

INSPECTION REPORT

ST ANNE'S CE PRIMARY SCHOOL

Royton, Oldham

LEA area: Oldham

Unique reference number: 105715

Headteacher: David J Halford

Reporting inspector: Tony Painter
21512

Dates of inspection: 4th – 7th December 2000

Inspection number: 225247

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 aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Broadway Royton Oldham
Postcode:	OL2 5DH
Telephone number:	0161-624-9885
Fax number:	0161-628-4231
Appropriate authority:	The governing body
Name of chair of governors:	Rev D J Sharples
Date of previous inspection:	28 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tony Painter 21512	Registered inspector	Information and communication technology Art and design Children under five	What kind of school is it? The school's results and pupils' achievements
Roger Watts 9399	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Kath Hurt 24895	Team inspector	Science Physical education History Special educational needs	How good are the curricular and other opportunities offered to pupils?
Carole Jarvis 27276	Team inspector	English English as an additional language Art	How well are pupils taught?
Roger Hardaker 16971	Team inspector	Mathematics Geography Music Equal opportunities	How well is the school led and managed?

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's is a voluntary aided primary school for pupils between 4 and 11 years. It is above the average size with 279 pupils currently on roll. Most pupils come from the residential area around the school. The proportion of pupils eligible for free school meals is average at 25 per cent. The attainment of children joining the school is in line with that expected of children of their age. Less than 10 per cent of pupils come from non-white backgrounds and 11 have English as an additional language. However, none are at an early stage of learning English. Thirty-three pupils are on the school's register of special educational needs, which is a below average figure. None has a statement of special educational needs.

HOW GOOD THE SCHOOL IS

The school is effective, particularly in creating a very good atmosphere for learning. The headteacher has established a very clear direction for the school. Good management has improved the quality of teaching, particularly in English and mathematics. This is now leading to higher standards in these subjects. The school provides satisfactory value for money.

What the school does well

- The school creates a very effective ethos that encourages pupils to try hard in their lessons.
- There are good procedures for caring for pupils, which help them to feel secure and behave very well.
- The teaching of mathematics and English is good and is improving standards.
- Very good provision is made for pupils' personal development.
- Very good leadership from the headteacher and an effective governing body are steering the school's improvement well.

What could be improved

- Pupils' attainment in science is not high enough, particularly amongst more-able pupils.
- Assessment systems are not used effectively enough to match work to pupils' needs.
- Curriculum planning is not precise enough.
- Subject co-ordinators do not have a clear enough view of the standards and teaching in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997, when weaknesses were identified in many aspects of the school's work, including management and the curriculum. Good improvements have been made since that time in all areas identified and the quality of teaching has improved. This has led to better standards in English, mathematics and science, although the proportion of pupils achieving higher levels in science is too low. Standards in design and technology, physical education and information and communication technology have also improved. Good improvements have been made in the behaviour and attitudes of pupils. The management of the school is much improved with clear direction and leadership and effective involvement of the governing body. Teachers' planning now has a sharper focus but does not make sufficient use of the good systems of assessment that have been introduced.

STANDARDS

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

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

Key

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

The school's results have improved over recent years, particularly in English and mathematics. Pupils' results in mathematics, for example, are well above those of pupils in similar schools. Results in English are above those in similar schools but pupils' writing is not as strong as their reading. This detracts from their overall achievement. In science, most pupils achieve the nationally expected level but too few achieve higher levels. This is because these pupils are not challenged enough. The school is improving its analysis of pupils' results and uses them well to set appropriately ambitious targets.

The inspection confirms a picture of improving attainment through the school. Children enter the school with attainment that is similar to that expected of children of their age. They make secure progress in the Foundation Stage and most achieve the standards expected of pupils beginning Key Stage 1. Pupils make satisfactory gains in their learning in both key stages but their progress in English and mathematics is good. They achieve levels in reading and mathematics above the national average. Pupils' attainment in all other National Curriculum subjects is average, although their creativity in art is limited.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic and concentrate well on tasks. They work hard with little need for teacher supervision.
Behaviour, in and out of classrooms	Behaviour is consistently very good. Pupils understand right and wrong and are polite and courteous.
Personal development and relationships	There are very good relationships at all levels. Pupils work and play together very well.
Attendance	Good.

Pupils' very good attitudes are an important factor in the improving standards in the school. Pupils develop good levels of independence which help them in their work. They take increasing responsibility for their own behaviour.

TEACHING AND LEARNING

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

In the 60 lessons observed, 95 per cent were satisfactory or better, with 45 per cent good or very good, and 5 per cent unsatisfactory. Twelve per cent of lessons were graded very good. This represents an improvement from the last report. Teachers have good control of classes and manage them well. This is leading to better behaviour, improved pupil responses and more effective learning. The school has good systems for assessing pupils' attainment, but these are not used enough to match tasks to pupils' needs.

The teaching of English and mathematics is good throughout the school, primarily through effective implementation of the National Literacy and Numeracy Strategies. This emphasis on teaching basic skills is having a positive effect on pupils' learning. Teachers give pupils good opportunities to apply their developing literacy and numeracy skills in other subjects. Pupils' learning in science is limited because teachers do not pay enough attention to developing pupils' investigative skills or challenging the higher-attaining pupils. Teaching throughout the school meets the needs of all pupils, including those with special educational needs. The needs of those pupils with English as an additional language are soundly met. Secure teaching of children under five ensures that they settle well into the school routines.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory curriculum with effective strategies for developing literacy and numeracy. The programme for pupils' learning is not sufficiently clear in subjects other than English and mathematics.
Provision for pupils with special educational needs	Pupils with special educational needs are clearly identified and appropriate targets are set to ensure they make satisfactory progress in their learning.
Provision for pupils with English as an additional language	These pupils are given satisfactory support to enable them to take a full part in all aspects of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' personal development very effectively. This underpins, and is a strength of, all its work. A rich range of strategies promotes pupils' moral and social development very well. There is a strong and effective spiritual element in assemblies.
How well the school cares for its pupils	This is a caring school with good measures to ensure the welfare, health and safety of pupils.

The school has established a sound partnership with parents. Good information is given, particularly on pupils' attainment and progress. The very good provision for pupils' personal development pervades all the school's work and is influential in improving standards. It is an important factor in the very good atmosphere for learning. The curriculum for English and mathematics is strong, with effective systems to assess pupils' progress, but assessment systems are not so well developed in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very clear leadership from the headteacher is helping the school to make improvements and is leading to good management. Teachers are taking increasing management roles, although subject co-ordinators are not sufficiently involved in monitoring standards and teaching.
How well the governors fulfil their responsibilities	Governors have effective involvement in the strategic management of the school and ensure that statutory requirements are met.
The school's evaluation of its performance	Good monitoring from the headteacher and effective systems in English and mathematics have led to improvements in practice and results. This monitoring has not yet been extended to other subjects. The results of very good analysis of national test results and other data are being used effectively to target developments in curriculum and teaching.
The strategic use of resources	Good use is made of all resources available to the school. Financial systems are good.

Good levels of staffing, accommodation and resources help teachers to teach effectively. The clear vision of the headteacher steers the school effectively towards higher standards. The governing body has substantially improved its involvement with the school. It has much improved systems for sharing information and making decisions. Good efforts are made to ensure that all financial decisions reflect the best value obtainable.

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. • Children are expected to work hard. • Teaching is good and helps pupils to make good gains in their learning. 	<ul style="list-style-type: none"> • Better partnership with parents. • More extra-curricular activities. • More information on pupils' progress.

The inspection team generally agrees with the positive points raised by parents but does not support the negative ones. Although much teaching is good, particularly in English and mathematics, the overall quality is satisfactory. Good information is given on pupils' progress through meetings, reports and assessment records. Partnerships with parents are satisfactory and there have been recent improvements in the satisfactory range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' standards are in line with national averages by the time they leave the school. This maintains the standards described in the last report. Pupils' results in the National Curriculum tests at the end of both key stages have varied from year to year. This has been due, in the main, to the different strengths of the groups of pupils involved. However, the results have kept pace with the rising national trends. The school's recent results show improvements resulting from more effectively focused teaching. Good use is made of the National Literacy and Numeracy Strategies to improve the teaching in these subjects. These improvements are most apparent in mathematics, where standards are now above those found nationally and well above those in similar schools. Pupils have good standards in numeracy and apply their skills well in subjects throughout the curriculum. Standards in English are in line with the national average and above those in similar schools. Pupils have satisfactory literacy skills that are often developed effectively in subjects such as history. However, pupils' writing is relatively weaker than their reading and has been identified by the school as a priority area for development. Most pupils meet the national standards in science by the time they leave the school and standards are in line with those found in similar schools. However, few show the higher levels of attainment they are capable of. Consequently, the school's results in science are below the national average. The school is making more detailed and effective analysis of its results in order to focus developments in curriculum and teaching. These measures are effective and have improved standards as seen in the inspection.
2. Children enter the reception classes with attainment that is in line with that found nationally in children of this age. Satisfactory attention is paid to promoting children's learning in all areas of learning¹. By the time they begin Year 1, most achieve the levels expected of children nationally. In particular, children make good progress in their personal, social and emotional development. They settle quickly to the classroom routines and show increasing levels of confidence and independence. Children make good gains in their language development through teachers' effective use of aspects of the National Literacy Strategy. Children listen very carefully to teachers' reading of books and they are keen to make appropriate comments about the stories. They begin to match letters to sounds and recognise some simple words. Children count with increasing security, sometimes beyond 10. They have a developing range of mathematical language that they use well when describing shapes and their position. Their knowledge and understanding of the world is satisfactory and they show greater observation skills and understanding of the environment. They use simple tools and materials with confidence. Most have good levels of confidence when using computers. Children's creative development is satisfactory and they enjoy painting, drawing and singing. Their physical development is sound and children show an increasing range of movements in lessons.
3. Standards in English are in line with national averages by the ages of 7 and 11, although their writing is not as good as their reading. In Key Stage 1, pupils develop speaking and listening skills through discussions and opportunities to present their work. They read simple texts and show increasing understanding of what they read. Some Year 2 pupils, for example, discuss how actions create reactions in the story. Pupils write in a good range of styles and many use simple punctuation correctly. Higher-attaining pupils use increasingly interesting words but many lower-attaining pupils have weak spelling and punctuation skills. In Key Stage 2, pupils develop their discussion skills and begin to

¹ These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also include knowledge and understanding of the world; physical and creative development.

present reasoned arguments. They listen thoughtfully and present their ideas clearly. Pupils' reading has greater fluency and expression and they understand significant ideas and characters in the stories they read. All pupils use the library well when looking for information. Pupils often write lively stories with good use of imaginative phrases and vocabulary. Their standards of handwriting and presentation are sound.

