

INSPECTION REPORT

St James' Church of England Primary School

Ashton-under-Lyne, Oldham

LEA area: Tameside

Unique reference number: 106231

Headteacher: Mrs V. Marsh

Reporting inspector: Stafford Evans
21217

Dates of inspection: 6th - 9th November 2000

Inspection number: 225241

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
Gender of pupils:	Mixed
School address:	Romney Street Ashton-under-Lyne Lancashire
Postcode:	OL6 9HU
Telephone number:	0161 330 2008
Fax number:	0161 330 2008
Appropriate authority:	The governing body
Name of chair of governors:	Mrs D. Parry
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. G. Evans (OIN 21217)	Registered inspector	Equal opportunities Mathematics Science Information and communication technology Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr R. Watts (OIN 9399)	Lay inspector		Attendance How well does the school care for its pupils? How does the school work in partnership with parents? Staffing, accommodation and learning resources
Mrs T. Galvin (OIN 21020)	Team inspector	Foundation Stage English as an additional language Design and technology Geography Music	Pupils' attitudes, values and personal development
Mrs S. Russam (OIN 10228)	Team inspector	Special educational needs English Art History	How good are curricular and other opportunities? Provision for pupils' spiritual, moral, social and cultural development.

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

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Alexandra House, 33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St James' is a Church of England junior and infant school. There are 172 pupils on roll. This is smaller than other primary schools. Attainment on entry is below the national average. Twenty-nine pupils are identified as having special educational needs. This is broadly average in relation to national figures. Four pupils have statements of special educational need, proportionately more than in most primary schools in the country. Pupils who attend the school come from a range of social and economic backgrounds. A significant number of pupils are socially and economically disadvantaged. The percentage of pupils entitled to free school meals is above the national average. Forty per cent of pupils are from ethnic minority backgrounds and speak English as an additional language. This is very high in comparison with most primary schools in the country.

HOW GOOD THE SCHOOL IS

This is an effective school that has improved very significantly over the last two years. It gives satisfactory value for money. Standards by the time pupils leave the school at 11 years of age are below the national average in English, mathematics and science. Information and communication technology attainment is below national expectations. Standards of attainment are in line with national expectations in all other subjects. Pupils achieve satisfactorily in relation to their prior attainment by the time they leave the school. The quality of teaching ranges from very good to satisfactory and is satisfactory overall. The leadership and management of the school are good.

What the school does well

- Reception children make a good start in the school. This is because of their good attitudes to learning and the good quality teaching they receive.
- Standards of attainment in mathematics by the end of Key Stage 1 are well above average and pupils make very good progress.
- There is a significant amount of good and very good teaching, 50 per cent of lessons, that positively affects pupils' learning.
- Pupils' attitudes to school, their personal development and relationships are good. This positively affects pupils' quality of learning. They like school and their attendance is above the national average.
- Provision for pupils' moral, social and cultural development is good. This has a positive impact on pupils' personal development and the relationships they form with one another.
- The headteacher provides very good leadership and is very influential in the drive to raise standards further.

What could be improved

- Pupils do not attain highly enough in English and mathematics by the end of Key Stage 2. This is despite significant recent improvements.
- Standards in science are too low by the age of seven, and higher attaining pupils aged 11 underachieve.
- Standards of attainment in information and communication technology are rising quickly but are still below national expectations by the end of both key stages.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvement since the last inspection is good. Most of this improvement has taken place over the last two years. The school is well placed to maintain the improvements and build upon them further. Standards in English and mathematics by the age of seven are very significantly higher - a key issue from the last inspection was to raise these standards. Standards achieved by seven-year-olds in mathematics put the school in the top 5 per cent of similar schools found nationally. There have been considerable improvements over the last two years in early years' provision. The role of subject co-ordinator, including that of special educational needs co-ordinator, is improved and is now satisfactory. The fact that the role of co-ordinators was unsatisfactory at the time of the last inspection made it a key issue. The leadership and management of the school are now better. The National Curriculum is now fully in place. At the time of the last inspection there were serious shortcomings in what pupils were and were not being taught. This was another key issue. Procedures for assessing pupils' work are now good compared with unsatisfactory at the time of the last inspection. This means a further key issue has been addressed. There is no unsatisfactory teaching now, although there was 26 per cent at the time of the last inspection. The amount

of very good teaching is now 15 per cent compared with 3 per cent during the last inspection. The quality of lesson planning by teachers has improved significantly - another key issue from the last inspection. The school has greatly enhanced the quality of its environment. The quantity, quality and range of learning resources are much improved. The highlight of the improved resources is the very good facility provided by the new information and communication technology suite.

STANDARDS

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

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

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

Inspection evidence indicates that standards in English and mathematics have improved to below the national average and continue to rise. This is because the National Literacy and Numeracy Strategies are now having a positive impact on pupils' progress. Also, following a period of high teacher turnover and absences there is now more stability in the staffing of the school. This positively affects standards. The only weakness on this front is the continued disruption during the first half of this term to the education of the youngest pupils in Key Stage 2 caused by teacher absence. The class now has a permanent teacher allocated to it. The changes to curriculum planning, improved monitoring, evaluation and support of teaching are other factors that are raising standards. In mathematics, the employment of an extra teacher to support pupils' learning has helped significantly to raise standards. The weakness in attainment that needs to be addressed is the underachievement of higher attaining pupils. Other pupils achieve satisfactorily in relation to their prior attainment.

Standards in information and communication technology are below national expectations, but improving. Standards in other subjects are like those found in most primary schools. Attainment in religious education is in line with that recommended in the locally agreed syllabus. The school assembles a range of information on pupils' prior attainment to set appropriate attainment targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have good attitudes to their work. The best attitudes to learning are found in children in the reception class, pupils aged 5 to 7 and among most pupils aged 7 to 11. Some pupils aged 10 and 11 have unsatisfactory attitudes to their learning.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is satisfactory. There are some older pupils who do not behave as well as they should.
Personal development and relationships	Pupils' personal development is good and they enjoy good relationships with one another.
Attendance	Pupils' attendance is good but the punctuality of a lot of pupils is unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
40 lessons seen overall	good	satisfactory	satisfactory

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

Teaching is satisfactory or better in all lessons. It is very good in 15 per cent, good in 35 per cent and satisfactory in 50 per cent. The quality of teaching is good in mathematics and information and communication technology and satisfactory in other subjects. The quality of teaching of pupils identified as having special educational needs is satisfactory. The strengths of the teaching are the effective use of an appropriate range of teaching methods and good deployment of support staff. Support staff make a positive contribution to pupils' learning. The weaknesses are that the expectations of what pupils are to learn are not high enough. Therefore, the work planned for the higher attaining pupils is not always hard enough for them. Also, some lessons are too long and the quality of the marking of pupils' work is sometimes unsatisfactory. The use of literacy, numeracy and information and communication technology skills should be more effective in the teaching of other subjects.

The quality of the pupils' learning ranges from very good to satisfactory. It is satisfactory overall. Pupils in the reception class and in Key Stage 1 are consistently interested in their lessons and concentrate well. The quality of learning is good for pupils with English as an additional language and pupils with statements of special educational need.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good planning of the curriculum for the under-fives ensures coverage of learning appropriate to children of this age. The school provides a broad range of work that is relevant to pupils aged 5 to 11. There is an appropriate statutory curriculum in place.
Provision for pupils with special educational needs	The school's programme of support for pupils with special educational needs is satisfactory. It is effectively organised to identify pupils who need additional help in class. This ensures they make similar progress to that of their classmates. The shortcoming is in the use teachers make of pupils' individual education plans when planning pupils' work. Arrangements for supporting pupils who have statements of special educational need are very effective.
Provision for pupils with English as an additional language	Provision for pupils who are learning English as an additional language is good for children in the Foundation Stage in reception and for pupils in Key Stage 1. They receive good support from the bilingual support assistant. Provision within Key Stage 2 is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. Provision for pupils' moral, social and cultural development is good, with sound provision for their spiritual development.
How well the school cares for its pupils	The school cares well for its pupils. Members of staff treat the pupils with understanding and respect. Procedures for child protection are in place. Assessment procedures are effective in identifying pupils' strengths and weaknesses and monitoring their progress. The use made of assessment to match work to pupils' varying needs is unsatisfactory in relation to higher attaining pupils. The school promotes and monitors attendance well.

Parents have a very high regard for the school. Effective links with parents have a positive impact on the work of the school. The quality of information the school provides for parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by the deputy headteacher, provides very good leadership. The mathematics and early years co-ordinators provide good leadership. Other key staff provide satisfactory leadership. Most of these staff have been in the school for only a short time and the positive impact of their leadership is only just beginning to show.
How well the governors fulfil their responsibilities	Governors provide good support for the school and work closely with the staff in their efforts to improve educational provision. They have a sound understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Staff and governors monitor the school's performance closely and evaluate it effectively. The headteacher and deputy headteacher accurately identify areas that require improvement. The school takes effective action to secure improvement.
The strategic use of resources	The school manages resources well and the principles of best value are applied effectively. The school is well staffed and the quality of the accommodation is satisfactory overall, but with some significant shortcomings. There are adequate learning resources to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • Parents are happy with homework provision. • They feel the school keeps them well informed about their children's progress. • Staff have high expectations for their children. • The school works closely with parents. • The school is well led and managed. • The provision for their children's personal development is good. • There is a good range of extra-curricular activities. 	<ul style="list-style-type: none"> • Parents have concerns about the amount of staff absences disrupting their children's education.

Inspectors generally support the parents' positive views. However, expectations are not high enough in some lessons for higher attaining pupils. The rate at which some pupils progress is also not fast enough. Inspection judgements support the parents' concern about the detrimental affect on their children's progress caused by the amount of teacher absences.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 2000 national tests for pupils aged seven, standards were in line with the national average in reading, above average in writing and well above average in mathematics. In the teacher assessment for science, results were very low in comparison with the national average. In comparison with similar schools, standards of attainment were above average in reading, well above average in writing and in the top 5 per cent of schools in mathematics. Standards over the last four years have risen very significantly. The school has very successfully addressed the key issue identified in the last inspection that related to raising standards for pupils aged 5 to 7 years. Standards have risen faster in the last two years than in the previous two years.
2. Inspection evidence indicates standards attained by pupils aged seven are broadly the same in English and mathematics as they were in the 2000 national tests. The main reason for the improvement since the last inspection is the better quality of teaching and pupils' learning. Both are now good compared with satisfactory at the time of the last inspection. Pupils also have a good start in the reception class, in which they make good progress. Therefore, pupils start in Year 1 at a higher level of attainment than they used to do. Standards in science are below average but improving. Standards are lower in science than in other subjects because the work set for higher attaining pupils is not hard enough and, therefore, they do not have the chance to achieve as well as they should. Also, the pupils do not do enough investigative and experimental work so their understanding of science is not developed fully. This slows the progress at which they develop their knowledge of science. Pupils cover too little work in science over the year. Therefore, pupils' depth of knowledge is not great enough.
3. In the 2000 national tests, standards of attainment for pupils aged 11 in English and mathematics were well below average and below average in science. In comparison with similar schools, standards were below average in English and mathematics and average in science. Over the last four years standards in mathematics and science have been well below average and standards in English have declined since 1998. The main reason for these low standards is frequent teacher absences and high turnover, and the difficulty of finding stable good quality supply staff. This has meant disruption to pupils' education and unsatisfactory quality of teaching particularly for pupils aged 7 to 9 years. However, the percentage of pupils attaining expected levels for their age in mathematics and science showed a very significant improvement last year. In science the percentage of pupils attaining the nationally expected level was above the national average, and in mathematics the percentage doubled of pupils attaining the expected level. Last year the school halted the decline in English standards and made some improvement.
4. Inspection findings indicate that by the age of 11, pupils' standards in English, mathematics and science are below average. Better teaching and far fewer changes to teaching staff have brought about the improvements in English and mathematics. The introduction of the National Literacy and Numeracy Strategies has made a positive contribution to raising standards. Also, the school has provided extra teaching in mathematics for underachieving pupils. This has worked well and improved the quality of their learning and increased the rate at which they made progress. Very good analysis of test results has identified strengths and weaknesses in pupils' performance. Teachers use this information very well to set work for pupils that builds effectively on their strengths and addresses effectively their weaknesses. This has contributed significantly to the current improvement in mathematics. In science, most pupils attain the expected

level for their age, but very few attain higher than expected. In this respect the higher attaining pupils underachieve. Teachers do not set work for higher attainers that is hard enough for them.

