

INSPECTION REPORT

SUMMERSEAT METHODIST PRIMARY SCHOOL

Summerseat, Bury

LEA area: Bury

Unique reference number: 105327

Headteacher: Mr M. Golding

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 18 – 21 September 2000

Inspection number: 225239

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Rowlands Road Summerseat Bury Lancashire
Postcode:	BL9 5NL
Telephone number:	01706 823427
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend D. Milner
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M. R. Shepherd 11328	Registered inspector	English Science Information and communication technology Design and technology Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
C. Herbert 09652	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
S. Gatehouse 26945	Team inspector	Mathematics Religious education Art Music Geography History Foundation stage Special educational needs	How good are curricular opportunities? Assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school was opened in 1863 as a Methodist school. It serves the whole village of Summerseat. There are four mixed age classes. It has four full-time teachers, including the headteacher who teaches the oldest class for half of the week. A part-time teacher teaches this class for the other half of the week. The two teachers in Key Stage 1 and the part-time teacher in Years 5 and 6 only had nine days of experience of teaching their age groups at the time of the inspection. There are 93 pupils on roll which is smaller than the national average. Six per cent of pupils are eligible for free school meals which is a smaller proportion than average nationally. Attainment on entry is above average for the local education authority. Seven per cent of pupils are from minority ethnic groups and no pupils have English as an additional language which is low. There are seven pupils on the special educational needs register which is well below the national average and no pupils with full statements which is below the national average.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards in English, mathematics and science are well above average by the end of Key Stage 2. Attainment in music is well above expectations. Attainment in religious education, physical education, geography and history are above expectations. Teaching is good overall. Leadership and management are very good. The school provides very good value for money.

What the school does well

- Attainment by the end of Key Stage 2 is well above average in English, mathematics and science.
- Attainment in music is well above national expectations by the end of Key Stage 2. Attainment in religious education is above local expectations by the end of Key Stage 2. Physical education, geography and history are above national expectations by the end of Key Stage 2.
- Relationships are excellent. Behaviour and attitudes are very good.
- The quality of teaching is good overall.
- Management and leadership are very good.
- Moral and social development is very good. Spiritual and cultural development is good.
- The school takes very good care of its pupils.
- Partnership with parents is very good.
- Extra-curricular activities are excellent.

What could be improved

- Consistency in the curriculum for all Year 1 pupils.
- The range of independent writing in Key Stage 1 and Years 5 and 6.
- The daily organisation of information communication technology.
- Formal monitoring of teaching and pupils' work.

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 inspected last in January 1997. The school has made good improvement since that inspection. All the previous key issues have been improved. Standards have risen at the end of Key Stage 2 in mathematics and music. Relationships have improved and are now excellent. Attitudes are better. The proportion of very good teaching has increased considerably and there are now excellent features in the teaching. In the last inspection there was a very small proportion of unsatisfactory teaching. Now all teaching is satisfactory or better. There are now detailed schemes of work across the curriculum. Extra-curricular provision has improved. School development planning systems have been considerably improved to include the whole school community. The use of information technology for administrative purposes has improved.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests in 1999.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	A	A
Mathematics	A	C	A	B
Science	A	B	A	B

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

Attainment in English and mathematics improved in the 2000 national tests. The inspection judges attainment as well above average in English, mathematics and science at the end of Key Stage 2. Attainment in reading and mathematics is well above average at the end of Key Stage 1. Attainment in writing and science is above average by the end of Key Stage 1. Attainment in music is well above expectations by the end of Key Stage 2. Attainment in religious education is above local expectations at both key stages. Attainment in physical education, geography and history is above national expectations by the end of Key Stage 2. The trend over time has been upwards. The school sets targets carefully and meets them well.

Pupils with special educational needs make good progress. Gifted and talented pupils make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards school. They are very involved in activities across the curriculum, particularly in music.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. During the inspection there was a complete absence of oppressive behaviour.
Personal development and relationships	Relationships are excellent and personal development is very good. Pupils have a very good understanding of the impact of their actions on others.
Attendance	Attendance is above average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
29 lessons seen overall	Satisfactory	Satisfactory	Very 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.

Over four-fifths of teaching is very good or better in Key Stage 2. Teaching in the Years 3 and 4 class is consistently very good in English, mathematics and science. There is a small proportion of excellent teaching. It is in music in Years 5 and 6 and the first section of the literacy hours in both Key Stage 2 classes. The quality of the text section of the Literacy Hour is excellent in both classes in Key Stage 2. Teaching is satisfactory in Key Stage 1 with some very good features in the Years 1 and 2 class.

The quality of teaching in English and mathematics is very good in Key Stage 2 and satisfactory with very good features in Key Stage 1. The experienced teachers all teach skills of literacy and numeracy well. These teachers all use questioning very effectively. They have high expectations of pupils across both age groups in the class and pitch the work at the oldest more able pupils. They support the younger pupils very well. These strategies ensure very good levels of effort and concentration from the pupils. There are missed opportunities to use computers across lessons.

Teachers support pupils with special educational needs well and gifted and talented pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range of the curriculum is good in Key Stage 2 and Year 2. It is satisfactory in the foundation stage. It is unsatisfactory in Year 1. Extra-curricular activities are excellent.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Their individual education plans are very good. Provision for gifted and talented pupils is very good.
Provision for pupils' spiritual, moral, social and cultural development	Provision for moral and social development is very good. Provision for spiritual and cultural development is good.
How well the school cares for its pupils	The school takes very good care of its pupils. Procedures for child protection are very good. Procedures for monitoring good behaviour and eliminating oppressive behaviour are very effective.
Partnership with parents	Partnership with parents is very good, particularly in reading. The Friends Association plays a valuable role in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are very good. He ensures a clear educational direction for the school. The leadership of the deputy headteacher is very good. The headteacher and deputy headteacher both combine their management roles very effectively with their very good quality teaching.
How well the governors fulfil their responsibilities	The governors have a very good understanding of the strengths and weaknesses of the school. They play a full part in shaping the direction of the school.
The school's evaluation of its performance	The school evaluates its performance well. The school development planning processes are very good.
The strategic use of resources	The school uses its resources carefully and makes good use of specific grants. It uses the principles of best value well.
Staffing, accommodation and learning resources	Staff development is very good. Accommodation and learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

67 per cent of parents returned the questionnaires. 27 parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children make good progress.• Teaching is good.• The school is well led and managed.• Teachers have high expectations.• Behaviour is good.• Children become mature and responsible.	<ul style="list-style-type: none">• The range of activities outside school.• The amount of homework set.• Guidance on supporting homework.• More information of their children's progress.

The inspectors agree with all the positive statements. They do not agree that the range of activities outside school needs improvement as they judge them to be excellent. Homework systems are judged to be effective and very good for reading. Inspectors judge that parents receive sufficient information about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the school with attainment above average for the local education authority as the assessment at the beginning of the year shows. They make satisfactory progress across all the early learning goals. They are on course to attain above expectations in communication, language and literacy. Many children already hold their pencils correctly and produce recognisable letters. Most understand that print carries meaning. In mathematical development most children are on course to attain levels above expectations. Children use and understand terms such as bigger and longer. Many children count to five confidently. Children show maturity in personal, social and emotional development and are on line to reach levels above expectations. They try new activities confidently and sit quietly for sustained periods. Attainment in knowledge and understanding of the world, creative and physical development is at the expected level for this age.
2. The 1999 national tests show attainment by the end of Key Stage 1 in reading as well above average. The school has sustained consistently high standards in reading over the past three years. The 2000 national tests show an increase in the proportion of pupils attaining Level 3. The 1999 national tests in writing show standards above the national average overall but with no pupils reaching Level 3. In the 2000 national tests the proportion of pupils reaching Level 2 increased but there was still no attainment at Level 3. Compared with similar schools attainment is above average in reading and close to average in writing. The inspection confirms the results of the national tests. Progress in reading is good across the key stage. Teachers organise reading thoroughly and use the home-school links very effectively. Pupils discuss both fiction and non-fiction confidently and use phonics well to tackle unknown words. More able pupils scan the text confidently to find specific words. Progress in writing is satisfactory across the key stage. Pupils have a good knowledge of grammar and use spelling skills confidently. Handwriting is accurate and of a consistent size. However, pupils receive too few opportunities to produce writing independently and this slows their progress in reaching the higher levels of attainment. Progress in speaking and listening is satisfactory and by the end of Key Stage 1 attainment is above expectations. Pupils talk confidently about their own experiences and listen well in whole-class sessions.
3. The 1999 national tests in Key Stage 1 in mathematics show attainment well above the national average. Standards have been consistently high over the past three years and the 2000 national tests show an increase in the proportion of pupils both at Level 2 and above and at Level 3. Compared with similar schools attainment is well above average. The inspection confirms these results. Progress is good across the key stage as the mathematics curriculum is covered thoroughly. Pupils have a very good understanding of place value up to 100 and organise their own work by composing their own number facts. They use measurements accurately and interpret information from graphs correctly.
4. The 1999 teacher assessments in science in Key Stage 1 showed standards above national average at Level 2. The inspection confirms these standards. Progress is good across the key stage. Teachers cover the curriculum thoroughly and include investigative work regularly to develop these skills. Pupils record the outcomes of their investigations in different ways.

5. The school tracks pupils' progress carefully and sets their overall targets by a thorough analysis of individual achievement. This ensures that pupils fulfil their potential. These systems are resulting in results exceeding the annual targets set.
6. In Key Stage 2 the 1999 national tests show attainment in English as well above the national average. This is an improvement on the previous two years. The good standards at Level 4 and above were maintained in the 2000 national tests. The proportion of pupils at Level 5 has increased. Compared with similar schools attainment was well above average. The inspection confirms these high standards. Progress is good across Key Stage 2. Attainment in reading is very high and is a great strength of the school. The daily silent reading contributes significantly to these standards. Pupils are expected to read every evening and they carry this out with diligence. These strategies ensure that pupils read a large number of books each year and this contributes well to the very high standards. Pupils talk knowledgeably about different authors. More able pupils compare different authors with subtlety, identifying crucial features and contrasting styles. Progress is very good in writing in Years 3 and 4. The teacher covers a wide range of styles and purposes and gives pupils clear frameworks to write independently. These opportunities are reduced in Years 5 and 6 where pupils do not get sufficient opportunities to write across different styles independently or to produce extended pieces of work regularly. The school has identified this as an area for development. Progress in spelling, grammar and handwriting is good across the key stage. Standards in speaking and listening are well above average. Teachers use the whole-class discussions very skilfully to extend pupils' skills.
7. Attainment in the 1999 national tests in Key Stage 2 in mathematics was well above average. This was an improvement on the previous year and regained the levels reached in 1997. Compared with similar schools attainment was above average. The results of the 2000 national tests show an increase in the proportion of pupils reaching Level 4 and above but a reduction in the proportion reaching Level 5. Pupils multiply and divide numbers up to 1000 confidently and use estimating effectively. They use their own mathematical strategies to reach answers. Pupils use measurements to the nearest millimetre and understand scale and ratio.
8. Standards in the 1999 national tests in science are well above average. This regains the standards achieved in 1997. The 2000 national tests showed a consolidation of the proportion of pupils at Levels 4 and 5 achieved in the previous year. Compared with similar schools attainment was above average. The inspection confirms the national tests. Progress is very good in Years 3 and 4 and is consolidated well in Years 5 and 6. Pupils have good skills of recording results in different formats. They have a thorough understanding of the different aspects of science as teachers reinforce learning effectively through practical investigations and high quality discussion.
9. Attainment in information communication technology is at the expected level in both key stages. Teachers use the expertise pupils bring from their home experiences. Standards in religious education are above expected levels by the end of both key stages. Standards in music are well above national expectations. Standards in geography and history are above expectations by the end of Key Stage 2. Standards in physical education are above expectations overall and well above in games and swimming. In all other subjects attainment is at the expected level.
10. Unlike the national picture, boys' attainment is similar to girls in Key Stage 1 and often exceeds the girls in Key Stage 2. This is due to the expectations of teachers that all pupils should try their hardest across all subjects.

