

INSPECTION REPORT

MOORSIDE PRIMARY SCHOOL

Droylsden, Manchester

LEA area: Tameside

Unique reference number: 106209

Headteacher: Mrs. S. Hammond

Reporting inspector: G. W. Cooper
23647

Dates of inspection: 9th – 13th October, 2000

Inspection number: 224892

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. P. Smith
Date of previous inspection:	2 nd December 1996

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		Music	The school's results and pupils' achievements
		Physical education	Leadership and management
			Key Issues for action
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			Pupils' welfare, health and safety
			Partnership with parents and carers
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		Equality of opportunity	
Mr. J. R. Hall 11611	Team inspector	Mathematics	Teaching and learning
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Mrs. G. L. Lewis 7958	Team inspector	English	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moorside Primary School is large for schools of its type with 56 children attending the nursery part time and 456 boys and girls attending the school full time up to the age of 11. Since the previous inspection, the school has occupied a new building. Most pupils are of white British heritage. About six per cent of pupils come from ethnic minority backgrounds, mainly of Asian heritage. About 16 per cent of pupils are identified as having special educational needs, two of whom have a statement of need. When they start full time school, the attainment of children is similar to that of other children of their age. Approximately five per cent of pupils learn English as an additional language. However, there are no pupils at an early stage of English language acquisition

HOW GOOD THE SCHOOL IS

Moorside is an effective school where during inspection week, standards of attainment were always satisfactory or better. Standards of behaviour and the quality of teaching and learning are good. Leadership and management are very good. Given its context, available finance and standards, the school provides good value for money.

What the school does well

- Leadership and management are very good, characterised by an open and vigorous partnership between governing body and all the adults working in the school; there are very good relationships among adults and between adults and pupils and also with parents and carers which makes this a popular and happy school.
- There is thoroughness in planning the curriculum and assessing the progress made by pupils which supports good teaching and learning, with particular strengths in the teaching of children under five and school years 3 and 6.
- Provision for children in the foundation stage, including their curriculum and the quality of teaching results in many of them exceeding the early learning goals for children of their age.
- There is excellent financial control and management of finances; the school is very clear about its priorities and how money is used.
- Pupils with special educational needs and those for whom English is not the language of the home make good progress.
- The school's provision for the moral and social development of pupils is very good: this results in pupils setting high standards in their attitudes to school, their behaviour and in their sense of personal responsibility.

What could be improved

- Whilst still supporting literacy targets, better use could be made of time devoted to the literacy hour to promote pupils' knowledge in subjects such as science, history, geography and religious education.
- In some classes and subjects, pupils are not always clear about what they need to learn.
- The challenging behaviour of a small minority of pupils is not always well managed.
- A minority of parents is not clear about how they can best help their children at home.
- More could be done to involve parents in the life of the school and to celebrate its successes.

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 previously inspected in December, 1996. Since then there has been a successful resolution of all the key issues for action of that inspection. The aims of the school are clear and well communicated. The quality of teaching has improved. More able pupils are challenged in their learning; there are good opportunities for using and applying mathematics. Standards of attainment have improved in information and communication

technology (ICT), although there are still some relative weaknesses. The school looks forward to addressing these when it occupies its new computer suite. There is a thoroughness to school systems for assessment. National strategies for literacy and numeracy have ensured continuity and progression in those areas of the curriculum. The school has been at pains to consult, develop policies and provide training in improving the provision made for spiritual development. The trend of school improvement in standards of attainment is in line with the national trend of improvement. Occupation of the new school building has brought about great improvement in the provision of accommodation. The governors have consistently planned to improve the provision of classroom support. There has been good improvement since the previous inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	C	D	D
mathematics	C	E	C	C
science	B	C	D	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

School standards have shown great variations over the years. Until recently age related attainment has been better for seven-year-olds than for eleven-year-olds. Most recently, both seven-year-olds and eleven-year-olds have attained in line with or better than the expectation for their age. The school's results are broadly the same as those of schools in similar contexts. The school's trend of improvement is similar to the trend for schools nationally. By the time they are six and ready to enter full time schooling, children are on target to achieve the early learning goals for their age, or have already exceeded them. The results of standard tests for the year 2000 have yet to be validated but show significant improvement, particularly in the attainment of more able pupils. Over a period of four years there is very little difference in the results of boys and girls. Throughout the school, most pupils make satisfactory progress in acquiring skills, knowledge and understanding. Good progress is made by pupils with special educational needs and by those for whom English is not the language of the home. More able pupils are usually well challenged by the demands made by teachers for them to think in lessons. The school's current targets for English and mathematics are realistic in light of pupils' prior attainment. Pupils are on track to achieve those targets. Targets for the year 2000 were achieved: a higher proportion of pupils achieved better grades than has been common in the past. The standards of work seen indicate attainment which is broadly in line with the standard expected nationally in all subjects. The work in some year groups, for example, children under five and the current Year 5, is better than the level expected. These children and pupils make good progress. There are particular strengths in speaking and listening and reading throughout the school. Pupils do well in those areas of the curriculum, which require the practical application of skills, especially in mathematics and science. Attainment in geography for eleven years olds is better than the standard expected. There are weaknesses in control technology and modelling amongst older pupils in ICT. The school has realistic plans to address these weaknesses with the imminent occupation of a new computer suite. The school is conscious of the need to work towards improving

standards; current standards of attainment are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and ready to learn when they arrive
Behaviour, in and out of classrooms	Good. The vast majority of pupils behaves well and responds well to their teachers. The behaviour of a small minority of pupils is a concern to the school.
Personal development and relationships	Very good. There are high quality relationships between pupils and with all adults working in the school. Many pupils are very confident, self assured and mature in their personal development.
Attendance	Satisfactory. There has been a recent improvement in the school's attendance figures.

TEACHING AND LEARNING

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

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

The quality of teaching is good. No unsatisfactory lessons were seen. Very good or better teaching was seen in 19 per cent of lessons. In 63 per cent of lessons teaching was good or better. Satisfactory or better teaching was seen in 100 per cent of lessons. The quality of teaching in English and mathematics is good. The national strategies for numeracy and literacy are taught well. There are particular strengths in the teaching of children under five and in Years 3 and 6. The lowest percentage of good or better teaching was in school Year 4. The school does well in challenging the needs of all pupils, including higher attaining pupils, pupils with special educational needs and pupils where English is not the language of the home. The quality of learning is good. In the majority of classes, pupils concentrate and are well motivated. Pupils make satisfactory progress in acquiring knowledge, skills and understanding. Progress is frequently good, especially where the teaching is strongest. The good behaviour of pupils, their confidence and self-assurance are strong features of their learning. In most classes, learning is well promoted by the way pupils listen and respond. Only occasionally, there is a lack of pupils' focus on learning where behaviour is not at its best or where what is to be learned is not clear.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for children under five; only impaired by some lack of opportunities for outdoor play. Satisfactory in the school overall. Attainment in foundation subjects is restricted by the amount of curriculum time available. However, the school successfully teaches all subjects of the national curriculum and the local syllabus in religious education. Statutory requirements are met.
Provision for pupils with special educational needs	Good. Pupils are well supported by the school's strategies for identification of need, preparation of individual plans for learning and well targeted classroom support.
Provision for pupils with English as an additional language	Good. No pupils are at an early stage of language acquisition. There is no extra provision for English as an additional language. However, all such pupils are well supported, well integrated into all the work of the curriculum and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for moral and social development is very good. This is a strong feature of the positive behaviour and attitudes of pupils. Spiritual provision is improved. The provision for spiritual and cultural development is good.
How well the school cares for its pupils	Good. The school is watchful, thorough and careful in the way it responds to the needs of pupils. Pupils are made to feel secure, both through the safe nature of the building and in the care shown by all adults in the school. Procedures for assessing what pupils know and understand are secure and as a result teachers plan successfully for what needs to be learned next.
Partnership with parents and carers	Good. Parents have a great deal of confidence in this popular school. A small minority has some uncertainty about how they can support the curriculum information they receive and what they can expect their child to do at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher has a very high and active profile in the school. Her role is well complemented by the work of the deputy head and other senior staff.
How well the governors fulfil their responsibilities	Very good. The governors are well informed and deeply committed to the work and standards of the school. Their statutory obligations are met.
The school's evaluation of its performance	Good. Priorities for development are systematically identified and well targeted. The school makes good use of its pupil assessment data.
The strategic use of resources	Good. The provision of the school is well supported by its human and material resources. There is excellent administration of finance. Priorities are clearly targeted and funded. Excellent use is made of specific grant money for the development of the school. The school and its governors are well aware of the need to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like coming to school • That the school has high expectations • That the school promotes maturity and responsibility well • That progress and behaviour are good • That leadership and teaching are strong • That the school is approachable 	<ul style="list-style-type: none"> • The consistency of homework given to children • The information they have about how they can help the work of the curriculum • Provision for extra-curricular activities

The inspection team agrees with the very positive views expressed by parents. Parents are well aware of the strengths of the school. Very little structured homework was seen for older pupils during the week of inspection. The school has a new policy for homework which, when shared with parents, should enhance the consistency of provision and impact of support from the home. Parents receive regular information on curriculum content and the school's practice in this is systematic. It would be valuable to indicate to parents how they could support the work of their children. The school has a good range of extra-curricular activities. Most of this provision is available to pupils in the older age range of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. National Curriculum tests for 1999 indicate that attainment of seven-year-olds was similar to the national average in reading and writing and above average in mathematics. Standards in reading and writing were broadly the same as those for similar schools but above the average for similar schools in mathematics. The school was successful in that a large proportion of pupils achieved the standard expected nationally for seven-year-olds. However, fewer pupils achieved better than the national standard. This is not the case for the group of pupils who took this test in 2000. Although their results are so far not validated, more pupils achieved a higher level than has been common in the school. The school's standards have been remarkably consistent over four years, remaining at or above the national average. This was not the case for the 1997 group of pupils where results were down on the previous year, although still close to the national average. It is rare that there is any significant difference in the attainment of boys and girls. Only in 1997 (the current group of pupils in Year 6) did the attainment of boys outweigh the attainment of girls.

