of the effective extra support that they receive from teachers and very good quality classroom support assistants. The school has identified further improvement in the standards in writing as a priority area for development.

74 Pupils have good opportunities to develop their literacy skills in other subjects. In mathematics lessons the pupils are able to develop these skills when reading questions and then discussing and explaining their strategies for finding solutions. Teachers insist on the use of accurate subject vocabulary, as was seen in science and mathematics lessons. In geography and history, pupils record their ideas in a variety of written formats and make accurate labelled diagrams in science.

75 The long and medium-term planning for English follows the framework of the National Literacy Strategy and is used very effectively by teachers in supporting progression and continuity of pupils' learning through the school. Since the last inspection the school has greatly improved its procedures for assessing and monitoring individual pupils' attainment and the progress that they make as they pass

through the school, these are now very good. There are very effective procedures in place to analyse the optional and statutory test results to identify areas of weakness and then set manageable targets for improvement for groups and individual pupils. This has resulted in the school targeting an improvement in the quality of writing for all pupils. Teachers use assessment information very effectively to evaluate pupils' performance and plan future learning experiences accordingly. Staff use these procedures very well to let their pupils know what they need to do to improve. It is evident that the Literacy Strategy is being implemented in a highly successful way throughout the school and is having a positive effect on the progress made and standards achieved by pupils.

76 The leadership of the subject is outstanding with the co-ordinator having a very clear understanding of the strengths and weaknesses in the subject. Her action plans have prioritised improvements in provision that are having a positive effect on standards. Her expertise in the delivery of the Literacy Strategy has been recognised locally and nationally and she is able to give excellent support and advice to her colleagues to enable them to teach the basic skills in English in a very effective way. The accommodation, in terms of the library provision, is good. There is a good range of fiction and non-fiction books in classrooms and shared areas for pupils to foster an enjoyment of reading.

MATHEMATICS

77 The school's 2000 national test results for 11-year-olds are well below average when compared to all schools nationally and below average when compared to schools of a similar nature. Nonetheless, this represents a significant achievement when taking into account the very low standards that pupils have on beginning school in the Nursery. Also, amongst last year's Year 6 pupils was a particularly high number, (approximately 1 in 3) of pupils with special educational needs (SEN). Scrutiny of work completed by the present Year 6 pupils, and lesson observations, indicate that these pupils are attaining higher standards than those of last year, but these standards are below the national average.

78 The school's 2000 national test results for 7-year-olds are below average when compared to all schools nationally but well above average when compared to similar schools. Scrutiny of work from Year 2 pupils and lesson observations suggest that standards are better than those of last year's Year 2 and are on line to meet the national average.

79 The school has been very successful in introducing the National Numeracy Strategy (NNS). As a result, teaching is very good in Key Stage 1 and in Key Stage 2. Overall, teaching is good in 14 percent of lessons, very good in 43 percent, excellent in 29 percent and satisfactory in the remainder. As a result, pupils make very good gains in their acquisition of knowledge, skills and understanding. In virtually all lessons, pupils' behaviour and concentration are good. Pupils clearly enjoy mathematics and respond well to both the work they are set and to the adults with whom they work. Very good teamwork between teachers and classroom assistants ensures a consistency of approach which, allied to excellent relationships with pupils, provides a positive climate for learning. Pupils listen very well and almost all co-operate fully with the adults who teach them, showing eagerness and confidence to answer questions and to undertake investigative tasks that require independent thinking.

80 In Key Stage 1, due emphasis is given to basic number facts and operations, such as addition and subtraction, and to the concept of place value. Pupils are given appropriate opportunities to sharpen their mental skills, for example in Year 1 when counting in 2's, and 10's to 100. They are beginning to develop their mathematical vocabulary.

81 Some outstanding teaching in a Year 2 lesson involving 3D shape resulted in pupils' very good learning. A lively approach, allied to the teacher's high expectations of the pupils, especially in her use of mathematical language, contributed significantly to the successful outcomes. For example,

pupils learned that one corner of a 3D shape is called a 'vertex' and several are referred to as 'vertices'. Virtually all pupils can readily identify and name a sphere and can distinguish between triangular and square-based pyramids. Pupils are able to recall the doubles of 2, 3, 4, and 5, and some are beginning to recognise that three sets of 2 equals 6. They have also investigated a variety of ways of using coins to make 20p.