11. Progress of pupils with special educational needs is good as they have detailed individual education plans that are used well to track their progress. The mixed age groups benefit these pupils as they generally have two years with a teacher which consolidates their learning well. Gifted and talented pupils make very good progress. The school identifies them early and ensures that the provision challenges their learning.

Pupils' attitudes, values and personal development

12. The attitudes of pupils to school and to their learning are very good overall. Their behaviour, in and around school, is also very good. Relationships are excellent. The high standards that were evident at the last inspection have been maintained and relationships have improved. This aspect remains a strength of the school.
13. In lessons the behaviour of pupils across the school is consistently good and frequently very good. In Key Stage 2 behaviour in class is very good. These high standards have a very positive impact on pupils' learning. Similar good and sometimes very good standards of behaviour were observed in the playground and in the dining hall, although noise levels were sometimes excessive at lunchtime in the dining hall. Pupils are very aware of the rewards and sanctions procedures and take pride in being entered into the Red Book for the celebration assemblies.
14. All pupils enjoy their lessons and are keen to discuss their views in class. For example, in a Years 3 and 4 history lesson they talked enthusiastically about the advantages and disadvantages for the Ancient Egyptians living along the banks of the River Nile. Additionally, in Years 1 and 2 class "showing time" pupils talked confidently in front of the class about their holiday experiences in France and the Isle of Wight.
15. Relationships between pupils and one another, and pupils and adults, are excellent. Pupils collaborate very well in the classroom and enjoy working together. From an early age they learn the importance of saying "sorry" to friends or teachers when appropriate. Pupils play sensibly together in the playground and there was no evidence of any unsociable behaviour, racism or bullying. All pupils are consistently polite and well mannered towards visitors. The very high quality of these relationships has a positive impact on pupils' learning.
16. The opportunities for pupils to take responsibility in school are good. In addition to acting as class monitors, older pupils who are prefects often look after younger ones and take responsibility to help the school run more effectively. Pupils also make generous donations to a number of charities such as the National Society for the Prevention of Cruelty to Children, Oxfam and Barnabus Homeless in Manchester. The responsibilities that pupils are given in school have a positive impact on their personal development.
17. Good attendance rates have been maintained since the last inspection. They remain above the national average. The school adopts a very firm attitude towards unauthorised absence and consequently rates remain below national average. The punctuality of pupils to school is good. There are no exclusions from school.

HOW WELL ARE PUPILS TAUGHT?

18. Overall teaching is good. There is no unsatisfactory teaching. Teaching is very good in Key Stage 2. Over four-fifths of teaching is very good or better in this key stage.

Teaching in the Years 3 and 4 class is consistently very good in English, mathematics and science. There is a small proportion of excellent teaching. It is in the first section of the Literacy Hour in both Key Stage 2 classes and in music in Years 5 and 6. The quality of the text section of the Literacy Hour is excellent in both classes in Key Stage 2. Teaching is satisfactory in Key Stage 1 with some very good features in the Years 1 and 2 class. The quality of teaching has improved since the last inspection. The proportion of very good teaching has increased considerably and there is now some excellent teaching in Key Stage 2.

19. Teaching of pupils in the foundation stage is satisfactory. The teacher organises the classroom effectively to provide a range of interesting activities for these children. For example, she has set up a museum to develop speaking and listening skills in role play. She has provided good quality costumes and props to establish the different roles. She manages the pupils' behaviour well as she explains the rules of the classroom carefully and reinforces them effectively when the children encounter them. She insists on children listening to each other during whole-class discussion. She produces a good range of interesting resources to support children's learning. For example, in literacy she used a computer program, a bag of different coloured letters, a display and a large book. Whole-class discussions support the reception children effectively but do not always extend the learning of the Year 1 pupils. Group work is set at the appropriate level with appropriate support given to the older pupils. Planning for the foundation stage is satisfactory. However, planning for the older pupils is not sufficiently well matched with the planning for the Year 1 pupils in the adjacent class. At this early stage in the term the teacher and nursery nurse have not yet had sufficient time to make the best use of each other's time.
20. Questioning skills are a great strength of the experienced teachers. They pitch initial questions at a high level and then use the responses very skilfully to extend the learning of the rest of the class. This has a significant impact on raising standards. For example, in literacy in Years 5 and 6 the teacher posed sophisticated questions about inferences in the text and then supported the younger pupils by using simpler language in translating the more able pupils' responses. These teachers know their pupils well, particularly when they have taught them the previous year. They target individuals carefully to support their particular needs. Teachers have high expectations of pupils in Key Stage 2. They challenge pupils across each year group which produces a high level of effort in lessons. For example, in physical education in Years 3 and 4 the teacher insisted on all pupils improving the quality of the movement of every part of their bodies. They responded very well with a very high level of effort which raised the standard of their performance very effectively.
21. Management of pupils' behaviour is very good throughout the school and leads to high standards of behaviour in lessons. Teachers use praise very effectively to reinforce pupils' positive actions and good quality work. This produces good levels of intellectual effort in Key Stage 1 and very good levels in Key Stage 2.
22. Teaching of basic skills is good in Key Stage 1. Teachers organise pupils' work systematically to ensure good progress in developing skills. In Key Stage 2 teachers develop basic skills very effectively, particularly in the literacy and numeracy lessons. Teachers explain new skills thoroughly and then ensure pupils have regular opportunities to practise and consolidate the new learning during the group activities.
23. Teachers' weekly planning is good in Key Stage 2. Literacy and numeracy planning is detailed throughout the school and careful consideration is given to each part of the lesson. Planning for Year 2 is good. However, weekly planning for the Year 1

pupils is not sufficiently well matched across the two different classes which results in very different provision for these pupils.

24. Teachers balance the different aspects of the lessons well. They combine whole-class teaching well with group work. This ensures very good levels of concentration across different parts of the lessons. Throughout the school teachers use the final part of lessons effectively to reinforce the learning that has taken place by sharing the pupils' work. For example, in Years 3 and 4 the pupils read their poems aloud to the rest of the class. The teacher used this time to praise the efforts of individuals and to share the ideas that had been used. In the best lessons the teachers identify the work to be carried out in the next lesson which prepares the pupils well for new learning. Teachers do not all organise pupils sufficiently well to work on computers across different lessons. There is a lack of consistency in checking which pupils have experienced different work and many opportunities are lost during group work for pupils to work on computers.
25. Teachers have good subject knowledge in the majority of subjects. There is excellent subject knowledge in music in Years 5 and 6. The good level of teachers' knowledge ensures a good use of technical language across different areas of the curriculum. This is particularly effective in whole-class discussion where pupils begin to use the correct terms to help them to understand the new learning.
26. In Key Stage 2 lessons proceed at a very brisk pace. Not a moment is lost and pupils are expected to begin work as soon as they sit down. Movement between different parts of lessons is carried out very efficiently. For example, pupils are required to move quickly between the whole-class sessions and the group work in the Literacy Hour. Resources are readily available and pupils expect to retrieve them and start working with them immediately. For example, in literacy in Years 5 and 6 pupils distributed the thesauri efficiently and began using them quickly. There is some drop in the pace of lessons in Key Stage 1, particularly in extended whole-class discussion.
27. Homework is used well throughout the school. Teachers establish very good habits of pupils taking reading books home every night. Pupils are in no doubt that they are required to read every evening. Home-school diaries are kept carefully and are a very good record of the number of books read over the year.
28. Teaching of pupils with special educational needs is good. Teachers produce individual education plans with a good level of detail and ensure good progress related specifically to each pupil's needs. Teaching of gifted and talented pupils is very good. These pupils are given a high level of challenge both in whole-class discussion and in group tasks.
29. Features of the excellent teaching in the first part of the Literacy Hour include a very fast pace, exemplary questioning across the whole class and very good subject knowledge. In music high quality support is given to all pupils to increase their confidence and include more dynamics in their singing. The teacher has a clear love of music which engenders a high level of confidence in all pupils. Lessons include a very good balance of activities and proceed at a very fast pace.

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

30. The school has maintained the very good breadth and balance of the curriculum as identified in the last inspection. The curriculum fulfils statutory requirements. The governing body's policy is that sex education will not be taught as part of the formal curriculum. Termly planning provides interesting sequences of work across different subject areas. All subjects of the National Curriculum and religious education are securely in place. In addition, the school provides a personal and social education programme including drugs awareness. The curriculum includes time for the highly successful drama and music productions. Teachers ensure a challenging context for learning. For example, Years 5 and 6 pupils communicated with a television reporter via e-mail as she crossed the Atlantic. This developed understanding in information communication technology, geography and English. The school has successfully addressed the National Literacy and Numeracy Strategies. The allocation of time for each subject is appropriate. Pupils receive a full curriculum with subjects such as history and geography taught as discrete subjects. Pupils are given good opportunities to develop musical skills. For example, in Year 3 all pupils are given the opportunity to learn to play the recorder as part of the school's curriculum with careful organisation to make the best use of teachers' time. Pupils benefit from the provision of external specialist teachers for musical instruments, currently in woodwind and brass.
31. The school has consistent policies for all subjects of the curriculum. The half termly planning is thorough and there are detailed schemes of work for all subjects. There is a clear cycle for reviewing schemes of work to include relevant changes. This is an improvement since the last inspection. Teachers plan carefully for the mixed age classes to ensure there is no repetition over the two years pupils spend in the same class. However, planning across the split Year 1 classes is unsatisfactory as the teachers do not plan sufficiently closely. The work covered matches the pupils' levels of attainment but the content of the work is very different. Provision for the mixed Year 1 and reception pupils is in its early stages. There is some good provision for the foundation stage. For example, there is a stimulating role play area. However, the accommodation does not allow children in this stage to have access to outdoor play.
32. Provision for pupils with special educational needs is good. All staff are aware of the needs of these pupils and planning includes different tasks to meet their needs. In lessons these pupils receive support and encouragement at appropriate levels as teachers deploy their management skills to very good effect. For example, teachers direct their questioning to enable pupils with special educational needs to maintain their confidence and self-esteem. The special educational needs co-ordinator has supported staff very well in their planning for these pupils, and their individual education plans are very thorough. They contain relevant targets and the plans are regularly reviewed with parents. The Code of Practice¹ is fulfilled for pupils with special educational needs. Provision for gifted and talented pupils is very good. The school identifies these pupils early and ensures that their needs are fully met. For example, pupils work with older pupils at a higher level than their own age group.
33. The headteacher and staff show a very high level of commitment by providing an outstanding range of extra-curricular activities. These include sporting activities of badminton, netball, football, athletics, cross-country, cricket and swimming galas, and musical activities such as recorder groups and a school band. These activities involve a large number of pupils. There are very good opportunities for pupils to take part in competitions with other small schools and with different sized schools in the

¹ The Code of Practice is a series of expectations compiled for pupils with special educational needs by the government.

area. The school makes good use of the community to enrich its curriculum. The links include senior citizens who attended the school discussing their experiences with the pupils.