2. The attainment of eleven-year-olds in 1999 was in line with the national average in mathematics but below the national average in English and science. Standards in mathematics were broadly the same as those of similar schools but in English and science standards were below those of similar schools. The proportion of pupils achieving the standard expected nationally was close to average. However, fewer pupils achieved higher grades than could be expected. In the most recent tests, the as yet unvalidated results for summer 2000, more pupils than usual achieved higher grades than has been common in the school. There is no consistent pattern of difference in the achievement of boys and girls, although there are some differences from year to year. The school's overall trend of attainment is similar to the national trend of improvement. Standards are rising in English and mathematics, although from 1996 to 1999 there is an overall decline in science. Targets for 2000 were met in English and mathematics. Realistic targets based on prior attainment have been set for 2001. Pupils are on track to achieve those targets.

3. Inspection findings are that standards are rather better than those indicated by the results of National Curriculum tests for 1999 but not as good as the as yet unvalidated results for 2000. Within the current group of pupils a significant number are on the school's register of special educational needs and it is unlikely that these pupils will achieve the level of attainment expected for their age. Identified by assessment soon after they enter school, children have acquired a range of knowledge and skills typical of children of their age. By the time they are six, they have made good progress. As they enter National Curriculum programmes of study they are on target to achieve and in some cases exceed the early learning goals for their age. Results from 1999 to 2000 have improved through consistently good teaching and secure implementation of the national strategies for literacy and numeracy.

4. The progress pupils make is sustained through Year 1 and Year 2. When pupils are seven, their attainment in speaking and listening and in reading is better than that expected. In writing, mathematics and science attainment is in line with the standard expected. Standards similar to those of other seven-year-olds are found in art and design, design and technology, geography, history, ICT, music and physical education. In religious education,

standards meet the expectations of the local syllabus. Pupils with special educational needs and those who are learning English as an additional language make good progress.

5. The progress made by pupils in Year 3, Year 4, Year 5 and Year 6 is satisfactory, although progress is brisker in Year 3 and Year 6 where teaching is strongest. When pupils are eleven, their attainment in English, mathematics and science is in line with standard expected. Similar standards are found in art and design, design and technology, history, ICT, music and physical education. Attainment in geography is better than expected. Standards in speaking and listening and in reading are good. In mathematics, pupils develop good skills in using and applying their learning. There is a relative weakness in ICT in which control technology and modelling are not well developed. Through their tasks, higher attaining pupils are challenged to think. This is a good support to the progress they make. The school makes good provision for pupils with special needs through individual plans for learning and through well-targeted additional adult support. This helps these pupils to make good progress. Although there is no additional support for pupils with English as an additional language, these pupils are well integrated into the work of the classroom and they progress well.

6. Since the previous inspection, standards have been generally maintained or improved. Some foundation subjects have less curriculum time available and although standards are satisfactory, they are not as good as previously. The school allocates a great deal of time to the teaching of English. While continuing to address the development of literacy skills, more use could be made of this time, to develop a deeper knowledge base in geography, history and religious education, for example. The school has been successful in addressing key issues from the previous inspection relating to the use and application of number skills and in the use of ICT skills across the curriculum. Although standards are satisfactory overall, they vary from year to year. Much of this variation the school links with differences within yearly intakes of pupils, and particularly to the incidence of special education needs within groups of pupils. Given attainment at the point of entry to school, standards are sufficiently high. However, the school is committed to continuing to improve its performance.

Pupils' attitudes, values and personal development

7. In their attitudes to school and their personal maturity pupils set very good standards. Pupils' attitudes to their learning and school life in general are of a high standard and a strength of the school. Parents confirm that the school's aim to promote positive values begins from pupils' first days in school. This has not only been maintained since the previous report but also built on year by year. The vast majority of parents who replied to the questionnaire say their children like school. The pupils confirm this themselves by their smiling faces and eagerness to talk about their work. In the best lessons, pupils listen carefully, remain interested throughout and work purposefully, sometimes without direct supervision. This is particularly evident amongst the younger members of the school who enjoy contributing to discussions. At times, if the pace of the lesson slows, pupils can become less focused and their attention begins to wander. However, they quickly regain their concentration when prompted.

8. Behaviour is good. There have been no incidences of exclusions in the last year. The vast majority of pupils are fully conversant with the code of conduct. They know exactly what is and what is not acceptable behaviour. Their personal conduct and courteous manner are exemplary and along with their enthusiasm and consideration, they are a pleasure to talk with. A small number of pupils sometimes display challenging behaviour. These pupils are well supported by the school. No incidences of aggressive behaviour were observed. On the contrary, relationships among pupils and between adults and pupils are a credit to the way the school ensures the continuity of positive family values. Pupils show a strong sense of

justice, not only in their consideration of each other, but, also in the way they raise funds for the less fortunate in society. Older pupils take on responsibility, showing maturity beyond their years. They do a particularly good job of monitoring corridors and helping younger pupils at lunch times. They are not afraid to use their initiative, particularly where it involves helping their teacher or supporting others.

9. Attendance is satisfactory. The school has been successful in securing a recent improvement in attendance although attendance can still be improved. Significant numbers of parents exercise their right to take their children away from school during term time for family holidays. The school will do well to maintain or improve the level of attendance.

HOW WELL ARE PUPILS TAUGHT?

10. The quality of teaching and learning is good. In the lessons observed, 63 per cent of teaching was good or better and 19 per cent was very good. There were no unsatisfactory lessons, whilst one lesson was excellent. The school has improved on the quality of teaching reported at the time of the previous inspection.

11. In most lessons, particularly in literacy and numeracy, teachers have clear learning objectives that they discuss with pupils. This helps pupils focus well on what they need to learn. In some lessons, learning objectives are not well established and pupils are less clear about what is to be learned next.

12. Teaching of English is good. The National Literacy strategy has provided a structure for teaching and learning and has helped teachers to work more closely together. The successful implementation of this strategy has supported the school's priority to improve the learning opportunities for pupils in reading and writing. Teachers are effective in ensuring that pupils are interested in their work and sustain their effort by lively, inclusive discussions and a variety of activities, which are appropriate for their abilities. However, in a minority of lessons, some pupils do not give their full attention. There is some restless behaviour when teachers are not completely confident in their own understanding of the skills and knowledge that pupils need to acquire.

13. Teaching of mathematics is good overall and pupils progress well in lessons. The National Numeracy Strategy has been implemented well. A feature of many lessons is the very effective way in which teachers encourage pupils to develop their own ways of solving problems and seeing different approaches to problems, particularly in their work with numbers. For example, in a lesson in Year 3, the teacher prompts pupils with leading questions such as, "any even numbers?" "Is the pattern the same?" "Better still, show me". Pupils make their own suggestions and clearly enjoy making their contributions. The enthusiasm that pupils show in many lessons is typified by an excited eagerness to answer questions.

14. Teaching in science is good overall. Teachers make good, relevant use of resources and ICT. Pupils learning about the function and care of teeth in Year 3 are well supported by a range of objects and illustrations such as false teeth, a tooth immersed in a bowl of a well-known soft drink, and clear diagrams. Pupils' interest is maintained throughout and they contribute their own experiences to the discussion. A CD-ROM which pupils use, in pairs, to

learn the names of teeth expands their knowledge further. Teachers' effective use of a practical emphasis in science lessons is a good support to pupils' learning.

15. Teachers provide pupils with many opportunities to use their ICT skills in a range of subjects. In mathematics and science, classroom computers are used by pupils to extend their knowledge in gathering and entering information and producing charts to show the results of their work. In history, pupils use word processors and computers to draft their work, for example, on a story of "The day I was evacuated". Teachers have worked hard at addressing this aspect of their work, which was a key issue in the previous inspection report. Significant improvements have been made.

16. The quality of teaching in the foundation stage (for children in the nursery and reception classes) is very good. This is characterised by the secure partnership between the teachers and support staff. There is excellent planning and very good use of assessment that is a great stimulus to the progress children make in their learning. All adults involved with children of this age know the curriculum thoroughly and also know the needs of the children they teach. As a result children are well settled, enthusiastic about their learning and grow in confidence day by day.

17. The quality of teaching in Years 1 and 2 is good. More than half of lessons observed were good or very good. No unsatisfactory teaching was observed. Teachers have established good relationships with pupils and this has helped pupils to develop the confidence to answer questions in class and take part readily in discussions. As a result they are directly involved in their own learning. Lessons begin briskly and teachers involve pupils well in summing up their earlier work. In most lessons the objectives are clearly stated and placed in the context of the pupils' previous knowledge; this helps pupils to understand what they are doing. Occasionally, however, the pace of lessons is slow, due to lengthy introductions or time taken by the teacher to organise practical activities. Consequently, some pupils become restless and inattentive.

18. Teaching in Years 3 to 6 is good overall. About 6 of 10 lessons were good or better. One lesson in Year 3 was excellent. A significant proportion of lessons was very good. No unsatisfactory teaching was observed. Most lessons are very well planned with clear objectives and activities, which are carefully matched to pupils' abilities. Some planning in Year 5 is exemplary in its meticulous approach. An example of its effectiveness is in the good progress and purposeful work in a Year 5 design and technology lesson, helped by very well organised materials and clear guidance from the teacher. Pupils discuss their designs for a school playground and talk about the reasons for their choices. Pupils in Year 6 are helped to understand how well they are doing and how to improve by very good prompting and questioning by teachers. Pupils in an art and design lesson are led very carefully through the development of their portraits by the teacher asking them for their ideas on improvement and setting targets for the next lesson. This is backed up by the careful selection of a range of appropriate materials from which pupils can choose. Where teaching is excellent, pupils in Year 3 make substantial progress over the course of a mathematics lesson. The teacher's excellent subject knowledge is shown by confident discussions and demonstrations that involve pupils in using measuring instruments such as a depth gauge, a trundle wheel, and callipers. The enthusiasm and involvement of teacher and pupils alike throughout the lesson is high, and the pace of learning is outstanding. Occasionally, however some lessons have a more limited impact on learning through teachers' hesitant knowledge of the subject and insufficient planning. Where homework is set for pupils, it is appropriate and gives pupils the opportunity to extend their learning from

the class lessons, but there is inconsistency across the school at present in the way that this is planned from class to class.

19. The teaching of pupils with special educational needs is good. Pupils learning English as a new language are well integrated into all the work of the classroom. Learning support assistants are involved in planning with the teacher and good support is given in lessons. A good feature of the work of learning support assistants throughout the school is the expectation that they report back after lessons to teachers about what they have done and on the progress of their target pupils.

