

INSPECTION REPORT

STANLEY ROAD PRIMARY SCHOOL

Chadderton, Oldham

LEA area: Oldham

Unique reference number: 105686

Headteacher: Mrs C Green-Hughes

Reporting inspector: Mr D Twist
1492

Dates of inspection: 18th – 21st June 2001

Inspection number: 230625

Full inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Miss J Gilbert
Date of previous inspection:	February 1998

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30954	Mr B Ashcroft	Team inspector	Mathematics Music Physical education Religious education	Teaching and learning
17907	Mr M Bowers	Team inspector	Science Design and technology Equal opportunities Special educational needs English as an additional language Provision for hearing impaired children	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stanley Road is an average sized primary school with 248 boys and girls on roll aged three to eleven. This includes 40 children in the nursery; 15 of who attend part-time. The school serves a multicultural area of Oldham which features high density traditional terraced housing, both privately owned and rented, as well as council property. Much of the area is disadvantaged, and the community has seen high levels of racial tension in recent months. Over half of the children are entitled to free school meals, which is much higher than average. The number of pupils who are learning English as an additional language is very high at 80 per cent, and about half of these are at an early stage in this process. Their main first languages are Pushto, Punjabi, Urdu and Bangla. About a third of pupils are on the special needs register, which is higher than average and ten pupils have statements of special educational needs. One year ago, a unit for pupils with hearing impairment was housed in the school and this caters for 12 pupils.

HOW GOOD THE SCHOOL IS

Stanley Road Primary School is much more effective than when it was last inspected in 1998. At that time, standards for the oldest pupils were in the bottom five per cent nationally and well below those of similar schools. Since then they have risen steadily in English, more than tripling the proportion who reach expectations and more steeply in mathematics where they are now average. Science standards are now close to the average in three out of four aspects. Standards in most other subjects are higher than they were. The school offers a high standard of care and ensures that all groups of pupils are given an equally good deal. Teaching is good in the Foundation Stage and juniors, but ordinary in Key Stage 1. The headteacher shows very strong leadership and is well supported by staff and governors in developing the school, which now gives satisfactory value for money.

What the school does well

- There is a lot of good or better teaching.
- The headteacher's leadership is strong and purposeful and key staff make a very effective contribution to the school's development.
- Children get off to a really good start in the nursery, and make very good progress in Years 5 and 6.
- Provision for pupils with special educational needs and English as an additional language is very good.
- Provision for pupils' moral and social development is very good.
- The school takes good care of its pupils and tracks their progress carefully. It uses its knowledge of what they can and cannot do to target help where it is needed and this raises standards.
- The school provides well for pupils with hearing impairment.

What could be improved

- Standards in English, mathematics and science at Key Stage 1, particularly for the current Year 2 pupils.
- Standards in information and communication technology (ICT) at both key stages.
- The level of pupils' investigative skills in science at both key stages.
- Standards in history, geography and religious education at Key Stage 1.
- The way pupils are taught to find things out for themselves, apply what they know and be more creative.
- Improve those aspects of attendance and punctuality over which the school has influence.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Stanley Road is a much-improved school. When it was last inspected in 1998 it was judged to be in need of special measures. Weaknesses at that time were characterised by very low standards, poor lesson planning and procedures for checking pupils' progress, and a lack of strategic leadership. There was also too much unsatisfactory teaching. The present headteacher took up post six months after this inspection. Since then, the rate of improvement has been rapid. Standards have risen at the top of the school in English, mathematics and science. Three reasons for this are: improved teaching, a better literacy and numeracy curriculum, and better systems for tracking attainment so that weaknesses can be pinpointed and support can be targeted where it is most needed. Management is much improved. The way senior staff check the quality of teaching and learning is now a strength, and governors are now more involved in the school's work. For most pupils, behaviour and attitude are better than before. Areas that have not yet improved enough are attainment at the end of Key Stage 1, standards in ICT, investigative aspects of the science curriculum and attendance and punctuality. Parents now have much more confidence in the school.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E*	E*	E	C	well above average A above average B
Mathematics	E*	E	E	C	average C below average D
Science	E*	D	E	D	well below average E very low E*

These results show that the school was in the bottom five per cent of schools in all three subjects in 1998 when test results were very low indeed. Since then standards have risen at a much steeper rate than in most schools. While still well below the national average in 2000, standards were average compared to similar schools in English and mathematics and just below average in science. The school sets realistic targets for English and mathematics. This year these have been raised to reflect the good progress being made. Year 6 pupils are well on track to significantly exceed the targets.