34. Provision for moral and social development is very good. Provision for spiritual and cultural development is good.
35. Pupils' spiritual development is supported effectively in assemblies. Pupils are given time to reflect as part of their prayers. Teachers provide good opportunities in their class assemblies for spiritual development. For example, in Years 1 and 2 the teacher explained in simple terms that praying "is speaking to God". Teachers use opportunities well in lessons to extend experiences of awe and wonder. For example, the reception and Year 1 teacher capitalised very effectively on three pupils expressing their delight in the sun appearing after a day of continuous heavy rain.
36. Provision for moral development is very good. Teachers tell stories with clear moral dilemmas and relate them very well to the pupils' own circumstances. The voluntary code of conduct is a strong influence in ensuring the school is an orderly and caring community. Teachers take swift action in promoting the features of acceptable behaviour. For example, they act promptly to prevent disruption of a lesson for others by requesting apologies for interrupting, calling out or distracting others. Pupils are encouraged to consider the needs of others both in their immediate environment and in the wider world. For instance, when discussing the forthcoming celebration of harvest festival, they considered the suffering of those in Africa whose harvest has failed. During the year pupils raise funds to support various charities.
37. The school provides very good opportunities for social development. The school provides a happy, well organised close-knit community where everyone is respected. There are excellent relationships between teachers and pupils. Pupils are expected to work together in lessons, taking turns and using the convention of hands-up. They are required to help when tidying up their classrooms, and regularly assist staff in their duties, for example when sweeping the hall floor after lunch. Teachers organise group work effectively which fosters very good inter-action amongst pupils. Pupils are also encouraged to organise themselves in groups at lunchtimes. For example, pupils practise their recorder playing in two or three parts, listening carefully to each other and playing their parts sensibly. Pupils are expected to respect each other. For example, when drawing portraits of each other, pupils willingly obliged by keeping still to enable their partners to observe their features very closely.
38. The school provides good opportunities for pupils to develop understanding of their own culture. For example, in history pupils investigated the early growth of Summerseat as a mill town due in part to the influence of the Peel family. The school organises a range of visitors into school to extend pupils' understanding. These include members of the English National Ballet, local residents who share their experiences and the chair of governors. Teachers organise visits out of school to support learning across the curriculum. The school provides an excellent range of sporting competitions that pupils take part in. This extends their understanding of other cultural contexts. Visitors are also organised to support development of multi-cultural understanding. For example, a Methodist minister explained his work in South Africa and Years 5 and 6 took part in a re-enactment of a Jewish marriage ceremony.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school cares very well for its pupils. Parents appreciate the support their individual children receive and the very good opportunities to discuss any concerns with the deputy headteacher every morning before school. The school has consolidated and built on the positive situation that existed at the last inspection. This high standard of care is underpinned by the very good knowledge that staff have of their pupils, the excellent quality of relationships and the strong Christian ethos within the whole school community.
40. A number of very effective and comprehensive procedures are in place for both child protection and health and safety, which result in a safe and secure environment for children to learn. The governing body takes an active part in ensuring that regular health and safety inspections and fire drills are carried out at least once a term. Very good arrangements exist for first aid and to cope with any allergies that pupils may have.
41. The procedures for promoting and monitoring behaviour are very good. The school has high expectations of the behaviour of its pupils and there is a consistent application of rewards and sanctions by all staff. These procedures have a positive impact in that pupils have a very good idea of right and wrong and respond in the appropriate way. The school also has effective procedures to ensure that the midday assistants are also involved in the implementation of policies. They are seen as an integral part of the school family and are allocated a small termly budget to purchase play resources for the children. The quality of supervision in the playground is effective. The procedures to monitor and promote attendance are good.
42. Effective procedures have been developed to ensure that pupils are well prepared to move into the next stage of their education. Careful records are kept of the progress of pupils with special educational needs.
43. There is a good assessment policy and guidelines drawn up by the headteacher who is also the assessment co-ordinator. Although there is no formal marking policy, staff are aware of marking conventions. They mark pupils' work clearly, promptly and sensitively with many encouraging remarks. A number of manageable assessment systems are in place in the foundation stage and both key stages, recording pupils' progress and achievement. They fulfil the requirements of the National Curriculum. The systems are good and the staff make effective use of them. In Key Stage 2 pupils' progress is tracked through the use of national tests at the end of each year. Individual progress is monitored carefully by the headteacher who forecasts expectations for the end of the following year. These forecasts are shared carefully with teachers and the local education authority and governors. They ensure that the school's targets are sufficiently high. Individual records are established in the reception class and continue throughout the school until the pupils leave. Reading records are thorough and kept up to date. Pupils have a personal portfolio of work which they keep with pride. These are shared with parents, visitors and each other. They are not as yet setting themselves written "targets" but in conversation are aware of their best work, and work which they could have done more tidily, for example. Assessment of pupils with special educational needs is good and is combined effectively in individual education plans.
44. Weekly planning sheets contain on-going assessment sections, which are used to inform future planning. The headteacher monitors these records and identifies improvements to teachers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has developed a very good partnership with its parents. This is a further improvement since the last inspection. Parents have very positive views of the school as their responses at the parents' meeting and to the questionnaire showed. They are very proud of their school and the part that it plays in village life.
46. Although only a few parents were observed helping in class it is clear that parents' contribution to school life is very effective. For example, a parent supports the teaching of recorders each week. Parents have an input into the school development planning process and this gives them ownership and a better understanding of school planning issues. Additionally, parents and friends of the school work hard to raise valuable sums of money through the Friends' Association. They organise many social events. For example, they carried out a Duck Race and a sponsored bounce. A parent governor has used his information technology expertise to produce a school web-site. This project has resulted in ex-members of the school being able to access the site from around the world. The web-site also contributes to the good quality of information that the school provides for its parents and other web browsers. Over 5,000 hits have been registered since it was set up. The school provides informative newsletters, which are also published on the net. School reports on pupils' progress are informative but sometimes they lack originality as they contain identical phraseology for pupils in the same class. The school has identified this as an area for improvement.
47. The support provided by parents to home reading, reading in school and to other homework is very good and has had a very positive impact on raising standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership of the headteacher is very good. He sets a clear educational direction and is determined to maintain and improve standards. He sets a very good example in his own teaching both during timetabled lessons and in extra-curricular activities. For example, he has developed the music and games in the school very effectively by offering a wide range of opportunities for pupils to develop their skills in the orchestra and in sporting competitions. He works hard to ensure that the work of the school reflects the principles of its aims. The school's mission statement is included effectively across many of the school's documents.
49. The headteacher works in close partnership with the deputy headteacher. She sets very good standards in her own teaching and ensures well co-ordinated communication across the school. For example, she records the key decisions made during staff meetings. She is particularly effective in maintaining effective links with parents as she talks to parents every morning in the playground before school and follows through issues raised. The English co-ordinator has supported the staff well in implementing the Literacy Hour. Recent changes of staffing have resulted in new allocations for curriculum responsibilities. However, there are clear long term plans to ensure effective support across all the curriculum areas. The school makes very good use of the benefits of a small staff. There is a very clear shared commitment for improvement and all staff work hard to ensure their efforts contribute to the success of the school.
50. The governing body is very effective. It has a very good understanding of the work of the school. For example, it plays an integral part in setting targets for attainment at the end of Key Stage 2 by analysing the progress of pupils through the school. Governors have a good understanding of the strengths and weaknesses of the school. They are determined to support the staff in raising standards. They are actively involved in the life of the school. For example, a governor produced the

detailed website outlining the work and development of the school. There are now committees for different aspects of the governors' work that had not been established at the previous inspection.

51. Regular monitoring of teachers' development is good as the headteacher has continued appraisal systems over the past year. Teachers' overall performance is analysed on an annual basis and the implications for future targets, staff development, time scales and resources are clearly identified. The quality of this provision has been recognised by the recent award of Investors in People. The school has a draft performance management policy which follows to the letter the model policy provided by the government. Monitoring of teachers in class is a part of the appraisal process, however there are no formal systems to record this monitoring. Individual points for development within lessons are not currently identified. Co-ordinators do not monitor pupils' work across the school which leads to some inconsistencies across different classes. For example, teachers provide a very different number of opportunities for independent writing.
52. The headteacher has developed school development planning very thoroughly. This is an improvement from the previous inspection. The whole school community is involved in contributing to the final plan. Parents and Year 6 pupils are given questionnaires to record their areas for development and these contributions are considered carefully. For example, the Year 6 pupils requested a wider range of fiction books which the school then included as a priority. Governors and all staff in the school are involved in discussing each year's new plan. The headteacher provides a thorough analysis of the previous developments as a basis for this discussion. These efficient strategies produce a good level of shared ownership for the final plan and produce effective action to carry out priorities. There is a good level of detail in some of the planning. For example, the information communication technology development planning is very thorough and includes costings and staff development using a variety of audits of the current needs.
53. The headteacher and governors work carefully to make best use of their budget. In the current year they have succeeded in reducing their deficit. They are aware of the need for long term planning and the impact of changes in a small school. They use specific grants conscientiously for the designated purposes. They are concerned to improve the buildings in the long term and are steadily improving the school facilities by working through their priorities as finances allow. They consider principles of best value carefully. They compare their performance carefully with other schools and generally analyse their provision thoroughly. For example, in Key Stage 2 the use of silent reading has been identified as best value in raising standards in reading and has contributed well to the raising of standards. The school uses information communication technology well for administrative purposes. The secretaries work well with computers in an efficient partnership with the headteacher. Work is allocated effectively between the secretaries to make best use of their time. This provides an efficient service to the school community. The school makes good use of the local education authority financial support to monitor the school's spending systems and provide good quality information for the governors.
54. Teachers are well matched to the demands of the curriculum. The level of expertise is used well to raise standards. For example, the expertise in music of the headteacher and deputy headteacher produces standards well above average. Teachers are carefully appointed with a view to provide a balance of expertise across the staff. Support staff are appropriately qualified. However, at the time of the inspection there was no nursery nurse appointed to replace the incumbent who was leaving at the end of the week. The newly qualified teacher received careful support

in her first few weeks in the school. Plans for her development on courses provided by the local education authority have been organised and she has already received practical advice from a specialist foundation years expert. However, at the time of the inspection she did not yet have a timetable for her entitlement to development time in school.