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

20. The curriculum is sufficiently broad and relevant to meet the demands of the National Curriculum 2000. National initiatives have altered the balance of the curriculum. English and activities related to literacy have eroded into the time when history, geography and art and design can be taught making a slight imbalance in the curriculum. The teaching of religious education is in line with the expectations of the locally approved scheme of work.

21. The curricular provision for children in the foundation stage, before they are six and enter National Curriculum programmes of study, is very good. Staff have prepared meticulously for the nationally recommended Early Learning Goals. Only in the provision for outdoor play does the school not fully meet the national recommendations.

22. At the time of the previous inspection, mathematics and English schemes and related policies were deemed to be in need of review. The national initiatives in Literacy and Numeracy have addressed this issue. The school has implemented both initiatives successfully and has made very good progress in resolving the prior criticism. A real effort has been made to raise standards. Resources have been provided to give additional support for these subjects. Implementation of national strategies has curtailed the teaching time available for other areas of the curriculum, particularly in Key Stage 2.

23. The implementation of the National Numeracy strategy has been successful and impacted on the way mathematics is taught throughout the school. The provision for pupils with special educational needs is good. Pupils are well supported in literacy and numeracy and there are good procedures to measure and assess their progress. Pupils who speak English as an additional language make good progress and take a full part in the curriculum.

24. The school has reviewed its guidelines and adapted its schemes to National Curriculum 2000, the most recent national guidance. Arrangements for teaching personal, health and social education have been incorporated into the review. There is a clear document that defines the areas of study that each year group will cover during the academic year. Subject co-ordinators have provided further guidance. All teachers have a clear understanding of what is to be taught. Teachers prepare a medium term plan within each year group and this informs the basis of plans for day-to-day teaching.

25. Pupils have many opportunities to visit places of interest to enrich their learning in various aspects of the curriculum. These visits are supported with financial assistance from the schools' parent teacher association. During their years at school, there are opportunities for older pupils to take part in a range of extra curricular activities involving mainly music and sport.

26. The school has suitable links with local groups and the community. It is part of the Local Authority 'Eco' project that links energy saving and protecting the environment. A school

committee is made up of volunteers from pupils in Key Stage 2 who take responsibility and assist in tasks which contribute to maintaining the environment of the school. They have won an award from the town assembly for the school garden and have persuaded the assembly of the local council to improve a derelict site adjacent to the school. From Moorside, pupils move on to a number of local high schools. Parents and pupils are provided with good information and pupils in year 6 have the opportunity to visit schools before they transfer.

27. Within its curriculum the school provides valuable opportunities for pupils to take responsibility. The 'eco' committee is vigilant in ensuring the school contributes to energy saving and conservation issues. Within its provision for personal, social and health education, the school gives sufficient curriculum time for education on drugs awareness and sex education.

28. The school is fully committed to equality of access and opportunity for all pupils and has regard to all statutory requirements. The school's arrangements ensure that boys and girls and those pupils with special educational needs have full access to the complete range of curriculum activities, including educational visits, during and after school time. Pupils go on visits and achieve well in their monitoring tasks such as supervising younger pupils at dinner times as they walk along the corridors at break times. Planning ensures that all pupils benefit from common learning experiences. This is enhanced by the quality of support from classroom assistants and from the midday supervisors at dinner times.

29. Overall, provision for the Spiritual, Moral, Social and Cultural Development of pupils is very good. The school has placed great importance on respect for others. This underpins the ethos of the school. It is reinforced naturally throughout every school day. Pupils respond positively to the respect all staff give them and this is seen in relationships in all aspects of the school's life.

30. *A Key Issue for action from the previous report was to enhance provision for spiritual development.* The school has been successful in making improvements in this area.

31. There is now a suitable policy for Spiritual Development that includes a range of ways in which all curricular areas might contribute to pupils' spiritual development. Staff development has given teachers more confidence in this area. The school has introduced 'Circle Time'. This is very popular with pupils and makes a significant contribution to pupils' spiritual development. Materials and resources have been provided for teachers to assist their planning of 'Circle Time'. A more structured 'Circle Time' programme will be developed once staff have had the opportunity to become more familiar with the recently introduced resources.

32. The daily act of collective worship meets statutory requirements. The school provides a time of reflection through prayer, concentrating thought on the spiritual, moral and social issues raised during assembly. Opportunities are missed to directly involve pupils in assembly, to develop reflection and meditation. Good use is made of occasional visitors to support spirituality through collective worship. During the inspection a visitor led a whole school act of worship. His painting, which accompanied his story telling, had most of the pupils gazing open-mouthed as he revealed the picture and words that were at the heart of his story. There was time for contemplation, thought in prayer and a song at the end that contained all the elements of the story. The pace was brisk and met the needs of all pupils.

33. Provision for moral development is one of the school's strengths. The school's code of conduct is known to all. Every classroom has a display of class rules. All teachers reinforce the class rules in their teaching. All pupils know and understand them. Pupils have a well-defined understanding of right and wrong from an early age. This is a litter free school of which pupils are proud. Support for charitable organisations is well organised and involves visitors from charities explaining how the money will be spent. Staff from two local hospices visit the school to talk about their work. The hospices are supported annually. An 'ECO' group, which involves parents, has been formed and pupils have already won awards for their efforts to improve aspects of the local environment.

34. The social development of pupils is another strength of the school. Standards of behaviour throughout the school are good. Class rules are well established and good behaviour is rewarded. There is a system of certificates from both lunchtime supervisors and teachers. Opportunities are given for Year 6 pupils to accept responsibility as lunchtime monitors and library assistants. They take their responsibilities very seriously and their authority is well respected by the other pupils. Pupils are courteous and well mannered at all times. All Year 6 pupils have the opportunity to take part in a residential experience, in their final term, to improve team-building skills.

35. The school provides good opportunities for cultural development in both curricular and extra curricular activities. Pupils have good opportunities to enhance their understanding of their own culture, past cultures and cultures in other places. All subjects of the curriculum make some contribution towards this. Within religious education pupils have had the opportunity to visit the places of worship of a number of faiths. There are visits to places of interest such as nature reserves and museums. The school has links with Tameside's African twin town of Mutari. Pupils from the school write to the pupils in Mutari. They do not often receive replies and understand the reasons for this. Pupils compare life in Mutari with life in Droylsden and the various lifestyle issues associated with poverty, gender and cultural differences. They have also had the opportunity to be involved in a debate, chaired by the Mayor in official regalia, about council resources for sport and education. Extra-curricular opportunities in music, drama and sport enhance cultural provision. The school enters an annual singing festival and is involved in the local schools' football league.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school makes good provision for the personal and academic care of its pupils.

37. Effective procedures throughout the school monitor and record pupils' academic attainment and progress. The school uses a number of national assessment procedures. The deputy head analyses the data thoroughly, in order to pin point the strengths and weaknesses of the curriculum and where extra support is needed in order to enable both boys and girls to achieve the next step in their learning. Good assessment procedures in the Foundation Stage, English, mathematics and science are used effectively to inform future teaching and learning, a significant improvement since the previous inspection. A particularly good feature is the setting of objectives for individual pupils in mathematical skills. These pupils are 'tracked' effectively, and their progress recorded year on year. This successfully informs teachers' future planning. Ongoing records are detailed and contain a summary of individual pupils' progress in all subjects. The school is conscious of the need to apply this rigour to other subjects such as history and geography. Work has begun on linking planning and assessment in medium-term and short-term planning. Records of achievement show pupils' progress over the years. Examples of their work, such as in writing, show pupils' ability and progress over time. There is a clear action plan for ongoing development of assessment throughout the school in all subjects. This offers good support to individuals or groups of pupils in order to raise achievement and also to provide ease of access to pupils'

records by way of a computerised system.

38. The provision for the care and welfare of all pupils is good. It has remained an important priority for all staff in the school, as was indicated in the last report. Teachers know the strengths and needs of pupils well. They promote pupils' personal development at every opportunity. Good behaviour and personal sense of responsibility is a result of good and consistent provision within lessons, through personal, health and social education and assemblies. This is well maintained within the general ethos of the school. Welfare and support staff, including midday supervisors, is all part of the team that provides pupils with the positive role models needed to support their development. Attendance is monitored satisfactorily both individually and as a whole school. All welfare support systems are well established with efficient child protection procedures. Pupils enjoy a bright and clean learning environment that is safe and secure.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents have a high regard for this happy and popular school. At their pre-inspection meeting, they were quick to talk about the strong impact made by the school on their children's lives. They particularly praise the school's promotion of positive attitudes and values and the approachability of the staff. Parents receive regular good quality information. Termly consultative meetings and an annual report are important elements of the information parents receive. They can request to see a member of staff at other times if necessary. In some cases the nature of the written reports does not reflect the individual concerned but the hand written personal development profile is a nice touch. Parents receive regular and systematic curriculum information. However, there is little guidance to show how they can support the school's work from home. Parents help by invitation, where they can, on trips and with the swimming class. The involvement of the parent teacher association is particularly valuable in raising substantial funds to provide resources for the foundation subjects. The impact of the support from home is apparent in the way pupils arrive on time, smart in their school uniform and ready to learn. Parents are particularly keen that older children should benefit from a regular and more structured programme for homework, which the school has recently responded to through a new policy. The school has many strengths which should be celebrated and shared with parents. More active involvement in their children's learning would further strengthen the partnership with school. Parents are pleased at the fact their child enjoys coming to school in their uniform.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. Leadership and management are very good. All areas identified for improvement at the previous inspection have been addressed successfully, a feature of strong leadership and management.

41. What the school values most has been made very clear to everyone involved in the life and work of the school. All the work of the school is characterised by the phrase 'Proud to succeed' that is displayed throughout the building, in school documents and clearly communicated to parents and pupils. The headteacher is always available to teachers, pupils and parents. As a result her influence is felt in all that the school does. She is clear about what needs to be done and vigorous in seeing that it gets done. In this she is well complemented by an efficient deputy headteacher who has significant responsibility in the work of the school. Between them they work well with the senior management team in managing the day to day routines. All members of teaching staff have a significant management role. Through job descriptions and the requirement to manage a budget, they are given the power required to fill the role. A particular feature of the school is the partnership that is cemented between all adults. Teamwork and the quality of relationships are very good.