Pupils' work seen during the inspection shows that for pupils aged eleven, standards have continued to rise. In English they are close to the national average. Pupils read well, listen effectively, and their speaking skills are only just below expectations. This is very good progress considering that they enter school with well below average attainment and most learn English as an additional language. Although they make good progress in writing, standards are not as high as in reading and pupils need more opportunities to practise their skills. In mathematics, standards are now in line with the national average. Pupils have a strong grasp of number and make very good progress. Science standards have also risen and are in line with expectations in all aspects of knowledge and understanding, but investigative skills still need raising. In ICT standards are below average at both key stages but are improving rapidly. In Key Stage 2, standards are typical of those seen in most schools in geography, history, design and technology, music, physical education and religious education, but below in art and design. Progress is best in Years 5 and 6. The 2000 tests for seven-year-olds showed their English and mathematics to be below national averages but above average for similar schools. Whilst they have made satisfactory progress from a low starting point, this year's

seven-year-olds will not do quite as well. Science standards are also below average at Key Stage 1 where progress is sound in Year 1 but unsatisfactory in Year 2 where more challenge is needed. Other subjects are below average at the end of Year 2, except for music, physical education and design and technology, which are in line. Children get off to a very good start in the nursery where they achieve well. In reception most are making good progress and are on line to meet the expected standards, except in language and literacy where they have some ground to make up.

Pupils with special educational needs and those learning English as an additional language achieve well. Both groups have their needs carefully assessed and receive consistently good support. Those pupils with hearing impairment are equally well supported and also make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good in the Foundation Stage and very good in nursery where pupils try hard. They are good in Years 5 and 6. A minority of pupils in other classes find concentration harder to maintain, particularly towards the end of the day.
Behaviour, in and out of classrooms	Good. Pupils generally behave well in lessons, at playtime and as they move around the school.
Personal development and relationships	Good. Relationships between all members of the school community are strong. Pupils of all cultures support each other well at work and play.
Attendance	Attendance is very low and punctuality is poor.

The school is working very hard to improve attendance and punctuality.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 6 years	Aged 6-7years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

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

Five per cent of teaching is excellent, 29 per cent is very good, 29 per cent is good and 32 per cent is satisfactory. Five per cent is unsatisfactory. Teaching and learning are consistently very good in the nursery, where an exciting range of activities combined with high expectations ensures rapid progress. Good teaching in reception builds well on this flying start. A recent change of emphasis to concentrate on the national standards known as Early Learning Goals is paying off, and pupils make good progress. In Key Stage 1 progress is ordinary because teaching is more ordinary and there are some weaknesses. Expectations need to be higher for Year 2 pupils in some lessons, and the pace of learning sometimes slows because teachers have to spend time maintaining some pupils' attention.

In the more experienced of the mixed age Year 3/4 classes teaching is good, capturing pupils' interest and motivating them to work hard. Teaching in the parallel class is satisfactory, but features less confident delivery and a slower pace, which makes for more ordinary progress. Teaching in Year 5 is exceptionally strong, with very high expectations and work that is well planned to meet the full range of pupils' needs. Year 6 teaching is also good. It is based on strong relationships with the class who take pride in their work and are keen to succeed. This

strong teaching at the top end of the key stage plays a big part in the good progress pupils make in the juniors. Across the school, pupils' learning is very closely directed, and an area for development is the need to give them more opportunities to show independence in applying their skills.

Literacy teaching is good overall. Teachers have good subject knowledge but could be more flexible in applying the national guidelines. Numeracy teaching is satisfactory in Key Stage 1 but good in Key Stage 2 where sharp mental arithmetic sessions develop pupils' number skills well. Teachers' confidence in delivering ICT lessons is very varied. Teaching is well organised to support pupils with special educational needs, hearing impairment and those with English as an additional language. Regular, well-targeted support helps them make the most of learning opportunities. There is very good teamwork between teachers and support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, and good for children in nursery and reception. The curriculum places a high emphasis on literacy, numeracy and science, but does not focus enough on developing pupils' research skills or creativity.
Provision for pupils with special educational needs	Very good. Needs are carefully identified and plans to direct their learning are detailed and appropriate. Support is effective both in and out of class.
Provision for pupils with English as an additional language	Good. Pupils receive effective help from teachers and support assistants. Their progress is checked regularly and they are enabled to participate fully in all learning activities.
Provision for pupils' personal, spiritual, moral, social and cultural, development	Good. The school makes very good provision for pupils' moral and social development and satisfactory provision for spiritual and cultural development. Pupils are encouraged to take personal responsibility around the school, but they could be asked to show more independence in lessons.
How well the school cares for its pupils	Very good. The school checks carefully on pupils' progress and behaviour and tries hard to encourage good attendance. Their health and safety are well provided for.