5. By the ages of 7 and 11 standards in information and communication technology are below average. Standards are improving quickly and are higher than at the time of the previous inspection. The school has made a considerable investment of time and money in staff training and better resources. This, together with good teaching, has contributed significantly to the improvement. By the time pupils are aged 7 and 11, standards in religious education are in line with those recommended in the locally agreed syllabus.
6. Pupils aged 7 and 11 attain in line with national expectations in art, design and technology, history and physical education. Most geography lessons are taught later in the year so it is not possible to make a judgement about standards of attainment in this subject. In music only singing lessons were taught during the inspection. Therefore no overall judgement about standards in music is made. Singing standards are in line with national expectations by the age of seven and above those expected for 11 year olds. By the time pupils leave the school at 11 years of age they have achieved satisfactorily in relation to their prior attainment. There is no significant difference in the attainment of boys and girls.
7. Through good teaching and good attitudes to their learning, children under five make good progress. By the time they reach Year 1 the majority of children achieve well and attain the Early Learning Goals¹ in all the areas of learning for their age. Higher attaining children are achieving above the expected level. A few of the children who are developing bilingual learners still have speaking skills that are below average. Children with special educational needs, and children with English as an additional language, make good progress through the effective support they receive from all staff. For example, classroom and visiting specialist support staff adapt worksheets and provide equipment and resources that are adapted to the needs of a child with visual impairment.
8. The school's programme of support for pupils with special educational needs is satisfactory. It is effectively organised to identify pupils who need additional help in class. This ensures they make similar progress to that of their classmates. Arrangements for supporting pupils who have statements of special educational need are very effective and ensure they attain standards that are in line with their prior achievements. Pupils who have individual education plans do not make adequate progress in meeting their targets; therefore their attainment in relation to these targets is unsatisfactory. Pupils who are withdrawn from class to receive additional help with literacy from specialist learning support assistants make progress in the work provided. However, this is frequently too easy and does not link well to other work that class teachers give these pupils.
9. Pupils with English as an additional language make good progress in the Foundation Stage and by the age of seven. This is because of the good bilingual support given to pupils who are in the early stages of learning English. They also receive good support from classroom staff who place a strong emphasis on developing children's speaking and listening skills. Pupils by the age of 11 make satisfactory progress over time. This is because teaching for these pupils is satisfactory, including the support they receive in lessons from the ethnic minority achievement teacher. In the past pupils' progress has been unsatisfactory in the Years 3 and 4 class. A significant factor in this was that in previous years this class did not receive additional support from the ethnic minority achievement teacher because of decisions made by the local group of schools on how

¹ Early Learning Goals - these are expectations for most children to reach by the end of the foundation stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.

the support should be used. This has been changed this year because the headteacher decided that the support should be targeted according to the needs of the pupils. This change in provision is too recent to have significant impact on pupils' progress.

10. The school assembles a wide range of information on pupils' attainments and has used this information to set targets for each of the existing year groups of pupils. The targets set reflect the variation in cohorts but are realistic, challenging and high enough.

Pupils' attitudes, values and personal development

11. The pupils' attitudes to the school are good and their behaviour and personal development are satisfactory. This judgement is lower than in the previous inspection when pupils' attitudes and behaviour were deemed to be high and personal development was good. In the last two years staff and governors have spent a considerable amount of time on improving this aspect of pupils' development and the standards of behaviour achieved by most pupils have improved significantly in that time. Pupils enjoy coming to school and are eager to become involved in most activities. This has a positive effect on their learning. Almost all parents feel that their children like school and most parents feel that pupils' behaviour is good.
12. Children's attitudes and behaviour in the Foundation Stage in reception are good. They show good levels of concentration, initiative and independence for their age because the staff encourages this. Children co-operate well with each other in sharing resources and are courteous to visitors. In a language and literacy lesson children listened attentively to their teacher and to one another and took turns patiently to speak during the discussion. Most pupils have good attitudes to their work in both key stages. In a mathematics lesson, Year 1 pupils followed the teacher's instructions quietly and promptly when beginning their work in groups. In a Years 4 and 5 language and literacy lesson, pupils were enthused by having to act out a broadcast of the report they had written. They concentrated well, their behaviour was good and they produced a good amount of work in the lesson. Across the school pupils show respect for equipment and one another's property, for instance they readily put litter in the dolphin litter bin in the playground. A few pupils aged 10 and 11 do not have the same good attitudes to their learning as do pupils in the rest of the school. This adversely affects the quality of their learning.
13. Pupils move around the school in an orderly manner when staff supervise them. However, when they do not get adequately supervised, the behaviour of a minority of older pupils deteriorates and is unsatisfactory, for example, on entry and exit to some classrooms at break-times and lunch-times. Pupils behave in an orderly way in the dining room, although the atmosphere is rather noisy at times. The behaviour of most pupils is good in lessons. Occasionally in lessons where the teacher's behaviour management strategies are not secure the behaviour of a few pupils is unsatisfactory. Sometimes pupils are expected to listen for too long without enough active involvement. This leads to them becoming restless and the behaviour of a few pupils deteriorates.
14. Most pupils play co-operatively together and are kind towards one another at playtimes; for example, they readily include others in their play. Boys and girls and pupils from different ethnic backgrounds get on well with each other. Interviews with pupils show that they know the rules for good behaviour at playtimes and what to do if they are bullied. They are confident that the teachers would deal with any incidents effectively. Lessons in personal and social education provide good opportunities to reinforce the school's policies on behaviour and anti-bullying. In the last year there have been two exclusions from the school for one day each. This is a significant reduction from the previous year and indicates that the successful implementation of the behaviour policy of the school is raising the standard of behaviour of all pupils.

15. Relationships within the school are good. Staff set a good example of caring, friendly behaviour and this fosters the good relationships between pupils and teachers and has a positive effect on pupils' learning. A very few pupils aged 10 and 11 do not show courtesy and respect when speaking to adults, such as parent volunteers and visitors. Children are given a good number of responsibilities outside the classroom to develop their sense of community and citizenship, and they respond well. Classes take turns to produce special assemblies, such as for Diwali and Eid. They take part in local singing festivals and performances, such as the one that Years 3 and 4 gave at a local supermarket and the local schools' song festival that took place during the inspection week. Pupils send out individual invitations to the elderly inviting them to the annual Christmas meal and perform for them at the party. They regularly raise funds for charity; for instance, they raised a large amount of food at the harvest festival which was given to the local church to be distributed in the local community. Years 5 and 6 pupils sell snacks before school begins and sometimes take responsibility for answering the phone that is in their classroom. Some of them readily take on the responsibility of caring for reception children at the lunchtime break. They have less opportunity to show initiative and responsibility in lessons but are willing to do so when asked, for instance when they access resources or tidy them away at the end of lessons.
16. Pupils' attendance is good, but punctuality is unsatisfactory. Attendance last year was above the national average; this represents a very good improvement since the previous inspection and indeed since the previous year. There is little unauthorised absence. However, although there has been considerable improvement in punctuality, up to a third of pupils still arrive after the official starting time and this inhibits a prompt start to teaching. However, improved attendance generally has had a positive effect on pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is satisfactory, with a significant amount of good and very good teaching having a positive effect on pupils' attainment and progress. The quality of teaching is much better when compared to what it was at the time of the last inspection. Teaching is satisfactory or better in all lessons, with 35 per cent good and 15 per cent very good. At the time of the last inspection there was only 3 per cent very good teaching and 26 per cent of the teaching was judged to be unsatisfactory or worse.
18. The quality of teaching for the under-fives is good and this has a significant effect on children's learning. The teaching is based upon good planning that identifies clear learning targets in all areas. Groups of children are organised and resourced well and this fosters the purposeful working atmosphere and good behaviour of the children. Children show increasing levels of concentration, initiative and independence for their age because the staff encourage this. There are good assessment procedures for tracking children's progress which staff use successfully to plan the next step in children's learning. Support staff are deployed effectively in lessons and make a positive contribution to pupils' learning. The bilingual assistant gives very good additional support to those children who have English as an additional language.
19. The quality of teaching is satisfactory for pupils aged 5 to 7 years. It ranges from very good to satisfactory - 50 per cent is good or better. Teaching is very good in mathematics and good in information and communication technology. It is satisfactory in all the other subjects. The quality of teaching is satisfactory for pupils aged 7 to 11 years. Forty-five per cent of lessons are good or better. Teaching is good in mathematics and information and communication technology. It is satisfactory in all other subjects. The quality of teaching in the Years 3 and 4 class is currently satisfactory, but over the course of this

term it has been unsatisfactory. This is because of the changes in staff, four different teachers so far this term. This has meant there has been no continuity of good practice. For example, teachers have not heard pupils read and have not monitored their progress. This adversely affects pupils' progress in reading.

20. Lesson planning is satisfactory. It clearly shows what is to be taught and learnt. However, there is insufficient emphasis given to planning the use of literacy, numeracy and information and communication technology skills in different subjects. An effective use of pupil assessment ensures that activities generally match pupils' varying needs and prior attainment. The exception to this is in some lessons when higher attaining pupils do not have sufficiently difficult work to complete. The quality of the marking of pupils' work is good for pupils aged 5 to 7 but unsatisfactory for pupils aged 7 to 11 years. It is unsatisfactory for these pupils because the teachers do not place sufficient emphasis on what pupils need to do to improve their work further. Good homework procedures recently introduced are effective in extending pupils' learning. Homework is less effective when the work is not marked thoroughly, which occurs too frequently.
21. The school uses a range of appropriate teaching methods. These include whole-class teaching, group and individual work. Teachers use time and resources generally satisfactorily. The weakness in this aspect of the teaching is that some lessons are too long. Pupils are unable to maintain concentration for so long and the pace slows at which pupils work. This adversely affects pupils' progress. Teachers have secure subject knowledge. They generally manage pupils' behaviour effectively. Some older pupils in Years 5 and 6 present behaviour problems that are not always managed effectively. The effective use of the additional teacher to teach mathematics has positively affected standards of pupils' attainment. Across the school, support staff are deployed well to support pupils' learning in class. They make a positive contribution to pupils' progress.
22. The planning and teaching for pupils who are learning English as an additional language is good for children in the Foundation Stage in reception and for pupils aged 5 to 7 years. They receive good targeted support from the bilingual support assistant. The work matches well their individual needs. The school keeps good records of their progress and these are used to plan work for them. Class teachers and classroom support assistants support these pupils well through the emphasis they place on developing the speaking and listening skills of all the pupils. Teaching is satisfactory for pupils aged 7 to 11 years. The class teachers provide the work for the pupils who are learning English as an additional language. The learning targets identified for these children by the ethnic minority achievement teacher mainly reflect the class teacher's targets for what all pupils should achieve in the lesson. This leads to them making satisfactory progress in their learning in the lessons and over a longer period of time.
23. The quality of teaching of pupils identified as having special educational needs is satisfactory. Support in whole class lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Trained learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning for pupils who have statements for sensory impairments. Teachers do not make satisfactory use of individual education plans to inform their planning or match the work they provide to the pupils' individual needs. Support assistants who work with small groups of pupils without direct teacher supervision frequently have low expectations about the quality and standard of work produced by the pupils.