This begins with a deeply committed and knowledgeable governing body who fulfil their statutory requirements. They are well informed and play a significant role in supporting the future direction of the school. Commitment is equally meaningful in the role of those who work in the school office, the caretaker and his staff and those who contribute towards school mealtimes. The school's expectations of learning support assistants are high and well matched by the quality of their work. The school operates as a calm and purposeful unit. This gives teaching and learning the supportive environment through which it is possible to achieve good standards for pupils, particularly in their personal and social development. The school is a well-respected provider of support for the training of new teachers. There are strategies for the induction of new staff.

42. A good plan identifies the most pressing priorities for the school. The plan is carefully funded, identifying when priorities are to be completed, by whom and how success is to be judged. Priorities are reviewed systematically by senior management. All staff have an annual review conference with the headteacher or deputy headteacher. These have an important function in confirming teachers' successes and identifying what needs to be supported and developed. Areas for development are supported through opportunities for training. Governors are required to establish a policy for measuring the effectiveness of staff in school. A draft policy is at the discussion stage. The governors will shortly consider it for approval. The work of the school is carefully monitored. Teachers have time allocated to support what is happening in their area of responsibility. Since the previous inspection, the quality of teaching has improved with a resulting positive effect on the quality of learning. This is because the work of the classroom has been evaluated to identify where changes need to be made and subsequent action has been taken to support these changes. The school is careful and efficient in planning its finances. Excellent administration and monitoring of financial matters is the result of clear lines of responsibility and very efficient discharge of duties. The school knows precisely where its delegated finance goes. Grants and special funds allocated to the school are very precisely targeted on the school's most important priorities. Good financial support is given to training needs. It has been a recent priority of the governing body to increase the support available in the classroom. This has had a strongly positive effect on teaching and learning, supporting the way in which the school is raising standards. In doing this successfully, other areas of resourcing have not been neglected. Accommodation, level of staff provision and material resources are good. Good use is made of modern technology in the administration of the school. The school is making significant improvements in its use of modern technology in the classroom. The imminent occupation of a new computer suite promises to support the school in reaching even higher standards.

43. This school has a good understanding of how to achieve best value. It compares its standards and costs with those of other schools. It consults widely with outside agencies. For example, it has successfully had its provision re-evaluated through Investors in People, a challenging and searching review. A measure of the value it provides is that it has more requests for pupil places than it can take.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. To improve the standards of the school, the headteacher, governing body and staff of the school should:

- (1) Make the good practice found in many lessons (especially in numeracy and literacy), consistent throughout all lessons, making learning objectives clear to pupils so that they are always sure about what they need to learn next;
(Paragraphs: 11, 12)
- (2) Improve the behaviour of a small number of pupils in a minority of classes by continuing to train members of staff in the management of difficult behaviour;
(Paragraphs: 7, 12, 17, 66, 68, 77, 83, 119)
- (3) Add to the curriculum guidance already given to parents a brief comment about how they can help their child at home;
(Paragraphs: 18, 39)
- (4) Consider ways in which parents can be more involved in the life of the school to further strengthen the partnership between home and school;
(Paragraph: 39)
- (5) Make greater use of the time allocated to literacy hour, so that literacy targets and skills can be used to extending pupils' knowledge and understanding in other subjects of the curriculum, particularly in science, geography, history and religious education.
(Paragraphs: 6, 20, 22, 69)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	74

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	54	37	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	456
Number of full-time pupils eligible for free school meals	0	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	1	75

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	36	27	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	34	35
	Girls	25	26	27
	Total	56	60	62
Percentage of pupils at NC level 2 or above	School	89 (95)	95 (97)	98 (98)
	National	82 (81)	83 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	35	35
	Girls	26	27	26
	Total	60	62	61
Percentage of pupils at NC level 2 or above	School	95 (97)	98 (99)	97 (95)
	National	82 (80)	86 (83)	87 (85)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	36	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	24
	Girls	26	28	27
	Total	45	49	51
Percentage of pupils at NC level 4 or above	School	70 (68)	77 (42)	80 (75)
	National	70 (63)	69 (62)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	23	23
	Girls	25	30	30
	Total	43	53	53
Percentage of pupils at NC level 4 or above	School	67 (76)	83 (72)	83 (79)
	National	68 (63)	69 (64)	75 (69)

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	2
Black – other	0
Indian	0
Pakistani	10
Bangladeshi	0
Chinese	10
White	384
Any other minority ethnic group	2

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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	25.7
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	211

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	2
Total aggregate hours worked per week	65

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

Financial information

Financial year	1999/2000
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	£
Total income	794 007
Total expenditure	795 282
Expenditure per pupil	1 476
Balance brought forward from previous year	19 330
Balance carried forward to next year	18 055

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	516
Number of questionnaires returned	153

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	1	0
My child is making good progress in school.	46	45	2	1	6
Behaviour in the school is good.	48	45	4	0	3
My child gets the right amount of work to do at home.	31	45	18	4	1
The teaching is good.	52	42	2	0	3
I am kept well informed about how my child is getting on.	28	51	16	2	2
I would feel comfortable about approaching the school with questions or a problem.	60	30	5	2	2
The school expects my child to work hard and achieve his or her best.	61	34	1	0	5
The school works closely with parents.	27	51	15	3	5
The school is well led and managed.	49	38	3	1	9
The school is helping my child become mature and responsible.	48	48	1	1	3
The school provides an interesting range of activities outside lessons.	23	40	14	6	16

Other issues raised by parents

One or two parents raised individual matters with the inspection team. Each of these matters has been discussed with the school.

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

45. Significant improvements have been secured in all areas of the Foundation Stage since the last inspection. The school has built on the good practice that existed and the provision for children under five years of age is now a strength of the school. This is because of the excellent implementation of the new under sixes curriculum, the excellence of teachers' knowledge of all the areas of the Foundation Stage as shown in their planning, the very good assessment procedures and relationships which exist between the staff, and the quality of the action taken to address the issues of the previous inspection. The school has put in place the recommendations following the previous inspection but is conscious of the need to develop further the provision for the development of children's gross motor skills, particularly outdoors.

46. Sixty places are available both in the Nursery and the two reception classes. At the time of the inspection there were 56 children in the nursery attending part-time and 72 children in the two reception class, due to demand for places.

47. Initial assessment records show that the majority of children under five enter school with average speaking and listening skills, number and personal and social skills. Children achieve well in all areas of learning. The very good provision seen in the Foundation Stage makes it likely that by the time they are ready to start in Year 1, the majority of children will exceed the Early Learning Goals in communication, language and literacy development, mathematical development, knowledge and understanding of the world, creative development and physical development. They are well on course to exceed them in personal, social, and emotional development. Very good assessment procedures are in place to plan suitable programmes of work and set targets for development, which are reported to parents.

Personal, social and emotional development

48. Priority is given to the personal, social and emotional needs of young children. The majority of children enter the nursery class with average skills in personal and social development. By the time they leave the reception classes they are well exceeding the early learning goals in this area. This very good achievement reflects the skilful teaching and very good provision in both the nursery and reception classes where children are constantly encouraged to feel confident about what they can achieve, form good relationships, look after themselves responsibly and behave very well. They have positive attitudes towards their learning and enjoy coming to school. Children take responsibility for personal hygiene, work independently and learn the importance of taking turns and sharing construction equipment such as building blocks, fairly. They listen attentively to familiar adults, concentrate well on tasks such as reading and mathematics and show self-restraint when and where appropriate, for example, at 'snack time' when waiting to choose their fruit.

49. The quality of teaching is very good. The adults provide very good role models, treat each other and the children with courtesy and respect. The children respond well, and a bond of trust is quickly formed. There are well-established, ordered routines, which offer security to them, such as the daily choice of library books to take home, tidying up the home corner and returning toys after play. 'Snack Time' provides a good group experience when children talk to one another confidently and learn social skills. Appropriate resources are suitably placed and easily available for use to aid children's developing independence.

Communication, language and literacy

50. By the time they are six years of age, most children are on course to make good gains in their learning. They exceed the early learning goals expected for this area of learning because of very good teaching and the national Literacy Strategy support that underpins all classroom activities. In both the nursery and the reception classes they interact well with others, speak confidently, and take turns in conversation. They listen attentively to stories, including taped stories, for an appropriate length of time and enjoy hearing stories such as 'Eat Up Gemma'. Teachers use talk to good effect and use communication skills effectively. For example, nursery children were given opportunities to express their likes and dislikes of the range of food they tasted enthusiastically, during a lesson on 'The Senses'. Reception children listen carefully to one another and speak confidently, in the role of 'mum', 'dad', 'doctor' or 'nurse.'

51. Children get off to an early, but appropriate start in the acquisition of language and literacy skills and make good gains in their learning because of the very good teaching in reading, writing and hand writing skills. Elements of the Literacy Strategy are used well by the staff. Children enjoy looking and selecting books from the reading corner. Most know that print carries meaning and can talk in general terms about the stories. Progress is good and the reception classes build successfully on the skills acquired in the nursery. A good understanding of phonics is developed through effective word, sentence and text level work using familiar words, well known stories and rhymes. Many children name sounds in words that they use frequently, and confidently 'have a go' when writing initial sounds on the white board. Supplies of paper, pencils, pens and crayons are available and children readily use them. A commercial reading scheme is used well to introduce children to reading activities, such as 'shared reading' and recognition of letter sounds. Resources are good and are used well by staff. Support by the Nursery nurse given to children and teachers is very good. Assessment is very good and is used well to record children's work. Books are attractive and well displayed and an 'Author of the Week' such as Eric Hill helps children to appreciate and become aware that books are written by different people. Computers are used to enhance reading skills, and children enjoy these opportunities. At times, interest can wane when an adult is not on hand to support their computer skills.

Mathematical development

52. The majority of children are on course to exceed the standards expected for this area of learning by the time they are six years of age. In relation to their level of initial attainment, they are likely to make good gains in their learning by the time they are six years of age, because of the very good teaching and the support of the National Numeracy Strategy. Children develop mathematical skills through effective use of practical activities, number rhymes, games and songs. From the nursery onwards, adults help children to see mathematics all around them and encourage them to use their developing understanding to be problem solvers and thinkers. They set a table for a given number of people, using the required cutlery and crockery correctly and discuss and compare directly a wall chart of the height of 'stretches' made by different children. Most nursery children count to five confidently and a few beyond. In the reception classes most children can count to 10, and some to 20 and beyond. They are able to place numbers to seven in order and a few are able to add, mentally, numbers to five. Children identify basic shapes, match and draw around circles, squares, rectangles and triangles and sort and match objects into large, medium and small sizes. They use arbitrary measurement in their work, such as 'stretches' in the nursery and hand spans in the reception classes. Mathematical vocabulary is used confidently and number books such as 'Spot' are used to reinforce their learning. Children explore capacity through structured sand and water play. They work independently as they investigate the properties and vocabulary of numbers; such as three and two make five.