55. The accommodation is satisfactory and meets the needs of the curriculum apart from access for the reception pupils to outdoor play. The school makes the best use it can of the hall to provide an attractive library. This is used well during daily silent reading sessions but the lack of a special room reduces access during other lessons. The caretaker is very conscientious and keeps the standard of cleanliness high. The school has concentrated on maintaining its levels of staffing rather than buying resources. However, the levels of resources are adequate across different curriculum subjects.
56. Attainment on entry to the school is above average. Attainment by the end of Key Stage 2 is well above average in English, mathematics and science. Attainment is well above expectations in music and above expectations in religious education, geography, history and physical education by the time pupils leave the school. Teaching is good. Leadership and management are very good. The cost per pupil is higher than average due to the small schools' funding arrangements. Taking all this into account the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to improve the provision further the governors, headteacher and staff should:-

(1) ensure that all pupils in Year 1 receive similar curricular opportunities by:-

- planning the weekly and termly activities in the two different classes together;
- identifying more clearly the learning objectives supported by the nursery nurse;

Paragraphs 19, 31, 65, 76, 87, 95, 138

(2) widen the range of independent writing in Key Stage 1 and Years 5 and 6 and increase the proportion of pupils attaining Level 3 by the end of Key Stage 1 by:-

- providing more regular opportunities for pupils to write independently;
- increasing the range and purposes for writing;
- providing a wider variety of frameworks for independent writing;
- developing pupils' skills of independence more effectively;
- sharing the expertise and strategies of the Years 3 and 4 class;

Paragraphs 2, 6, 51, 66-67, 72-74

(3) organise daily information communication technology provision more effectively in order to give all pupils equal opportunities to develop their skills by:-

- using the computers more regularly each day across lessons;
- tracking the number of opportunities individual pupils spend on the computer;
- teaching information communication technology lessons on a regular basis.

Paragraphs 24, 124

As well as these key improvement issues the following weakness should be included in the action plan:-

- implement formal systems for monitoring teaching and pupils' work.

Paragraph 51

The school has already identified the second and third issues for improvement and has plans to use more formal monitoring systems.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	49	20	28	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	95
Number of full-time pupils eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	14
Percentage of pupils at NC Level 2 or above	School	100 (94)	100 (94)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	14
Percentage of pupils at NC Level 2 or above	School	100 (94)	100 (94)	100 (94)
	National	N/A (82)	N/A (86)	N/A (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	7	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	16	16
Percentage of pupils at NC Level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	15	14
Percentage of pupils at NC Level 4 or above	School	81 (80)	94 (93)	87 (100)
	National	N/A (68)	N/A (69)	N/A (75)

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

* Where there are fewer than 10 girls or boys in a year group their results are not reported.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	88
Any other minority ethnic group	6

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)	4.6
Number of pupils per qualified teacher	24.9
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	15

FTE means full-time equivalent.

Financial information

Financial year	1998-1999
	£
Total income	185,178
Total expenditure	186,402
Expenditure per pupil	1,883
Balance brought forward from previous year	-2,164
Balance carried forward to next year	-3,388 ²

² The deficit in the current financial year is reduced.

Results of the survey of parents and carers

Questionnaire return rate 67.3%

Number of questionnaires sent out	95
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	5	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	61	37	2	0	0
My child gets the right amount of work to do at home.	45	39	13	0	3
The teaching is good.	66	31	3	0	0
I am kept well informed about how my child is getting on.	34	53	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	46	45	9	0	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	37	50	13	0	0
The school is well led and managed.	66	32	0	2	0
The school is helping my child become mature and responsible.	55	43	2	0	0
The school provides an interesting range of activities outside lessons.	38	42	9	6	5

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

58. Children join the school on a full-time basis as reception children in a class which also provides for a group of Year 1 pupils. The younger children benefit from the maturity of the older pupils. On entry to the school, children's attainment is above expectations for the local education authority. Half of the intake has had pre-school provision. Children make satisfactory progress in reception. By the end of the foundation year children's attainment is above expectations in personal, social and emotional development, communication, language and literacy and in mathematical development. Attainment is at the expected level in the other early learning goals.

Personal, social and emotional development

59. Attainment in personal, social and emotional development is above expected levels. Children settle into the daily routine well and are accustomed to daily routines such as registration. They have an awareness of their own feelings and consider the needs of others. When engaged in practical activities they work together in groups well, taking turns and discussing their tasks with each other and adults courteously. The questioning skills of the staff, especially the teacher, help to develop social skills further as children learn to listen attentively and reply appropriately. They enjoy her praise and encouragement. Children tidy up their resources and put their work away in the right place. The routines attached to their "book bags" are well established and children understand the importance of taking them home every night. In whole school assemblies, they enter the school hall sensibly showing respect for the occasion and sit quietly listening to music. Children consider the consequences of their actions on others. For instance, in a music lesson, most understand that once their turn is past they have to listen to others having their turn as a sound or instrument is passed around the circle. The teacher promotes a very caring and constructive relationship with the children: she sets a very high standard and is a good role model for them and for support staff to emulate. The role of the nursery nurse is not fully developed as she does not always interact with children who are distracting others. The teacher is particularly aware of her responsibilities in promoting the school's strong stance on personal and social education. For example, when a child interrupts frequently and distracts others she consistently takes firm but fair action in a sensitive manner, explaining why an apology is necessary. The teacher has high expectations and provides many opportunities for children to develop personally, socially and emotionally.

Communications, language and literacy

60. Attainment in communication, language and literacy is above expectations. Children develop their skills in speaking and listening as their day-to-day activities engage them in many opportunities to exchange opinions and views and to seek each other's comment. In activities most children interact with each other well: they take turns in conversation and talk about their tasks or major events in their lives such as birthdays. The teacher provides many interesting opportunities for the development of speaking and listening skills, and leads discussions and questioning times in a lively way. She encourages children to participate and welcomes their contribution. In reading, they are regularly helped at home by parents. They recognise initial sounds such as 'm', 'd' and 'b' by sight. When reading, children recognise initial sounds and blends such as 'b' and 'ch'. They have frequent opportunities to observe the conventions of handling books. All children hold books appropriately and most

are beginning to recognise the author, the title and the illustrator confidently. They turn pages correctly and describe the pictures. At the earliest stage children “tell the story” of the illustrations in their own words. They respond well to questioning and are beginning to acquire the skills of prediction and deduction. They sustain attentive listening at those times of the day when adults read big books to the class or when a story is told, for instance in assembly. Most are beginning to handle pencils and crayons correctly with increasing accuracy and produce recognisable letters. More able children write their own names confidently.

Mathematical development

61. Attainment in mathematical development is above the expected level. Children receive many good opportunities to develop their numeracy skills. They enjoy sticking the correct digit on a counting stick and use words such as “bigger” and “smaller” with confidence. Adults use appropriate terms that support children in using the correct mathematical term. For example, when asked why a particular number is placed on a number line in a particular position, children confidently describe the properties of the number. “It’s one more than that one, and one less than this one.” In conversation, children know the position of numbers on a line and use correctly the terms first, second, third. They match numbers correctly. For example, they counted the number of spots on a ladybird and then found the correct number. In these activities the nursery nurse plays a more active role and asks some pertinent questions of the children in her group. The children know the days of the week and when their birthdays are. They are beginning to appreciate the passing of time. For example, the teacher uses the classroom clock to remind them of time passing and that they have 10 minutes left to complete their tasks. In discussion, children recognise the shapes triangle, square and circle and complete a pattern correctly. They describe the properties of their resources and themselves using mathematical vocabulary such as “longer than”, “shorter than”, “older than” but are less confident when describing mass.

Knowledge and understanding of the world

62. Attainment in knowledge and understanding of the world is at the expected level. The teacher plans interesting activities to stimulate children’s participation and enrich their experience of the world around them. Children investigate features of living things such as themselves. They develop their close observational skills and notice how they are similar and different. When studying themselves, children enjoy sticking their features on a face – eyes, nose and mouth. They learn the correct terms for parts of their bodies such as fingers, arms, head, neck, and place the labels accurately on a drawing of themselves. In a study of their senses, they are beginning to realise the meaning of the word smell and sort a wide selection of scents into sets of pleasant or unpleasant. They realise that the same smells are liked by some classmates and disliked by others, so that their results may not match each other’s exactly. They also discuss how smells can indicate when something is dangerous, for example a stale piece of cheese or sour milk.

Creative development

63. Attainment in creative development is at the expected level. The teacher devises imaginative opportunities that are well organised. For instance, children work confidently with modelling materials in numeracy lessons, making peas and chips deftly. They explore the properties of the modelling medium, rolling it, pinching it and shaping it to represent peas, beans and chips. They use simple tools effectively. For example, they cut out labels and pictures and use glue sticks. They use crayons at

the expected level and try hard to stay within lines. They enjoy using printing blocks, printing the right number of cars or teddies using sponge blocks and thick powder paint. The teacher provides good quality areas for developing imaginative play. For example, during the inspection children played in their own museum. Singing is developed well in numeracy lessons and as a means of behaviour control at tidying up times. Children enjoy singing counting down songs. In music lessons they have good quality opportunities to sing in turn and in a group. They learn about the elements of music, for example dynamics, and gain an understanding of the meaning of the term. They handle musical instruments carefully. For example, they passed a tambourine around very carefully from one to another in silence to help them realise that music consists of silences as well as sounds. They distinguish between loud and soft sounds and enjoy making their own patterns using claps, taps and stamps to illustrate their learning.

Physical development

64. Attainment in physical development is at the expected level except in using large equipment in outdoor play as the school has no special provision for this activity. Children use pencils and crayons with control, for example when colouring within lines. They use a range of different tools with confidence. For example, they use foam shapes such as cars and teddies for printing when recording their understanding of number in a numeracy lesson. They use their hands, fingers and feet to illustrate rhythm patterns clearly and to imitate patterns others have made. They handle scissors and glue-sticks at the expected level. Children are aware of the space around them and of others. The teacher provides many opportunities for these physical skills to be practised in imaginative and interesting ways across the curriculum she organises within the classroom.
65. Although the inspection was carried out near the beginning of the school year the teacher has already established a warm and friendly ethos in her classroom where each child is valued and respected. She has established appropriate behaviour management strategies which she applies consistently but sensitively. She takes care to explain tasks clearly. She provides praise and encouragement so that new learning is supported and efforts appreciated. She provides a good range of activities in groups balanced with whole class work. Lessons are well planned and due attention is paid to the early learning goals for the reception children. The role of the nursery nurse is not fully developed. Parental involvement to provide help in class is not yet under way.