82 Pupils in Key Stage 2 further develop their mental and written computational skills, and begin to explore the use of mathematics to solve problems. Some outstanding teaching was seen in Year 5. Here, the teacher's good level of subject expertise enabled him to be especially effective in his probing questioning of pupils. This was successful in developing pupils' knowledge and understanding of line graphs. By the end of the lesson, and as a result of some inspired teaching, pupils were able to make very perceptive interpretations of a graph representing the depth of water in a hypothetical bath filling exercise. Such was the enthusiasm generated by the teacher that the pupils cheered when they were asked to complete the exercise for homework. Similarly, a very good lesson in Year 6, involved pupils in giving a lucid explanation of their strategies for mental addition of large numbers. The teaching was characterised by very good preparation of materials and skilful management of a potentially difficult class. The teacher's modelling of correct mathematical vocabulary was clearly evident, for example, in exposing pupils to such words as "consolidate, inverse, multiples etc". Pupils in Year 6, approaching the end of Key Stage 2, are able to express in words long numbers, apply their understanding to the use of brackets in calculations, and calculate differences in temperature by using directed numbers.

83 Pupils throughout the school are making good progress in developing their recall of number facts and in mental manipulation of number. They are increasingly becoming adept at using correct terminology when explaining their methods of performing mental calculations. However, pupils in Year 6 have below average levels of skill in written calculations and very few have reached the required standards in mental calculations mainly because they have only experienced the NNS for the relatively short period of just over one year. Pupils are able to use and apply their numeracy skills in other subjects, particularly in science, for example older pupils recorded the effect of exercise on pulse rate and measured force in Newtons. Other examples include, use of pattern in design and technology and in cross-stitching. Many examples of pupils using and applying mathematics are to be seen around the school, especially in Year 5. Such opportunities, for example, investigating the size of parcels to accommodate Christmas presents, bring additional "real life" relevance to pupils' learning in mathematics.

84 Throughout the school, pupils with special needs are very well supported and make good progress towards their individual targets.

85 Record-keeping systems are good. Teachers make useful evaluations of the extent of success of their lessons which then provides a secure basis for planning future work that builds upon what pupils have already achieved. Teachers mark pupils' work thoroughly and positively, giving praise where appropriate and setting targets for pupils to improve. The requirements of the National Curriculum are met. Homework is set appropriately and supplements classwork.

86 Very good leadership of mathematics allied to teachers' commitment to changes in methodology has led to the very successful introduction of the NNS. Considerable improvements have been made in the subject since the last inspection. The NNS has provided a very secure structure for lesson planning and has contributed to the much improved quality of teaching. Textbook resources are used judiciously and teaching is systematically monitored. The combination of all these improvements has raised standards.

87 The school is well resourced for mathematics. However, though there is some very good use of ICT to support mathematics, for example in Year 5, the school recognises the need to provide more

software in order to provide even greater opportunities for pupils to use computers. Similarly, insufficient use is currently made of calculators, at the upper end of Key Stage 2.

SCIENCE

88 The results of the 2000 National Curriculum tests for 11-year-olds are well below the national average in science, and below the average of pupils in similar schools. Although this appears to be a disappointing picture, given that a third of the pupils in the Year 6 class at the time had special educational needs, the school was pleased with the levels attained and the effort of the class as a whole. These results, which are not as good as those in 1999, are against the trend of improvement in science since the time of the last inspection. Pupils aged 5 to 11 make good progress from their low skill levels when they start school and although, by the time they are 7 and 11, standards are below average, pupils have made good progress.

89 Information gained from lesson observations indicates that, while standards are below average in both key stages, they are better than the 2000 results. For example, pupils in a Year 6 lesson were able to ask relevant questions about the topic they were studying, put forward clear and well structured thoughts, and carefully carry out investigations. Although overall attainment in this lesson was below average, pupils made good progress in their learning. A small, but significant, number of pupils are attaining standards which are average. In a Year 5 lesson, exploring the effects of exercise on the body, pupils could clearly explain the effects of this on the pulse rate and were able to predict the effect of a period of rest. They were able to foresee the effects of increased exercise and to accurately plot the findings on a graph. In this lesson the level of attainment of most pupils was average for their age. Pupils in a Year 2 lesson could clearly identify differences in the properties of a range of materials and made good attempts at describing the properties. Although attainment was below average, pupils used a good range of words in their descriptions and a significant number of pupils could link the properties of a material to why articles are made out of them, for example, wool is warm and soft and this is why we use it for jumpers.