53. The quality of teaching is very good and impacts positively on children's achievement in counting, calculating, shape, space and measurement. Children get off to an early but appropriate start and as a result they achieve well in lessons and make improved, good gains in their learning. Systematic planning and provision allow children to progress in their knowledge, skills and understanding of mathematics. The nursery nurses are well deployed and contribute well to the good progress made in lessons, for example in work involving spot dominoes. Very effective use is made of resources such as number puzzles to reinforce learning and to order numbers. Children are very interested in the mathematical activities and remain interested throughout the lessons because of the very good provision.

Knowledge and understanding of the world

54. By the time they are six years of age the majority of children are on course to exceed the early learning goals expected for this area of learning. Children enter with a satisfactory general knowledge and in relation to their levels of initial attainment they are on course to make good gains in their learning. Planning shows that work is progressively harder yet appropriate for all children. They have good opportunities to experience work in history, geography, science, art and design and ICT. Nursery children build on this knowledge to learn more about themselves through topics such as 'All About Me'. Literacy skills are developed through themes such as 'The Senses' when children recognise and discuss their likes and dislikes of different food and smells. They talk about changes that happen to biscuits when cooked, such as the delicious smelling 'cookies' the nursery children made. All children learn about the passing of time through the regular use of significant times of the day and days of the week. They use a range of constructional equipment to design and build models and are able to cut, stick and join materials. Nursery children use the computer satisfactorily when supported by an adult and reception children show increasing confidence in controlling the mouse and the cursor when working independently. On a few occasions children become disinterested when an adult is not readily on hand. Nursery and reception children begin to understand the passing of time, through the regular use of significant times of the day and days of the week. They talk about where they live and the design of their school. Children have designed and made effective models of the school and the school playground after walking around the building and school grounds. Individual children's assessment folders, containing a photograph of the child on entry, act as an effective personal record of how each child has changed over time. In the Foundation Stage, children can select resources and use equipment safely to construct, build, cut and stick. Children begin to understand their own culture and beliefs and those of other people through the study of their locality and further afield. They visit Formby beach and a science museum and listen to visiting speakers such as a policeman, fireman, and nurse. They learn about celebrations such as Divali, which enhance children's knowledge and understanding of the world and different cultures.

55. The quality of teaching and provision is very good and children make good gains in exploring, investigating, designing and making and in information, communication and technology skills. Adults support children well in investigating their surroundings for example, when designing and making models of the school and its playground from 'junk' material. Adults ensure that children remain interested and concentrate by the quality of provision and change of activity when its purpose is outlived. Children have opportunities to create simple designs using shapes such as a boat, a house or a face. Equipment and well-prepared resources are easily accessible to support and help children achieve independence.

Physical development

56. The majority of children are on course to achieve standards expected for this area of learning by the time they are six years of age. Many are on target to exceed these standards. The development of the outdoor play area for the nursery class has helped the children to make good progress in the development of their physical skills. They run, jump, balance and climb using a range of equipment and show a developing awareness of the needs of others in the space around them. Nursery children use wheeled toys and a climbing tunnel with increasing confidence to support the development of their gross motor skills. Outdoor large play equipment has improved since the last inspection, but the school is conscious of the need to further develop this area for the reception classes in order to enhance the development of full body movement. All children use a variety of tools for drawing, colouring and cutting. Nursery children develop satisfactory skill and control when handling scissors, for example, when cutting out a flower, and reception children show increasing dexterity as they work with pencils, crayons, and paintbrushes. Manipulative skills are good. Children roll, squeeze, push and knead malleable materials such as play dough to make cakes and letters. The quality of teaching is very good and impacts positively on standards in physical development. Due regard is given to safety when children handle these tools. Very good support by adults contributes effectively to the acquisition and development of these fine motor skills. The use of tools for sawing was not seen during the inspection.

Creative development

57. The majority of children are on course to exceed the expectations of the early learning goals in this area by the time they are six years of age. In relation to their levels of attainment when they enter the nursery they are on course to make good gains in their learning. Children are encouraged to express their feelings through exploring media and materials, music, dance, story making and imaginative play. Children now have daily opportunities to explore colour through painting, printing, collage and crayoning. In the nursery, the children create interesting collages using a wide range of well-chosen resources, and create prints using four colours of paint and vegetables and fruits such as green peppers, carrots and oranges to create vivid prints. Awareness of colour is enhanced in the nursery by focussing on one specific colour such as painting in yellow. In music children explore, satisfactorily, the sounds made by different instruments and listen with interest. Children recognise familiar songs, nursery rhymes and jingles and sing them in unison with enjoyment, natural exuberance and zest. Nursery children sing a good bye song to one another at the end of a session, reinforcing the idea that they belong to a special group, and reception classes use number and jingles to reinforce literacy and numeracy. Role-play is used through the classes to give opportunities for children to experience imaginative play, and develop social and negotiating skills.

58. Teaching is very good. Teachers plan very effectively and provide good opportunities for children to explore art and design. Imaginative play such as in the home corner triggers the imagination, extends language and develops decision-making skills. Appropriate intervention by staff helps to support and extend children's ideas and understanding. such as the setting out of places for a meal in nursery, when the idea of the number three was used to good effect and the discussion and negotiating skills heard in the reception home corner.

ENGLISH

59. National Curriculum tests indicate that in 1999 the attainment of seven-year-olds in reading and writing was similar to that of pupils nationally and average when compared to similar schools. The attainment of eleven-year-olds in English was below the average for pupils of their age and below the average for similar schools. Over four years the school's results have varied from average to above average for seven year olds and below average to average for eleven year olds. The most recent test results for 2000 suggest a level of attainment that is much better than the 1999 results. The school met its targets for 1999 and is in line to meet its targets for 2000. The standard of work seen is not as good as the results for 2000 would suggest. The Year 6 group of pupils currently working through the school has a significant number of pupils with special needs. However, overall, standards are broadly in line with the standard expected nationally. The school's trend of results is upward over a four-year period.

60. By the time they are seven, standards of attainment are in line with the standards expected nationally, except in reading and writing. More able pupils are already exceeding expectation in reading. Some less able pupils are below expectation in writing. However, the school is already addressing this in the emphasis that they place on writing skills in the school improvement plan. By the time they are seven pupils already exceed expectation in speaking and listening. They display a confident manner and are willing to participate in discussion. They listen carefully and are able to respond to questions. It is difficult to recognise the pupils with reading and writing difficulties in the whole class discussions that precede their group or individual work.

61. By the time they are eleven, standards attained by pupils are well above expectation in speaking and listening. They display a mature understanding, listen carefully and participate courteously and sensibly in discussion. They deduce, predict and are sometimes very perceptive. In reading, some Year 5 and Year 6 pupils already achieve higher levels. Most are in line with expectation. However, there is a very wide spread of ability in the present Year 6 group and some pupils do not attain the expected level. In writing, pupils are mainly in line with expectation. Some more able pupils are on target to exceed expectation.

62. The school has a policy for the recognition and teaching of more able pupils and provides extra support and extension work to challenge them further. Pupils with special educational needs and English as an additional language are well supported and make good progress. Training has started for staff in developing strategies to deal with pupils whose behaviour is challenging. In one lesson behaviour was judged to be unsatisfactory. There is a wide spectrum of ability in some classes, which is catered for in differentiated work and additional support.

63. Teaching in English has improved overall since the previous inspection. It is better at Key Stage 1 than Key Stage 2. All teaching is at least satisfactory with two thirds of all teaching either very good or good. Where teaching is good or better, it is characterised by good planning, clear learning and lesson objectives, good classroom management and sound knowledge of the subject or topic being taught. In lessons judged to be satisfactory overall, there were some elements where teacher knowledge of the subject is sufficient but not good and the pace of the lessons is not brisk. This leads to lack of attention and distracting behaviour.

64. Teachers plan well and some evaluate lessons using this information to plan what comes next. There is a marking policy that is well established for younger pupils with supportive comments, which also address some of their learning needs. Marking of older pupils' work is more critical. Most teachers reinforce the class rules and use opportunities for social and cultural development. The self-esteem of pupils is important. Pupils are praised for their efforts, not only in terms of their work but also their behaviour and attitude to the work. Pupils are involved regardless of gender or ability. There is a good level of respect between teachers and pupils and among pupils.

65. There is thorough assessment of pupils' progress, both formally and informally. Some of the best teaching uses this information to plan future learning. Reports to parents use a bank of statements. At first sight these seem to be very similar. Comments in many pupils' reports did look very similar. However, staff qualify the statements to indicate how well pupils achieve the different aspects of the curriculum. Careful statistical analysis of assessment results is being done by the co-ordinator of English; it is intended that this analysis will support medium-term and long-term planning. The analysis has already revealed that writing and grammar are areas where extra in-service training is needed to prepare staff more effectively.

66. Learning at Key Stage 1 reflects the quality of the teaching. In the majority of lessons it is either good or very good. Pupils in these lessons make good progress and use previous learning effectively. At Key Stage 2, in lessons where the pace is relatively slow some pupils' concentration and interest waned. Differentiated work is set throughout the school; there are some examples of very good practice in work provided for the more able pupils. Learning is well supported by the provision of suitable resources.

67. Pupils have a library lesson timetabled each week. Year 6 pupils assist in the library. Most of the older pupils know what an index, a glossary and a contents page are for. Not many are able to access information from the non-fiction with ease. A book classification system is in place but few pupils understood how this worked. Reading of fiction is well established with extensive resources available in school in classrooms, the library and from the reading schemes.

68. The attitudes and behaviour of pupils is usually exemplary. It continues to be a strength in the school. There was unsatisfactory behaviour in one lesson. The class rules are reinforced regularly; pupils show respect for adults and each other without being reminded. Pupils are very positive in their response to classroom management. When divided into working groups they do so without fuss and work collaboratively or as individuals without direct supervision. The pupils take pride in their work. Displays of work on all the corridors and in classrooms are well presented, offering a range of abilities, not just the brightest pupils' work.