4. Pupils at the end of both key stages achieve good standards in mathematics and standards are improving. By the end of Key Stage 1, pupils use numbers to 20 confidently when adding and subtracting. They count and order numbers up to 100 with understanding of two-digit numbers. They develop good mental arithmetic skills and use a good range of mathematical language when discussing their work. By the end of Key Stage 2, pupils have a good grasp of number and use a range of strategies to solve problems. Their mental arithmetic skills are strong and they recall multiplication facts quickly and accurately. Many higher-attaining pupils are tackling relatively difficult problems such as finding the area of irregular shapes.
5. Pupils attain standards in science in line with those expected at the end of both key stages. However, pupils' skills in planning and undertaking investigations are less well developed than their scientific knowledge. This restricts pupils' achievements and is most obvious in the limited number of pupils who achieve the higher levels in the National Curriculum tests and assessments. By the end of Key Stage 1, pupils have sound observational skills and understand the life cycles of plants and animals. Pupils explain the differences between solids and liquids by reference to molecules. By the end of Key Stage 2, pupils have secure understanding of many properties of materials such as electrical conductivity. They have detailed knowledge of how their bodies work through investigations into the links between exercise and pulse rate. They are not secure, however, in identifying scientific questions and ways to investigate them.
6. Pupils' attainment in information and communication technology is in line with nationally expected levels by the end of both key stages. Provision and teachers' skills have improved since the last inspection and standards are rising. Key Stage 1 pupils develop confidence when playing educational games and entering information using keyboard and mouse. They create pictures and simple writing, making changes and learning to save their work. Pupils in Key Stage 2 develop good understanding of how to enter text and change it to create specific effects. By the end of the key stage, pupils are familiar with word-processing functions and apply these well. For example, they use a publishing program for practical activities such as creating a Christmas card and a newsletter.
7. Pupils' attainment in all other National Curriculum subjects is in line with that expected of pupils at the ends of both key stages. Pupils use a sound range of media in art and design and show increasing levels of skill. However, the limited nature of many tasks set by teachers restricts pupils' opportunities to develop creativity. In history and geography, standards are satisfactory but weaknesses in the overall pattern of the curriculum limit pupils' attainment. Pupils develop sound knowledge in both subjects although their enquiry skills are less well developed. Standards in design and technology have improved since the last inspection and pupils use an increasing range of tools. Their planning and evaluating skills are sound, although they have experience of only a limited range of media. Pupils' standards in music are average, although some pupils who learn musical instruments perform with confidence in assemblies. Standards in physical education have improved since the last report and are now average. An improving range of extra-curricular activities supports skills in games.
8. There are no significant differences in the achievement of pupils of different background or gender. Pupils with special educational needs make satisfactory progress and reach levels of attainment in line with their assessed abilities. Individual education plans identify

difficulties clearly and set out programmes to help them make progress. Pupils receive good support from teachers or classroom assistants. Those pupils with English as an additional language are given any necessary support to ensure their full participation in the life of the school. They make sound progress and achieve levels of attainment in line with their capabilities.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are very good and their desire to learn is very evident. In the opinion of parents, virtually all pupils enjoy school and this is borne out by conversations with pupils. They appreciate highly the efforts of the staff, who give them an exciting and rewarding experience. After lesson introductions, they move quickly to start their individual or group work because they enjoy it and are keen to learn more. For example, in an infant literacy lesson, in the minute or so while the teacher was organising the rest, the group who were to read with the teacher had already organised themselves and started. All pupils show real enjoyment of subjects like mathematics. They concentrate well and work hard to solve problems. In a few lessons, where teaching was less challenging, a few pupils switched off, but came to life quickly when they were asked to do interesting activities. They are enthusiastic about doing things outside the classroom, taking a strong part in extra-curricular activities and seeking to help around the school.
10. Pupils generally behave very well. In most lessons, a quiet word is usually all that is necessary to keep pupils focussed on their activity and teachers can concentrate fully on their teaching. This has a positive impact on the good rate of learning seen in many lessons. In a very few lessons, where the teacher's management skills are unsatisfactory, some pupils are inattentive or misbehave so that learning is disrupted. Pupils' behaviour as they move around the school and in assemblies is also very good. They are polite and show responsibility even when unsupervised directly. Even the very youngest children behave beautifully in whole school assemblies, where the content may be targeted at much older pupils. Mealtimes in the dining hall are times for good social interaction, where pupils show good manners and maturity. Pupils have the opportunity to discuss the reasons behind school rules and fully accept their validity. They treat all the things they work with and the property of others with great care. There were no exclusions of pupils from the school last year.
11. The personal development of pupils and the relationships within the school are very good. Pupils willingly accept the responsibilities offered, although these do not often require a high level of maturity. In class, the strong rapport between adults and pupils is a very noticeable feature of almost all lessons. This allows teachers to get the best from pupils in a relaxed yet purposeful atmosphere. Pupils work well to support each other, discussing problems and making suggestions to each other about improving their work. They recognise that there exist many different ways of life and beliefs and demonstrate this in the very good relationships between pupils of differing ethnic origin. There are very few incidents of conflict and pupils are confident that there is little bullying.
12. The overall attendance last year was above the national average for primary schools and there was very little unauthorised absence. Very few pupils arrive after the official start time and good attendance and punctuality allow pupils to benefit from the education offered.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching in the school is at least satisfactory in 95 per cent of lessons. The quality of teaching in 45 per cent of lessons is good or better and 12 per cent were graded very good. This is an improvement since the last inspection. The quality of teaching in both key stages is satisfactory. The 5 per cent of unsatisfactory teaching is centred in the middle of Key Stage 2 and mainly in English. The weaknesses in these lessons stem from unsatisfactory pupil management and some insecure knowledge in English. Teachers rely too heavily on published material without being clear what they want pupils to learn. Planning is based on a published scheme and not adapted for the pupils. However, these teachers receive very good support from their parallel teachers and the senior management of the school. Weaknesses in teaching throughout the school are caused by the inconsistent use of assessment of what pupils know, understand and can do in order to plan future learning. The quality of teaching of literacy and numeracy is good and contributes to the improving standards in reading, writing and mathematics. Teachers have implemented the National Numeracy and Literacy Strategies very effectively, which has improved teachers' confidence and subject knowledge. There is little variation in the quality of teaching between key stages or across year groups. The consistently satisfactory teaching across the school contributes to pupils' sound learning and attainment and very good attitudes towards work.
14. Teaching in the reception classes is satisfactory. No unsatisfactory teaching was observed in these classes. There is very effective teamwork amongst all the staff working with reception children. Good use is made of the specialist skills of teachers and all support staff. Teaching gives these children a secure start in school and ensures they learn soundly. Good attention, for example, is paid to children's personal, social and emotional development by establishing good relationships and stimulating classrooms. An effective mixture of adult-led and child-initiated activities gives children opportunities to develop independence. Staff have a secure understanding of how young children learn and planning for activities is purposeful. However, sometimes planning is too general and does not indicate specific learning for children. Sometimes children are given too long with a single activity and this causes them to lose interest and become restless. The recently issued national guidance on provision for the youngest children in school is incorporated into teachers' planning. Good attention is paid to children's language development through effective use of aspects of the National Literacy Strategy.
15. In both key stages, most teachers are enthusiastic and have very good relationships with their pupils. This motivates pupils to work hard and have a keen interest in what they are learning. They become confident about offering ideas and asking questions. For example, in a Year 6 science lesson pupils offer sensible ideas of how to test that air is all around us. In another lesson, they feel confident to read aloud in front of the class, make mistakes and know that their teacher will help them improve sympathetically. Teachers establish good classroom routines through good class management and control. Pupils understand what is expected of them, which helps them to settle quickly to their learning. Brisk pace in lessons and high expectations of behaviour result in pupils behaving very well and concentrating effectively on what they are learning. In a Years 1 and 2 class, pupils have the responsibility of being 'clock monitors' who keep others on task and ensure that timekeeping is good.
16. Classroom assistants work very effectively with teachers. They support pupils with special educational needs particularly effectively through good discussions and probing questioning. They have good relationships with pupils and use praise effectively to build their self-esteem. Pupils have confidence to answer questions and take a full part in their groups, and this consolidates and extends their learning soundly. In the reception class, support staff work successfully with small groups of children and help them make firm

strides in their learning. All classroom assistants help pupils extend their vocabulary through constant use and reinforcement of new words across different subjects. This contributes to the improving standards of attainment in English.