ENGLISH

66. The 1999 national tests show attainment as well above the national average. Compared with similar schools attainment was well above average. This was an improvement on the previous two years' attainment. The 2000 national tests sustain the improved standards with a higher proportion of pupils attaining Level 5. The inspection confirms the improved standards. Teachers in this key stage are skilful at using discussion to extend speaking and listening skills. Reading is a great strength of the school as pupils have very good quality silent reading sessions every day. This is combined with high quality text work during the Literacy Hour which develops analytical skills. Reading homework plays a significantly positive contribution to reading in both key stages. Progress in writing is excellent in Years 3 and 4 with a full range of independent writing. This progress is consolidated well in Years 5 and 6, except for independent writing where pupils do not experience the full range of writing styles. The inspection judgements confirm the 1999 national tests. The 2000 national tests showed consistency in the proportion of pupils reaching Level 4 and

above and a further increase in the number of pupils reaching Level 5. The standards in the previous inspection have been maintained. Compared with similar schools attainment is well above average. In contrast to the national trend boys' attainment is similar to the girls. The school is very successful in promoting English as an enjoyable subject and plans interesting projects to engage all pupils. For example, pupils communicated with a television reporter as she crossed the Atlantic Ocean in a small boat.

67. Attainment in the 1999 national tests was well above average in reading. Compared with similar schools attainment was above average. Standards in reading had been consistently high in the previous two years. The 2000 national tests increased the proportion of pupils attaining Level 3. In writing attainment was above the national average in the 1999 national tests. Compared with similar schools attainment was close to the average. No pupils reached Level 3 and no pupils reached this level in the 2000 national tests. The inspection confirms the national tests. Standards by the end of Key Stage 1 are well above average in reading and above average in speaking and listening and writing. Teaching of basic skills is thorough and pupils receive a very good grounding in phonic work. This is supported by regular individual support for reading in school. Standards in speaking and listening are developed effectively as pupils are given time in whole-class discussion to answer in extended sentences. Across the school pupils are expected to listen carefully, whether in lessons, in assemblies or to each other in the playground. In writing a higher proportion of pupils than average reach Level 2. However, too few pupils reach Level 3. Attainment in the 1999 national tests in reading was well above average and in writing was above. Compared with similar schools attainment was above average in reading and close to average in writing. The 2000 national tests show an improvement in reading at both levels. In writing the proportion of pupils reaching Level 2 and above increased but the proportion of pupils reaching Level 3 remained below average. This is due to insufficient opportunities for pupils to carry out independent writing across the school year. Pupils' progress across the school is recorded carefully as they move through the school. In consultation with the local education authority the teachers and governors analyse this thoroughly to set targets at the end of each key stage each year.
68. The experienced teachers are very successful in promoting speaking and listening. In Key Stage 1 pupils are confident to talk about their own experiences as there is time every week for this purpose. Pupils concentrate well during class discussions and show sensitivity when listening to each other's contributions. More able pupils identify key words for explanations during whole-class lessons. For example, a pupil asked the meaning of her name "Grace" in a prayer in class assembly and understood the teacher's explanation. Pupils show particular confidence when talking about their reading and give great detail about the stories.
69. In Key Stage 2 pupils develop speaking and listening skills across the curriculum. Teachers challenge pupils to extend their responses and justify their comments. For example, in the Literacy Hour pupils in Years 5 and 6 were challenged to identify key phrases from a narrative about a cat to justify their views. More able pupils talk with assurance across a range of contexts. In Years 3 and 4 pupils are required to produce extended answers in whole-class discussion across all lessons. These pupils read their work aloud to the class with confidence as they are well supported by the class teacher.
70. Teaching is satisfactory in Key Stage 1 with some very good features. Teachers in Key Stage 1 manage reading carefully to ensure that pupils have weekly opportunities to spend time individually with adults sharing a book. This ensures that

pupils have confidence in expressing opinions about different texts. For example, a pupil identified favourite sections of a Harry Potter book and explained why he liked them. Pupils use phonics confidently to tackle unknown words as they receive regular work to develop these skills. Pupils have a good understanding of the contents and index sections of non-fiction books, using alphabetical order well. More able pupils scan the text confidently to find specific words.

71. In Key Stage 2 teaching is very good. There is excellent teaching in the first part of the Literacy Hour which includes a very fast pace, exemplary questioning across the whole class and very good subject knowledge. Teachers have very high expectations in reading. Work is targeted at the more able pupils of the older year group. Younger pupils are supported very carefully and there is a high level of challenge that pupils respond to very well. Years 3 and 4 pupils build on the foundations of Key Stage 1 very confidently as the teacher has an imaginative and sensitive approach to reading. For example, in the initial reading of a poem called "Big Fears" she held the pupils in rapt attention. She then supported the careful analysis of the content and form of the poem through the structure of the Literacy Hour. All pupils develop simple skills of inference and deduction and more able pupils use texts confidently to support their views. For example, they choose key phrases in the poem that communicated fear. The very good teaching continues in the Years 5 and 6 class where the teacher uses the first part of the Literacy Hour extremely well. She has an excellent understanding of the subtleties of texts and supports pupils' development with skilled questioning. Both teachers in this key stage use the more able pupils' responses very effectively to support the learning of the rest of the class. All pupils talk knowledgeably about different authors as they have read a large number of books over the year. For example, last year a pupil recorded over 55 books in his reading diary. More able pupils compare different authors with subtlety, identifying crucial features and contrasting styles. The older pupils use the Internet with confidence to access information as the teacher provides effective tasks to learn these skills. For example, he produced a treasure trail across different web sites to find the latest news about the Olympics.
72. In Key Stage 1 pupils produce sentences correctly when the structure is provided by the teacher. This is carried out regularly and pupils have a good knowledge of grammar. Spelling is developed well through phonic patterns that also support the development of reading. Pupils' handwriting is accurate and of a consistent size. However, pupils do not produce sufficient pieces of work independently. They do not have enough opportunities to write for different audiences or in varying styles. They are not supported effectively in developing skills of independence. This reduces pupils' opportunities to reach the higher levels in the national tests in writing.
73. In Key Stage 2 pupils continue to practise handwriting and most pupils develop a fluent joined style. Spelling is well organised to match different pupils' needs, developing their skills steadily. Grammar is taught well and pupils have a very good understanding of parts of speech. Independent writing is excellent in Years 3 and 4. The teacher offers many different frameworks for gaining confidence in writing across varying forms. For example, pupils wrote persuasive texts inviting their parents to a summer concert. These pupils write poetry regularly across a range of subjects and formats. They show great subtlety in their use of vocabulary as the teacher works with the whole class to share her expertise and guide pupils in appropriate and imaginative ideas. She then supports individuals very effectively to extend their own ideas. Pupils continue to learn grammar well in Years 5 and 6. Their breadth of reading ensures they have very good experience of different literary styles. When they do produce independent writing it is of a very good standard. However, they do

not cover sufficient breadth of opportunities to write across different styles of writing. They are rarely involved in producing extended pieces of work over time.

74. Pupils with special educational needs receive good support and make good progress. Teachers know their pupils well and ensure the work matches their individual stage of development. Gifted and talented pupils make very good progress as the school considers their needs carefully. It ensures that their needs are met by working with older pupils or by targeting them with higher level questioning than the rest of the class. In Years 3 and 4 pupils use the computer regularly to develop word processing skills. However, pupils are not organised to work consistently with information technology across the school in acquiring skills to extend their writing.
75. All teachers use effective control and pupils' behaviour is very good. Pupils have very positive attitudes towards English in lessons and excellent responses in reading where they discuss their experiences in detail. For example, in Year 3 a pupil with special educational needs discussed the details of the text about ghosts with great enthusiasm, developing many ideas of his own. Pupils develop very good habits of reading regularly with concentration.
76. The Literacy Hour has been implemented effectively and is well organised. Planning is detailed and identifies the different sections of the Literacy Hour in detail. Teachers manage the mixed age classes well in Key Stage 2. However, planning in Key Stage 1 is not shared effectively across Year 1. Pupils cover very different work across the two classes.

MATHEMATICS

77. Attainment in the 1999 national tests in Key Stage 2 was well above average. Compared with similar schools it was above average. The 2000 national tests showed an increase in the proportion of pupils reaching Level 4 and above but a decrease in the proportion of pupils at Level 5. The inspection judges standards as well above average. The school has worked hard to implement the National Numeracy Strategy which has consolidated the thorough provision across the school.
78. Attainment in the 1999 national tests at the end of Key Stage 1 was well above average. Compared with similar schools attainment was well above average. This confirmed the high standards in the previous two years. The 2000 national tests showed an improvement in standards at Level 2 and above and at Level 3. The inspection confirms the standards of the national tests.
79. Careful records are kept of the annual progress of each pupil. These are used carefully to predict progress in the coming year. An analysis of the national test papers is conducted to see whether there are any curriculum implications for the school. These management strategies, together with regular homework, high standards of behaviour and the good quality of teaching are considerable factors in the very high standards achieved by the school in mathematics.
80. Standards of attainment in numeracy by the end of Key Stage 1 are well above the national average. This is a considerable improvement since the last inspection when standards were judged to be good. Pupils' speedy mental recall of arithmetical facts is very good. Lessons end with satisfying discussions and extension work leaving pupils with a strong sense of achievement and purpose. Although the school has rightly emphasised number, good coverage of the other attainment targets such as shape, space and measures has been maintained.

81. By the end of Key Stage 1 pupils use different ways of solving problems and articulate how they reach their answers. They use conventional mathematical symbols such as equal signs, and organise their own work by composing their own number facts for themselves. They have a clear understanding of the place value up to 100 and use doubling to assist their mental calculations. They use addition and subtraction facts up to 100 bringing into use their knowledge and understanding of place value, for example when calculating $96 - X = 76$. Pupils make good progress across all aspects of the mathematical curriculum as they are covered systematically. They use measurements accurately and interpret information from graphs correctly.
82. Pupils make good progress in Year 1. Pupils in the Years 1 and 2 class strive to match the work of the older pupils. Pupils develop skills of calculating doubling of numbers in their heads at speed with accuracy. They complete number pairs up to 10, then 20 and then 100 at a fast pace using mental recall. They develop an understanding of place value. For example, they match a number sum with an answer. Others identify patterns in subtracting 10 from a series of two-digit numbers and compose their own sums in a similar style.
83. In Years 3 and 4 pupils make very good progress as the teaching is very good. Pupils build on their past knowledge and understanding of subtraction when they develop their skills of “counting on” using money. For example, they use a number line with ‘stations’ to calculate the change given from £1 when buying a chocolate bar for 32p. They describe their calculations clearly and give a range of different ways of receiving the change. They are learning to approach problem-solving logically and methodically, although in discussion some pupils do not always realise that the reverse operation will enable them to self-check their answers. Pupils with special educational needs, and those who are gifted and talented, receive support and encouragement from the teacher during the lesson as time allows.
84. By the end of Key Stage 2 pupils use their knowledge and understanding of place value to multiply and divide whole numbers up to and beyond 1000, and they use non-calculator methods to divide and multiply three-digit numbers by two-digit numbers. They check that their answers are reasonable by estimating first and then scrutinising their calculations to see whether their answers are reasonable. They use their own strategies for problem-solving and explain their findings using mathematical language in a clear organised style. Pupils handle numbers involving thousands and tens of thousands. They are set challenging tasks in multiplying at speed random sets of numbers to check their knowledge of multiplication facts. They have good estimating skills and use their knowledge of rounding up or down before multiplying two numbers together, such as 562×6 . They have wide experience in measures such as centimetres, and shape such as symmetry. They know when it would be appropriate to use millimetres, centimetres and kilometres and they recognise the names of common two-dimensional shapes. They know what shapes they would need to construct a cuboid and a cube. They recognise the symmetry of common two-dimensional shapes and recognise the properties of three-dimensional shapes such as cuboids and spheres. Pupils know how to calculate the perimeter and area of rectangles and squares and of irregular shapes. They understand the order of symmetry of squares, rectangles and circles and name the different types of triangle. They are confident in explaining the meaning of terms such as mean, median and mode.
85. Pupils with special educational needs make good progress. This is due to the good quality support and encouragement they receive during their time in the school. Their individual education plans include mathematical targets where appropriate.