69. The implementation of the Literacy Strategy has provided a framework for the school, which was already committed to improving literacy skills and abilities. The schemes of work are well co-ordinated into their other teaching by some staff. For example, pupils who had learned to follow or write a series of instructions used this skill in design and technology and religious education. In one Year 5 class, pupils' extended writing used the work being done in their history project as a stimulus. Some very good creative writing was developed using weather conditions. However, there are opportunities for better use of literacy time to make use of and extend literacy skills into other subjects of the curriculum.

70. In the previous inspection English was stated to be 'a strength of the whole school and to 'make a significant contribution to all subjects of the curriculum'. English continues to be a strength at Moorside School. It is still regarded as a priority by the school and this is seen in the amount of financial support and the additional learning support that is available to the staff.

71. The Key issue from the previous inspection was to: *review the schemes of work for English.. to ensure that they provide continuity and progression in learning from Key Stage 1 to Key Stage 2.*' The school set about addressing the issue in their action plan after the previous inspection. This planning has been further enhanced through the thorough implementation of the national Literacy Strategy. There is a policy for English that is regularly reviewed. During the inspection a draft of the next development plan for the teaching of English was seen. This has been discussed with staff and priorities identified and agreed. These include raising achievement in writing and the teaching of grammar. The school has made good progress in adopting and implementing both the national Literacy Strategy and Curriculum 2000. Whole school policies for use of the library, marking, and the teaching of the more able have also made some impact on the teaching and learning within English.

72. The Literacy Strategy has provided a structure for the teaching and learning situation and assisted in a closer co-ordination of the work across year group classes. It has supported the school's planned priority to improve the quality of opportunity in reading and writing. A substantial financial commitment has been made to implement the strategy, not just in materials and equipment but also in support staff. All year groups have a learning support assistant each morning to assist with Literacy and Numeracy. In addition to the Literacy hour, there is timetable provision for guided reading and in the junior section of the school for extended writing. Some use is made of information and control technology and this will be further developed when the new suite of computers is opened in the next half term. Pupils in all year groups take home readers each day and parents comment on progress in the reading, highlighting specific difficulties or good progress. Pupils in Year 5 and Year 6 also expand on their own comments, in reading diaries, in book reviews, both informally and as part of their literacy work.

MATHEMATICS

73. The 1999 national tests showed that seven-year-old pupils achieved standards that were above the national average and above the standard for similar schools. By the time pupils left school at 11 years of age, attainment was in line with the standards achieved nationally and in line with the average for similar schools. The results of National Curriculum tests for seven and eleven year olds in 2000 indicate that standards of attainment were broadly similar to 1999.

74. The standard of work seen during inspection week by pupils in Years 2 and 6 is in line with those standards expected nationally.

75. Pupils, including those with special educational needs, make satisfactory progress as they move through the school. Pupils in Year 2 count together in twos up to 40. Most pupils show confidence in their knowledge and recognise that this is an even number sequence. Higher attaining pupils begin to add two-digit numbers mentally with some pupils doing this readily. Some pupils show a good level of reasoning and explain their methods when solving number problems, for example; "16 from 26 must equal 10 because the last two digits are the same".

76. Pupils' skills in using and applying mathematics is developing well as they get older. Pupils in Year 3 try different approaches and develop their own ideas when looking for patterns in multiples of two and three. They also look for different ways of measuring objects accurately and attempt to estimate length. For example; " You can measure a ruler by looking at the length, but add about a centimetre at either end. That makes my ruler 32 centimetres". Pupils in Year 6 understand that there can be more than one way to solve a problem or reach a solution. When solving number problems or handling data, they use their knowledge of patterns and attempt to reach the answers in their own way. These skills that pupils develop enhances their ability to do mental calculations more readily. In Year 5, pupils very quickly respond accurately to questions on times tables up to ten times ten. Some Year 6 pupils calculate money problems up to £5 more easily by using their mental skills when writing down the answers.

77. The quality of teaching is good overall. No unsatisfactory lessons were seen during inspection week. Most lessons were good or very good. There was one excellent lesson. This represents an improvement since the previous inspection report. The high pace of lessons, particularly when the teacher is discussing with the whole class, encourages pupils to sustain their effort. Pupils show a lot of enthusiasm for the subject, which is sustained by the urgency of teachers' approach and the interesting range of activities. The strategies which teachers use when questioning pupils promote a high level of individual intellectual effort. Particularly noteworthy is the way in which teachers encourage pupils to develop their own approaches to solving problems by skilful questioning and prompting. This was a weakness at the time of the previous inspection report that has been very successfully addressed. Whilst the pace of lessons and pupils' participation is generally high, sometimes in Years 1 and 2 lengthy introductions and the practical activities slows down the learning process and some pupils become distracted. There is a lack of direct use of the support assistants in helping with the deployment of materials and equipment which interrupts the flow of the lesson and hence pupils' focus. Where teaching is excellent, pupils in Year 3 make substantial progress over the course of a lesson. The teacher's excellent subject knowledge is shown by confident discussions and demonstrations which involve pupils in using measuring instruments such as a depth gauge, a trundle wheel, and callipers. Pupils clearly understand what they are doing which gives them the confidence to try different ways of solving problems. The enthusiasm and involvement of teacher and pupils alike throughout the lesson is high, and the pace of learning is outstanding.

78. Teachers have a good knowledge of the requirements of the National Curriculum and the National Numeracy Strategy, which they use effectively to develop their planning and strategies in the classroom. Mathematical concepts are reinforced very well by the relevant use teachers make of ICT. For example, pupils in Year 6 use the computer to enter information and show the results in a bar chart during a lesson on data handling.

79. The management of the subject is good and the co-ordinators have been effective in supporting the implementation of the National Numeracy Strategy. The co-ordinators have used the opportunities for monitoring the teaching and curriculum well, and has evaluated these observations clearly. The organisation of setting arrangements for pupils throughout the school has helped to address the issue of the progress of higher attaining pupils, which was raised in the previous inspection report. There are good assessment procedures and the work of pupils is carefully monitored. The targets that the school has set for pupils' attainment at 11 years of age this year in mathematics are realistic in the light of the standards of work seen amongst pupils in Year 6.

SCIENCE

80. By the time pupils are seven years of age and eleven years of age, standards of

attainment are in line with the standard expected nationally. Pupils make satisfactory progress in their acquisition of knowledge and this progress is enhanced by the practical work they do through investigations and experiments. Pupils with special educational needs make progress that is satisfactory in the light of their prior attainment. The standard of work seen for seven-year-olds is similar to that reported through teacher assessments in 1999. In the past most seven-year-olds have achieved the nationally expected level but fewer have gone on to higher levels. The evidence of inspection week is that pupils of this age are now challenged to higher levels. The standard of work seen for eleven-year-olds is better than that reported through national Curriculum tests in 1999. The percentage of pupils achieving the expected level was close to the national average but fewer pupils achieved higher levels. The evidence of inspection week is that more pupils now achieve those higher levels. The trend of attainment for eleven year olds is a falling one over four years. However, the most recent National Curriculum tests indicate that this trend has been reversed in the year 2000. Inspection findings confirm that this is the case. There is very little difference in the attainment of boys and girls.

81. Pupils in Year 1 and Year 2 are very involved in their practical work. They investigate, discuss and report what they see and find out in pictures and in words. This is a good support to the progress they make. They are asked to say what they expect will happen, explain their thinking and to be accurate in their observations. Their learning is carefully matched to their direct experience and this gives them confidence in their investigations and reporting. The structure of their work gives them a secure beginning to the elements of scientific methods. They are required to think. Pupils explore the dimensions of their own body, measuring and counting accurately. They present their findings in charts and simple tables. They know that a prediction is a thinking guess. They tell the teacher how different foods will change under the influence of heat and most recognise that some changes can be reversed and that others are irreversible. They sort materials using groupings such as rough and smooth, metal and plastic. They use touch to discriminate between the different properties of materials.

82. The influence of practical work continues through Year 3, Year 4, Year 5 and Year 6. Pupils investigate the effect of diet on teeth and are horrified at the practical demonstration of the erosion of teeth immersed in a popular drink for a week. They know that different teeth have different functions. Older pupils experiment with different types of rock to judge their potential for allowing water through. They discuss with some animation what they expect to find and are delighted when the experiment proves their prediction to be correct. Results are recorded accurately. Many of these pupils already have a secure knowledge of some of the properties of chalk, sandstone, limestone and granite. Pupils in Year 6 are confident in their knowledge of simple electrical circuits. They learn the correct symbols for circuit diagrams in preparation for making their own more complex circuits with switches, bells and resistors.

83. The teaching of science is good. Teachers have a secure knowledge of the content of the curriculum but also an understanding of the practical nature of the subject. Tasks are designed which are appropriate to the needs of the pupils and match their prior learning. Pupils are required to predict and explain. This gives a good level of challenge to higher attaining pupils. Good care is taken to involve lower attaining pupils in all the practical work. As a result teachers are successful in meeting the needs of all pupils. The management of pupils is generally good. Occasionally, pupils are very excited by the practical work they do and as a result there is sometimes a loss of focus on the work. Teachers' explanations are clear but when a few pupils are boisterous, explanations have to be repeated. This takes away from the brisk pace of lessons and on rare occasions not as much is accomplished. The strengths of teaching mean that learning is good. All pupils are involved in the work and pupils learn to work well together. There is a good level of interest and motivation. Pupils do their practical work enthusiastically and settle quickly to their recording tasks.

84. The subject is effectively managed. Responsibility for managing a budget is a good prompt in auditing and monitoring the school's provision. There is a clear policy and a curriculum map to guide continuity through the years. The school has matched its provision to the expectations of Curriculum 2000, the most recent national guidance. Assessment is systematic and helps to support the progress of pupils through the school. Resources are maintained at a level that ensures that the work of the subject can be managed smoothly. There is an awareness of aspects of literacy in teaching science, particularly in the insistence on the use of key scientific vocabulary. Many teachers have high expectations of the ability of pupils to spell correctly in their scientific recordings. There is also considerable support for aspects of numeracy: in making careful measurements and in the way data is collected and recorded. Some teachers make effective use of ICT to support pupils' work in science. There were no key issues for action arising from the previous inspection. The quality of teaching has improved since then. Overall the school has maintained its standards.