17. Teachers have good questioning techniques and target their questions appropriately to pupils of different ability levels. In a Year 3 lesson, when comparing Ancient Greek myths and legends, during the study of *The Wooden Horse*, the teacher asks, "What is your opinion of Paris?" This encourages pupils to articulate their thinking clearly and reply, "He's sneaky" and "He wants everything his own way". They show a clear understanding of their new learning. In a Year 6 science lesson a key feature is the good questioning such as, "How do you know there is air in the jar?" which provokes pupils' deeper thought. Activities and resources are well prepared in most lessons. The classroom support assistant uses a wide range of cards to help reinforce understanding of letter sounds for pupils receiving additional literacy support. Particularly effective resources successfully help Year 1 pupils name the number before and after a given number.
18. A weakness in teaching throughout the school is the inconsistent use of assessment to determine what pupils know, understand and can do. When assessment is not used, teachers do not plan tasks that match pupils' abilities, work may be repeated and often the same task is given to all pupils in a class. This results in higher-attaining pupils not being sufficiently challenged in science and some below average pupils finding work too demanding in English. In lessons other than mathematics and English, most pupils cover the same work with very little planning to take account of pupils' differing attainments. This affects the brighter pupils particularly who are not able to achieve the high standards of which they are capable. Although time is usually well used within lessons, the use of time is otherwise sometimes weak. Lessons sometimes start late because, for example, the afternoon reading session has over-run or pupils take too long moving to their ability group lessons. At other times lessons finish early so pupils can prepare for lunch. This considerably reduces the time available for teaching and contributes to incomplete work on individual tasks or shortened plenary sessions in the literacy hour, for example.
19. The teaching of pupils with special educational needs is satisfactory. Their individual education plans identify clear, realistic targets. Teachers pay due regard to these in their planning and ensure that pupils are supported appropriately in lessons either by themselves or by classroom helpers. This enables pupils to make satisfactory progress towards the targets set for them. Their learning is boosted particularly well when teachers adapt their lesson plans to take account of particular weaknesses in pupils' skills. This is seen when a teacher in Year 4 organises a small group to work with a volunteer helper who helps them improve their accuracy in telling the time. Teachers make satisfactory provision for pupils for who English is an additional language. None of these is at an early stage of English acquisition and all are helped to play a full part in lessons.

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

20. The quality and range of learning opportunities provided for all pupils are satisfactory. The curriculum includes all the subjects of the National Curriculum and religious education. The school places a very heavy emphasis on teaching literacy and numeracy with generous time allocations to each. Teachers use the National Literacy and Numeracy Strategies' planning materials very successfully, and have become more confident and effective in their teaching as a result. This is successfully driving up the standards in these two subjects. However, this extra emphasis is at the expense of other subjects, like science and music that have low time allocations. This means that teachers struggle to take pupils forward each year in the time available for these subjects, and standards are not as good as they might be. Sometimes time is lost when reading sessions and assemblies overrun,

when lessons finish early to prepare for lunch or at the end of the afternoons in Key Stage 1. This reduces teaching time still further.

21. Planning systems have improved since the last inspection. There are now policies and schemes of work to guide teachers' planning in all subjects. Some of these, such as the science scheme of work, are now being further revised because they do not provide enough clear information to help teachers plan for classes with mixed age groups. Other subjects, for instance history and geography, do not specify clearly how skills are to be developed as pupils move from class to class. Long-term planning in subjects other than English and mathematics is not yet precise enough to ensure that pupils fully extend their skills, knowledge and understanding as they move through the school.
22. The curriculum for pupils in the Foundation Stage is effectively planned with relation to all the areas of learning. Strong emphasis is placed on promoting children's personal, social and emotional development. This helps children to settle quickly into the classroom routines and make good progress. Children in the reception classes get good opportunities to develop their language and number skills through good adaptation of elements of the National Literacy and Numeracy Strategies. There is a good balance of adult-led and child-initiated activities to encourage increased independence and basic skills.
23. The curriculum for pupils with special educational needs is satisfactory and enables them to make sound progress. The school identifies them at an early stage and their needs are carefully assessed. Individual education plans contain relevant, achievable targets that are regularly reviewed and revised. Teachers, classroom assistants and voluntary helpers provide sound support for pupils in lessons. For example, when an adult works with a small group in a mathematics lesson in Year 4, pupils learn to tell the time more accurately so that they are able to cope with the same task as others. The additional support for literacy is particularly effective in giving a boost to pupils' learning in Years 4 and 5, and helps some of these pupils to reach the levels expected for their age.
24. The school provides a satisfactory range of extra-curricular activities and these are currently being extended. Pupils thoroughly enjoy their residential visits to Robinwood Outdoor Pursuits Centre in Year 5 and London in Year 6, and these provide valuable opportunities for social development. Opportunities to take part in sporting activities such as football, netball, cricket and athletics competitions and coaching sessions run by the local football club make a valuable contribution to the physical education curriculum. The school enables pupils to follow their interests in lunchtime activities that they organise themselves. For instance, a group of pupils organise their own dance practices to perform at the school disco. Others collaborate in producing a school newspaper using the new computer facilities. They appoint an editor and share out the tasks well. These activities, though not widely publicised to parents, enable pupils to develop valuable leadership and team skills.
25. The school has good links with the community. Links with the local church permeate the life and work of the school and are a particular strength in establishing its very good ethos. The parish priest visits to lead assemblies and many of the pupils attend church regularly. Pupils take part in many church activities, such as the church pantomime, and celebrate Harvest and Christmas in services there. There are good links with school assemblies; for instance the Brownies group sings a prayer in assembly. Many of the church activities are held in the school buildings. The school supports pupils and parents well by providing a club supervising pupils before and after school. There are close links with St Anne's pre-school group, which also runs a holiday club for school pupils. Pupils benefit from coaching sessions and shared fund-raising activities like the 'Sponsored Penalty Shoot-Out' with Oldham Athletic Football Club. The school has satisfactory links with its partner

institutions. There are regular meetings with staff in the feeder schools that ensure a smooth transfer for pupils to the next stage of their education.

26. Provision for developing pupils' personal, social and health education is very good. Most parents agree that the school encourages pupils to become mature and responsible. The headteacher provides strong leadership by valuing each pupil and spending time talking to them. This boosts their self-esteem considerably. He and the staff praise pupils' efforts and discuss incidents that arise, so that pupils develop very good attitudes to each other and a keen awareness of their personal responsibilities. Health education is promoted effectively through the science programme, and visits by an outside group of health educators raise pupils' awareness of the dangers of drug misuse. The school has decided not to teach sex education formally and makes this policy clear.
27. The school has successfully maintained its high quality provision for pupils' spiritual, moral and social development. Provision for spiritual development is good overall, but particularly strong in assemblies which comply fully with statutory requirements. Pupils have ample opportunities for reflection. Music creates a calming atmosphere and an advent display of candles and a prayer provides a good focal point. Well-chosen stories, told expressively, encourage pupils to wonder at the achievements of famous people, for instance in setting up the 'Save the Children Fund'. A 'celebration' assembly enables pupils to learn to appreciate others' achievements. Pupils are encouraged to think carefully about themes such as 'caring and sharing' in quiet prayer times. They say prayers sensitively, obviously thinking carefully about the words. However, there are not enough opportunities in lessons for pupils to develop their spiritual awareness, for example through reflecting on works of art or music.
28. The school makes very good provision for pupils' moral and social development. There are effective policies and strategies for promoting good behaviour and all the staff ensure that pupils understand the rules and know what is expected of them. They involve pupils in devising class rules so that they develop a strong sense of citizenship and fair play. One teacher achieves this through a 'Mission Possible' display where pupils have to find ways of behaving in a thoughtful manner. Others work with pupils to produce a 'Children's Agreement' that establishes clear targets for behaviour and relationships. All of these enable pupils to develop a keen sense of right and wrong and spirit of co-operation. They make a significant contribution to the very good attitudes, behaviour and relationships found during the inspection.
29. The provision for pupils' cultural development is good. As well as celebrating the Christian festivals of Christmas, Easter and Harvest, pupils are encouraged to appreciate festivals in other religions. For instance, pupils learn about the Hindu festival of Diwali through comparing its theme of 'light' with Advent in assembly. Pupils further extend their understanding by listening to music and interpreting the story of Rama and Sita through dance in a physical education lesson in Years 4 and 5. Pupils thoroughly enjoyed a visit by a Zulu dance and music group, which extended their awareness of other world cultures considerably. They develop a secure understanding of their own culture through geography, history, art and music. However, there are too few opportunities in history and geography for pupils to study their own rich local heritage at first hand through a programme of visits and fieldwork in the area around the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school is a caring, harmonious community and generally has good procedures for ensuring pupils' welfare. Staff trained in first aid look after pupils who have accidents effectively. All adults display concern that all pupils feel secure, so that they can concentrate on learning. Annual health and safety risk assessments are carried out but

procedures for monitoring the action taken lack rigour. Equipment checks are carried out and the school is a safe environment. Staff are aware of precautions to be taken when undertaking tasks in curriculum areas such as design and technology but there is a lack of formal written risk assessment for some out-of-school activities. Child protection procedures, which meet local guidelines, are in place and the designated teacher and other staff have been trained in their use. In the few cases encountered, the school has received good support from welfare agencies. The strong expectations of most teachers that pupils will behave well, and good management of pupils, result in a calm and ordered atmosphere in which pupils are encouraged and allowed to learn. The absence of bullying is a consequence of the school's emphasis on a caring attitude towards others and taking appropriate action should any incident occur.