90 The development of pupils' language is a priority throughout the school. This is clearly necessary in science where a significant number of pupils do not have the scientific vocabulary to allow them to express themselves using the correct terminology. This has a negative effect on their performance in end of key stage tests.

91 Teaching is good overall with a significant amount of very good teaching. This is the same in both key stages. In a very well taught lesson in Year 6, which is a class with a very significant number of pupils with special educational needs, the teacher very skilfully maintained the pace of the lesson and, through very good descriptions, ensured that all pupils were clear about what they were learning. Her control of the class was excellent. As in all lessons throughout the school, the classroom assistant played a very good and important part in the successful running of the lesson. Teamwork and relationship between all adults and between adults and pupils is very good and often excellent.

92 All lessons are very well planned and teachers make it clear to the pupils what they are to learn. In a very well taught Year 5 lesson, the teacher had prepared the work in great detail and made excellent use of interesting and very stimulating material. The lesson clearly built on what the pupils already knew and as a result they made very clear gains in their understanding of the topic.

93 The co-ordination and organisation of science is very good. The areas for development identified in the last inspection report have been considerably improved. There is a comprehensive scheme of work which now provides a clear structure for the teaching of the subject. The school has carried out a review of resources and has purchased new resources to meet the needs of the scheme. The coordinator has worked very hard to ensure that the profile of science is raised throughout the school

and that standards are improved. She has spent a considerable amount of time updating her own knowledge and ensuring that up-to-date information is available to staff. The school is aware that there is still a need to improve teachers' confidence and knowledge and understanding in a number of areas of science. Amongst these is ensuring that investigative science, of which there is an appropriate amount, is set up to ensure that what pupils are trying to find out is achievable and that they will succeed in making and recording clear and accurate results.

94 The size of classrooms allows classes to undertake experimental and investigative work in safety, with adequate space for pupils to move around and get equipment. Resources are sufficient for the delivery of the National Curriculum and are carefully matched to the topics to be taught. The use of information technology in science is underdeveloped, and although there are some very good examples of its use, overall these are limited and there is not enough appropriate software.

ART

95 By the time that time they are 7 and 11 the pupils achieve average standards and have made good progress through the school

96 The quality of teaching in Key Stage 2 is good with an emphasis on the development of pupils' basic skills in the subject so that they are able to effectively build upon their prior attainment, which shows improvement since the last inspection. They are presented with a suitable range of activities in all areas of the subject and develop satisfactory skills in the use of different media. Art contributes in an appropriate way to pupils' cultural development, with pupils having experience of a range of artists and sculptors.

97 Pupils aged 5 to 7, develop satisfactory skills in using a range of media. They learn how to make close observational drawings of fruit and vegetables, and also effectively develop their paint mixing skills when working in pairs to make light and dark shades. Pupils in Year 2 have been able to work with an artist from Saddleworth to learn how to use their sketches as a basis to make sculptures, that express their ideas, using natural materials. They also have opportunities to experiment with line, texture and colour and show suitable ability to use these skills in their drawings and paintings. Pupils aged 7 to 11, work with a wider range of materials and work is often linked to other subjects. In a good quality lesson for pupils in Year 5 they made good progress in their knowledge and understanding of how to sketch objects that have contrasts in terms of light, shade, curved and straight lines. The good quality teaching in a Year 6 lesson enabled pupils to make good progress in their ability to use pencil to draw figures in movement. In both these lessons the teachers had high expectations of their pupils' performance and were able to effectively demonstrate the artistic techniques to be used. A criticism of the last inspection was the lack of opportunity for pupils to develop their artistic skills through the use sketchbooks. The school has been successful in addressing this issue and pupils are now able to use these in an effective manner. The pupils obviously enjoy their art lessons and respond in an enthusiastic and positive manner that results in a good work rate.