24. The following are examples of how good quality teaching in the school positively affects pupils' learning:
- In a reception class literacy lesson based on *The Three Billy Goats Gruff* the teaching and learning were good. There was good management of the children's behaviour, based on very good relationships and effective, established rules and routines. The children responded by behaving well, listening attentively and responding promptly to the staff's instructions. The staff made good use of on-going assessment of children's understanding. They taught basic skills well, including the initial sounds of words. The children's acquisition of basic skills is good. The additional adult support was deployed effectively. This meant pupils with special educational needs played a full part in the lesson.
 - The Year 2 teacher taught well the properties of two-dimensional shapes. Pupils' learning was good. Skilled questioning ensured all pupils took part in the introduction. The planning clearly showed what pupils were to learn. This meant their learning of the relevant information was in an appropriate order to ensure good understanding. They organised group work so that work appropriately matched pupils' varying needs. The pupils worked quietly and keenly because the work interested them and provided them with an acceptable level of challenge.
 - Science taught to Years 3 and 4 on the connection between sound and vibration resulted in good learning. Pupils by the end of the lesson knew vibration causes sound. The teacher, who maintained pupils' interest by effective use of demonstration, achieved this through a good short introduction. Later, by very effective use of skilled support staff, pupils in small groups had the opportunity to complete the experiment themselves. This reinforced their knowledge and understanding. During the written exercise the teacher intervened in pupils' learning to ensure they understood what they were doing and to check what they knew.
 - Good teaching in an information and communication technology lesson with Years 5 and 6 resulted by the end of the lesson in pupils having a good understanding of the use of spreadsheets. The introduction to the lesson was short and included clear and precise instructions. This left long enough for pupils to practise their new skills on computers in the computer suite. The teacher intervened effectively in pupils' learning by giving help and offering suggestions. This helped maintain pupils' interest and ensure they were able to progress through the program at a brisk rate. The teacher showed secure subject knowledge in answering pupils' queries and extending their learning with appropriately probing questions.

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

25. For pupils in the reception class learning opportunities are good. The quality and range of learning opportunities provided for pupils aged 5 to 11 are satisfactory and meet statutory requirements. The school follows the guidelines for the national strategies for both literacy and numeracy. In literacy, it places insufficient emphasis on extended writing and the development of writing for a range of purposes across the curriculum. The use of numeracy across the curriculum is also underdeveloped. Throughout the school the curricular opportunities in information and communication technology are developing well but need to be used more frequently in all subjects of the curriculum. Effective planning of the religious education curriculum reflects the locally agreed syllabus.
26. The bilingual support assistant gives good additional support to children in the reception class and pupils aged 5 to 7 who are at the early stages of learning English as an additional language. This means that they have equality of opportunity to take advantage of the curriculum experiences they receive. In the reception class they also benefit from

the good quality curriculum experiences that the school provides. For instance, the play area designed as a post office gives children good opportunities for imaginative play.

27. For pupils aged 7 to 11 the planning of the ethnic minority achievement teacher and class teachers does not contain precise targets for what pupils who are learning English as an additional language should achieve in the lesson. This means that their learning and progress are only satisfactory.
28. Provision for pupils' personal, social and health education is satisfactory. Pupils have a sound knowledge and understanding of health issues and are aware of how their life style affects their well-being. The school has developed policies for sex education and drugs awareness, both of which are taught during a range of lessons. These lessons include science and personal, social and health education lessons. Regular monitoring of teachers' medium term plans ensures implementation of local and national initiatives, including pupils' awareness of citizenship.
29. The school ensures most pupils, regardless of ability, have full access to the National Curriculum and religious education, the exception being a few pupils with special educational needs. They miss out when withdrawn from lessons to receive support from visiting learning support assistants. Teachers provide a good range of extra-curricular activities to support learning in the classroom and promote the wider personal development of the pupils. Opportunities are provided for pupils to benefit from local field trips, which use a range of environments as a rich source of knowledge and information. These include visits to Freshfields at Formby, Stamford Park, Eureka in Halifax and Glossop. A high percentage of pupils regularly participate in a good range of after school clubs including art, music, choir, mathematics, computers, netball, dance and Urdu.
30. The local community makes a good contribution to pupils' learning. The local vicar and education welfare officer regularly visit school to contribute to assemblies, and pupils visit the church and mosque. Pupils are involved in community initiatives such as Ashton in Bloom during which they planted bulbs to improve the environment. Tameside Sports Link provides coaching sessions for pupils in athletics. Players from local football clubs promote the development of soccer skills with pupils aged 7 to 11 years. During the inspection pupils from Class 4 visited the local supermarket to provide shoppers with entertainment linked to Diwali celebrations.
31. The school has established good relationships with partner institutions to ensure that pupils' transfer to the next stage of their education is planned successfully. Similarly there are good links with Whiteacre Nursery. Children from this nursery visit the school socially prior to admission to familiarise themselves with the school and get to know their new teacher. A local special school recently made puppets for pupils in Year 1 who were especially appreciative when they could both watch and use characters from *Goldilocks and the Three Bears* to retell the story. Other pupils have exchanged letters with another primary school and invited their pen pals to a school production of *The Creation*. The local education authority has awarded the school its Community Involvement Certificate.
32. Pupils' spiritual development is satisfactory. The school provides regular opportunities to help pupils explore the values of others. It exploits incidental opportunities as they arise to enable pupils to reflect upon who they are, why they are here and their place in the world. In some lessons, teachers capitalise on situations that can be used to develop pupils' understanding of other people's beliefs. In Class 4, pupils watched a video about Hinduism and were entranced when, as part of the story about Krishna, the boy telling the story dissolved salt in water and likened God to the solution saying, "We know there is salt in the water but can't see it - we know God is everywhere but we can't see Him". The school holds well planned school and key stage assemblies daily. Some teachers miss

opportunities in assembly for pupils to contribute their own prayers, or to reflect for long enough in a peaceful, meditative atmosphere. Music is carefully chosen to complement the weekly assembly theme, but teachers do not discuss it adequately with the pupils.

33. The school makes good provision for pupils' moral, social and cultural development. These are strengths of the school. Adults who work within the school provide good role models for pupils and are consistent in their approach to reinforcing the difference between right and wrong. Discussions in Class 5 are effective in prompting pupils to reflect upon how their actions may affect others and that they have choices about how to behave. They talk with maturity about the need to be honest, fair and to tell the truth. They know that justice in school is even-handed and non-biased. During the inspection first hand experience confirms the value of these initiatives in developing pupils' social competence and their skills in initiating and sustaining interesting dialogue with adults helping them. Through their participation in school sports events and competitive games pupils learn the value of developing a team identity and the need for interdependence upon their team-mates in order to be successful participants. They develop these qualities effectively through opportunities provided for football and athletics.
34. The good relationships pupils have with adults in the school positively influence their social behaviour. Their care for others extends beyond the school. Not only have they recently collected money for the school library/computer suite but also for the Roald Dahl Foundation for Sick Children by taking part in a Readathon. Pupils demonstrate a good knowledge and understanding of living together harmoniously and with tolerance. They show kindness and understanding for those less fortunate than themselves and readily offer help to any of their classmates in need of assistance.
35. The school enhances pupils' awareness of their own culture. Although teachers do not always plan opportunities for cultural development, lessons lend themselves well to extending pupils' knowledge and understanding of how cultural traditions have changed in British society. For example, in their current study of the Great Fire of London and the Tudors pupils learn about changes in lifestyle, working habits and education. Through their art and music lessons teachers plan some opportunities for pupils to find out about the work of famous artists and composers and develop an understanding of the intended effect created by a particular piece of music or work of art. But these are not adequate or regular and, therefore, pupils' knowledge and understanding of artists, musicians and their work are lacking. The school provides well for pupils to appreciate the richness and diversity of other cultures, and for pupils to develop a clear understanding of living in a multi-cultural society. They experience this through religious education, the celebration of the significant festivals of their own and other cultures, and through subjects such as art and geography. The school makes effective use of visits to the local church and it includes opportunities for visiting non-Christian places of worship. Appropriate focus is placed upon the study of non-European cultures and the richness of their heritage, through assembly themes, celebrating festivals such as Diwali and sharing information about Eid, Ramadan and Hannukah.
36. Since the time of the last inspection the school has made good progress in the curriculum provision and other learning opportunities they offer to pupils. The school is aware of where further work is required and is well placed to make the necessary progress. Additionally it has maintained high standards in the provision it makes for the pupils' spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has a caring environment in which pupils are well looked after and feel secure. Procedures for ensuring that pupils are safe are generally sound but some health and safety procedures lack rigour. For example, the premises are regularly inspected for risks but the monitoring of action taken is insufficiently secure; risk assessment of activities is informal and not recorded. The school checks electrical and fire equipment appropriately. First-aid trained staff look after pupils who are ill or who have accidents at school. The school has adopted local child protection procedures and the designated teacher and other staff are well trained. External agencies such as social services give appropriate support.
38. Teachers encourage good behaviour well with an effective system of rewards and sanctions. Pupils have played a part in drawing up the school rules, which had the specific target of raising behaviour from a poor level. The school identified that there was a need to raise awareness in pupils of the impact of their actions on staff and other pupils. This has had a positive impact on attitudes, particularly with younger pupils. Lunchtime supervisory staff are generally effective but have not yet been sufficiently integrated into the system to give them the perceived status to enable them to be better than that. The anti-bullying policy and procedures are effective and immediate corrective action taken on the few occasions racial incidents have occurred. Records are maintained of racial and other incidents. Teachers complete registers correctly. A more rigorous approach to monitoring attendance using a computer, and increased information to parents on the importance of attendance, have been very successful in raising the level. The school usually gives pupils with English as an additional language some work to complete when they are absent on extended family holidays. They receive additional targeted support on their return to compensate for the work they have missed.
39. Throughout the school assessment procedures are good. The use teachers make of the results of the assessment to inform the next step in pupils' learning are underdeveloped for pupils aged 5 to 11 years. Since the time of the last inspection the school has made good progress in developing assessment procedures. This was identified as a key issue for action in the last report. The new procedures have been introduced sensitively and systematically. It places emphasis upon the development of methods of monitoring and tracking pupils' achievements in literacy and numeracy. Assessment procedures in science are less well developed. Teachers make insufficient use of the results of assessment in science to match work to pupils' varying needs, especially work for the higher attainers. The school has identified a need to develop these further to replicate the better quality of literacy and numeracy assessments. Co-ordinators responsible for the foundation subjects have begun to initiate and implement procedures for monitoring pupils' progress and achievements. In most subjects, they have established portfolios of samples of pupils' work. Those in place are helpful in providing teachers with information about the quality of pupils' work throughout the school.
40. The use teachers make of information about pupils' reading ability is unsatisfactory. They do not maintain records adequately and in some classes pupils do not read to the teacher often enough. This causes the rate of pupils' progress to slow.
41. The school is beginning to use the results of a range of assessment information to analyse and evaluate areas of weakness within teaching and learning. It monitors achievement of higher attaining pupils and is aware of the importance of reviewing this strategy to ensure any gifted and talented pupils are suitably challenged by the work they are given. The school reviews and amends regularly targets for pupils with special educational needs to monitor the progress they are making. However, the targets do not feature prominently in teachers' lesson plans. This results in pupils making too little

progress in meeting their targets. For pupils with statements of special educational need the school assesses accurately the progress they make and uses the information effectively to plan appropriate work for them. As a result, these pupils make good progress.