Pupils who are gifted and talented reach their potential as the school makes very good provision to challenge and extend their achievements in mathematics.

86. Pupils' attitudes to mathematics are very positive. Most pupils behave very well. A few with special educational needs lose concentration in whole-class situations and distract others but teachers are well aware of these occasions and manage their behaviour discreetly with a look or a word so that lessons are not disrupted. Most pupils listen attentively to explanations and settle to their tasks quickly. They are keen and when required work together well in groups or pairs. They are interested in their tasks and persevere. They pursue their work with determination and willingly tackle extension work with equally positive attitudes and good grace. In discussion and plenary sessions they are eager to respond to questioning but use the hands-up convention, showing courtesy and respect for others.
87. The quality of teaching in mathematics lessons is good overall with some very good features. Lessons are very well planned with sufficient detail to support the lesson structure and content well. However, the planning for the two Year 1 classes is not sufficiently co-ordinated. All teachers have good subject knowledge and most know their pupils well in spite of it being so early in the school year. All teachers have very good behaviour management strategies and are well organised. There is good use of a range of resources such as number fans which help to keep all members of the class "on their toes" in warm-up mental arithmetic sessions. Teachers' questioning skills are very good and used effectively to support pupils of different ages. In the main part of the lesson whilst pupils are working individually or in groups or pairs teachers use their time well, encouraging and supporting where needed. Teachers work very hard in lessons. However, they do not always have time to visit all pupils or groups in their class so some under-achievement occurs when pupils' motivation slackens. In the best lessons teaching is dynamic and enthusiastic. There is a very good pace which urges forward pupils' learning at a fast rate. Tasks come thick and fast and not a moment is wasted, lesson objectives are made clear and lessons end with a real sense of achievement.
88. The National Numeracy Strategy has been implemented carefully. Mathematics lessons follow the strategy and include practice in mental arithmetic skills at the beginning of sessions for all pupils. The mathematics co-ordinator has drawn up a numeracy action plan which is wide-ranging. It identifies key issues for future development including a greater involvement of governors and progressive homework throughout the school.

SCIENCE

89. Attainment by the end of Key Stage 2 is well above average. This confirms the results of the 1999 national tests. Compared with similar schools attainment was above average. The 2000 national tests maintained the standards of the previous year. The school analyses the test results carefully and identifies areas for improvement in the curriculum. This analysis, together with the very good teaching in this key stage, produces the consistently high standards in science. In Key Stage 1 attainment is above average. A higher proportion of pupils reach Level 2 than expected as all pupils cover a good range of work across the year.
90. In Key Stage 2 teaching is very good. This is an improvement on the previous inspection. Teachers have good subject knowledge and use it well during questioning in whole-class discussion. Teachers have high expectations of all pupils. Lessons are pitched at the older highest attaining pupils. Other pupils are given very good support in understanding the content of the lesson and they strive hard to

match the work set by the teachers. By the end of the key stage pupils have a very good understanding of scientific enquiry. Pupils carry out measurements accurately. They understand the importance of carrying out experiments several times to check for consistency. Teachers plan lessons skilfully to include aspects of scientific enquiry across different lessons. They ensure coverage of the different skills required.

91. Pupils make very good progress across all aspects of science in Years 3 and 4. They understand the importance of a fair test. They develop skills of expressing their own ideas whilst investigating. For example, they made careful observations whilst working with different liquids and then analysed their previous understanding. They show real confidence in carrying out analysis. When checking predictions of an investigation with liquids the more able pupils suggested that they had misunderstood the properties of the hair conditioner. The younger pupils identified the same mistake but in simpler language, "that thick stuff doesn't make it change". They develop a very good understanding of living things, materials and their properties and physical processes as the teacher provides interesting investigations across all these areas. She ensures that pupils record their findings in a variety of ways.
92. The very good progress is consolidated well in Years 5 and 6. Pupils have good skills of recording as they are provided with a range of varying formats across different experiments. Pupils are expected to use graphs accurately to track the outcomes of their investigations. They develop good skills of drawing diagrams to explain different phenomena. For example, they show how light travels through a lens in different ways. Information communication technology is used effectively by employing sensor equipment to explore properties of materials. However, opportunities are missed to use computers regularly to record and present the results of investigations. Imaginative tasks are set to reinforce pupils' understanding. For example, pupils produced a layered diagram of the parts of the human body which effectively reinforced their understanding of the different bodily systems. Teachers in both the Key Stage 2 classes give pupils good opportunities to make predictions. Pupils have the confidence to decide for themselves. Teachers then provide high quality discussion to share all the outcomes of the lessons and to reinforce correct scientific knowledge. Homework is used well in science for the oldest pupils as they have books specifically used at home to reinforce the work in school. Pupils have regular preparation for the format of the national tests.
93. In Key Stage 1 pupils also cover the curriculum thoroughly. Teaching is good. In the majority of lessons scientific investigation is included as part of the lesson. Pupils are expected to record the outcomes of their work on a regular basis. They produce simple graphs to show the class's favourite smells. Pupils are supported well in writing about their experiments. For example, a more able pupil explained about the sense of smell by writing "Tiny pieces go up your nose and your nerve endings smell them". Pupils develop good understanding across all the aspects of the science curriculum as teachers provide modules of work to reinforce their understanding. Pupils have good standards of literacy and numeracy in both key stages.
94. The experienced teachers all use questioning very effectively. They target pupils very carefully to ensure that they all concentrate on the discussion. They also pitch their questions very skilfully to match the needs of the different pupils. Support for pupils with special educational needs is good both in their oral work and the written outcomes. Progress of pupils who are gifted and talented is very good. These pupils are given a high level of challenge which extends their development very well. All teachers manage the behaviour of pupils very well, which leads to consistently high

standards of behaviour. Pupils all have very positive attitudes towards their work. They co-operate very sensitively with each other both in the practical work and in solving the problems they encounter.

95. The school has planned carefully for the mixed aged groups by using a two-year cycle. Teachers use their very good knowledge of their individual pupils to ensure that their progress across the year group builds on their previous work. However, the planning for the split Year 1 pupils is not sufficiently consistent and pupils are getting different skill development in the two different classes.

ART

96. Pupils' attainment in art by the end of both key stages is in line with national expectations. They make good progress in observational drawing. Scrutiny of work shows that pupils have received a range of opportunities and media. For example, by the end of Key Stage 2 pupils have constructed a cityscape in silhouette including church towers and the Dome, and used clay to portray members of a band. They have produced individual paintings based on the work of L.S. Lowry, and used wool and ribbon to weave small mats. They have painted various sporting activities such as football showing an understanding of composition and perspective. Pupils use increasing accuracy and pay attention to detail when representing objects such as pots of pencils, and they are gaining knowledge and understanding of the work of others such as Cézanne. Pupils use sketch books but this work is at an early stage and does not yet show development of skills or experimental techniques. Pupils with special educational needs and those who are gifted and talented make good progress.
97. Pupils in Key Stage 1 are beginning to represent what they see in paint and charcoal, and other materials such as tissue and foil paper. They describe differences and similarities simply, and are beginning to investigate the different ways to use materials such as charcoal. Younger pupils use paint and printing to record their findings. They use a range of materials such as tissue paper and foil. In Years 1 and 2 pupils use charcoal well when drawing portraits of their partners. They develop their observational skills. For example, they studied a bowl of fruit and used colour well in their 'still life' pictures. In Years 3 and 4 good links with other cultures are made. For example, pupils made Indian banners using printing on cotton. In Years 5 and 6 experiences are extended. Pupils use pastels at the expected level in close observational drawing of objects such as a starfish. They use clay effectively to extend their control of this medium and construct human figures. They understand the techniques of artists such as Braque and produce pictures in his style.
98. Pupils are given good opportunities to work from direct observation. For instance, they draw portraits of their partners in charcoal, sitting opposite to each other. In Years 3 and 4 they have studied and discussed the portrait by David Hockney of his parents, and make drawings similarly using pastels and charcoal. By the end of Key Stage 2 pupils are completing a sketch in the style of Cézanne whilst listening to Debussy.
99. Teaching is satisfactory with some very good features in observational drawing in Years 5 and 6. In Key Stage 2 teachers effectively combine understanding of famous artists with pupils' own work in the same style. Teachers lead discussions well. They are encouraging and supportive, and celebrate pupils' achievements with sensitivity and appreciation. They make effective use of accommodation and facilities, and organise their limited space carefully both during lessons and in using display facilities.

100. The policy and scheme of work for art are in place and are used well to support teachers' planning. However, there is presently no portfolio of pupils' work in art. The school is aware of this and hopes to build up a bank to record pupils' work and school displays using a digital camera. This would have the advantage of easy storage.

DESIGN AND TECHNOLOGY

101. It was not possible to inspect any lessons in this subject as the school organises design and technology at a different part of the term. Judgements are made on scrutiny of all of last year's pupils' work, teachers' planning and discussion with teachers.
102. Standards at the end of both key stages are at the expected level for seven and eleven year olds. Teaching is satisfactory in both key stages. Teachers provide a range of contrasting projects to develop skills steadily through the school.
103. By the end of Key Stage 2 pupils link their designing and making skills effectively. They produce detailed instructions and drawings as preparation for the final outcome. For example, for their fairground models they produced plans with over seven different sets of directions for the final outcome. They are aware of the needs of the user as teachers provide well-focused activities. When they designed and made a soft toy they considered the needs of a young child. Teachers provide a range of different materials and expect pupils to respond with individual designs. Pupils combine varying materials appropriately in a range of ways to produce their artefacts. When they produced their fairground models they used coroflute, straws, cardboard and other materials effectively. They designed different types of models but they all managed to make mechanisms which produced movement. They have sufficiently accurate making skills to produce co-ordinated cogs and levels from different materials. Pupils work regularly with fabrics and develop co-ordination in using needles and thread. However, pupils do not develop skills of evaluating their work either during the process of production or at the end of the project.
104. Satisfactory progress is made in Years 3 and 4 where pupils cover a range of projects. They make three-dimensional shapes with the expected level of accuracy. This work is related well to the school year. For example, pupils made cuboids for stables at Christmas and pop up cards for Mothers' Day. This promotes pupils' social and cultural development well. Information communication technology is used well in Years 3 and 4. Pupils use the paint program to decide where to make the shapes in their jigsaws. These pupils develop delicate skills in using balsa wood as the project requires careful cutting and sticking for the different pieces to fit together.
105. In Key Stage 1 pupils make good progress in the reception and Year 1 class. Last year's teacher combined design and technology very effectively across the curriculum. For example, in a drinks project pupils investigated their favourite drinks and then combined different liquids to make their own cocktails. They carried out simple evaluations of the final outcomes from the point of view of both taste and appearance. Progress slows in the Years 1 and 2 class as pupils do not develop their designing skills at the same rate.
106. Teachers support pupils with special educational needs well and they make good progress. Gifted and talented pupils are given very good opportunities to extend their own ideas and skills.