31. The monitoring of pupils' academic and personal development is good. When children start in the reception class, they are assessed initially which allows evaluation of learning in that year and provides information on the need for additional support. In the rest of the school, pupils' attainment in English, mathematics and science is assessed each term and recorded systematically. Several procedures are quite new and have not yet been sufficiently monitored to ensure consistency in practice. However, a portfolio of moderated work compiled by and available to all staff has improved the accuracy of assessment since the previous inspection. Attainment in other subjects is not systematically monitored and this is unsatisfactory. Staff use their good knowledge and relationships with their pupils to monitor their personal development, which is then recorded in the pupil's report. This information is maintained in a pupil's personal record.
32. The school provides sound support and guidance in raising pupils' achievement throughout the school. Teachers make good use of the end-of-term assessment in English to set new targets for pupils and this is being extended to mathematics. Pupils are also grouped in lessons on this basis. There is, however, not enough use of day-to-day assessment to modify what is being taught in subsequent lessons to groups and individuals. Individual pupils' records in English, mathematics and science allow staff to track progress and give early warning of any underachievement. The school analyses the results of end-of-key stage tests to identify weaknesses and has modified or changed emphasis within the curriculum. Some teachers undertake more detailed analysis of the end-of-year tests. This allows them to improve or extend the teaching in weaker areas. In English, pupils are motivated well to progress to the next level because they know what they must do. Teachers monitor those pupils whose behaviour is unsatisfactory and set them targets for improvement. These procedures are very effective.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Parents are satisfied with what the school provides and achieves, although there are three areas of concern that have been raised by a significant minority. Parents who attended the meeting before inspection had mixed views, but were positive about the ethos of the school and felt it had improved. In response to the questionnaire, returned by around a quarter of parents, views were generally positive. Parents agreed that their children liked school and are expected to work hard. Teaching is generally good and pupils make good progress. Between a quarter and a third of these parents were concerned about information on progress, how closely the school works with parents and lack of extra-curricular activities. The positive views are generally confirmed by the inspection; pupils' attitudes to school are very good, as is much of the teaching. Links with parents are generally sound, and parents are better informed on progress than in most primary schools. Extra-curricular activities are adequate for a school of this size and are improving. The inspection does not, therefore, support the concerns raised.

34. The school's links with parents are effective. When children start in the reception class, parents are provided with informative booklets. These explain how their child will be taught and give good advice on supporting this at home. Parents find the booklets useful. They are kept informed of what is happening in school with regular letters and curricular information is given each year. Pupils' annual reports meet statutory requirements and give good information about what the pupil has achieved that year in the main subjects, including the National Curriculum level achieved. There are brief comments about the other subjects as well as a good insight into the pupil's personal development. Pupils set their own targets and parents given information on how to support their child at home. These reports are augmented by simple numerical judgements on attainment and progress at the end of the autumn and spring terms. Overall, parents have more information on how well their child is doing than in most primary schools. Parents are normally able to discuss their child's progress with the class teacher three times a year. The meeting last term was cancelled due to building work in the school. This may have given rise to some of the concerns expressed. However, the school needs to do more to overcome such negative perceptions and reassure a number of parents.
35. Parents give satisfactory support for their children at school and at home. Most parents hear them read at home and many parents support homework. Many parents took part in the consultation process during the preparation of the home-school agreement. Not all have been returned but in the opinion of the school the exercise has raised awareness in some parents of the importance of co-operation. There is a parent/teacher association that raises substantial amounts for the school and organises social events. Some parents and other adult volunteers help within the school, for example, supporting groups in literacy and numeracy lessons and in practical lessons. This allows teachers and other staff to spend more of their time in direct teaching.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The school has good leadership and management. The headteacher provides very effective leadership, giving the school very clear educational direction and purpose. His colleagues in the senior management team effectively support him and he has greater involvement from the governing body than there was at the last inspection. A clearly defined school development plan, which is effectively monitored and regularly evaluated by the governing body, reinforces this direction. The school has made good improvement since the last inspection. Pupils' attainment in English and mathematics at Key Stage 2 has recently improved, as has the overall quality of teaching. The quality of strategic planning has improved. The school's aims and values are wholly appropriate and the school promotes them carefully in all its work. Pupils respect each other, and behaviour and relationships at all levels are very good. St Anne's is a caring and improving school.
37. There is a shared commitment to improvement with some good structures and procedures in place to monitor standards, especially in English and mathematics. The headteacher effectively monitors teaching in all classes. The English and mathematics co-ordinators also monitor teaching effectively, following training in this aspect of their role. They support colleagues effectively. With the headteacher and the governing body they analyse the attainment of pupils in tests and the results are used to identify aspects of the curriculum that need development. For example, additional funding is being targeted at younger Key Stage 2 pupils felt to need extra tuition in literacy following low-level scores in Key Stage 1 tests. Subject co-ordinators have clearly defined areas of responsibility. They monitor progress by scrutinising pupils' work and teachers' planning. However, with the exception of the English and mathematics co-ordinators, they have no time allocated to enable them to monitor teaching in classrooms effectively. This part of their role is still underdeveloped.

38. The school's provision for pupils with special educational needs conforms to the Code of Practice². The co-ordinator has clear strategies to identify pupils' needs at an early stage. Targets relate well to identified needs and are set out in pupils' individual education plans. There are good systems for regularly reviewing and updating these. Parents are encouraged to be involved in this process, and many attend the regular review meetings.
39. The school's strategy for teacher appraisal and performance management is good. The headteacher has regular reviews with teachers to discuss their professional development. Funds used for professional development contribute to an improvement in the quality of teaching. For example, focused training in English and mathematics has helped raise the quality of teaching in these two areas. This has been a contributory factor to the good implementation of the National Numeracy and Literacy Strategies. The governing body monitors the performance of the headteacher. He is set targets that are reviewed annually. Arrangements for supporting newly qualified teachers are fully in place. The most recent newly qualified teachers receive good support from a trained mentor and the deputy headteacher. Their teaching performance is regularly monitored and their professional development needs are being addressed.
40. The effectiveness of the governing body in fulfilling its responsibilities is good. This represents an improvement since the last report. Governors now have a good understanding of the strengths and weaknesses of the school. They have a strong commitment to the school and confidence in the headteacher to whom they give good support. The headteacher and his teaching staff give the governing body good information. The governors play an active role in monitoring standards within the school. For example, they monitor the impact of the National Literacy and Numeracy Strategies on the school and discuss pupils' annual performance in the national tests of attainment. As part of this process of monitoring some governors visit school and observe lessons; for example, both the literacy and numeracy governors observe teaching in these respective areas. The chairperson of governors is a regular visitor to the school. There is effective governor involvement in the strategic management of the school. Most governors are in a good position to make strategic decisions because they know and talk about relevant issues with confidence and good understanding. The governing body fulfils its statutory responsibilities.
41. The school's system for financial planning is good with the school managing its available resources well. Guided by priorities outlined in the school development plan, the budget is set by the finance committee and then submitted to the governing body for approval. Money is appropriately allocated and kept under constant review by the finance committee. Although the school carried forward a relatively high proportion of funds last year, this was carefully allocated to necessary building improvements. The projected carry-forward figure for next year is substantially smaller. The school uses funds designated for particular purposes well. For example, some of the money from the standards fund has been used to purchase additional literacy support for a particular group of pupils. Those who are deemed to have underachieved in English tests at the end of Key Stage 1 are given extra support from classroom assistants. These pupils are making good progress in improving their literacy skills. Governors evaluate the effect of the school's spending decisions on standards. They receive regular reports from the headteacher, often questioning the contents. They also analyse statutory test results with the headteacher and subject co-ordinators.
42. Effective routines are in place for the day-to-day running of the school and these ensure that the school runs smoothly. The school's accounts were last audited in 1997. Some

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

minor recommendations were made in the report and the governors have addressed these. Satisfactory use is made of educational technology in the administration of the school. For example, much assessment information is kept on computer. The school has good procedures to ensure the cost effectiveness of the goods and services it purchases and the service it provides. For example, after due consideration the school has chosen not to subscribe to the local education authority's grounds maintenance scheme. Instead, it has opted to organise its own grounds maintenance provision on the basis of convenience and cost.