42. The assessment systems for pupils who are learning English as an additional language are satisfactory. The ethnic minority achievement staff and classroom teachers contribute to the language assessment records for pupils who are learning English as an additional language. They keep day-to-day records of pupils' achievements in lessons. In addition, in reception and for pupils aged 5 to 7 the bilingual assistant keeps additional records on pupils' speaking skills and uses these to add to the records that are kept in the classroom. For pupils aged 7 to 11 the school does not always use assessment effectively to plan work that is sufficiently challenging for pupils. The school analyses the performance of pupils from different ethnic groups and uses this to track pupils' performance across the school. This system is in the early stages of development and has not been in place long enough to have an impact on pupils' achievements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents are very satisfied with the standard of education provided by the school. The 22 parents who attended the meeting held before the inspection had generally very positive views of the school. They said that the school had a good environment and that their children were happy. Most felt that academic progress was satisfactory. There were a very few minor concerns, for example, that brighter pupils were not sufficiently stretched, the effect of using supply teachers and information on homework. Thirty-six per cent of the questionnaires issued by the school before the inspection were returned. There were no areas of significant concern and parents felt most strongly that their child enjoyed school and that the school was very approachable. The detailed results are given in Part C.
44. The inspection generally supported the positive views of parents but, although pupils are making satisfactory progress from a low start and standards are often good for pupils aged seven, standards in the most important subjects are too low by the time pupils leave school.
45. The effectiveness of the school's links with parents is good. A particular strength is the growing inclusion of parents from ethnic minority groups. When their children start they receive translated booklets on how to help their child at home and an interpreter accompanies the class teacher on the home visits. This has a very positive effect on their child's progress. The communication with parents of children who are learning English as an additional language is very good. There are written translations for the school's significant letters and documents. The bilingual assistant communicates informally with parents at the beginning and end of the school day. She provides translations for parents related to homework and gives them additional help three times a week in the last session of the school day. This enables parents to support their children effectively with the work at home and, as a result, it makes a positive contribution to their children's learning in the classroom.
46. Another sign of the results of the school's efforts to raise the profile of the importance of education is the dramatic improvement in attendance and reduction in the extent of lateness. Whilst always open informally to suggestions, the school does not yet consult parents sufficiently on the further development of the school or how, in application of best value principles, it can best meet the wishes of parents.

47. The school provides parents with helpful reports on their child's progress, with opportunities to discuss them. All meet statutory requirements and their quality is at least satisfactory, sometimes better. The best give good detail, particularly in the main subjects of English and mathematics. They are written about individuals and discriminate well between differing abilities. Parents are given a frank insight into their child's strengths and weaknesses; pupils are given targets for development particularly in areas like improving their approach to work. Parents of all pupils from Year 2 onwards receive a clear indication at the end of each year of how well their child is performing against national expectations in the main subjects. The home-school agreement has been issued and returned by many parents. The school feels that it has had some impact, together with other initiatives, in improving parental awareness of what the school is trying to achieve and the part they can play. Other general information for parents is satisfactory and parents are given information from each class teacher on current work, so that parents can help at home. The governors' annual report to parents and the school prospectus carry virtually all the information required.
48. The impact of parents on the education of their children is generally satisfactory. Some parents, particularly of pupils aged 5 to 7, hear their child read at home but there is too little opportunity for written dialogue with the teacher about reading progress. For pupils aged 7 to 11, because of their lack of opportunity when they were lower down the school, many pupils lack the habit of taking reading books home and the school has had to suspend this as a general practice because of loss or damage to books. Partly as a consequence of this, standards in reading are not as high as they should be by the time pupils leave. Parents of pupils with statements of special educational need are appropriately involved. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their child and the progress they have made since the previous review. However, the school is less efficient in consulting with parents of pupils who have individual education plans. The tendency is to inform parents rather than involve them in identifying pupils' needs and then contributing to setting targets and working to achieve these both at school and at home.
49. Several parents and other adults are used as volunteer helpers within the lessons and they give much valued support. Parents also help out as additional adult supervision on school trips and school performances are very well attended. The parents' and staff association enthusiastically raises funds and organises well-attended social functions. Few parents attend the annual parents' meeting and the school, in turn, does not see this as a vehicle for consulting them on their views and opinions on priorities for future development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher has been in post for two and a half years. She provides very good leadership, including a clear educational direction for the school. She is very hardworking and provides strong, influential and supportive leadership. The headteacher, ably supported by the deputy headteacher and with good support from all the staff, has successfully brought about very necessary changes in the quality of teaching, curriculum provision and the learning environment. Through careful financial planning, she has ensured improvement in the quality of learning resources. As a direct result of all these changes, standards in most subjects have risen and continue to rise.
51. The senior management team and subject co-ordinators effectively monitor, evaluate and support teaching and curriculum development. The co-ordinators for the Foundation Stage and mathematics provide good leadership. The quality of leadership of other co-ordinators is sound, but improving. There have been many staff changes and absences in recent years that have resulted in a lack of continuity in the leadership provided by

subject co-ordinators. There is greater stability of staffing now and the role of subject co-ordinator is clearly defined. This is a very significant improvement since the last inspection when the role of subject co-ordinators was unsatisfactory and identified as a key issue for action. This key issue was not addressed until two years ago. The progress the school has made in the two years regarding this key issue is very good.

52. The special educational needs co-ordinators are experienced teachers but do not have a regular direct teaching remit for working with any pupils who have special educational needs. This is unsatisfactory as there are inadequate opportunities directly to monitor and evaluate the work of colleagues and the use made of individual education plans throughout all subjects of the curriculum. There is a sound policy for special educational needs which is due for review. Special educational needs provision features as a priority in the school development plan and there is a named governor with responsibility for this aspect of the school's work. Since the time of the last inspection the school has made good provision in supporting the work of the special educational needs co-ordinator. The quality of this aspect of the work of the school is satisfactory. The headteacher has a good awareness of the outstanding areas still in need of development.
53. The headteacher monitors the work of the ethnic minority achievement staff and she does this effectively. She has been instrumental in changing how the language records are kept. Class teachers now keep them in files alongside the other records of all the children in the class. This means that classroom staff have easy access to them, for instance, when they plan lessons. The ethnic minority achievement teacher and school staff receive good advice and support from the local education authority, for instance, regular training opportunities are provided for them. The funds for pupils who are learning English as an additional language are used appropriately, for instance for funding ethnic minority achievement staff and to provide training.
54. The governing body meets regularly and fulfils its statutory requirements. There is a good understanding of roles, such as that provided by the governors with responsibility for literacy, numeracy and finance. The governors are kept informed by the headteacher about the life of the school and the standards and quality of education pupils receive. Governors visit school regularly and have first hand experience of how the school runs. The governing body has a sound understanding of the school's strengths and weaknesses.
55. School development planning is very good. It clearly identifies appropriate priorities and makes the raising of standards the basis of all developments. The school takes effective action to meet its targets. There is effective long term strategic financial planning. This is an improvement since the last inspection. The carry forward of funds from one year to the next is used effectively to provide extra teachers to ensure a high teacher-pupil ratio, to fund the high quality computer suite and further to improve learning resources and the quality of the school environment. The school applies the principles of best value satisfactorily. The money allocated to the school per pupil is an average amount in comparison with other schools in the country. The day-to-day administration and management of the school are good. Efficient and friendly administration staff ably support the headteacher. The recommendations in the latest auditor's report have been implemented. The school ensures it allocates its grant for staff training to support targets in the school development plan and in this way relates them directly to pupils' learning. The school has the potential to be a good provider of initial teacher training.
56. The school has appropriate aims and values. Although implicit in the school's aims there is no clearly stated commitment to high standards of attainment. The implementation of the school's stated aims and values is good and well supported by parents. There is a positive climate for learning, which reflects the school's commitment to an effective

learning environment, good relationships and equality of opportunity for all pupils. All this positively affects standards in the school.

57. Through the development of a good team spirit amongst the staff and governors, there is a shared commitment within the school to bring about further improvement. The school is well placed to build upon the good improvements made since the last inspection. The quality of the leadership and management has improved since the last inspection.
58. The school has a good number of teachers. However, staff absence and high turnover, and the difficulty of finding stable supply cover, have meant the school has not realised this potential advantage, particularly for younger junior pupils. Additional funding from the local authority for teaching to raise standards in numeracy has resulted in good improvement. There is an adequate number of support staff and the school has improved their deployment recently, particularly for those pupils who use English as an additional language. Many of the subject co-ordinators have only been appointed in the last two years and they are still gaining specific subject knowledge. Some are qualified by interest rather than formal qualification but have made a good start, particularly in those subjects which were given low priority before. A similar picture is evident in the resources required for teaching these subjects. In several subjects, for example music, history, geography and physical education, resources were poor but rigorous audit and purchase last year have brought them up to scratch. Some are still only just arriving ahead of time when they need to be used. Overall, they are now satisfactory but there are still deficiencies in computer software and geography. The school provides a good level of resources and staffing to meet the needs of pupils identified as having special educational needs. Resources for children in the Foundation Stage are good in terms of quantity, quality and range.
59. The school has made very commendable efforts recently to make the most of accommodation, which has unsatisfactory features. It has recently painted most rooms and made them attractive by displays of pupils' work to provide a stimulating environment for learning. The caretaker is extremely assiduous in keeping the building clean and well maintained. Most of the teaching areas are of adequate size but there are insufficient rooms of suitable quality to withdraw pupils for specialist support, for example, there is no quiet room for the teaching of hearing impaired children. The school has recently converted one room as a computer suite, the use of which is already having a positive effect on standards in information and communications technology. Despite the recent improvement in apparatus, facilities for physical education are unsatisfactory because the hall is too small for older pupils and outside games areas are inadequate. However, the school makes good use of a local sports centre and swimming pool to supplement school facilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The headteacher and staff, in conjunction with the governing body, should:

- raise attainment in English and mathematics for pupils aged 7 to 11 by increasing the rate of their progress. To help do this, teachers should:
 - develop the use of numeracy and literacy skills across the curriculum;
 - ensure work for all pupils is appropriately hard enough for them in all lessons by using the results of pupil assessment more effectively;
 - ensure marking of pupils' work is consistently good across the school;
 - improve the use of time so lessons are not too long, so pupils maintain a brisk pace of learning throughout the lesson;
 - in English, give pupils more opportunities to complete extended pieces of writing;
 - listen to pupils read more often and monitor more closely their progress in reading;

(paragraphs 3-4, 19-20, 72-73, 88 and 95)

- raise attainment in science by the end of both key stages by increasing the rate of pupils' progress. To help do this, teachers should:
 - use the results of pupil assessment better to set work for higher attaining pupils that is appropriately hard enough for them in all lessons;
 - mark pupils' work to a consistently good standard across the school;
 - increase the amount of investigative and experimental work for pupils;
 - make sure pupils complete enough work at Key Stage 1 to have a broad knowledge of the subject;

(paragraphs 1-4, 20 and 97-104)

- raise attainment in information and communication technology across the school by:
 - continuing with the recently introduced successful strategies;
 - increasing the use of pupils' information and communication technology skills in all subjects of the curriculum.