The school works very hard to promote a good relationship with parents. It provides high quality information about events and gives guidance on what their children are learning. Regular consultation with parents helps the school to gauge their views on developments. Pupils' reports are detailed and set out the next steps in learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives strong and determined leadership, setting a clear direction for the work of the school. Together with the senior staff she is driving it forward rapidly. Effective systems are now in place to manage the school and a committed staff team has been established after a long period of instability.
How well the governors fulfil their responsibilities	Good. The governors are a very supportive group who have a good knowledge of the school and are fully involved in the decision making process.
The school's evaluation	Good. The school has effective systems in place to check on pupils' work

of its performance	and the quality of teaching and learning.
The strategic use of resources	The school makes very good use of its resources. Funding is closely targeted and the school ensures that it gets good value from the money it spends.

The school has a good match of teachers and support staff to meet its needs. Accommodation is good and resources for learning are adequate in most areas. Most teachers give a clear lead in developing their subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, behave well and make good progress. • The school expects them to work hard and they are helped to become mature. • The teaching is good. • The school is well led and managed. • They are well informed about their children's progress and feel comfortable approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The amount of homework. • A small number feel the school could work more closely with parents.

The inspection team agrees with the vast majority of parents' positive views, although expectations could be raised in Key Stage 1 where progress is only satisfactory. The amount of homework is similar to most schools and for older pupils makes a good contribution to their progress. Not all parents are equally supportive of the school's homework programme. The school makes every effort to work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start school, their attainment varies widely but the majority are significantly below average. Skills in language and communication are particularly low in comparison with most children of their age, largely because many are at an early stage in learning English, which is an additional language for them. They make very good progress in all areas of learning in the nursery, due to high quality teaching and an exciting range of practical activity in their curriculum. Although they have only been in school for less than a year, most children are well on track to achieve the national standards known as the Early Learning Goals by the end of their reception year. The only exception is the area of communication, language and literacy. Although progress is very good, they have so much ground to make up that it will take longer than the time spent in the Foundation Stage for some to reach the expected level.
2. In the reception classes, progress has been satisfactory for the first two terms, but the approach to teaching and the way the curriculum is planned have recently been modified and this has raised progress for all groups. Children are now making rapid progress towards the Early Learning Goals. The majority will meet the standards in personal, social and emotional development, mathematics and creative development. In their knowledge and understanding of the world they will meet most requirements, but their information communication and technology skills are not yet well enough developed. In the area of physical development, many will exceed the standards expected as they show great confidence and agility in their movement. Again, language is the area where standards are still well below average. Although most children are developing their recognition of letters and sounds and are making early attempts at writing sentences and phrases, their skills are well short of the mark, because they began at a very low level.
3. Across the Foundation Stage, the children with special educational needs and those who are learning English as an additional language are making very good progress from their starting points. This is because they receive plenty of skilled support to help them cope with the work that their friends are doing. Those children with hearing impairment also make very good progress across nursery and reception. They are given good access to the work of the groups through signing from specialist staff, but mainstream teachers and the other children also offer very good help as they communicate basic conversation in this way. As a result, through being able to join in so many activities, these children's personal and social development is very well nurtured.
4. In the 2000 national end of Key Stage 1 tests, the school's overall results were well below average in reading and below average in writing and mathematics. When compared to standards in similar schools however, the performance of this group was above average across the board. Against the national trend, boys did slightly better than girls. The percentage of pupils reaching the higher Level 3 was very much in line with the national averages in reading, writing, mathematics, and in the teachers' assessments of science. Where the school's results are not as strong is in the proportion who only just reached the expected Level 2, and the number who only managed Level 1. These groups were bigger than in most schools, and this brought the average points score down. Of the group taking the tests this year, their performance is likely to be below that of 2000. A lot of changes of staff, and some