43. The school has sufficient qualified teachers to teach the subjects of the National Curriculum. All teachers have clearly designated responsibilities although only subject coordinators for English and mathematics have been given opportunities to monitor teaching and standards. The school has a good number of well-trained learning support assistants who give good support in classrooms, working in effective partnership with teachers. Resources for teaching are at least satisfactory in all areas of the curriculum and sometimes good. Resources for teaching information and communications technology are good, having improved considerably since the last inspection. A well-resourced computer suite accommodating 18 pupils has made a significant contribution to the improvement in teaching and learning. There are also good resources available in mathematics that teachers make good use of to support pupils' learning.
44. The adequacy of accommodation is good. There are good facilities for teaching physical education, including a large hall, grassed area and hard-surfaced play area. The school buildings, which are located on two separate sites, constitute a good learning environment. Classrooms and other areas of the school are maintained as stimulating and interesting environments. Attractive displays of pupils' work and other stimulus displays are on show. In the last report, concern was expressed about the condition of some parts of the building and of lack of space in the infant building. These concerns have now been adequately addressed. Since the last report a major re-roofing project has been undertaken and the number of pupils accommodated in the infants building is considerably reduced, lessening the amount of space now required to provide for their learning needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has made good progress since the last inspection and standards are beginning to rise, particularly in English and mathematics. In order to maintain and extend this improvement, the headteacher, staff and governing body should now:

- (1) raise pupils' standards in science through greater attention to developing pupils' investigative skills and challenging higher-attaining pupils more effectively; (paragraphs 1, 5 and 65-69)
- (2) extend and make better use of assessment systems to match work to the ability levels of pupils throughout the curriculum; (paragraphs 13, 18, 31-32, 57, 68, 74 and 81)
- (3) improve curriculum planning to ensure full and systematic coverage of the whole curriculum by:
 - giving enough time to subjects other than English and mathematics;
 - setting out clearly the skills to be developed as pupils move through the school; (paragraphs 7, 18, 20-21, 67, 73, 77 and 84-85)
- (4) widen the monitoring role of subject co-ordinators to include observation and evaluation of teaching and standards to share good practice in teaching. (paragraphs 37, 58, 69, 76, 81, 85 and 97)

The following less important weaknesses should be considered for inclusion in the action plan:

- (a) widen the range of activities and materials in design and technology; (paragraphs 7 and 75)
- (b) ensure appropriate attention is paid to developing pupils' creativity in art and design; (paragraphs 7 and 72-73)
- (c) ensure all available teaching time is used effectively. (paragraphs 18, 20 and 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	12	33	50	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	279
Number of full-time pupils eligible for free school meals	0	71

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	19	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	8	8	10
	Girls	15	16	18
	Total	23	24	28
Percentage of pupils at NC Level 2 or above	School	77 (72)	80 (80)	93 (84)
	National	88 (82)	89 (83)	91 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	8	10	10
	Girls	16	19	18
	Total	24	29	28
Percentage of pupils at NC Level 2 or above	School	80 (72)	97 (82)	93 (76)
	National	88 (82)	89 (86)	89 (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	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	15	17
	Girls	14	14	15
	Total	25	29	32
Percentage of pupils at NC Level 4 or above	School	69 (76)	81 (68)	89 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	13	17
	Girls	16	16	16
	Total	29	29	33
Percentage of pupils at NC Level 4 or above	School	81 (78)	81 (72)	92 (81)
	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	4
Black – African heritage	2
Black – other	5
Indian	1
Pakistani	3
Bangladeshi	5
Chinese	3
White	221
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25.4
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	111

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
	£
Total income	467,966
Total expenditure	453,117
Expenditure per pupil	1,613
Balance brought forward from previous year	29,379
Balance carried forward to next year	44,228

Results of the survey of parents and carers

Questionnaire return rate 21.5%

Number of questionnaires sent out	279
Number of questionnaires returned	60

Percentage³ of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	34	59	5	0	2
Behaviour in the school is good.	35	58	0	2	5
My child gets the right amount of work to do at home.	29	58	7	2	5
The teaching is good.	32	62	5	0	2
I am kept well informed about how my child is getting on.	25	38	28	5	3
I would feel comfortable about approaching the school with questions or a problem.	50	38	8	2	2
The school expects my child to work hard and achieve his or her best.	43	52	3	0	2
The school works closely with parents.	33	37	23	2	5
The school is well led and managed.	47	41	5	5	2
The school is helping my child become mature and responsible.	38	50	5	0	7
The school provides an interesting range of activities outside lessons.	15	37	28	10	10

³ Percentages for each category may not add up to 100 due to rounding errors.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

45. Children entering the school join the reception classes where they are taught with Year 1 pupils. Most children have had pre-school experiences in local playgroups. There are variations in their attainment on entry to the school but overall it is similar that found nationally of their age. There are very effective systems to ensure the well-being of children as they enter the school and children settle quickly. Children make satisfactory progress in all the areas of learning. By the time children begin Key Stage 1, most achieve the national targets for pupils beginning the National Curriculum. The quality of teaching is satisfactory although much is good, particularly in promoting children's personal development and language skills. There is particularly good teamwork between teachers and classroom assistants and effective strategies to teach groups of children. This ensures that the best use is made of personal skills in promoting children's learning. Very secure and caring classroom atmospheres are established. However, sometimes planning for activities is too general and does not indicate specific learning for children. Sometimes children are given too long with a single activity and this causes them to lose interest and become restless. Children's development is soundly tracked through teachers' secure record keeping systems.
46. Children under five make good progress in their personal development and teaching is good. Teachers and classroom assistants have very good relationships with children. They use these effectively to promote children's progress. Reception classes create a secure environment where children enjoy their learning. Children behave well and follow the established routines of the classrooms confidently. They develop good levels of independence, for example in changing for physical education lessons. Children quickly apply themselves to their tasks and often concentrate for long periods. They share materials and equipment sensibly and take turns when required. They gain greater understanding of the feelings of others and respect for children of other cultures.
47. Children make good progress in their language and literacy skills and teaching is good. Teachers make effective use of elements of the National Literacy Strategy to promote children's experience and understanding of books and stories. Some useful opportunities are given for children to develop their writing in a meaningful context. Most children have increasing understanding of books and how they are used. Children listen very carefully to teachers and other adults and respond with appropriate comments. Speaking and listening is effectively promoted in discussions, for example, of books during literacy lessons. Children talk with an increasing vocabulary about stories they have heard. Most children match an increasing number of sounds to initial letters of words. They begin to read simple books with support. Some higher-attaining children recognise and read simple words.
48. Teaching in mathematics is sound and makes effective use of elements of the National Numeracy Strategy. Children make satisfactory progress, recognising numbers with increasing security and counting objects correctly, sometimes beyond 10. They play number games together with enthusiasm and apply their developing numeracy skills across the curriculum. Class sessions where children talk about mathematics are effective; for example when children talk about how many coins are in the purse. Teachers use their questioning skills well to draw out what children know and understand. Higher-attaining children show developing skills with number, beginning to write and use numbers confidently. Children develop increasing vocabulary when describing shape and position. Activities in groups are often matched soundly to children's needs, although the time given is sometimes too long. This leads to children's loss of attention and the rate of learning drops.

49. Children make sound progress in their knowledge and understanding of the world and teaching is satisfactory. Children make use of information and communication technology such as tape recorders and computers in their learning. Children look at seasonal changes and describe aspects of the weather such as wind and shelter, clouds and sun. They show increasing understanding of the environment and features of living things such as plants. For example, they use an increasing range of descriptive language when they talk about vegetables they are using for printing. Children talk about their observations and begin to recognise changes over time. Children make use of simple tools and materials to make things, such as models and collage pictures.
50. Creative development is soundly taught and children make satisfactory progress. Children paint freely and use a good range of media for their pictures. They make collage pictures with effective use of a range of materials. These pictures have promoted a good range of descriptive language. Children join together and enjoy singing songs and rhymes, often linked effectively with their learning in other areas of experience. There are appropriate opportunities for children to play together in the home corner. These activities enhance creative development and reinforce development in other areas of learning. However, teachers do not always link these activities securely to children's work in other areas of the curriculum in order to reinforce and promote more effective learning.
51. Children make satisfactory progress in their physical development through secure teaching. They make appropriate gains in their fine motor skills through opportunities to use simple tools in a wide range of activities. Children handle pencils and brushes with care and generally develop secure ways of using them. There is currently no secure outdoor area to allow children to work throughout the day. This places some restrictions on children's physical development, as the range of physical activities is restricted. However, to address this weakness, teachers make effective use of the school hall to hold physical education lessons. These have appropriate activities that offer sufficient challenge to children under five and create a firm foundation for physical education in the school.

ENGLISH

52. Standards in the last three years have risen so that by the time pupils leave the school, and at seven, they reach expected levels in English. Results in the 2000 National Curriculum tests show that standards were above those of similar schools, but in line with national averages when pupils are eleven. At the end of Key Stage 1, pupils achieve levels above other schools and in line with national averages in reading and in line with similar schools and below national averages in writing. Test results have varied in the last four years but are now on a steady rise. Inspection findings reflect the test results except in writing, which has improved to average levels at both key stages. This is due to a greater focus on writing in other subjects, which has made a good contribution to pupils' literacy. Extra time is being given to extending writing skills. The successful implementation of the National Literacy Strategy, with teachers' improved knowledge and understanding of the subject, contributes to rising standards. Pupils are given growing opportunities to apply their developing literacy skills. They use computers with confidence when entering and amending text.
53. Pupils enter the school with broadly average levels of attainment in reading, writing, speaking and listening. They develop speaking and listening skills through discussion and opportunities to present their work. For example, in a Years 1 and 2 class, pupils discuss which materials to choose for a shopping bag, using words such as waterproof and absorbent. Lessons often promote good discussion skills. For example, during the reading of an extract from *The Jungle Book*, Year 6 pupils presented reasoned arguments whether or not the snake eggs should be killed. They listened to one another thoughtfully and

presented their ideas clearly. Most pupils throughout the school listen attentively to their teachers and one another.