(paragraphs 5, 25 and 127-131)

61. In addition to the key issues above, the following less important areas for development should be considered for inclusion in the action plan:

- teachers should make better use of pupils' individual education plans when planning work for pupils identified as having special educational needs.

(paragraph 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	15	35	50	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)	172
Number of full-time pupils eligible for free school meals	47
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	29
English as an additional language	No of pupils
Number of pupils with English as an additional language	69
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	13	14
	Girls	13	13	13
	Total	26	26	27
Percentage of pupils at NC Level 2 or above	School	96 (94)	96 (90)	100 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	12	7
	Girls	12	10	10
	Total	21	22	17
Percentage of pupils at NC Level 2 or above	School	78 (84)	81 (96)	63 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	14	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	7	10
	Girls	11	8	13
	Total	17	15	23
Percentage of pupils at NC Level 4 or above	School	68 (62)	60 (33)	92 (62)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	5	8
	Girls	9	7	11
	Total	14	12	19
Percentage of pupils at NC Level 4 or above	School	56 (62)	48 (43)	76 (57)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	18
Pakistani	46
Bangladeshi	2
Chinese	3
White	101
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	9
Number of pupils per qualified teacher	19
Average class size	28.7

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	100

Financial information

Financial year	1999-2000
	£
Total income	366,375
Total expenditure	331,635
Expenditure per pupil	1,783
Balance brought forward from previous year	-3,910
Balance carried forward to next year	30,830

Results of the survey of parents and carers

Questionnaire return rate 35.5%

Number of questionnaires sent out	172
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	20	3	0	0
My child is making good progress in school.	57	34	2	0	7
Behaviour in the school is good.	44	49	5	0	2
My child gets the right amount of work to do at home.	48	38	10	2	2
The teaching is good.	57	36	0	2	5
I am kept well informed about how my child is getting on.	47	47	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	74	22	2	0	2
The school expects my child to work hard and achieve his or her best.	59	30	2	2	7
The school works closely with parents.	47	39	8	3	3
The school is well led and managed.	61	32	2	2	3
The school is helping my child become mature and responsible.	57	35	2	3	3
The school provides an interesting range of activities outside lessons.	57	30	8	0	5

Parents are concerned about the effect that the teacher absences and high turnover of staff has on their children's education.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. There have been considerable improvements in the provision for children in the Foundation Stage in the last two years. The previous inspection judged children's progress to be satisfactory. Teaching varied from satisfactory to good and now the quality of teaching is good. This is having a positive impact on children's learning and progress. Many children begin reception with early skills in reading, mathematics and personal independence that are below the level expected for their age. A third of the children have low levels of speaking skills. These children are learning English as an additional language. This is reflected in the initial assessments that are undertaken with the children.
63. Through good teaching children make good progress and, by the time they reach Year 1, the majority of children achieve well and attain the Early Learning Goals in all the areas of learning for their age. Higher attaining children are achieving above the expected level. A few of the children who are developing bilingual learners still have speaking skills that are below average. Children with special educational needs and those with English as an additional language make good progress through the effective support they receive from all staff. For example, classroom and visiting specialist support staff adapt worksheets and provide equipment and resources to meet the specific needs of a child with visual impairment. The bilingual assistant gives very good additional support to those children who have English as an additional language
64. There is good provision in personal, social and emotional development. Teaching and support staff work effectively together as a team and are caring, supportive and encouraging, for instance in praising children's achievements. Adults set a good example for children to follow. They listen with genuine interest to what children have to say and speak with courtesy and consideration. This leads to trusting relationships and helps the children to understand one another's point of view. The adults also promote children's personal development effectively by ensuring that the equipment and resources that the children use are easily accessible to them. They allow them to make choices about some of the activities they undertake. Children co-operate well with each other in pairs and groups, take care of and share equipment with one another, and their behaviour is good. They settle quickly and happily into daily routines, such as registration or milk time. They are developing a good awareness that some actions are right and some are wrong and are learning to care about the world around them.
65. The quality of teaching in communication, language and literacy is good and this has a positive impact on children's learning. The initial assessment of children's achievements is used to group children and this enables the staff to focus clearly on children's needs. They undertake regular assessments of children's achievements and use these effectively to plan future work for them. Staff place a strong emphasis on extending children's vocabulary in their conversations and questioning of the children, and children listen with good attention. Higher and average attaining children are beginning to speak in phrases and sentences, their vocabulary is increasing and they respond with simple answers when an adult questions them. This is also the case for most of the children who are learning English as an additional language; for example one of them said, "The troll's going down into the water". A few of these children are at the early stages of learning English and are developing a smaller range of vocabulary for expressing their ideas and experiences.

66. Children know that words and pictures carry meaning and are beginning to enjoy books and stories, such as *Goldilocks and the Three Bears*, and to recognise the sounds of some letters. Children's reading skills are extended well through structured teaching of the early stages of reading. Most children have a sound knowledge of letter sounds and the key words for the reading scheme. Higher attaining children use these skills well to read the new books they are given. Through effective teaching in literacy lessons they are developing a good awareness of capital letters and full stops.
67. Staff provide good opportunities for independent writing and this has a beneficial effect on children's learning. Children develop these skills well through opportunities for mark making. For instance, they write their own messages in the play area designed as a post office. Good teaching of formal skills of handwriting results in many children forming the letters correctly. Higher attaining children write some words unaided. Higher attaining and many average attaining children write their own name unaided and accurately copy a sentence about a familiar story or their experiences. Below average attaining children show developing pencil control when writing over the letters of their name. Children's efforts are encouraged through lots of praise and good marking of their written work.
68. In mathematical development teachers show a good understanding of how young children learn which includes using interesting practical activities and the correct technical vocabulary. Children count up to 30 and are developing a good understanding of terms such as *more than* and *less than*. They make good progress because of the effective questioning by adults which challenges their thinking, for instance "If we take one cube off the tower how many cubes will there be?" Higher attaining children know that one less than ten is nine. Average attaining children match, count and write numbers accurately to seven. Through effective support from the nursery nurse below average attaining children count numbers up to six and work out one less than a given number.
69. In knowledge and understanding of the world, teachers make good use of resources to promote children's interest and learning. Children listen to the sounds they hear around the school and paint pictures about what they have heard. They discuss the differences between what they were like as a baby and the way they are now. They look at the way that the ingredients change colour when they are making cakes. Children use the computer with developing confidence and are beginning to recognise many letters on the keyboard. They use this knowledge well to type out their names when supported by an adult.
70. The provision for physical development is good. Children have many opportunities to develop control and co-ordination when using a range of tools, such as pencils, paintbrushes and scissors. Children respond well and show developing skill when using scissors, drawing and painting. They receive regular well-planned opportunities to play with equipment in the outdoor play area. In a dance lesson in physical education, children responded well to the music and to the teacher's instructions. The teacher made good use of children's demonstrations to illustrate teaching points and this promoted children's sound progress. They showed an awareness of space and each other and satisfactory control and co-ordination of their movements, for instance when moving to the music as a mouse or a cat. The teacher could improve the lesson by increasing the pace of the lesson and allowing the children to make more choices about the movements they made.
71. Analysis of children's work on display shows that staff provide many opportunities for creative development. Children create their own drawings and paintings of their experiences and paint attractive patterns with shapes. Higher attaining children produce detailed drawings of people. Children use a range of well chosen resources to make interesting three-dimensional models, such as the feathers, material and cardboard tubes

they used to make the troll from the *Three Billy Goats Gruff*. Staff foster children's creativity through imaginative play situations, for instance one child playing with the train track said, "It's a long train. My train's going to London". In the play corner that is designed as a post office, children act out the role of the shopkeeper or customer.

ENGLISH

72. Standards by the end of Year 6 are lower than in most primary schools. They are also lower than those schools like St James'. Standards in English have declined since 1998. The main reason for the decline is frequent teacher absences and high turnover, and the difficulty of finding stable good quality supply staff. This has meant disruption to pupils' education and unsatisfactory quality of teaching particularly for pupils aged 7 to 9 years. In the 2000 national tests the decline in English standards was stopped and some improvement was made. That improvement steadily continues this year and pupils make satisfactory progress. There is greater stability of teaching staff and the satisfactory implementation of the National Literacy Strategy impacts positively on standards.
73. There are several factors that prevent pupils' rate of progress from increasing. Teachers do not use the results of pupil assessment effectively to plan work that is hard enough for higher attaining pupils. The quality of teachers' marking of pupils' work does not put sufficient emphasis on what pupils need to do to improve their work. Some lessons are too long and this means pupils lose concentration and do not complete enough work in the lesson. Teachers do not hear pupils read often enough and do not monitor their progress in reading closely enough. The development of literacy skills is also not planned for effectively in other subjects.
74. Pupils' standards at the end of Year 2 have improved very significantly over the last four years. Standards have risen faster over the last two years than in the previous two years. Inspection evidence shows the school has consolidated these improvements and pupils make satisfactory progress. Standards are the same as those found in most primary schools and higher than those in schools like St James'. The main reasons for the improvement since the last inspection are the better quality of teaching and pupils' learning. They are now good compared with satisfactory at the time of the last inspection. Pupils also have a good start in the reception class, in which they make good progress. Therefore, pupils start in Year 1 at a higher level of attainment than they used to do.
75. For those pupils across the school with special educational needs the progress they make in relation to targets in their individual education plans is unsatisfactory. However, in lessons where they learn alongside their classmates the progress they make is similar to the rest of the class. Pupils aged 5 to 7 with English as an additional language make good progress and pupils aged 7 to 11 make satisfactory progress.
76. By the age of seven, pupils' standard of reading is satisfactory. They use an adequate range of strategies in their reading to establish meaning and are developing confidence to express opinions and discuss their books. Pupils tend to read mechanically rather than with expression and confidence. They have yet to develop an adequate level of fluency and expression. The higher attaining pupils successfully use phonic skills to build unfamiliar words, but a significant number of pupils still resort to pictures in their books to help them attempt new words. Pupils are not confident about how to locate books in their school library and are not knowledgeable about how they would find a book in a public library.
77. Pupils aged 5 to 7 achieve satisfactorily in writing. Pupils sequence short sentences correctly and use basic punctuation appropriately, but writing for different purposes is limited and lacks imaginative ideas and interesting vocabulary. Handwriting is developing

a consistency of size of letters and in accuracy, and it is of satisfactory quality. Pupils are beginning to use simple punctuation and some recognise speech marks, exclamation marks and question marks in a range of texts. Their own range of writing is more limited and restricts the opportunities they have to use such punctuation in their own work. Teachers place too much reliance upon the completion of short or worksheet based activities and too little emphasis is given to developing pupils' thoughts and ideas through extended writing. This is improving with the introduction of the literacy strategy. Pupils are still not adequately encouraged to write in verse, rhymed or unrhymed. A small proportion spell words accurately and attempt more difficult vocabulary.