- ordinary teaching in the key stage are two reasons why this group is unlikely to make up enough ground from their very low starting point when they entered school in 1998.
5. By the time they enter Key Stage 2, most pupils can read with reasonable accuracy, although their ability to tackle complex new words is still developing and they have not yet learned how to read with sufficient expression. The majority are competent in their number work. Writing is not as strong as reading however, and whilst many can write independently and are producing neatly finished work, their grasp of spelling and punctuation is very varied and few can produce interesting extended text. Listening skills are well developed but speaking skills are not, as the pupils are still building an adequate vocabulary.
 6. Pupils build from this position across Key Stage 2 where they make good progress through good teaching in both literacy and numeracy. By the end of the key stage, most pupils are confident and fluent readers. Their good progress is due to teachers giving good attention to teaching phonic skills, which enable pupils to tackle new words and to the good records kept on where they need to go next in their reading. Although they make sound progress in writing, attainment is not as good as in reading. Best progress is in Years 5 and 6 where all the key writing skills are taught well but pupils do not have enough opportunity to practise writing independently across all subjects. Handwriting is improved and most pupils show pride in their work. In 2000, results for eleven-year-olds were well below the national average but in line with similar schools. This year they are likely to be much closer to the national average with a much-increased percentage attaining the expected level. Girls did better than boys last year in all key subjects, but there is no significant difference in the current Year 6.
 7. In their mathematics work, progress for most pupils is good in the juniors. Mental arithmetic is well taught and pupils develop confidence in using number, particularly at the top of the key stage, as they are taught to solve problems using what they know. Some strong teaching in Years 5 and 6, combined with good marking, helps pupils to understand the progress they are making. In the 2000 national tests, for Year 6, results were well below average both at the expected Level 4 and the higher Level 5. This year's group are on line to do much better and their work in all the aspects of the subject now meets average levels. Targets in both English and mathematics have been raised to an appropriate level but the school is on line to exceed them both. In science, progress is too slow in Key Stage 1. Pupils in Year 2 particularly, are not given enough challenge and whilst they learn the key elements of knowledge, they need more involvement in investigations to develop their skills. At Key Stage 2, progress is again best in those areas that require pupils to remember information. Pupils do undertake plenty of investigation, but it is so closely directed by teachers that they do not develop the skills to plan and carry out their own ideas for testing hypotheses. Overall, pupils are set to improve considerably on the school's 2000 results, particularly in the aspects of science that are tested on pupils' knowledge and understanding.
 8. In most other subjects, standards are either rising, or have been maintained since the last inspection, particularly in Key Stage 2. In information and communication technology, they are still below average across the school, but they are much better than previously and are rising fast due to good subject leadership and the pupils' enthusiasm for using the improved computers. Standards at the top of the school are average in geography, history and religious education, but an uninspiring curriculum and ordinary teaching in Key Stage 1 results in below average standards in these subjects for seven-year-olds. In design and technology, music and physical education, teaching is better and pupils at both key stages reach standards that are typical of most schools. Art and design standards at both key stages are not as good as in most schools.

9. Pupils with special educational needs are very well supported both in lessons and in small withdrawal groups. The good teamwork between teachers and support staff ensures that their work is well planned to give them a chance of success. Their needs are identified early and their individual plans are used to steer the experiences they are offered. As a result, they make good progress against their earlier levels of attainment.
10. Eight out of ten pupils are from ethnic minorities, mainly Punjabi and Pushto speaking, and use English as an additional language. Despite low attainment when they enter the school, by the end of the infants over half have attained standards similar to those found in most schools. This good progress continues throughout the juniors and by age eleven, seven out of ten pupils who have English as an additional language, achieve very well to attain standards close to the national average. This is because the school recognises the need to introduce its pupils to the specific vocabulary of the organised teaching programmes and continually stresses the importance of speaking and listening skills. Pupils are given many opportunities to be involved in conversation and practise these skills. The acquisition of English vocabulary extends to all subjects through the identification and teaching of key words. In mathematics, for example, pupils in the infants were involved in practical tasks to learn the value of real coinage. The oldest pupils showed that they could enter into confident conversation with their teacher to discuss their forthcoming transfer to the secondary school. This type of activity gives them opportunities to practise and apply their language in situations that will be useful to them.
11. Whilst many pupils have a good ability to carry on general conversations with adults, some still have difficulty incorporating specific vocabulary into conversations that take place in class.