54. Pupils develop reading skills appropriately as they move through the school and reach satisfactory levels in reading by the end of both key stages. During the literacy hour, pupils extend their understanding of texts. Group reading develops pupils' confidence, fluency and expression. Extended reading sessions occur each afternoon. Whilst providing some pupils with time to become absorbed in books, these sessions lack focus and teachers do not use them effectively to develop pupils' reading skills. Most pupils enjoy reading and join in class reading enthusiastically. Average and above average pupils use pictures and letter sounds to help them with unfamiliar words. The Additional Literacy Support given to below average Years 3 and 4 pupils is helping to improve their reading skills. It extends their understanding of how to use a range of strategies to help them to read and understand text. Pupils deepen their understanding of texts so that by the end of Key Stage 2 average and above average pupils read with fluency and appropriate expression. They compare the styles of different authors and read a range of texts confidently. They understand significant ideas and characters in books and some of the underlying meaning of texts. Below average pupils and those with special educational needs struggle to read more than simple texts and this affects their ability to access all aspects of the curriculum. All pupils in Key Stage 2 use the library successfully and most understand how to research for information.
55. Standards in writing just reach average levels. Higher- and average-attaining pupils in Year 2 write descriptions, personal news and information in straightforward sentences, sometimes punctuated with full stops and capital letters. Their stories contain interesting vocabulary, such as 'cute' and 'sneaked'. Lower-attaining pupils, including those with special educational needs, write simple phrases and sentences and have weak spelling and punctuation skills. By the age of 11, pupils write lively and amusing accounts of their first day in Year 6. They use imaginative starts to their writing such as, "I lined up like a nervous wreck" and "The morning came after nine weeks of late nights!" They attempt to use speech marks correctly and sometimes structure their writing in paragraphs. Most pupils use fluent, joined and legible handwriting. Standards of handwriting and presentation throughout the school are sound.
56. Teaching is good overall across both key stages, although there are variations. Seventy per cent of teaching seen was at least good. This is an improvement since the last inspection. There were two unsatisfactory lessons. However, these teachers have good support in school to help them improve their skills. Most teachers have very good relationships with pupils and high expectations of their behaviour. They use a range of good control skills. These result in pupils respecting their teachers and concentrating well. Use of humour in a very good Years 4 and 5 lesson helps deepen pupils' understanding of spelling patterns and different types of writing. The successful implementation of the National Literacy Strategy has improved teachers' understanding of how to teach reading and writing. They give clear explanations that extend pupils' learning well. Teachers' enthusiasm catches pupils' attention and helps them notice important teaching points. Very good teaching with a Years 1 and 2 class fosters pupils' learning about how actions provoke reactions in the story *The Hunter*. Brisk pace in lessons keeps pupils productive, on task and interested. Encouragement by using praise builds pupils' self-esteem and motivates them well. Well-targeted questions to pupils of different abilities promote their interest and excitement for learning. Classroom support assistants contribute well to the learning of pupils with special educational needs. They use well-prepared resources to reinforce and extend pupils' understanding and encourage all pupils to answer questions and support each other. They motivate them and enable them to succeed. Consequently, the pupils make good progress in their learning in these lessons.

57. Teachers use the National Literacy Strategy or published material as a framework for their planning. However, assessment of what pupils know, understand and can do is inconsistent and is not always used sufficiently to plan pupils' next stage of learning. In these lessons, all pupils are given the same task which, whilst it may challenge the majority of pupils, is too difficult for lower-attaining pupils. Marking is inconsistent across the school. The best examples guide pupils to help them improve but this is not the case with much marking. In the unsatisfactory lessons, teachers' management of pupils is weak and subject knowledge insecure. As a result, pupils' learning is slow and a significant minority of pupils behave inappropriately.
58. The literacy co-ordinator arranged a good range of training for staff, which has improved teachers' expertise and contributes to the rising standards. Monitoring of teaching focuses teachers towards this training. Detailed analysis of test results helps teachers to set appropriate targets for pupils.

MATHEMATICS

59. Pupils in Year 2 and Year 6 attain good standards in numeracy and in all areas of mathematics. This is confirmed by the 2000 national test results which show pupils at Key Stage 1 performing well above the national average for all schools and very high when compared with the average for schools of similar type. Higher-attaining pupils perform particularly well. Pupils at Key Stage 2 perform above the national average and well above the average for similar schools. Standards are improving, particularly over the past two years, representing a good improvement since the last report. There are no marked differences in the performance of girls and boys. Pupils with special educational needs receive good classroom support and make good progress.
60. By the age of seven, most pupils add and subtract numbers to 20 accurately using appropriate strategies. They explain, with encouragement, how they find the answer. They have a very good grasp of what the digits represent in a two-digit number. They can count sequentially and order numbers up to 100. The higher-attaining pupils know what each digit in a three-digit number represents. This represents good achievement. They can also double and halve small numbers. Pupils are developing their understanding and knowledge of shape well. They identify and use the mathematical names correctly for a number of two- and three-dimensional shapes; higher-attaining pupils are able to describe some of the properties of these shapes. They know how many faces and edges there are in a cube. Pupils use a good range of mathematical vocabulary when discussing their work; for example, they use words such as 'circle', 'edge', 'cylinder' and 'cone' when describing shapes.
61. Year 6 pupils have a good grasp of number. They are able to use a range of strategies when calculating and applying the four rules of number. For example, when multiplying a two-digit number that is either one short of or one above a multiple of 10 they will multiply it by the multiple and then deduct or add as appropriate the number from their answer. Mental recall of tables is good. They understand square numbers and square roots. Pupils can calculate the area of regular shapes and higher-attaining pupils can calculate the area of some irregular shapes.
62. Overall, the quality of teaching throughout the school is good. In the lessons seen, teaching is never less than satisfactory and sometimes it is very good. Teachers generally set a lively pace of work. In the very good lessons, pupils usually have good opportunities to exercise their mental skills and calculations. They are given opportunities to describe the various strategies they use in mental calculations. Teachers assess pupils' learning regularly. Lessons often start with an informal assessment exercise. Assessment is also used to set pupils challenging targets. These targets are set on an annual basis and

periodically reviewed by the teacher and pupil. Teachers give mathematical tasks that are challenging and appropriate for pupils' attainment levels. For example, in a Year 6 lesson some pupils measure the area of regular shapes whereas the more advanced learners measure the area of irregular shapes.

63. Generally, teachers apply the National Numeracy Strategy well. Planning of lessons using the strategy is good. At the start of lessons, most teachers make clear to pupils what the lesson is about and what it is intended they should be able to do by the end of it. Pupils enjoy the oral and mental sessions, taking part enthusiastically and demonstrating their good skills in mental arithmetic. In the main teaching activities, pupils are effectively challenged by carefully selected tasks chosen to meet their learning needs. In some parts of the school, pupils are set in teaching groups that correspond to levels of pupils' attainment. This organisation makes planning less demanding on teachers and it is making a good contribution to the progress pupils are making. Where appropriate, teachers use resources well to help pupils' learning and understanding. Most teachers use ends of lessons well to assess and reinforce learning. Throughout the school pupils are introduced to a good range of mathematical vocabulary, which they are encouraged to use when answering oral questions or when explaining strategies they use in mental calculations. The co-ordinator manages the subject well, giving good support to teachers. She organises an effective staff development programme and monitors teaching and planning soundly.
64. Pupils use mathematics to help learning in other subjects. For example, Year 1 pupils watch the teacher measure the temperature of a hot water bottle in an experiment to test the insulating properties of a range of materials. The use of information and communications technology to develop pupils' mathematical knowledge and understanding is being securely developed. For example, Year 1 pupils use a shape recognition game to consolidate their understanding of three-dimensional shapes. Year 6 pupils use computers to gather data and to categorise and classify it.

SCIENCE

65. Pupils in Year 2 and Year 6 attain the standards expected for their age in science as they did in the last inspection. In Year 6, pupils' knowledge and understanding of each aspect of science are better than their skills in planning and undertaking their own investigations. These are relatively weak because teachers often direct such activities too closely. Pupils do not learn to decide for themselves what methods, resources and recording styles to use. The school's results have shown a steady improvement in recent years, but the number of pupils attaining the higher levels in Year 2 and Year 6 is low. Whilst the achievement of most pupils is satisfactory, more-able pupils' achievements are weakened by the lack of challenge in the work set for them. Pupils with special educational needs receive sound support from their teachers and this helps them to attain standards in line with their capabilities.
66. Standards in the current Year 2 are average. Teachers cover topics thoroughly so pupils gain a secure understanding of each topic. They extend pupils' scientific vocabulary particularly well. For instance, pupils learn the differences between solids and liquids describing the relative position of the 'molecules' in each. Work on the life cycles of butterflies and frogs and plant growth gives them a secure understanding of life processes and living things. Investigations, such as listening to the sounds made by blowing over bottles with different levels of liquids, help them to notice and describe different sounds.
67. By the age of 11, pupils have a secure grasp of electrical circuits and the best materials to conduct electricity. Through their work on materials, they understand the changing processes of evaporation, condensation and absorption, linking them well to their work on

weather in geography. They have more detailed knowledge of how their bodies work. Investigations into the links between pulse rate and exercise help them appreciate the positive effects of diet and exercise in developing a healthy lifestyle. The school has a teaching plan, which sets out what pupils are to learn in each year group. It has not been adapted sufficiently to guide teachers in planning for mixed-age classes. This leads to some confusion about where to pitch the work that reflects in low expectations of pupils' work in these classes. For instance, Year 5 pupils repeat earlier work when they classify objects made from glass and other materials by colouring pictures and writing simple captions. This slows the pace of learning, particularly in Key Stage 2. The time available for teaching science is less than in most schools. This means that there is not enough time to take pupils further in the different science topics in each year group, particularly in view of the weaknesses in planning.