78. By the end of Year 2, pupils' level of speaking and listening skills is satisfactory. Pupils respond eagerly to questions, but some have difficulty in taking turns to answer and do not listen carefully to their class teacher or their classmates. With encouragement, they are beginning to extend their range and use of vocabulary. Some satisfactory use is made of planned opportunities in class for extended conversations to develop listening skills within literacy lessons.
79. By the age of 11, pupils' standard of reading is unsatisfactory. They have some knowledge and understanding about how to respond to a range of texts, and understand the main ideas linked to the characters or plot of a story. Some pupils anticipate what might happen next in the story and offer alternative scenarios, but the majority cannot clearly explain their views about a text. Pupils read with variable confidence and expression but little enjoyment. Few read for pleasure. Pupils consolidate progress when they have opportunities to use reading for researching information and to analyse and discuss their findings. Pupils have too little knowledge of a range of authors or the books they have written. In discussion pupils talked with little animation about their personal preferences as most do not read from choice. They are not familiar with the Dewey system for locating reference books in a library, but are familiar with how to use information and communication technology to obtain information for work in other subjects.
80. Pupils have too few regular opportunities to develop writing skills. They have a significant lack of confidence to write in prose and verse or to modify style to suit different purposes such as those found in novels or newspaper articles. Their choice of vocabulary is limited for a significant number of pupils. There is very limited evidence of extended writing. Pupils write for a limited range of purposes. They have too few opportunities in other subjects to consolidate and extend these skills. They write in paragraphs and demonstrate the ability to use basic punctuation accurately. Standards in spelling are satisfactory. They do not make adequate use of dictionaries to help develop this aspect of their work. The quality of handwriting is satisfactory. Most pupils write in a fluent and legible style, but their presentation of work is not always of a high quality.
81. In discussions, pupils' ability to listen with concentration and question others' ideas and opinions varies from very good to unsatisfactory. It is satisfactory overall. In speaking, most pupils have a satisfactory range of vocabulary, but not all pupils respond confidently or enthusiastically to questions. They are far more confident to engage in group discussions and are more eager to share their views and opinions with each other.
82. Pupils' attitudes to their lessons are good. Pupils have a positive approach to their learning and behave satisfactorily in lessons. When teachers' expectations are too low and the work they provide is not a good match for the age and ability of the pupils, attitudes are less positive. However, they still comply with teachers' requirements and show respect for their teachers. Most pupils listen well and actively participate in lessons. They settle quickly to group tasks and work well collaboratively, supporting each other when needed. In the best lessons they are confident when responding to questions and

are eager to be chosen to share their work with the rest of the class.

83. The quality of teaching is satisfactory. Over time teaching of pupils aged 5 to 7 is of a higher standard. In a Year 1 literacy lesson about ordering words in a sentence, good teaching had a positive effect on pupils' learning. There was good use of praise to reward effort and achievement. This encouraged pupils to try even harder and produce work of even better quality. The teacher used a good questioning technique to challenge pupils' thinking. Use of a game motivated pupils and maintained their interest. The planning clearly showed what was to be taught and learned. This ensured pupils developed their basic skills in an appropriate order. They also consolidated their previous learning successfully.
84. In a Years 4 and 5 lesson about using a newspaper article as an item for a television broadcast on a news programme, the teacher taught very well and pupils' learning was very good. Good detailed lesson planning underpinned the clear expectations the teacher had for what he wanted pupils to learn. The focus of the lesson was maintained throughout so pupils achieved what they should. The teacher managed pupils' behaviour very effectively through very good relationships and clearly established rules. This meant pupils' learning was not interrupted and no time was wasted. Pupils, therefore, completed a lot of work. Work is very well matched to pupils' varying abilities. This meant all pupils took a full part in the lesson.
85. The school uses information and communication technology skills satisfactorily in English lessons. Pupils word-process work on the computer and they use tape recorders in the development of their speaking and listening skills.
86. The school is keen to raise standards for pupils aged 7 to 11. The co-ordinator has identified appropriate areas for further development. These include raising standards in writing, providing more reading books and using good assessment information more effectively.

MATHEMATICS

87. Standards by the age of seven are well above the national average and put the school in the top 5 per cent of similar schools found nationally. Standards are also very much higher than at the time of the previous inspection. They have risen faster during the last two years than previously. There are several reasons for these very high standards and very significant improvement since the last inspection. Pupils have a good start in the reception class and teachers build on this very well in Years 1 and 2. The quality of teaching in Years 1 and 2 is very good. The school has introduced the National Numeracy Strategy successfully. The quality and quantity of resources to support pupils' learning are very much better.
88. By the age of 11, standards are below the national average. Standards are rising and are better than at the time of the 2000 national tests. The rise in standards is because of good quality teaching, improved learning resources and extra teaching support for lower attaining pupils. There is very effective analysis of test results to determine the strengths and weaknesses in pupils' work. This results in work set by teachers that generally matches pupils' varying needs accurately. This improves the rate at which pupils progress because they do work that extends their learning. However, teachers do not expect enough of the higher attaining pupils, who underachieve.
89. Pupils in Key Stage 1 make very good progress. This includes pupils who learn English as an additional language and those pupils who have special educational needs. Pupils' progress is significantly faster now in comparison with the progress they were making at

the time of the previous inspection. Pupils in Years 5 and 6 make good progress, but progress for pupils in the class for Years 3 and 4 is unsatisfactory. The reason for this significant difference is Years 3 and 4 pupils have had four different teachers this term. This caused a disruption to their learning and adversely affected their rate of progress. Pupils in the current Years 5 and 6 have also, during their Key Stage 2 education, experienced significant disruptions to their education caused by many teacher absences and high staff turnover. This has adversely affected pupils' progress over time. These pupils now enjoy a period of stability in who teaches them and this positively affects their rate of progress. Pupils aged 7 to 11 who learn English as an additional language make similar progress to that of other pupils of this age within the school. Pupils identified as having special educational needs make satisfactory progress.

90. By the age of seven pupils recall accurately addition and number facts to 10, have a good understanding of the place value of each digit in a number, and order numbers to 100. They recognise and name correctly the properties of two- and three-dimensional shapes. They measure accurately using standard measures such as centimetres. They have good mental calculation skills for their age.
91. By the age of 11 some pupils are proficient in mental arithmetical calculations involving square roots. Pupils use mental strategies to accurately recall addition and subtraction facts to 20 in problem solving activities. Pupils have a sound understanding of how to represent information using a graph. They complete this satisfactorily in their work involving the recording of temperatures on a line graph. They use accurately their knowledge of number to convert Euros to other currencies. Most pupils have a good knowledge of perimeter and how to find the area of a rectangle. Their knowledge of decimals is underdeveloped.
92. Pupils' attitudes to their learning at Key Stage 1 are very good. They listen carefully and respond appropriately by answering questions sensibly and usually correctly. Pupils in Key Stage 1 settle quickly to their work and they behave very well. At Key Stage 2 attitudes and behaviour vary between satisfactory and good. In a third of the lessons it is good. Most pupils behave well, listen carefully and work as hard as they can. Younger pupils at Key Stage 2 are unsettled by the many changes involving who teaches them. They take time to settle and work at a slow pace. Their behaviour is satisfactory but because there are no well-established class routines pupils will call out rather than wait for their turn to speak. Older pupils again behave generally satisfactorily but some seek attention by talking loudly and across the class. This disrupts the flow of the lesson and wastes some time.
93. The quality of teaching is very good at Key Stage 1 and good at Key Stage 2. It has a positive effect on pupils' learning. It has been a very significant factor in raising standards. In a Year 1 lesson the teacher's planning showed clearly what was to be taught and learnt. She made very good use of learning resources. For example, she used a soft-toy frog, lily pads and a lotto game very effectively to gain pupils' attention and promote good concentration. Additionally it led to pupils' keen participation in the task of solving the problems that the teacher had set. The teacher used her good knowledge of pupils' ability to pose questions that were well matched to their varying capabilities. This ensured all pupils were fully involved in the introduction. Support staff were very well deployed with the higher attaining group. She posed good questions to develop pupils' understanding. For example she asked, "How did you get that answer - what did you do?" The pupils responded thoughtfully and made a good acquisition of knowledge and understanding of working with numbers to 40.
94. Another example of how good teaching positively affected pupils' learning was in a Years 4 and 5 lesson on doubling numbers, using multiples of five and developing their

understanding of the place value of each digit in a number to 100. The teacher's secure subject knowledge meant he gave clear explanations, used mathematical terms correctly and set a good challenge in the work. This extended pupils' knowledge and understanding of basic skills and they were able to apply their knowledge correctly to their mental calculation work. Pupils' behaviour was managed well and this ensured the flow to the lesson was not disrupted and pupils concentrated well for appropriate lengths of time. Good knowledge of pupils' previous learning was used effectively to plan work for their varying needs. Pupils responded by working with interest, concentration and independence.

95. Teachers are becoming increasingly alert to opportunities to develop pupils' numeracy skills in other subjects. This is done with more success at Key Stage 1 than at Key Stage 2. However, it is underdeveloped and there are few planned opportunities to use numeracy in other subjects. Links with literacy are also developing. Teachers encourage pupils to use a wide range of mathematical language correctly. They have classroom displays of the meanings of mathematical terms and refer to them to support pupils' learning. They encourage pupils to give explanations for their answers and this extends their speaking skills and use of vocabulary. Teachers should improve their marking of pupils' work for pupils aged 7 to 11 by making sure pupils know how they can improve their work.
96. The subject co-ordinator provides good leadership and has overseen successfully the introduction of the National Numeracy Strategy. There is recognition within the school of the need to raise standards of higher attaining pupils aged 7 to 11. The school is well placed to bring about this improvement.

SCIENCE

97. The results of the teacher National Curriculum assessments in 2000 show that for pupils aged seven, attainment was very low and well below average in comparison with similar schools. By the age of 11, pupils' National Curriculum test results in 2000 show that pupils' attainment is below the national average, but average in comparison with similar schools. By the age of 11 most pupils attain the expected National Curriculum level for pupils of this age. The weakness is in the low number of pupils who attain more highly than national expectations. Current inspection evidence indicates attainment is below the national average at the end of both key stages. There are definite signs that standards are improving at both key stages. This is more pronounced for pupils aged 7 to 11 than for pupils aged 5 to 7 years. The improved quality of teaching is the main reason for the improvement. Also, what pupils are to learn is better planned and this now ensures pupils' work becomes appropriately harder as they move through the school. However, work is still not hard enough for higher attaining pupils to achieve as well as they should. When they are aged 5 to 7, these pupils do not complete sufficient work to ensure pupils have a depth of scientific knowledge. Also, they do not have enough time to carry out investigations and complete experiments. This adversely affects their scientific understanding.
98. Pupils aged 5 to 7 make satisfactory progress. Most pupils aged 7 to 11 make good progress. The exception to this is the progress made by higher attaining pupils. This is unsatisfactory. Pupils, in both key stages, who learn English as an additional language, make similar progress as their classmates. Pupils, across the school, identified as having special educational needs make satisfactory progress in relation to their prior attainment. By the time pupils leave the school at 11 years of age they make satisfactory progress. However, this progress is erratic because they have endured a high teacher turnover and significant teacher absences. For example, pupils in the current Years 3 and 4 class have had their learning badly disrupted because four different teachers have taught them

so far this term. Pupils have completed only two pieces of work in the first half-term of this school year. They recorded no science work until the first week of October. Their progress this term is poor. Yet in the lesson observed, well taught, pupils made good progress.