98 Satisfactory leadership of the subject has resulted in the identification of appropriate areas for development. Monitoring of standards and progress in the subject is at an early stage of development and the school is aware of the need for this to be further improved. Resources are adequate and used satisfactorily by staff.

DESIGN AND TECHNOLOGY

99 During the inspection it was possible to observe only one lesson of design and technology. Therefore, there is insufficient evidence to make secure judgements about the teaching and pupils' learning in Key Stages 1 and 2. Similarly, insufficient evidence was made available to judge standards

of pupils' attainment, at the end of Key Stage 2. However, pupils presently in Year 2 are achieving standards, which are on line with those expected for their age. Examples of work completed by Year 2 pupils indicate that they are able to plan effectively and make artefacts such as sandwiches (food technology), crucifixes and patterns (textile technology). Currently, pupils are engaged in designing, making and evaluating quilts "for teddy", involving stitching and gluing of felt shapes.

100 In the one lesson seen, namely in Year 4, good teaching resulted in sound gains in pupils' learning. The teacher had made thorough preparations for the lesson and provided good first-hand experiences for the pupils. As a result of handling several varieties of money containers, the pupils were able to identify the texture of different materials, types of fastening device, practicality of use etc. The teacher's clear exposition and questions were pitched appropriately to enable pupils to make sensible evaluations of the containers subsequently placed before them. Despite the teacher's very best efforts a small minority of pupils began to lose concentration and required repeated prompts from the teacher. However, the vast majority listened well, were interested and cooperated fully with the teacher.

101 On the basis of pupils' work displayed around the school, photographic evidence and teachers' plans, it is clear that all pupils are provided with suitable design and technology opportunities. Teachers' make appropriate links to other subjects of the curriculum, thus providing additional relevance for pupils' learning; for example, pupils in Year 6 in their design of shelters draw upon their scientific knowledge and understanding. Pupils in Year 3 have made some interesting photograph frames, using card and fabric, after studying a variety of designs of freestanding structures. Pupils in Year 1, when learning about a range of fruits and vegetables learned to chop, peel, and grate in order to make juices. The same pupils have also produced some good quality "Gingerbread Men", by manipulating dough and decorating their products.

102 Effective subject leadership has resulted in satisfactory improvement being made since the last inspection. There is now a secure basis for long and medium-term plans that ensures a consistent and cohesive approach to lesson planning and ensures that the requirements of the National Curriculum are met. The school has also introduced a simple and effective system for recording pupils' progress. The school recognises the need to develop more resources, particularly for Key Stage 2 pupils.

GEOGRAPHY

103 During the inspection week, there was no opportunity to observe geography lessons as most classes were studying history topics. As a result, there is not enough evidence on which to make a secure overall judgement on the quality of teaching and on pupils' standards of attainment in geography. From planning documents and from a review of pupils' work, however, it is clear that the subject is suitably planned for, and covered, within the curriculum in both Key Stages 1 and 2. For example, pupils in Year 2 have been studying the British Isles and have made comments in their books about the advantages and disadvantages of living on an island. The work was well presented and the comments were clear and relevant. Work from pupils in Year 4, on environmental problems associated with waste material, showed that pupils have a suitable knowledge of some of the main problems associated with this topic.

104 The subject is competently organised and there is a policy and a scheme of work. These are followed throughout the school and now ensure that new learning builds on what pupils already know and can do. Teachers' plans, and pupils' work, are monitored by the co-ordinator and, in this way, she has a clear view of the standards of pupils' work and the coverage of the national curriculum. Resources are adequate and have been improved recently through the purchase of a range of maps. The annual residential visit that Year 6 pupils make to Castleshaw has a joint geographical and historical focus and builds on the work that the pupils have done on river studies.

HISTORY

105 During the inspection week there were only limited opportunities to observe history lessons and, as a result, to make secure judgements about the quality of teaching and learning and pupils' attainment. However, it is clear from the work in pupils' books, from the overall timetable and from the planning documents, that the subject is suitably covered within the curriculum in both Key Stage 1 and Key Stage 2.