107. Literacy is developed well in the classes where pupils are involved in designing. For example, in Year 1 pupils wrote simple sentences in their cocktails project. In Years 5 and 6 pupils develop skills of writing instructions. More able pupils use a lively style of writing. For example, the final instruction was "Stuff it and make it nice and plump, you are left with a good looking animal!". Pupils develop numeracy skills effectively. For example, they produce simple graphs to research favourite drinks in Year 1 and produce drawings to scale in Years 5 and 6.
108. Throughout the school pupils take a pride in their work and take care with the quality of finish in their products. For example, pupils in Years 3 and 4 took great care with their drawings on their jigsaw puzzles.

GEOGRAPHY

109. During the inspection one lesson in geography was observed. Judgements are made on the basis of the scrutiny of work, teachers' planning and displays, and discussion with teachers and pupils. By the end of Key Stage 2 attainment is above national expectations. Progress is satisfactory in Key Stage 1 and accelerates in Key Stage 2. Pupils with special educational needs make good progress. Pupils who are gifted and talented make very good progress.
110. By the end of Key Stage 1 pupils demonstrate a clear awareness of the physical and human aspects of different locations such as Summerseat, a seaside town or an inner city. They justify some of their observations and use geographical terms such as 'hilly', 'harbour', 'coast', 'land' and 'fields'. Teachers use the school area effectively to develop their early geographical skills. The pupils draw simple plans of their desks and of their rooms showing attention to detail. They work at a wide range of interesting activities. These help them to compose a geographical vocabulary as well as develop their awareness of their immediate locality and places further afield. For instance, in reception they make postcards describing their holiday destinations, including descriptions of rivers and other features near to the campsite. In Year 1 they have drawn a lion and written a description of his surroundings: "he lives in Africa on the plains", and also in Year 1 they have visited a local farm to learn at first hand about the land and the crops and animals which they find there. They know that farmers provide them with certain foods such as eggs and milk, and are beginning to develop an understanding of markets and transport. They investigate why rain falls and study the rain cycle, and they understand that rain is essential to growing things such as crops. In developing their early work on plans, they draw their journey to school with suitable captions such as "On the way I pass Lottie's house, George's shop, the graveyard and the hill". They contrast how they would feel about living in a tower block in a city, a thatched cottage or a house in Patmos.
111. In the Years 1 and 2 class pupils enjoy investigating the features of a seaside town, through recalling their own experiences or listening to the opinions of others. They reach an understanding about which features they could enjoy in good weather and the types of buildings that are constructed in response to whether the weather was wet or cold. Their observations show enthusiasm and interest. They are fascinated by tides and describe how sand castles fall and 'melt' as the waves come in. They tackle their tasks with enthusiasm, working co-operatively in pairs, designing their own ideal seaside town complete with hotels, cafes, funfairs and shops as well as a beach, lighthouse and harbour.
112. At the end of Key Stage 2 pupils have developed their knowledge and understanding of geographical features of the wider world through very good use of e-mail and information technology. They have tracked a real voyage from Europe to America

and come to a deep understanding of the effects of weather as well as an appreciation of distance. They have studied rivers including the local River Irwell, and conducted a survey of parents to establish which features of Summerseat are causing concern ranging from traffic to a lack of shops in the village.

113. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers use discussion well with very good questions carefully aimed to draw on pupils' experiences. Good use of vocabulary enriches pupils' geographical knowledge and clear explanations assist their understanding of seaside features such as waves and tides. Lessons are very well structured with a good balance between discussion and activity. Tasks are interesting and imaginative, and teaching supports and encourages all pupils with sensitivity and skill, including those who have difficulty from time to time in concentrating.
114. Pupils' attitudes in geography are very good. They are interested and enthusiastic and willing to offer their opinions and share their experiences. They work hard and are soon engrossed in their task.

HISTORY

115. During the inspection lessons were only observed in Key Stage 2. Judgements are based on scrutiny of pupils' work, teachers' planning, displays and photographs and discussions with pupils and teachers.
116. Pupils make satisfactory progress in Key Stage 1. This accelerates in Key Stage 2 and by the end of Key Stage 2 attainment is above expectations for their age. The school takes many opportunities to establish a sense of the past. For instance, the school has recorded memories of Summerseat by parents and grandparents. Pupils have listened to the memories of being at school long ago by a senior citizen who attended the school as a child. In assembly, pupils are led to a realisation of the meaning of 'heritage'. Good use is made of the past history of the school, for example a description of how and why it was founded.
117. By the end of Key Stage 2 pupils show a factual knowledge in their writing and drawings of aspects of Britain, describing characteristics of past periods such as the Romans and the Tudors, or more recent times such as the 1930s. Pupils' work shows a wide range of interesting activities have been undertaken to show the differences between the past and the present, to develop a sense of chronology and to know and understand the lives of certain people who have shaped our past by their deeds, for example Grace Darling or Alexander Graham Bell. They have studied changes in the locality such as the growth of calico printing in Bury and Ramsbottom. In particular they have studied the effect in Lower Summerseat when mills were established by two local families working together, one of which was Robert Peel's family.
118. Good links with literacy have been made and pupils have written effective descriptions, for instance of the Jarrow crusade. They compare clothes worn by the rich with those worn by the poor including footwear. Their first-hand accounts of Evacuation Day show an empathy and understanding of what it must have been like to leave their familiar surroundings and their parents, for the countryside far away, and to live with a stranger, "We wondered about our manners. We did know we hadn't to drink our tea out of the saucer". In Years 5 and 6 pupils gain an understanding about life as a chimney-sweep.

119. Teaching in Key Stage 2 is good. It is satisfactory in Key Stage 1. Clear explanations and very good support provides pupils with a clear framework and a stimulating springboard for their writing. Very good management of the plenary in which some pupils' accounts are celebrated leaves the class with a strong sense of achievement.
120. Pupils in Key Stage 2 clearly enjoy history and are engrossed in their tasks. They behave well and concentrate hard. They have understood their task very well and are striving to portray life as a chimney-sweep as powerfully as they can using a very good range of adjectives and adverbs to bring their writing to life. They respond very positively as classmates read out their finished descriptions. In assembly they pay close attention to accounts of entertainment years ago, when grandfather played his 'bones' and the family would sing together around the piano. They take a new interest in their headteacher when they realise that he is one of a line of headteachers reaching back to the first one whose plaque adorns their hall.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Attainment by the end of both key stages is in line with expectations in information and communication technology. The school builds on the expertise pupils bring with them from home as the great majority of pupils have access to computers in their homes. By the end of Key Stage 1 pupils use graphics programs effectively to generate compositions using a range of different techniques. For example, they choose different colours and brush techniques in spring pictures. They understand that they can use background effects as part of these compositions. They plan and command at the expected level to make things happen. They program robots to move around the hall for different distances and directions. Teachers organise parents effectively to support this work. Some pupils use computers to produce bar charts after collecting data.
122. In Years 3 and 4 pupils use information and communication technology across several different subjects. For example, in geography some pupils record the differences in human features in contrasting countries. They develop skills of control when they program simulations of go-karts to move around a village. Some pupils use the paint program when designing in technology. For example, they produce the design for their wooden jigsaws and use the graphics program to decide the best way to divide up the different pieces of the final product. They also develop skills in using graphics by producing greetings cards. For example, they made Easter cards with verses inside and sent them to the other classes in the school and to the school cooks. This developed their social skills well. Pupils use the computer to develop writing skills as they use the computer across a range different tasks. These include the drafting of poems, writing persuasive letters to their parents and writing simple stories. They incorporate different effects in this work using varying font styles and sizes and incorporating different colours in the final outcome.
123. By the end of Key Stage 2 pupils understand how to exchange ideas and information in different ways. This is carried out mainly through communicating via e-mails in very innovative projects to different audiences. These include linking pupils individually with pupils in other schools both in England and in the United States of America. Pupils understand the importance of security when sending e-mails as the school set up careful systems to ensure that the e-mails were sent via the teachers. These communication systems contribute well to pupils' social and cultural development. They also extend pupils' literacy skills well as they carry out long term exchanges with other pupils in the particular style used in e-mails. Pupils produce simple spreadsheets at the expected standard to record varying data. They use

sensor equipment appropriately to record different outcomes in scientific investigations. For example, they monitored the effect of different materials on a light source and annotated the printouts produced from this work. They use the Internet confidently to access relevant data. Pupils who use the Internet regularly at home support pupils who have less experience. Pupils are provided with treasure trails across different web sites. For example, they successfully found information about the most recent successes in the Olympics. Pupils have not had opportunities to develop control at the expected level in Years 5 and 6. However, the school has acquired the equipment to carry this out and there are plans to include this work in the coming year.

124. Teaching is satisfactory across both key stages. Teachers plan relevant activities for information and communication technology each week. However, they do not always organise the pupils to ensure that they have equal time on the computer. In the Years 3 and 4 class there are monitoring systems to track the activities that are covered by individuals but this is not carried out consistently across the school. However, organisation of developing skills of control of the programmable robot in Key Stage 1 is effective as groups of pupils work in rotation with an adult. Teachers cover a range of activities across the period of a term but they do not set aside time specifically each week to develop understanding in whole-class sessions. This reduces the opportunities for all pupils to acquire knowledge. Teachers do not use computers consistently across different lessons. Opportunities are missed to develop information and communication technology skills in group or independent work across the school day which is an inefficient use of the computers. Year 6 pupils develop good organisational skills as they take turns in monitoring the arrival of e-mails in the morning and in ensuring replies are sent by the appropriate member of the class.
125. Teachers emphasise the importance of sharing the keyboards of computers and pupils respond very well to this expectation. They support each other very well in carrying out the tasks and co-operate in solving problems. In the Years 5 and 6 class the teacher organises very interesting projects based on information and communication technology. For example, pupils communicated regularly in a very exciting link with a television presenter as she crossed the Atlantic in a small boat. This developed their skills of writing e-mails effectively. It also developed good understanding of the process of making a television programme as they were filmed in school taking part in their e-mail transmissions. The school has produced a well organised handbook for parents identifying the strategies and principles used when working on the Internet.