99. By the age of seven, pupils have a basic understanding of electricity and higher attaining pupils know how to construct a simple circuit. They investigate and classify objects made from different materials and sort them into groups. Pupils identify and name the major parts of plants. Pupils learn that they need exercise and a good diet to keep healthy. Some pupils develop an understanding about fair testing and say when a test might be unfair. However, pupils do not have sufficient opportunity to investigate or experiment. This adversely affects the acquisition of scientific skills, knowledge and understanding. Most seven-year-old pupils understand that different plants grow in different environments and have adapted in different ways. Most know that some changes to materials are reversible, for example, when they lit a candle and then allowed the melted wax to solidify. They also know that some changes are not reversible, for example, when they baked bread. They record their observations and opinions and communicate their understanding in drawings, through talking about what they have done and in simple sentences. Pupils collect data and display information in charts and in pictures. However, many pupils lack a sufficiently well developed scientific vocabulary and find it difficult to articulate exactly what they mean. Also, they do not complete enough work to ensure they have a breadth of knowledge and understanding of the subject.
100. By the age of 11, pupils carry out investigations planned by the teacher and also demonstrate ideas of their own. They make predictions, carry out a fair test and know how to change one variable. Pupils identify and name the key parts of plants, such as a stigma and an anther. By Year 6, pupils name and locate organs of the body and describe their functions. They know that all animals and plants eat, breathe, grow and reproduce. They name bones in the skeleton and the muscles surrounding them. Pupils describe the differences between solids, liquids and gases. They separate mixtures through filtering, dissolving and evaporation. Pupils use equipment well and select equipment appropriate for different tasks. They observe carefully and make accurate measurements as they carry out investigations and record their findings. Higher attaining pupils suggest reasons for their findings and draw conclusions. Older pupils have a sound understanding of the investigation process and record their results in a variety of ways. Not enough opportunities are given to pupils to select the method they consider to be the most effective in conveying their results. Nearly all pupils achieve at a similar level. This represents good progress for lower and average attainers but under-achievement by the higher attainers.
101. Pupils use literacy skills satisfactorily in all classes to record the results of investigations in writing and charts. Pupils aged 10 and 11 use of jotters to record work results in untidy presentation and the need to copy the work out neatly. This is not effective use of time. The use of numeracy skills is developing but they are still underused. Pupils made effective progress in a Years 5 and 6 lesson when they recorded their results of an experiment by accurately drawing a line graph. The use of information and communication technology to support pupils' learning is also underdeveloped.
102. Pupils' attitudes to science are good for 7 to 11 year olds and satisfactory for 5 to 7 year olds. Pupils aged 7 to 11 enjoy the practical tasks set and participate with enjoyment and sustained concentration. They work well co-operatively, for example, when they researched information about the sun, earth and moon. Pupils aged 5 to 7 lose interest because introductions are too long and pupils do not sustain concentration. Their attitudes improve when they are involved in practical activities. In all lessons pupils behave well in science, apart from a few attention-seeking boys in Year 6.

103. The quality of science teaching is satisfactory for pupils aged 5 to 7 and good for pupils aged 7 to 11 in two-thirds of the lessons. In the most effective lessons for 7 to 11 year olds, the teaching is lively and there is good pupil participation and motivation. This was evident in the lesson for Years 3 and 4 pupils about sound. The teacher shares the target for the lesson with the class and this provides a focus. The teacher is aware of all the pupils and assesses their understanding through effective questioning. Pupils are actively drawn into discussions and investigations. Their opinions are listened to and valued. This builds their confidence. Teachers have high expectations of pupils' work and behaviour. Lesson planning is good. It is detailed and identifies what the pupils will learn in the lesson. Teachers prepare materials well, keep a brisk pace in lessons and involve all pupils. Pupils are supported where appropriate and given positive feedback. Teachers provide opportunities for pupils to report back to the class what they have learned and this reinforces the understanding and confidence of the whole class. Support staff are used effectively to support pupils' learning.
104. In the less effective lessons the work is over-directed and lacks challenge. Teachers use questioning less effectively and give pupils few opportunities to offer suggestions as to how they could investigate or record results. The pace is slow and time is not well used. This results in pupils being off task. There is scope for greater use of information technology to support teaching and learning. Where the learning is less effective teachers do not mark pupils' work in such a way as to show pupils how they might improve. Assessment information is satisfactory, although teachers do not use it sufficiently to plan activities for higher attaining pupils. Lessons are often too long. When they are, pupils lose concentration and the pace at which they work slows significantly. This adversely affects their progress.

ART

105. Pupils' work in art, including those with special educational needs and those learning English as an additional language, is generally of a standard found in most primary schools. Pupils make steady progress in their art lessons, which results in progress over time being satisfactory by the time they leave the school aged 11. Pupils with special educational needs and those who speak English as an additional language make similar progress to that of their classmates.
106. By using art in other subjects pupils are provided with opportunities to observe objects and record their observations accurately using pencil crayons, felt pens, chalk and charcoal. However, in some classes, the range of work is too narrow and frequently does not promote adequate development of artistic skills, especially for pupils aged 7 to 11. Pupils' ability to appraise and evaluate their work is underdeveloped.
107. Pupils aged 5 to 7 explore satisfactorily the medium of paint by mixing colours and examining texture. Pupils paint imaginatively by using a variety of tools including brushes of varying sizes and shapes, their hands and simple shapes for printing. They use creatively paint and collage to illustrate well-known stories such as *Humpty Dumpty*. Older pupils have learned techniques of fabric painting and sewing and to create an impressive Divali display. Seven-year-old pupils study the work of artists of long ago. They look at pictures of the Great Fire of London in 1666 and replicate with good results the effects of flames and burning buildings. They use effectively red, orange and yellow wax crayons to create hot colours for the background and then cut out accurately black silhouettes of buildings to complete their pictures.
108. No art lessons to 7 to 11 year old pupils were observed. Samples of pupils' work on display and retained from last year indicate well-planned links to other subjects. Younger

pupils have designed with good effect their own version of Islamic symmetrical patterns and they know about the work of a range of well-known artists. They produce work of a sound standard in the style of Picasso, Kandinsky, Van Gogh and that of the Ancient Greeks. They have combined this satisfactorily with developing skills in the application of wax crayon and copper scraping. As they get older pupils use effectively the local environment as a stimulus including the adjacent church, which they sketched well prior to completing to watercolours. By the age of 11, pupils develop satisfactorily skills in large-scale art when they put together designs for scenery and 'props' needed for the school's summer musical production. Photographs of the end result show work of high quality.

109. Pupils talk positively about their art lessons and they behave well in lessons. However, some older pupils are reticent to discuss their work and lack confidence and understanding about suggesting ways in which they could improve it. They are not familiar with discussing different techniques, but frequently refer to art as painting. Inspection evidence contradicted this as all pupils were seen to gain experience from working in both two- and three-dimensional materials including clay and papier-mâché. Pupils enjoy the practical activities, concentrate on what they are taught and take care of their own and others' work. In lessons, they talk enthusiastically with each other whilst working and show a pride in having their work praised and admired by their teacher and in the 'Good Work Assembly' in front of the whole school and their parents.
110. The standard of teaching is satisfactory. In one lesson observed the quality of teaching was good because the teacher was confident in her knowledge and understanding of the subject, which helped to stimulate pupils' ideas. The pace of learning was lively and pupils were keen to do their best. However, over time, some teachers place too little emphasis upon teaching skills, knowledge and understanding of artistic techniques and too much upon using art as an activity related to other subjects.
111. Currently there is no formal monitoring of classroom practice. There is, however, a well-presented portfolio of pupils' work to inform teachers about standards and to assist them in planning for the development of skills, knowledge and understanding. The co-ordinator is aware of the need to match the pieces of work to National Curriculum levels. Teachers do not yet use assessment effectively to plan lessons. Teachers do not plan for opportunities for art to contribute to the spiritual development of pupils. As a result it is frequently overlooked. Whilst resources for the subject are adequate for the current level of art work undertaken in the school they are too limited to provide a wider range of experiences. The co-ordinator is aware of the value and importance of using sketch books, which at present is underdeveloped throughout the school. The co-ordinator perceives other areas for development such as expanding pupils' knowledge and appreciation of well-known artists and enabling pupils to have more confidence to appraise their own work.
112. Since the time of the last inspection standards of pupils' work have improved. Teaching is now more secure. Therefore, with speedy implementation of the co-ordinator's ideas for development, standards are set to improve further.

DESIGN AND TECHNOLOGY

113. Across the school standards of pupils' work are in line with those expected for their age, and their learning and progress are satisfactory. This includes pupils with special educational needs and pupils who are learning English as an additional language. Pupils' progress is better now than in the previous inspection, when it was judged to be variable. The issues raised of improving the co-ordinator role, and producing a policy and scheme

of work, have all been attended to and improved in the last two years. The curriculum is more secure, although there is still some way to go for pupils aged 7 to 11.

114. The inspection observed only two lessons taught to pupils aged 7 to 11 and no lessons taught to younger pupils. Further evidence came from looking at pupils' work, the work on display and discussions with pupils and teachers. Analysis of pupils' work on display shows good teaching of the planning and design process to pupils aged 5 to 7 years. In Year 1 pupils investigate different door mechanisms and plan effectively, design and make three-dimensional houses to a good standard. Year 2 pupils plan and make a vehicle that has moving wheels using a range of materials, such as wood and cardboard. This work is also of a good standard.
115. The quality of teaching to 7 to 11 year olds is satisfactory. A good feature of the lessons is that teachers explain the work clearly and this means that pupils understand what they are to do and it enables them to start work promptly. However, the length of the session is too long and this leads to a slowing of the pace, and pupils' interest, concentration and productivity decline. Teachers make good use of information and communication technology. In Years 5 and 6 pupils competently used a computer program to make an attractive Diwali card. Pupils enjoy the subject and work sensibly and safely. However, by the end of the lesson the teaching did not get the best from pupils. Some of the other work they undertook did not extend their skills of planning, designing and assembling. This was mainly because it was too easy for them and they were given little choice in the process or materials they used. In a good Years 4 and 5 lesson the teacher motivated the pupils by using attractive resources and interesting questions for them to investigate. Pupils were interested in the work, concentrated and worked well together in their groups. The teacher effectively questioned, checked and supported them in this work so that they made good progress in their learning.
116. Discussion with Year 6 pupils shows that they have designed and assembled products in the past, for instance, in Year 5 they designed and made games to be played at the summer fair. There is a need to build upon these experiences regularly. Across the school useful links are made with other subjects, such as geography and religious education. Greater use could be made literacy and numeracy skills by pupils aged 7 to 11. Teachers do not use assessment sufficiently to plan work that is hard enough for pupils, particularly pupils aged 7 to 11.

GEOGRAPHY

117. In the last two years the school has made good progress on the issues from the previous report. It has developed well the role of the co-ordinator. A policy and scheme of work are now in place and these give good support to teachers' lesson planning.
118. The organisation of the school's curriculum meant that it was possible to observe no lessons during the inspection week. Evidence comes from the work in pupils' books, teachers' planning and a discussion with teachers. This shows that there is a balanced curriculum in place. The school develops map work satisfactorily from Year 1 to Year 6. Year 1 pupils identify the countries of Britain on a map and Year 2 pupils the main cities of these countries. Years 4 and 5 pupils extend this work to Europe. Years 5 and 6 pupils make comparisons about countries further afield, such as differences in the climate, and record this on a map of the world. Key Stage 1 pupils also compare different localities. Year 1 pupils compare Ashton with life on a Scottish island, such as differences in travel. They record their work in charts and maps.
119. Good marking, and the assessment of pupils' work, are not in place. This results in the higher attaining pupils being given work that is not hard enough. The school could

improve provision for all pupils by developing their literacy, numeracy and information and communication technology skills, for example, by providing more opportunities for independent writing and graph work. It needs more resources to support teaching and learning.