68. The quality of teaching is sound throughout the school. Very good relationships and management of pupils mean that they work hard and behave very well in lessons. Teachers' lesson plans are now clear about what pupils are to learn. They plan interesting tasks, usually through an investigative approach. These stimulate pupils' enthusiasm that showed clearly in the high levels of interest and concentration seen during the inspection. The major weakness in teaching lies in some low expectations and unchallenging tasks that slow pupils' progress. Improved assessment procedures now give useful information about pupils' attainments in each year group. However, teachers' day-to-day assessments and record keeping lack consistency. Teachers do not use this information enough in their planning to provide relevant activities for the different levels of attainment in their classes. This particularly affects more-able pupils who do not attain at a high enough level. Too much direction of investigation activities slows the development of pupils' skills in using and applying their scientific knowledge.
69. Co-ordination of the subject is sound overall, but the co-ordinator's role has not been developed sufficiently since the last inspection. The monitoring of planning, teaching and pupils' work is still underdeveloped. This means that the school does not have a clear enough view of the effectiveness of its provision to enable it to identify the strengths and address the weaknesses in its science teaching.

ART AND DESIGN

70. Pupils' attainment, by the end of both key stages, is in line with that expected of pupils of their age. This has maintained the standards identified in the last report. Some older pupils produce good quality work. Most pupils are enthusiastic about art and keen to take part in the activities. They often work effectively together at shared tasks and are appreciative of the work of others. Pupils generally concentrate well and make good efforts to improve their work.
71. Pupils in Key Stage 1 use an effective range of simple materials such as coloured pencils, for example, in reproducing the artwork on familiar packaging. Their work is often appropriately linked to work in other parts of the curriculum such as history. They make paintings of old and new toys and drawings of objects that make sounds. Pupils in Year 1 begin to recognise how to create colours such as green and orange by mixing primary colours. They paint with increasing control and awareness when using brushes. Throughout the key stage, pupils develop their skills in using painting programs on the computers, using a widening range of tools with increasing confidence.
72. Pupils in Key Stage 2 build effectively on their earlier skills. For example, they improve their use of observation when creating portraits of their classmates. Year 3 pupils make good attempts to improve their work through more accurate portrayal of features. Years 4 and 5 pupils take part in a similar exercise, but some of their work includes imaginative

details that relate to their friends' hobbies and characters. Pupils develop skills such as printing using polystyrene shapes to create repeating patterns. They use these skills in an increasingly controlled way. Year 6 pupils gain good technical skills, for example, in portraying the way light falls across apples in pencil drawings. They make competent drawings with secure control, although their pictures relate too much to the examples they have been given. The teacher gives good support for technical details but does not emphasise enough the need for close observation of the object. This limits pupils' creative and artistic achievement. Some attention is paid to the work of famous artists, such as the Impressionists, and pupils apply some details of their techniques in their own work.

73. Teaching in both key stages is satisfactory. Teachers have very good relationships with pupils. These set a calm atmosphere to lessons that allow pupils to work carefully and improve their concentration and learning. Teachers have good organisation of their classes, ensuring resources and materials are readily at hand. This allows lessons to proceed at a suitable pace. They give good support to pupils through careful questioning to help pupils to improve their work. The subject has been soundly led by the headteacher as a temporary measure since the co-ordinator left the school. Informal monitoring of planning and teaching has ensured that the subject has made satisfactory progress. An outline framework for the curriculum indicates the range of skills that pupils will be taught. However, teachers do not ensure that pupils build effectively on their earlier skills when pupils in different year groups, for example, undertake essentially the same tasks. Teachers do not always make a clear distinction between elements of art and design and technology or the specific skills that pupils will develop in lessons. This limits the effectiveness of their teaching. Some tasks are limited in their scope and insufficient opportunities to promote pupils' creativity are taken.

DESIGN AND TECHNOLOGY

74. Standards are in line with expected levels by the end of both key stages. This is an improvement since the previous inspection. The lack of guidelines to aid teachers' planning has been resolved using the school's scheme of work. Plans to incorporate current national guidance are well in hand. However, there is no co-ordinator in permanent post, so the headteacher is acting as co-ordinator at present. The lack of assessment of pupils' achievements identified in the last report remains a weakness. Although standards have improved and time is allocated appropriately to design and technology, the school has some way to go.
75. Pupils in Key Stage 1 extend their evaluating and making skills soundly. In Years 1 and 2 they look at a range of toys from by-gone days and make their own from reclaimed materials. For example, they choose the materials to make a 'metal' robot, a dolls' house and a board game. They show a good understanding of different methods of joining materials together. However, there is no evidence of pupils planning their ideas or evaluating their finished products. In Key Stage 2, pupils use an increasing range of tools and extend their planning and evaluating skills but use only a limited range of materials. Pupils in Year 4 design a photograph frame using annotated drawings. They have opportunities to evaluate professionally-made products, test materials for strength and learn to cut and join strips of balsa wood. They effectively use this information to list materials and tools and plan the sequence of their work. Pupils in Year 6 evaluate products, carefully plan, make and consider improvements for their design. The weakness lies in their limited opportunities to use textiles and food.
76. Not enough lessons were observed to make a judgement on teaching. In-service training has improved most teachers' subject knowledge and increased their confidence. However, although planning shows adequate coverage of programmes of study, new teachers in Key Stage 1 have some insecure knowledge and understanding of the subject. The plans to

appoint a new co-ordinator, audit resources and review the scheme of work in light of the new National Curriculum requirements have been appropriately identified as priorities for development.

GEOGRAPHY

77. Standards in geography are average at the end of both key stages. This is the same as they were the last time the school was inspected. A scheme of work is in place but the amount of time actually used for teaching the subject restricts coverage of the planned curriculum. The result is that standards are not rising as the pupils do not have sufficient opportunities to fully develop their geography skills or extend their knowledge and understanding of the subject.
78. By the age of seven, pupils have a satisfactory understanding of their own locality and its relation to the wider world. For example, pupils are taken into the local environment and study the local amenities. They know where the main buildings are located and they have a good understanding of their respective purposes. In describing some of these buildings, pupils are able to name them according to their function or purpose. For example, they know where to find the hairdressers, the bank, the several churches and the supermarket. Pupils learn about maps and mapping by first considering the route they take from home to school. They draw pictures in correct sequence and plot these on paper. Pupils use skills learnt in mathematics to extend their understanding of geography. For example, pupils in Years 1 and 2 gather data about the different ways pupils in class travel to school. They then represent findings in simple block graphs.
79. By the age of 11, pupils have a good understanding of how people can both improve and damage the environment. They have understanding of the water cycle and know that people can damage water supplies and consequently the environment through thoughtless actions. They extend their knowledge of the immediate locality and broaden it to the world beyond. For example, they study watercourses including the course of rivers in this country. They contrast these rivers with rivers in other parts of the world, for example the Amazon and the Nile.
80. The overall quality of teaching is satisfactory, although much teaching observed during the inspection was good. Good lessons are well planned and teachers consolidate and build on pupils' existing knowledge. Resources are effectively used to help explain concepts and ideas. For example in one lesson, photographs of the effect of prolonged rainfall were used to show pupils the impact extreme weather conditions sometimes have. Teachers' astute questioning helps pupils organise their thoughts and ideas and helps them articulate these ideas. When expressing their views, pupils often use a wide range of previously learnt geographical vocabulary in context. For example, when discussing the effect of extreme weather conditions, pupils used words such as tornado, blizzard, drought and hurricane. Teachers plan lessons that securely develop the geographical skills of pupils, including mapping skills. The youngest pupils learn how to represent familiar landmarks when illustrating the route they take from home to school. Pupils make satisfactory progress in developing these skills and using them in their work. Teachers make only limited use of information technology to support their teaching of geography because the range of suitable software is low. Unsatisfactory teaching results from weak classroom management and poor planning.
81. The geography co-ordinator provides clear guidance to staff. She monitors the subject by looking at pupils' completed work. However, she has no time allocated to enable her to monitor teachers and pupils working together in classrooms. There is a teaching plan in place that provides an adequate framework for pupils' learning in the subject. In both key stages, pupils' work is not assessed as rigorously as it should be. In order for the subject

to make good improvement in the future and for standards to rise, there is need for a more rigorous programme of assessment so that pupils can be better informed as to what they should do to improve.