106 Although limited in number, there were some good examples of history lessons. In a well taught Year 5 lesson, studying the Ancient Greeks, pupils were able to use information derived from a range of evidence to tell the teacher and the rest of the class things about the past. Even though their use of a suitable range of vocabulary is limited, they were able to develop their speaking skills and to be involved in class discussions about the topic. The teacher had prepared the lesson very well, had a secure knowledge of the topic, and this, together with very good classroom management, ensured that the lesson was very productive and the pupils were very well behaved.

107 Subject co-ordination and leadership is effective and has brought about satisfactory improvement since the last inspection. The co-ordinator sees colleagues lesson planning and also looks at all pupils' work. In this way she is able to monitor the way in which the subject is covered through out the school and the range and quality of pupils work. There is now a structured scheme of work to ensure a logical progression in pupils' learning. The school has an adequate range of resources, artefacts and these clearly contribute to pupils' learning. The range and quality of resources has improved recently. Good use is made of a range of visits and visitors and this enhances the subject throughout the school. Year 6 pupils have the opportunity to take part in a residential field trip to Castleshaw. The pupils work on both historical and geographical topics during their three day stay.

INFORMATION TECHNOLOGY

108 The school has good quality information and communication technology (ICT) provision in each classroom and a network linking the computers to a file server. However, despite there being two computers in some rooms, most classrooms only contain one and, overall, the number of pupils to each computer is significantly higher than the national average. As a result, pupils do not have enough access to the use of computers and information and communication technology to enable them to develop the levels of skills, knowledge and understanding required. Consequently, pupils' standards in ICT are below the national average at both Key Stages 1 and 2 and the school does not meet the requirements of the National Curriculum for IT.

109 All classes make use of their computers and ICT is taught to all pupils, but, because of the relatively low number of computers, each pupil only gets a short amount of access time during each week. In most lessons, during the inspection week, ICT was an activity additional to the main focus of the lesson, and, as a result, did not appear to pupils to be an activity essential to the lesson. As a result, because of limited current use of IT, it is not possible to judge the quality of teaching, although the amount of use of ICT in lessons is unsatisfactory.

110 There were, however, some good examples of ICT being used as an integral part of teaching and learning. For example, in a very good Year 5 science lesson where pupils were investigating the effects of exercise on their bodies, the teacher, very effectively, used a heart beat monitor attached to a volunteer pupil. This use of ICT clearly showed pupils how increased physical activity resulted in a faster heart rate, and how the heartbeat slowed down as the volunteer rested. Pupils compared this to their own heart rate, found by taking their own pulse. Pupils were clearly very motivated and took a great interest in the investigation. In another very good lesson, this time a literacy session in Year 2, ICT formed an important part of the lesson. Here individual pupils, with good support from an adult, developed skills in word processing and in developing their spelling. By the end of the session, the

pupils who had been using the computers had produced a list of 8 correctly spelled and word processed words and had shown that their skills in using the keyboard and programme menus were at an average level for their age.

111 In those lessons where ICT was used, pupils were very well behaved, highly motivated, and eager to get on with their work. Those pupils who shared computers listened well to the teacher and to each other and were good at taking turns and helping each other.

112 The school recognises the need to increase pupils' access to the use of ICT and has some plans to address the situation. The co-ordination is satisfactory overall and the school has identified areas for development, including greater pupil access, increased software for the core subjects of mathematics and science, and continued staff training to further increase confidence and expertise. The record keeping systems, identifying what pupils know and can do and their levels of attainment, are underdeveloped and unsatisfactory, although some individual teachers keep good records of what pupils in their class have done.

113 Resources are of good quality, with modern computers and, although limited in some areas, there is a range of good software and applications. The use of ICT in forms other than computers i.e. the heart monitor, illustrates that the school is intent on providing pupils with a wide range of experiences where this is possible. However, the disadvantageous pupil to computer ratio and the early stage of development of a number of aspects of ICT, for example the coverage of the strands of the National Curriculum, the use of the internet and email, which has only just begun, and the limited opportunities for pupils to print their work as there is only one networked printer in Key Stage 2 inhibit pupils' development in their use of ICT.

114 The clear issue for the school development of the use of ICT is how to increase pupils' access, from the current low level where only a very small percentage of pupils' weekly learning is in this area, to a situation where standards are raised and the requirements of the National Curriculum are met.