ART AND DESIGN

85. There was little teaching of art and design seen during the inspection. Evidence was taken from displays of work around school and from discussions with pupils and teachers. Standards are in line with national expectations at the age of seven. By the time pupils are eleven they reach the standard expected for pupils of that age. There is evidence, both from the work on display and during lessons that were seen during the inspection, that all pupils, including those with special educational needs, made good progress.

86. In Key Stage 1, pupils experiment with paint and use colour effectively. They represent their feelings and develop sufficient skills of observation to produce simple portraits of each other containing basic details and features. When pupils reach the age of eight, their skills and knowledge develop. By Year 4, they recognise the work of famous artists and attempt to paint in their style. They know about L. S. Lowry and recognise his paintings around school. In Year 5, pupils use skills that require detailed observation and control, to produce hieroglyphs in connection with their work in history. They recognise how the human form was represented at that time and explain how it is different from the work of other famous artists. They have an understanding of colour and use different media to draw hieroglyphs.

87. In a Year 6 lesson, pupils concentrate on developing their drawing skills. They understand what they are expected to learn and follow clear directions on how they can draw a human face in proportion. The lesson was very clear in its objective and pupils made good progress in their drawings of each other, completed the detail and then listened attentively to the teacher on how to complete the next part of the portrait. By the end of the lesson, most pupils in the class had produced a portrait of another pupil, which contained fine detail and included the use of shading with different types of pencil.

88. Pupils' attitude to work is good. They listen and discuss, modify and improve their work. Occasionally, the progress made by pupils is inhibited when they are inattentive. Overall, teaching is satisfactory. Where there is good teaching, objectives are shared with pupils and appropriate tools and materials are available.

89. There is a comprehensive scheme of work, which covers all aspects of the new national curriculum and there are sufficient guidelines and resources to support it. The co-ordinator is aware of the constraints of time and other demands in the curriculum. She is enthusiastic and effective in her role; she keeps up to date in the subject and manages the budget efficiently to ensure that resources are available. She talks regularly to teachers, offers advice when appropriate and has a clear understanding of what is being taught in art and design throughout the school.

DESIGN AND TECHNOLOGY

90. Only one lesson was observed during the period of the inspection. This provides insufficient evidence to be able to make a firm judgement on the overall quality of teaching. However, evidence from teachers' planning, examples of pupils' work and displays around the school, indicate that all pupils, including those with special educational needs, make satisfactory gains in their learning and work broadly at the expected level. Standards have been maintained. Since the previous inspection, the school has placed an appropriate emphasis on the development of literacy, numeracy and communications and ICT development and the number of design technology co-ordinators has been reduced from two to one. However, new impetus to the development of design technology has taken place by way of the introduction of the Curriculum 2000 in Key Stage 2 planning.

91. In Key Stage 1, pupils have opportunities to communicate through simple design drawings and by the age of seven have opportunities to identify the strengths and weaknesses in their designs. Planning places an appropriate emphasis on the need for design and the evaluation of finished work so that pupils make sound progress in the understanding of how design affects the outcome of the product. They work in a range of appropriate materials such as card, clay, food and textiles and make 'pop up' greetings cards, clowns with moving joints, clay divas, (candleholders) and flowers using various materials. Pupils have opportunities to investigate techniques of using materials such as scrunching, pleating, and overlapping. They construct three-dimensional models such as mini-beasts using mouldable materials, make vehicles with wheels and use commercial construction materials. As they progress through the key stage, pupils have opportunities to investigate techniques of joining sheet materials and three-dimensional containers. They extend these techniques when joining material, such as jointed clowns using paper clips.

92. By the age of eleven, planning shows that pupils have opportunities to experience a relevant range of activities in their work and make good gains in their learning. Planning places an appropriate emphasis on the need for design and the evaluation of finished work so that pupils make sound progress in the understanding of how design affects the outcome of the product. They decide what materials they will need and critically assess their work to see how they can improve their designs. Year 3 pupils are able to identify the essential ingredients for a healthy salad and design a poster to classify these. Older pupils build on knowledge and skills previously acquired, by designing and making rigid structures and know how to incorporate materials into a structure to strengthen it. Year 6 pupils build on their techniques of joining by using card triangles, (Jinx method) to construct a frame to support their models of Anderson shelters. Planning shows that pupils have opportunities to incorporate electrical circuitry into these models.

93. Pupils' attitudes to design and technology are good and they talk about the subject with enthusiasm. Year 4 pupils talked enthusiastically and knowledgeably about the symmetrical nature of the Tudor gardens they have designed and made. Year 3 showed good collaborative skills when classifying certain types of food and gave constructive advice to one another.

94. Design and technology makes a satisfactory contribution to the development of pupils' cultural awareness and social skills. Pupils are given the opportunity to work together, to make decisions and solve problems. Satisfactory opportunities also exist for using literacy and numeracy skills when evaluating their work and their products and in measuring components.

95. The co-ordinator provides satisfactory leadership of the subject through her monitoring of teachers' planning. There is no monitoring of teaching. The school has adopted a scheme of work based on the Qualifications and Assessment Authority, which ensures a logical sequence in the teaching of knowledge and skills. Coverage of the Curriculum 2000 is now evident in Key Stage 2. The school has identified, as a priority, the introduction of the new curriculum to Key Stage 1 and refinement of assessment procedures. Assessment and recording of pupils' achievements in relation to the National Curriculum standards are in place and used, but the school is aware of the need to develop a consistent approach throughout the school. Resources continue to meet the needs of all the areas of design technology.

GEOGRAPHY

96. There were no opportunities to see a geography lesson during the week of the inspection. An examination of pupils' work and discussions with them suggest that standards are in line with national expectations by the time pupils are seven and above by the time they are eleven. Pupils with special educational needs make satisfactory progress. Pupils attain satisfactory standards of work at Key Stage 1 and make good progress particularly in mapping skills at Key Stage 2. The previous report indicated standards in geography were satisfactory.

97. In Key Stage 1, pupils develop an awareness of different types of houses and shops in the local area. They make comparisons and recognise where they are in relation to school. By the time they are seven, they plan their journey to school and make a map of their route using a simple key. They use a map and recognise local place names in the area. Pupils mapping skills are enhanced in Year 2 by the introduction of Barnaby Bear's journeys. They carefully observe where in the world he has been. Photographs and the link to the maps, assist the development of geographical language and recognition of differences between places and countries. Pupils make progress, and by the time they are eight they recognise countries on a world map. Pupils know for example that Zimbabwe is in Southern Africa and in which direction they would travel to reach the country. They understand the climatic conditions and they can make comparisons between the landscapes and economic conditions which prevail in Droylsden and Mutari (Tameside's twin town in Africa).

98. Pupils in Year 4 use their knowledge of the local area make comparisons with an area in Derbyshire. They lack understanding of the meaning of some geographical terms. They are not aware of the significance of a river and the erosion on the landscape. The over use of worksheets and video material does not develop the geographical skills and understanding. Pupils find it difficult to discuss the area and lack awareness of the comparison. A study of France further extends geographical knowledge and understanding. Year 6 pupils improve their mapping skills. By the time they are eleven, they use four-figure co-ordinates and make maps that show detail and differing features. They recognise St Lucia as a Caribbean island

and recognised the effects of tourism on a local area.

99. The schools' 'eco project' in conjunction with Tameside Council enables all pupils to raise their awareness of the environment. They have contributed to a town debate using skills and knowledge they have learnt in school and persuaded the local assembly to improve a local area, which had become an eyesore.

100. Pupil's attitudes are very positive and they enjoy the term when they use maps and find new information about other places in the world. They can use geographical terms appropriately and are able to discuss confidently about what they know and understand.

101. The subject co-ordinator is very positive about the subject and monitors carefully how the subject is planned. There is a clear policy, and medium-term plans are in place to meet the new national curriculum. An assessment of pupils' knowledge and understanding is reviewed at the end of each geographical topic and is used to inform future teaching. This process does not assist teachers in providing information to help them plan tasks to match the needs of all pupils. The time available to teach Geography has been constrained by national initiatives. Apart from limited examples in map work, there is little evidence that geography is contributing to the teaching of literacy and numeracy. Resources to support the subject have improved since the previous report and are now good

HISTORY

102. By the age of seven, pupils meet standards in history that are in line with national expectations. When they are eleven, they have acquired sufficient knowledge and some understanding about the past, that they meet national standards for their age. They identify significant events in the history of the United Kingdom and have some knowledge of ancient civilisations. Pupils discuss the way of life of past societies, the impact of events and famous people have made on the past. They know which are the earliest civilisations but are confused about who invaded the British Isles

103. At the time of the previous inspection, standards were described as high. The impact of national initiatives in other areas of the curriculum has limited the amount of time pupils spend studying the past and standards are now satisfactory. Pupil's attainment is now similar to that of other pupils of the same age. It was not possible during the inspection to observe any lessons in Key Stage 1. In discussions with pupils and looking at their previous work, it is apparent they have an understanding of the time. Pupils recognise significant events that have happened in the lifetime of their parents and grandparents. They discuss and record comparisons of their own lives and draw conclusions about significant people and events.

104. By the time pupils are eight, they recognise different periods in the history of Britain. In Year 4, pupils have an opportunity to experience 'living history' and visit places that allow them to experience life as it may have been in Tudor times. Pupils have made comparisons about toys and games and rhymes they use which originated in Tudor times. When they are involved, pupils are enthusiastic and eager to make progress. Their knowledge is not confirmed in a worksheet that was unclear about the comparisons they were being asked to make. Pupils use CD-ROMs to help them draw conclusions and develop their understanding.

105. In Year 5, pupils make comparisons between the ancient civilisations of the world. They use a range of skills and materials to understand how historians have been able to use hieroglyphs to provide the knowledge about people who lived at that time. They research information from books and use ICT to extend their knowledge about ancient Egyptians and their way of life. Pupils have researched information and made models at home which has developed their understanding and knowledge. This is a good feature.

106. Year 6 pupils have an opportunity to study photographs and posters from the beginning of the Second World War. They make good progress and the lesson objective is clear so they are able to work together and discuss significant information in order to make conclusions. They discuss widely and are able to present their findings to the class in a positive and interesting way.