HISTORY

120. The work pupils produce in their history lessons is of a standard appropriate for their age and they make satisfactory progress by the time they leave the school at 11 years of age. Pupils with special educational needs and who speak English as an additional language make similar progress to their classmates.
121. By the age of seven pupils develop a sound understanding of chronology through studying homes long ago and toys from the past. They access correctly primary and secondary sources of evidence to find out about their work. They know that children of different eras all enjoy playing with toys but that over time some types of toys have changed a lot whilst others, such as Teddy Bears, have not. By looking at books and photographs they compare with understanding seaside holidays in the past with those enjoyed today. Pupils in Year 2 recall accurately facts about the Great Fire of London and describe precisely the pictures they painted to show what happened. However, they do not write accounts of the event in the form of a personal diary or by trying to imagine they were present.
122. By the age of 11, pupils study other civilisations including the Romans, Vikings, Anglo-Saxons, Ancient Greeks and Ancient Egyptians. They develop satisfactorily their knowledge and understanding of British history through their study of the Tudors and Victorians. Pupils in Class 4 learn about Henry VIII. They know about his appearance and discuss with understanding what sort of person they think he was. Many find it difficult to find and use imaginative vocabulary in their written work. Pupils in Class 5 dressed up as Ancient Greeks to undertake drama roles as Greek gods such as Zeus, Demeter and Athene. This increased effectively their understanding of this historical period.
123. Two history lessons were observed during the inspection. Other evidence including scrutiny of pupils' work, teachers' planning documents and records indicate teaching is satisfactory. Lessons are planned to use the time and resources to best effect. Discussions with pupils reveal all staff consistently implement behaviour management strategies and pupils are provided with clear guidance about standards expected of them. On occasions teachers fail to challenge adequately the higher attaining pupils by providing hard enough work, such as by placing greater emphasis on the importance of writing accounts of events and people rather than relying on pictures and illustrations for recording their work. The quality of teachers' marking of pupils' work is variable. Where it is good, teachers take time to write helpful comments in pupils' books which enable them to see clearly how to improve and further develop their work.
124. Over time pupils study a wide range of periods in history. Their knowledge and understanding of the eras and culture are satisfactory. They enjoy good relationships with their teachers and classmates but they are not keen to answer questions and are not confident to talk about their work. Their range of descriptive and imaginative vocabulary is narrow. When given the opportunity they work well co-operatively, offering and receiving help from each other willingly and enthusiastically. The use made of visits and visitors to enrich the curriculum is well planned and provides pupils with first hand experiences of their heritage. Pupils in Year 4 thoroughly enjoyed a visit to Styal Mill, which was part of their study of the Victorians.

125. Since the time of the last inspection management of the subject is more effective. Regular teaching and sound planning provide satisfactory coverage of the National Curriculum. This represents good improvement in developing this aspect of the curriculum and the school is well placed to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Pupils' attainment in information and communication technology is below national expectations by the end of both key stages. Standards are rising quickly throughout the school and are significantly better than at the time of the last inspection. This is due to a number of reasons. A considerable investment in time and money has included staff training and the school plans even more for the near future. This has improved confidence and competence among staff. A new computer suite of very good quality has been set up in school. Pupils have well-planned and regular access to computers. Planning is sound and ensures pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order. The weakness in the planning is how to use information and communication effectively in other subjects. Also, there is insufficient software to support pupils' learning in other subjects. There are clear plans for the subject's continued development and the staff have the ability and commitment to implement them.
127. By the age of seven, pupils use simple word-processing programs to type and, with help, save and print their work. Year 2 pupils make lists about ways of getting exercise. They use properly the delete key to remove commas and the return key accurately. They word-process their names by choosing font size and colour. Pupils are not yet confident in using information and communication technology to sort and classify information and to present their findings. However, Year 1 are on their way, as they know that they can describe objects using keywords. They have insufficient experience of controlling devices purposefully. They have had limited experience of using adventure games to find out the consequences of different decisions.
128. Pupils by the age of 11 gain confidence and competence working with computers. They integrate artwork to enhance their text. For example, when they designed a poster for the Christmas Fair. They use well word-processing skills to produce a newspaper report. Pupils use a CD-ROM to locate and print a road map of the local area. Pupils in Year 6 use information and communication technology to save information and to access stored information. They do not yet use information and communication technology to control events or to sense physical data. They do not yet use spreadsheets to their full capacity. However, they have made good progress in a very short time. This includes pupils who learn English as an additional language. Also, pupils identified as having special educational needs make good progress in relation to their prior attainment.
129. Pupils show interest and enjoyment when using computers and quickly settle to the task in hand. During their work in pairs they co-operate well, sharing out activities fairly. Pupils show encouraging signs of persistence when they encounter new software. Equipment is handled with care and respect.
130. The quality of teaching and learning is good and is better than at the time of the last inspection. Teachers have secure subject knowledge that results in clear explanations and instructions. There is correct use of subject specific language. Teachers circulate around the class to support and monitor the pupils' work. They are then in a position quickly to identify errors or offer help when pupils are hesitant. They make good use of ongoing assessment to ensure pupils build satisfactorily on previous learning. There is good, firm, yet friendly management of pupils' behaviour; resulting in good behaviour and no interruption in the pupils' learning. Pupils are interested, concentrate well and follow

instructions promptly because of the good quality teaching. They show good motivation by the work and are keen to experiment. This extends computing skills and builds up their confidence in the subject. The weekly computer club is oversubscribed. The club has a very positive impact on pupils' learning and their achievement. It is also good for developing pupils' personal and social skills.

MUSIC

131. The lessons observed were in singing so it is not possible to make a judgement about overall standards in music. Further evidence comes from discussions with teachers and pupils and observations of assemblies. Pupils aged seven make satisfactory progress in singing and good progress is made by the time pupils are aged 11. In the last two years, the school has attended satisfactorily to the issues from the previous report. It has developed the role of the co-ordinator and the scheme of work now covers all the school. However, pupils aged 7 to 11 still have insufficient time for music.
132. The quality of teaching is satisfactory. A feature of all the lessons is that teachers explain the work clearly and this means that pupils understand what they are to do. Most teachers manage pupils' behaviour well. They base this upon the good relationships and routines they have established with the pupils and the effective use of praise to reward pupils' efforts and achievements. This promotes pupils' self-esteem and confidence and encourages good behaviour and learning.
133. By the age of seven, most pupils develop a satisfactory understanding of pitch, rhythm and pulse. In a Year 1 lesson pupils quickly learned the refrain of a song because the teacher taught it in a structured way. They sang with expression and a sense of rhythm. They show a sound understanding of pitch in the way that they demonstrate high and low sounds with their voices. Pupils extend these skills suitably in Year 2. Pupils tap a steady beat with their hands and later transfer this to percussion instruments.
134. By the age of 11, the standard of singing in lessons and assemblies is good; pupils sing with enjoyment, good expression and diction. In a Year 6 lesson the teacher's good example in singing promoted pupils' good standards of singing. They sang effectively in parts and the solo performance of a gifted and talented pupil was outstanding. However, the teacher did not supervise pupils' entry and exit to the hall sufficiently and as a consequence a significant minority of pupils were noisy and their behaviour was unsatisfactory. In a very good Years 4 and 5 lesson the teacher used demonstration and praise very effectively. This motivated pupils to learn and promoted their high levels of concentration, enthusiasm and behaviour. They made good progress in singing in harmony and in the alto part for *Winter Wonderland*. Discussion with Year 6 pupils shows they could improve their learning if they had more opportunities to play instruments and to evaluate their own work and that of others.
135. Teachers provide good support for pupils with special educational needs and pupils who are learning English as an additional language. This enables them to make satisfactory progress in relation to their previous learning. Teachers promote literacy and numeracy effectively, for instance through following the words of songs and through work on rhythm and beat. They do not use Information and communication technology to support pupils' learning sufficiently. Teachers do not use assessment of pupils' achievements sufficiently to plan work at the appropriate level for them.
136. Extra-curricular activities in recorder and choir enhance the learning of those pupils who take part. The school could make greater use of these skills in assemblies. Pupils enrich their social development through the performances they give in the local community, such

as the Years 5 and 6 pupils singing in a local festival. The school enhances their cultural development by giving them opportunities to listen to a variety of music in assemblies.

PHYSICAL EDUCATION

137. By the end of Year 6 pupils attain standards that are in line with national expectations in gymnastics and games, but below expectations in swimming. The school has maintained the standards reported in the last inspection. Pupils, including those with special educational needs, make satisfactory progress. During the inspection lessons were observed in gymnastics and games. The teachers' planning for the subject ensures there is adequate attention to all areas of the subject throughout the year.
138. Pupils in Year 1 produce simple movements showing basic control and co-ordination. They begin to link these actions into a sequence. They move imaginatively when miming an interpretation of a day in school. The introduction of music into the lesson enhances pupils' learning and they move in an even more imaginative way. By the age of 11, pupils show increased co-ordination and control of movements. Pupils link a series of movements to produce a sequence of increasing control and fluency. They show satisfactory use of changes of speed and direction in their movements. In games, they co-operate as a member of a team. They understand the need for tactics in order to perform efficiently. They learn the importance of rules in competitive sport.
139. Pupils enjoy their physical education lessons. They focus well and listen carefully to directions. Pupils of all abilities collaborate well in groups. For example, Years 5 and 6 pupils worked co-operatively and collaboratively when playing 'tunnel ball'. Pupils sustain effort and concentrate well. They are keen to do their best. Their good attitudes and behaviour ensure pupils work as hard as possible and no time is wasted. This makes a good contribution to their learning and progress.
140. The quality of teaching is satisfactory. Careful planning and timing keep pupils working throughout the session. There are planned gains in skills during the lesson but insufficient times for demonstration and appraisal of movements. Teachers and pupils are dressed appropriately for physical education lessons. There is due regard for safety. Teachers begin lessons with an appropriate warm-up session. They use praise effectively, are quick to recognise good performers but do not always use these to set high standards for others to follow.

RELIGIOUS EDUCATION

141. In the last two years the school has made good progress on the issues from the previous report. The subject co-ordinator has produced an effective scheme of work that corresponds to the locally agreed syllabus and supports teachers well in planning their lessons. Pupils now have more opportunities to discuss their work. As a consequence of these changes pupils' progress has improved from unsatisfactory to satisfactory for pupils aged 7 to 11.
142. By the ages of 7 and 11 pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. The quality of teaching is satisfactory at both key stages. Lessons, teachers' plans, the attractive displays and pupils' work in books show that teachers in the main provide a balanced religious education programme. These also show that teachers take account of pupils' knowledge and experiences. As a consequence pupils have a good knowledge of the world's leading faiths and a sound knowledge of Bible stories.

143. A good feature of the lessons seen is that teachers check pupils' knowledge and understanding by encouraging them to remember previous work. This enables them to assess pupils' understanding before introducing the new work. They use a variety of interesting methods to gain pupils' interest and promote concentration and learning, such as stories, videos and drama. In the Years 5 and 6 lesson the teacher promoted pupils' social and literacy skills well. She did this by expecting the pupils to work in groups, read part of the story of Rama and Sita and perform the scene from the story. Pupils were motivated by the work; they concentrated and worked well together. In the Year 2 lesson the teacher told a similar story in an interesting way. This held pupils' interest and helped them to reflect upon the story and give suitable reasons for the good and bad actions of the people in it.
144. Pupils with special educational needs make satisfactory progress. This is because of the satisfactory support by teachers, specialist and classroom support assistants. Those pupils aged 5 to 7 who are learning English as an additional language make good progress in their learning because of the support they receive from class teachers and the bilingual support assistant. Their progress slows to satisfactory from the age of seven onwards.
145. Pupils also benefit from the celebration of religious festivals, for example, through special assemblies about Eid, Diwali and Christmas. They make good use of local resources, such as places of worship, and of the expertise of religious leaders to enrich pupils' learning. Teachers use information and communication technology satisfactorily to support this subject. The school could improve provision by developing assessment systems for checking pupils' learning and using these to provide work for them which matches more closely to their differing capabilities. Teachers could improve pupils' literacy skills by expecting a higher standard of their independent writing.