MUSIC

115 Due to time-tabling arrangements there was opportunity to observe only one lesson and consequently there is insufficient evidence on which to make a secure judgement on standards attained or the quality of teaching in the subject. However, it is evident that pupils are enthusiastic in singing and by the age of 11 pupils are confident when performing in front of an audience.

116 In the good quality lesson for pupils in Year 3 the teacher was very well prepared and provided a good variety of instruments for pupils to play. She had high expectations of their behaviour and of what they could do and consequently they made good progress in learning how to work together in small groups to make a simple musical composition. In school assemblies, the pupils sing tunefully and with enthusiasm and obvious enjoyment. Pupils are given opportunity to take part in the school choir and in a range of musical performances such as at the Christmas and end of term concerts. They are also able to take part in the 'Oldham Music Festival' and show pride in so doing. Monitoring of standards and progress in the subject is at an early stage of development and the school is aware of the need for this further improved. The accommodation is satisfactory but resources are barely adequate to support the demands of the National Curriculum in the subject

PHYSICAL EDUCATION

117 Pupils nearing the end of Key Stage 2 attain standards that are in line with those expected nationally. In gymnastics, the vast majority are confident and competent in performing a variety of

rolling actions with appropriate style. A few high attainers show very good skill in taking their body weight on their hands when executing cartwheels and handstands etc. Pupils are aware of the need for warm-up before physical exercise and the effect of exercise on the body. Almost all pupils have learned to swim to at least the standard required by the National Curriculum, the majority exceed this standard, and a few achieve a very high standard.

118 On the evidence of one dance lesson in Year 2 it is evident that pupils approaching the end of Key Stage 1 are on line to attain the level expected for 7-year-olds. They are able to make sensible use of available space, showing awareness of others. Almost all can make appropriate use of their bodies to respond appropriately to musical stimuli. Many are expressive in their actions, for example, when simulating the action of foxes hunting in the cold for food. Pupils are aware of the effects of exercise on their bodies.

119 Teaching in Key Stage 1 is good overall. In a Year 1 gymnastics lesson, good teaching resulted in pupils making good gains in their skills of travelling and balancing. They were able to demonstrate good levels of awareness of their actions, with many pupils beginning to enhance their performance as a result of observing the teacher's well chosen exemplars. The teacher set appropriate tasks that challenged pupils' intellectually and physically. She made telling teaching points that contributed to pupils' learning. In a Year 2 lesson good teaching resulted in pupils making rapid gains in their imaginative interpretation of music. They responded enthusiastically to the teacher's expressive modelling of actions and the excellent relationships she has with them.

120 Teaching in Key Stage 2 is good overall. Very good teaching in a Year 5 class resulted in pupils' very good gains in their ability to work in small teams engaged in orienteering tasks. The lesson was very well planned and directed by the teacher. His enthusiasm allied to excellent relationships contributed greatly to the high levels of cooperation shown by pupils. As a result of good teaching, pupils in Year 6 were able to make good gains in their ability to perform gymnastic movements. Good teaching points enabled pupils to improve the quality of forward and backward rolls and various balancing actions. Pupils with special educational needs are fully integrated within lessons.

121 On the evidence of all lessons it is evident that there are very good and often excellent relationships and mutual respect between adults and pupils. This underpins the very good control teachers have of their classes. In all lessons, good contributions were made to pupils' social development. Pupils demonstrate sensible behaviour and a good attitude and achieve well. They make safe use of equipment and are aware of the needs of others. Good use was made of pupils' demonstrations as a means of enhancing performance.

122 Good subject leadership has contributed to the good improvements made in the subject since the last inspection, especially in the quality of teaching. The co-ordinator has particularly strong expertise in physical education. Planning documents provide evidence that National Curriculum requirements are met and there is an even provision of lessons throughout the school. There is now a simple and effective system for recording pupils' progress in the subject.

123 Accommodation is good and resources are adequate but the school recognises the need to develop the resources necessary for the teaching of athletics. Good provision of extra-curricular activities and a residential experience contribute significantly to pupils' personal and physical development and bears testimony to teachers' substantial commitment to their pupils. Notable team successes are achieved in rugby and by individuals in swimming competitions.