107. The quality of teaching overall is satisfactory and sometimes good. There is a policy and the curriculum has been reviewed and modified against the new national curriculum. The co-ordinator monitors the work on display and has an overview of teachers planning. Assessments made of pupils learning at the end of each topic measures pupils' knowledge and helps to inform future planning of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. By the time pupils are seven and eleven years of age, they achieve standards in ICT which are in line with those expected nationally.

109. Younger pupils work with images on a screen and make pictures of simple landscapes. They show confident handling of the mouse and keyboard when changing the information and letters on the screen during work in science and English. Pupils in Year 2 give instructions to a floor turtle to make it move in a pre-determined way, building up the difficulty and length of the instructions. As pupils move through the school, they make increasing use of ICT in other subject areas. Pupils develop their awareness of the value of ICT tools and information sources in supporting their work. Year 3 pupils investigate the names of teeth and the order in the mouth in a science lesson using a CD-ROM. Pupils generally become more confident in handling data in mathematics as they make increasing use of computer programs that produce charts and graphs from the information they enter. Pupils in Year 6 develop and refine their ideas by re-organising and changing text when working on a history theme about evacuation during World War Two. They show a good grasp of the benefits of working with word processing programs. However, pupils' skills in exploring patterns and relationships and controlling events in a pre-determined manner are weaker. They do not make the same progress in these areas of study as they move through the school and their knowledge and understanding is relatively simple by the time they are eleven years of age.

110. Only three lessons of ICT were seen during inspection week and the quality of these lessons was good. Teachers prepare resources well and they link the introductory part of lessons clearly to the "hands on" experience of pupils. Pupils are enthusiastic in their approach to the subject and there is an industrious working atmosphere evident in lessons.

111. Apart from the taught lessons, teachers make good use of ICT to enhance learning in other subjects, such as English, mathematics, history and science. They make sure that when pupils use the classroom computers, the work that they do is directly relevant to the subject. This reinforces subject learning as well as increasing pupils' awareness of the role of ICT in a wider context. A key issue in the previous report was that the school should seek to improve the use of ICT as a key skill across the curriculum, and this has been addressed satisfactorily. Whilst the opportunities for pupils to study information handling and

communication are good, there is insufficient scope to develop skills in modelling and control particularly for older pupils. Teachers' subject knowledge is weaker in these areas.

112. The subject is soundly managed by the co-ordinators who are enthusiastic about the further development of the subject. There is a room prepared for use as an ICT suite and the imminent arrival of new computers should provide a sound basis for the future. However the subject knowledge of the staff in some areas is currently insufficiently developed in order to take full advantage of these new resources and to give pupils the full range of opportunities to raise their attainment further.

MUSIC

113. Standards of attainment in music are in line with the standard expected nationally for pupils at the age of seven and eleven. Pupils make satisfactory progress in their acquisition of skills and knowledge. Occasionally, where good teacher knowledge and a brisk pace to the lesson augment the quality of teaching, pupils make good progress in their learning.

114. When they enter full time school, pupils learn to sing familiar songs in tune. Songs in assembly are sung with clear and meaningful words. Pupils compose their own music and know the difference between soft and loud, fast and slow. They use instruments to build layers of sound and respond to the directions of a conductor. Pupils enjoy taking turns to be the conductor. Older pupils build on their singing skills, becoming more adept at interpreting meaning and mood. They listen to music intently. They discuss sensitively how the composer Saint-Saens used instrument and tune to capture the graceful gliding of the swan in his 'Carnival of the Animals'. Pupils concentrate well on a rhythm pattern as they learn to repeat increasingly complex themes. Pupils learn to sustain one rhythm pattern against another. Pupils sometimes use unconventional notation to write down the music they have composed, so that their performance can be repeated and improved.

115. Teaching and learning are satisfactory. Teachers plan their work appropriately and this helps them to maintain the pace of lessons. Teacher knowledge is satisfactory. Where it is sometimes good, for example, in a lesson with children under five and in a listening and appraising lesson, the teacher makes good teaching points – about technique for using instruments or about the background of a piece of music – and this supports better learning. Pupils are interested in their music lessons. They concentrate and respond well to what the teacher has prepared. Behaviour is never less than good.

116. The co-ordinator has good subject expertise. The curriculum has been adapted to ensure full coverage of the elements of Curriculum 2000. There is a good range of support material for teachers. The co-ordinator is aware of the need to help colleagues where there is less confidence in subject knowledge. Whilst the range of instruments available for use is satisfactory, there are insufficient resources to confidently teach the music of a range of ethnic backgrounds.

PHYSICAL EDUCATION

117. Attainment in physical education is in line with the standard expected nationally for seven-year-olds and eleven-year-olds. Pupils experience a broad range of work in dance, gymnastics, games, swimming and athletics. Their rate of progress in acquiring skills, knowledge and understanding is satisfactory. Occasionally, where there is strong teacher knowledge, progress is rapid and pupils attain standards that are higher than those expected.

118. Younger pupils use their knowledge of the animal world and their imagination to take on the role of elephants or birds. They recognise speed, direction, rhythm and level of activity

as they use their body to move in the animal role. Good use is made of pupils to demonstrate to each other. Careful attention on what is being demonstrated helps pupils to improve their own performance. All pupils take part in warm up exercises and understand why they should warm up before vigorous exercise. Pupils in this age range handle large gymnastics equipment carefully and safely. They listen to instructions well: this enables lessons to be conducted safely but also gives pupils a good understanding of they need to do. Pupils take turns thoughtfully and develop a good idea of how to use space. Older pupils in the school learn some quite agile steps from taped dance instructions. However, one or two find it difficult to concentrate on the tape. These pupils listen better to the teacher. Pupils describe moving pathways using a series of large and small steps. They move rhythmically to an 8 bar phrase of music. When developing batting and bowling skills, pupils are quick to appreciate the demonstrations of others and to learn from them. Good development of tactical awareness is the result of brisk and well-informed teaching. For example, in developing the skills of invasion games, pupils were encouraged to think, observe and discuss. Good standards of attainment were achieved when they came to practice the tactics developed. In swimming 92 per cent of pupils achieve the standard of 25 metres. It is expected that this will rise before the current Year 6 complete their programme of swimming lessons.

119. Teaching is always at least satisfactory and as a result pupils make satisfactory progress. Teachers have adequate knowledge of the subject. However, where teacher knowledge is really strong, as in the session on invasion games, the pace of the lesson is quite breathtaking, there is great intellectual challenge for pupils and their rate of learning is brisk. Teachers use warm up and cool down sessions appropriately. They give careful attention to health and safety matters. Occasionally, pupils who do not take part in the lesson are expected to be passive observers. These pupils sometimes detract from the teacher's focus on those pupils actively involved. As a result, concentration on the lesson and the rate of learning are not as good as it could be. As part of its policy the school would benefit from guidance on strategies to manage pupils who cannot take part in the lesson.

120. Physical education is well managed. The co-ordinator is experienced and knowledgeable. The curriculum has been tailored to the requirements of Curriculum 2000. A curriculum plan ensures that all pupils get the full range of activities. There is good enrichment of the curriculum through opportunities to have coaching sessions after school and to take part in team games. The resources for physical education are good. There is a small hall and a large hall, which are well used by the school. Swimming is taught at a local pool. There is a small field that is suitable for outdoor games and athletics in season.

RELIGIOUS EDUCATION

121. Pupils' attainment in religious education is in line with the expectations of the local syllabus. Standards sometimes exceed expectations. Year 1 pupils know the difference between the Old and New Testaments of the Bible. They recall, some with great detail and accuracy, some of the other Bible stories that they had learned. Year 2 pupils know a great deal about Divali. The Divali cards brought in by the teacher had characters and symbols that they recognised and could name without prompting. They also know about other places of worship and other faiths' precious books. In both classes their interest and enthusiasm was clearly shown. Teacher expectation is high and pupils respond to it well. Older pupils have a background of knowledge of Bible stories. They relate this to the way people live their lives today. Pupils in Year 4 learn about Islam. They show respect for the holy book of Islam and recognise some of the features of the Moslem religion.

122. Pupils showed interest in the discussions that took place, and were enthusiastic throughout two of the lessons. A measure of the positive attitudes and behaviour was seen in one of the lessons with the younger pupils. One of the pupils had the opportunity to talk about

his faith and explain aspects of it to the other pupils as part of the discussion on celebrations. He talked confidently, was listened to carefully and was shown great respect from a group of young pupils. Some addressed their questions directly to him as he was allowed to become 'the teacher'. Pupils in the Key Stage 1 classes were eager to role-play and to make things associated with their topics. They displayed a very mature attitude and although involved in some potentially disruptive and excitable activities did not take advantage of the situation. Class rules were reinforced without being overbearing and pupils worked co-operatively and often with little direct supervision.

123. Teaching is good overall with a range from satisfactory to very good. Examples of good teaching are characterised by clear planning and lessons that had been well prepared. Teachers have a confident knowledge of the subject. The lessons have pace and variety, tasks are differentiated to meet the needs of a wide spectrum of ability. The structure of Literacy hour is used to guide pupils through the lesson. Links were made to the topics being studied in the Literacy hour. As a result pupils learn well, acquiring a good range of knowledge and understanding.

124. There is an annual plan for topics within religious education. Pupils study 'Christianity' for two terms and one of the other faiths for one term each year. The other faiths are; Judaism, Islam, Hinduism and Buddhism. Displays of artefacts, books and posters, together with examples of pupils' work can be seen in the classrooms and also in one of the halls and in the corridors. There has been in-service training to give staff more confidence in teaching the subject. The local education authority adviser has been very supportive and led some of the in-service training. The resources available to staff are good and include artefacts to support all the faiths studied. Each teacher has a 'Treasure Box' that contains all the necessary resources for the teaching of their particular topic. Assessment is carried out half-termly.

125. Attainment and standards were seen as in line or above expectation. In the previous inspection 'spiritual development' was judged to be under-developed. Since the 1996 inspection a policy on spirituality has been developed. There is a suitable policy for religious education. The school meets the requirements of the Tameside Agreed Syllabus. Standards and provision in religion education have been maintained and strengthened.

126. Religious education makes a valuable contribution to the pupils' spiritual development when pupils are given the opportunity to explore their feelings and views. In some of the lessons observed opportunities were given for pupils to appreciate the other faiths and different aspects of worship. They were allowed opportunity for reflection. They showed respect for the beliefs of others.