HISTORY

82. Standards are average in both key stages, similar to those found in the last inspection. Pupils' knowledge and understanding of history topics are sound and they recall facts well, particularly about periods in ancient history like Ancient Greece. Their awareness of local history and Britain since 1900 is not so secure, though assemblies provide interesting insights into such features as the local church, mills and orphanage. There are still too few opportunities for pupils to sharpen their enquiry skills by handling documents and other artefacts or to ask and answer questions about the past. As in the last inspection, these skills are relatively weak.
83. By the age of seven, pupils develop a growing awareness of people's lives in the past. They know of famous people and their impact on our lives, for instance Neil Armstrong's moon landing. Valuable writing tasks set by some teachers in Key Stage 1 encourage pupils to think carefully and discover why events happened. For instance, writing about why William the Conqueror invaded Britain enables pupils to look beyond the facts and strengthens their understanding considerably. By the age of 11, pupils have a more detailed knowledge of history stretching back over a longer timeline. Class discussions are used effectively to focus pupils' thinking on historical knowledge and the feelings of those involved. For example, the teacher in Year 6 uses good questions to help them become more aware of the significance of Alexander the Great's campaigns. However, pupils sometimes struggle to place the different periods accurately in history or to recall significant dates.
84. Although no history lessons were observed in Key Stage 1 during the inspection, the evidence from pupils' previous work and lesson observations in Key Stage 2 show that the teaching of history is sound in both key stages. Pupils' show a keen interest in the subject because teachers transmit their own enthusiasm well in lively discussions. They develop good attitudes to their learning because teachers establish very good relationships and clear expectations of work and behaviour. Pupils in Year 6 concentrate very well for long periods when devising a fact file about Alexander the Great, working independently with minimal teacher supervision. Lesson plans are clear about what pupils are to learn, but longer-term planning systems do not specify how pupils will develop their own history enquiry skills as they move from class to class. Pupils learn about history mainly from class discussions, fact sheets and reference books. Teachers plan too few experiences for pupils to gain first-hand historical evidence through fieldwork, despite the rich local environment. There are not enough opportunities, or resources in the school, for pupils to handle artefacts and develop skills in interpreting these for evidence about the past.
85. Since its last inspection, the school has appointed a committed co-ordinator who has developed an agreed policy and scheme of work for teaching history. However, the time spent on revisiting such topics as Ancient Greece in each year group in Key Stage 2 leads to some repetition. It also restricts the time available for other areas of the subject, which accounts for the weaknesses in pupils' attainments. History has not had a high priority in school developments. The co-ordinator's role has not been strengthened enough to give her sufficient time to monitor planning, teaching or pupils work in order to pick up on the weaknesses and set in place improvements.

INFORMATION AND COMMUNICATION TECHNOLOGY

86. Pupils' attainment by the end of both key stages is in line with national expectations. Pupils, including those with special educational needs and English as an additional language, achieve appropriately in relation to their prior attainment. This maintains the standards identified in the last report. Progress is mainly reflected in the confidence pupils have in learning new skills and in the range of software used. Provision since the last inspection has improved substantially with the addition of an information and communication technology suite. Teachers' skills and expertise have improved since the last inspection. The issues raised in the last report regarding weak provision for the subject have been addressed effectively through effective management. The co-ordinator has good subject knowledge and has worked hard in providing guidance for colleagues and in developing the subject. Clear priorities for further development have been identified.
87. Pupils throughout the school make sound gains in a range of skills and programs that are regularly used in classes and in the information and communication technology suite. In Key Stage 1, pupils gain confidence and skills when entering information using a keyboard and moving objects with the mouse. Teachers are clear of the need to develop familiarity with the keyboard and create useful activities to promote pupils' skills. Pupils play a good range of educational games that are often linked well to their work in other subjects. They show confidence and enthusiasm when using computers and other information and communication technology. Pupils create pictures using a painting program. They demonstrate sound skills in using different functions and select tools appropriately. For instance, they choose colours and confidently change them to improve the effect. They generate their own ideas and communicate them appropriately. They learn to save their work in files.
88. In Key Stage 2, pupils build soundly upon their earlier skills. They load programs, open files and save their completed work with growing confidence. Pupils develop, for example, good understanding of ways to enter text and change the font, size and colour to create specific effects. Years 4 and 5 pupils use the computer to collect information into a database. They begin to recognise how computers can be used to accomplish complex tasks. Pupils' work in the information and communication technology suite is often linked well to their work in other subjects. Year 6 pupils, for example, use their vocabulary list to find definitions from a CD-ROM and to compose sentences. They show good familiarity with the functions of the word-processing program. Year 6 pupils use a publishing program to bring together graphics and text when creating Christmas cards. They show developing skills and increasing familiarity with a wide range of functions including repeating and changing the size and shape of graphics. A number of Year 6 pupils have well-developed skills with publishing as they put together a school newsletter as a lunchtime activity. This contributes well to their personal development as some take important leadership roles and all work together effectively.
89. The quality of teaching is satisfactory overall in both key stages. Many lessons in the information and communication technology suite are effective and teachers make good use of the facilities. Pupils in both key stages are interested in and motivated by the use of information and communication technology. Lessons are well structured and teachers are clear about what they want pupils to learn. Good attention is paid to ensuring that all pupils are gaining a secure foundation of appropriate skills. Pupils listen attentively during clear presentations and are keen to demonstrate their knowledge and skills. Skilful questioning by teachers is used to focus on the key learning points and encourage pupils to think hard. Effective interventions and support for individuals enable all pupils to have equal access to the activities. Teachers give pupils good opportunities to practice and experiment in pairs and other groups. Pupils respond well to this and collaborate well, sharing their personal expertise when appropriate. Information and communication technology is being soundly used in classrooms for aspects of literacy, mathematics, history and art. Greater use is

being made as teachers gain confidence with the equipment and the issue is identified in the school development plan.

MUSIC

90. Standards are average in both key stages. By the time pupils reach the age of seven, they attain the standards expected for their age. Year 2 pupils identify and name a range of tuned and untuned musical instruments. They repeat short rhythmic patterns by clapping and beating on a range of percussion instruments. They maintain a steady pulse when playing. They explore different ways of using instruments in order to make a range of sounds and they learn ways of changing sounds. They enjoy working together in small groups creating sequences with sounds. Pupils use a range of appropriate vocabulary in their work. For example, in one lesson the words short, sharp, longest, shortest and duration were used to describe sounds. The quality of singing of pupils in infant assembly is good. It is lively, tuneful and enthusiastic.
91. Higher-attaining pupils in Key Stage 2 are encouraged to play musical instruments in assembly. These pupils play confidently, having attained good standards in their ability to read and play musical instruments. Other pupils listen attentively and appreciatively. The quality of singing of pupils in junior assembly is sometimes rather restrained. The pupils are sometimes encouraged to sing quietly to reflect the meaning and context of the words being sung. On these occasions pupils sing words clearly and in tune but at the expense of the enthusiasm shown by the younger pupils.
92. The quality of teaching and learning is satisfactory. Satisfactory improvement has taken place since the last inspection. Teachers are more confident as a result of the implementation of a clear scheme of work. Teachers help pupils explore ways of making different sounds when playing instruments. They encourage pupils to discuss sounds and to describe them. They have good expectations of pupils and they encourage pupils to listen intently to sounds and music. They motivate pupils well and they encourage them to practise when performing together in groups. Teachers make use of a good range of tuned and untuned instruments in lessons. Recorded music covering a good range of cultures and time is used to provide a focus for pupils as they enter and leave assemblies. It is sometimes used in classrooms and helps pupils to respond to recorded music in a positive manner.
93. The subject is temporarily co-ordinated by the deputy headteacher as the previous co-ordinator has recently left the school. The school has a music policy that meets National Curriculum requirements. A good scheme of work ensures that learning is based on a clear programme of skills-building. Pupils have few opportunities to experience music making outside of formal lessons. However, singing groups are formed to perform at a range of functions. Selection for these groups is on an open basis ensuring equality of opportunity. Instrumental tuition is available. Pupils can learn to play a range of woodwind instruments.

PHYSICAL EDUCATION

94. Standards in physical education are average in both key stages. Standards have improved in Key Stage 2 since the last inspection when they were below average. The unsatisfactory behaviour that affected some lessons has improved significantly since then. Consistently high standards of behaviour and enthusiasm are a strength of lessons, so pupils work hard and respond well to instructions. Teaching is sound in both key stages, with good teaching in Years 4 and 5. Boys and girls attain equally well. The range of extra-curricular sporting activities is now improving, and this is helping to improve pupils' games skills still further by the time they leave the school.

95. At the time of the inspection, most lessons had a focus on dance. Lessons usually begin with useful warming up sessions, though these are not always a feature of lessons in Key Stage 2. Pupils in Key Stage 1 thoroughly enjoy devising animal movements. Teachers use music as an effective stimulus, changing the tempo and dynamics so that pupils adapt their movements to represent heavy and light, fast and slow animals. Sometimes their work lacks imagination, but this improves where teachers encourage pupils to watch and evaluate others' work sensitively. For instance, in a Year 2 lesson the teacher carefully chooses examples of good work highlighting the more expressive movements. This helps pupils improve their own movements, sometimes with imaginative touches. Pupils enjoy activities, such as the 'beans' game, that sharpen their listening skills so that they learn to respond quickly and accurately to instructions.
96. By the age of 11, most pupils move with poise and co-ordination when devising and performing sequences of movements along the raised apparatus. They successfully incorporate different ideas, skills and techniques to make their performance more interesting, for example choosing a good landing to finish. Teachers encourage pupils to learn from the good work of others. This gives them ideas and the incentive to work hard and improve their own performance. This is particularly true of the good teaching in Years 4 and 5 where teachers provide further stimulus for the work by working alongside pupils, sometimes demonstrating expressive movements and interacting with suggestions. Their story telling and good use of music creates an effective atmosphere for interpreting the story of Rama and Sita through dance. Good control of pupils ensures that lessons are lively with a brisk pace, and pupils are rightly proud of their finished performances. Regular swimming lessons in Key Stage 2 mean that most pupils learn to swim a minimum distance of 25 metres by the time they leave the school.
97. The school currently has a temporary co-ordinator who oversees the subject. A sound policy and scheme of work ensure that pupils develop their skills as they move from class to class. This gives teachers better advice for planning their lessons and they are now more confident in teaching physical education than at the last inspection. However, there is too little monitoring of the subject to identify and share good teaching practices.