MUSIC

126. Music is a considerable strength of the school. The excellent quality of class teaching in Years 5 and 6, together with the wide range of extra-curricular activities made available to the pupils of the school, ensure that music has a very high profile in the school. Standards by the end of Key Stage 2 are well above those expected nationally. Standards in Key Stage 1 are above those expected nationally. This is a considerable improvement since the last inspection when standards were judged to be in line with national expectations.
127. In Key Stage 1 younger pupils are beginning to investigate the elements of music. They discuss the differences between loud and soft sounds, using their voices, untuned percussion instruments and 'body percussion' such as taps, claps and stamps. They are becoming familiar with the musical terms 'dynamics' and 'rhythm' as they repeat patterns of sounds. They listen well to each other's patterns and

discuss them using musical vocabulary. They are beginning to appraise each other's performance and to improve their own. They sing with increasing confidence and some imitate the teacher as she indicates pitch with hand signals. They recognise that music consists of sounds and silences. When listening to Elgar's "Nimrod" they indicate correctly with their hands when the music gets louder and softer.

128. By the end of Key Stage 2 pupils are achieving levels of attainment in performance, especially playing, which significantly exceed those nationally expected. A large number of pupils from Year 3 onwards learn to play the descant recorder and are taught conventional notation. Many pupils proceed to play a variety of instruments not commonly found in primary schools. These include treble and tenor recorders, flute, clarinet, tenor horn, trumpet, euphonium and drums. The school justly takes pride in its provision of musical performances throughout the school year. These are regarded highly, valued by parents and the local community, and preparation for them is allocated in the timetable accordingly. Pupils sing with increasing confidence in two and three parts. They enjoy the challenge of new work and sing "make new friends but keep the old" – particularly relevant at the start of a new school year and a strong link with personal and social education. They hold their parts well against others when singing and also when clapping complex patterns in 3/4 and 4/4 time. They calculate how many bars they will have to clap before the two groups reach the end. They use and understand musical terms such as 'steady', 'rest', 'loud', 'soft' and 'conductor'. They listen attentively to gamelan music and express their opinions sensibly giving reasons for their views. They all handle a range of percussion instruments with skill playing in parts with confidence. They improve their performance through careful listening, appraising and practising. They follow graphic scores of increasing complexity accurately, observing rests and maintaining the underlying pulse firmly. At the end of lessons they combine tuned instruments as they give a performance of a favourite harvest song. They enjoy following the direction of one of their classmates as he conducts them indicating the number of beats in a bar as well as the dynamics.
129. In assemblies music has a high profile. Pupils sing using hymn books to read the words of songs. This is a very good link with literacy, although concentration on reading detracts the pupils' concentrating from the singing. For example, the quality of singing is impaired with regard to breathing correctly and posture, diction and dynamics. Nevertheless, pupils sing well in tune and there is no raucousness. There are good opportunities for listening as care is taken to play interesting and arresting recorded music as they enter and leave the hall. However, they are not always told what to listen *for*, and opportunities are lost to extend their musical appreciation and knowledge. For example, they are not told about Satie's eccentricities. They experience a range of 'live' music: piano and guitar accompaniments as well as accompaniments played by the school's recorder groups and a set of 'bones'.
130. Teaching is good overall with excellent features at the end of Key Stage 2. Very good planning supports lesson structures well to provide a very good balance between listening, appraising and performing activities. Teachers have good or excellent subject knowledge and teach with enthusiasm and enjoyment. Their love of music is evident and lends sincerity and confidence to their lessons. Lessons are well paced, and pupils are engaged in a range of interesting and challenging activities which keep them motivated and concentrating. Teachers encourage shy or reluctant pupils to sing with more dynamics through modelling and sensitive management. Lessons end with a real sense of achievement. The teaching of extra-curricular music is a strength of the school: many members of staff are engaged in supporting musical activities within the school. Peripatetic teachers visit school for instrumental tuition. Occasionally this involves some pupils not being fully engaged

during the lesson and time is wasted as they wait their turn for attention. The school is aware of the effects on the curriculum and takes suitable steps to ensure these pupils catch up.

131. Pupils' attitudes towards music are very positive. They show interest, are keen and eager to improve through practice. They handle instruments with respect and care, playing them appropriately whilst exploring how one instrument can make different sounds depending on how it is struck. They pay close attention when following directions, a graphic score or a 'conductor'. Behaviour is mostly excellent. Pupils' concentration may waver but teachers are skilled at restoring their attention without disrupting the flow of the lesson. On occasion, pupils are less enthusiastic about singing but are willing to improve when encouraged. They show respect towards others when they offer their opinions about music from other cultures.
132. Music features strongly as an extra-curricular activity and in the local community. There are different recorder groups meeting to rehearse either with members of staff, or on their own at playtimes and lunchtimes. Recorder groups receive teaching which is planned to match their abilities. For example, a Year 4 group practise "Old Macdonald" including low 'D' and 'E' mastering the technique of blowing appropriately to make these notes 'speak'. A larger group of tenor and descant recorders play "English Country Gardens" and the "Skye Boat Song" in three parts: they hold their lines well, listening to others, reading conventional notation accurately and playing sweetly but confidently. The sound they produce is ethereal and delicate: they play sensitively. The school has a thriving and enthusiastic wind band which includes flutes, clarinets, trumpets, tenor horns, euphoniums and percussion. Their playing is accurate and tuneful, and appropriately robust.
133. The music co-ordinator has energy and determination and excellent subject knowledge. Documentation is very good and resources such as untuned percussion are well organised and of very good quality. The range of tuned percussion instruments, however, is unsatisfactory. The school has a small selection of metallophones and xylophones but these are inadequate to meet the school's needs.

PHYSICAL EDUCATION

134. Progress in Key Stage 1 is satisfactory. Attainment overall at the end of Key Stage 2 is above expectations. In games and swimming attainment is well above expectations and in gymnastics attainment is at the expected level for 11-year-olds. Progress is good in Years 3 and 4 in dance.
135. In Key Stage 1 teaching is satisfactory. Year 2 pupils explore simple actions with control. For example, they move around the hall in smooth and flowing movements when responding to music based on sounds under water. More able pupils use streamers sensitively to create a stream of undulating waves for other pupils to move between. They use their hands and feet delicately to produce fine movements. The teacher uses simple resources effectively in order to stimulate pupils' imaginations. Pupils are well organised to take turns in different types of movements. They are required to identify the best features of each other's work. However, opportunities are missed for pupils to extend their language skills in suggesting improvements.
136. In Key Stage 2 teaching is good. Pupils achieve good standards in swimming with nearly all pupils reaching the minimum expectations. Many pupils reach standards well above this level both in the distance swum and in personal survival skills. Swimming is organised very effectively in concentrated blocks which ensure good transference of confidence over successive days. The school tracks each pupil's

progress carefully and ensures that less confident swimmers receive additional time to reach expected levels. Pupils have opportunities to take part in the local swimming gala. Provision in games is very good as there are excellent opportunities for pupils to take part across a wide range of activities. These include badminton, five-a-side and seven-a-side football, netball, rounders, cross country running, athletics and cricket. Pupils take part in different leagues and tournaments and are involved in both small schools and local competitions. They have a high level of success in these events. These opportunities develop social skills effectively as pupils have a pride in representing their school and meet a wide range of pupils from other schools. Pupils have the expected level of skills in gymnastics. They produce sequences of movements including rolls, jumps and balances. They have reasonable co-ordination in their partner work. They transfer skills developed in floorwork effectively to work on apparatus.

137. Teaching in Years 3 and 4 is very good in dance. Pupils develop good control over their movements as they are required to practise them carefully. A very good pace is set to lessons which allows many different activities to take place. Tasks are structured carefully to allow pupils to build their skills in small steps. Pupils are expected to respond to a range of emotions in response to music. For example, they show expressions of anger and surprise in dancing a sequence. They produce very good levels of creative effort as the teacher guides them thoroughly through contrasting features of dances. She sets high standards herself, demonstrating movements with subtlety and using more able pupils well to set standards of performance. Cultural development is good as dances are chosen from different countries' myths and legends.
138. All teachers manage pupils' behaviour well, both within lessons and moving between their classes and the hall. Pupils are keen to carry out the tasks as the teacher show enthusiasm for the work. Teachers' subject knowledge is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers all support pupils with special educational needs effectively and they make good progress. The quality of teaching has improved since the last inspection as there is now no unsatisfactory teaching. The problem identified in the previous inspection of no classroom assistant to support pupils in getting changed in the reception and Year 1 class has not been solved. This continues to reduce the time available for pupils to spend in developing their skills. This has a significant impact on the different amount of time the two classes for Year 1 pupils spend on developing their physical skills.

RELIGIOUS EDUCATION

139. Pupils' attainment in religious education exceeds the expectations of the locally agreed syllabus. This is an improvement since the last inspection. All classes have designated religious education lessons and devote an appropriate amount of time to the subject. Scrutiny of work shows that pupils have a very good knowledge of the teaching of Christianity. In discussion they know that the Bible is divided into two 'testaments' and that each contains several books or 'gospels'. They have a good understanding of the main Christian festivals and have become familiar with the stories told by Jesus such as "The Prodigal Son". They listen closely to stories from the Old Testament. In accordance with the local syllabus pupils study other world faiths such as Judaism and Hinduism. Hindu families have made a good personal contribution to religious education drawing on their own experience. Retired residents living in the locality have also made significant contributions to religious education in describing Jewish customs from a personal experience.

140. Pupils of all abilities, including those with special educational needs and those who are gifted and talented, make good progress in religious education lessons. They are keenly interested and behave responsibly. They show respect towards the subject, towards artefacts and towards visitors. They listen attentively to their teachers, to visitors and to broadcast programmes, for example in assemblies. They respond very positively towards dramatising a ceremony, show respect and sensitivity. In Years 1 and 2, pupils make good progress in their knowledge and understanding of forgiveness as they hear and discuss stories from the New Testament.
141. The quality of teaching in religious education lessons and in assemblies is good overall. Some aspects of teaching are very good. In Key Stage 1, for example, very good story telling brings Bible stories to life. Pupils are enthralled by the teacher's style and explanations. Good subject knowledge and the imaginative use of drama is another aspect which brings Judaism to life vividly. Care is taken to link new learning with previous lessons such as when studying the relationship between Jacob and Esau and their parents. Clear explanations help to ensure a fuller understanding of family relationships and the feelings of jealousy and greed. At the end of Key Stage 2 pupils' experience of other faiths such as Judaism is particularly enriched by the re-enactment of a Jewish wedding ceremony using real artefacts such as scrolls, candles and canopies. Teachers' planning includes interesting activities such as drama to motivate and stimulate pupils' interest, and to promote a greater understanding of others' beliefs and customs. Very good use is made of correct vocabulary such as 'huppah' 'cantor' and 'ketuba'.
142. Pupils experience a range of religious festivals such as Harvest and Christmas. The school takes care to enrich pupils' knowledge and understanding of religious education in many interesting ways. Following the dramatised story of Samuel, pupils join together in a thoughtful discussion about how God communicates with us. This includes pupils' expressions of what God is like, and where he is. They listen carefully to each other showing tolerance and understanding. Visitors play an important part in assemblies in enriching pupils' cultural experience. For example, in assembly, a South African minister described his church and work, teaching the school to sing and dance together with him in celebration. The local minister helped pupils to realise the meaning of 'inheritance and heritage' and fascinated pupils with his grandfather's 'bones', which he played to accompany their jaunty harvest song. This was a powerful and unforgettable way to develop pupils' knowledge and understanding of 'inheritance and heritage'.