Pupils' attitudes, values and personal development

12. These aspects have shown significant improvement over the last three years, apart from attendance and punctuality which have fallen even further behind the national average despite the considerable time and effort that the school puts into trying to reduce absence.
13. In the nursery pupils' attitudes towards school are particularly good due to the very good climate for learning that is created for them through interesting, stimulating and fun activities. The children are very attentive in lessons, relate very well to the teacher and all the many adults who support them, and try hard to please them. They get on well with others as they learn and play and are very well behaved. In the two reception classes, attitudes are good but the children's personal and social development is not quite so strong because provision for them has been more inconsistent since they first started school.
14. As pupils get older their attitudes generally remain positive in the infants and juniors, but are significantly better in Years 5 and 6 than in other year groups, where on occasions they are unsatisfactory for some pupils. For example, in an excellent Year 5 literacy lesson the pupils were totally focused on their work and could not have tried harder to improve expression in their reading, showing no inhibitions. On the other hand in a lacklustre mixed Year 1/2 geography lesson that lacked challenge and pace, a few pupils were unwilling to settle down to work and their messing about spoilt the learning of others. Pupils' tiredness is sometimes a factor. Some look very tired even on arrival at school in the morning and they find it increasingly difficult to concentrate as the day goes on. For instance, Year 3/4 pupils listened carefully to explanations and

instructions during early morning numeracy and worked with enthusiasm on solving the mathematical problems set for them. However, the same pupils wasted a lot of time through restlessness and inattention in an equally interesting, hands-on science lesson that took place during the last hour of the school day. Hearing-impaired pupils of all ages have positive attitudes, always try hard and are well behaved. They enjoy their lessons, are keen to contribute and have very good relationships with their teachers and other adults. Their personal development is very good and they take turns when involved in discussions. These pupils are confident and benefit from all aspects of the life of the school.

15. Throughout the school behaviour has improved significantly over the last three years, and parents are correct in their perceptions that it is now generally good both in and out of lessons. This is all the more remarkable since the number of pupils with special educational needs that identify behaviour problems is rising. Key to the success is the way that staff now manage the pupils who are challenging in their behaviour so that lessons and playtimes are not generally marred for others. The very high turnover of staff in recent years has had a negative impact on pupils' behaviour in the past due to differing expectations. There were 24 fixed period exclusions for poor behaviour last year involving a small number of pupils, much higher than usual in primary schools nationally. No one was excluded permanently. Now that staff have a consistent approach to promoting good behaviour the number of pupils temporarily excluded from the school is falling rapidly. No instances of racial tension or bullying were seen during the inspection.
16. The vast majority of pupils are approachable, keen to chat to visitors, friendly, polite and courteous. The manner in which they have so wholeheartedly embraced the children with impaired hearing is noteworthy. For example, they are learning to use sign language and do all they can to communicate, involve and help them. Pupils elected to the school council from each class are rightly proud of their achievements in improving playground equipment. They, and the prefects and class monitors, take their responsibilities very seriously.
17. Most pupils with special educational needs have very good attitudes towards their work. Many pupils have developed positive relationships with their teachers and engage freely in conversations, for example, sharing their worries and concerns about their transfer to secondary school. In classrooms most pupils work hard, showing good levels of interest. They are keen to complete their work and they enjoy their time in school. Some older pupils in the mixed Year 3/4 classes sometimes take too long to settle which does cause disruption to the pace of the lesson.
18. Attendance is very low and is a major hurdle in the school's push to raise standards, because progress for many pupils is very disjointed. Punctuality is also worse than usually found in primary schools. Registration rightly takes place very promptly at the start of school and lessons begin just a few minutes later. Latecomers regularly distract others from their learning and are often disadvantaged because they miss introductions that tell them what the lesson is about and what they are to do. Unauthorised absence is double the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Across the school five per cent of the lessons seen were excellent, 29 per cent were very good, 29 per cent were good, 32 per cent were satisfactory and five per cent unsatisfactory. This is a much-improved picture since the last inspection, when 17 per cent of the lessons were judged to be unsatisfactory. Teaching is good overall in the

Foundation Stage and particularly good in the nursery. It is satisfactory in Key Stage 1. The best and most consistently good teaching in the school is seen in Key Stage 2, particularly in Year 5, where some of the teaching is exceptional. However, strong teaching is also seen in Year 6 and in one of the Year 3/4 classes. In the other Year 3/4 class, where the teacher has had less experience, the teaching was more ordinary and had some weaknesses. It lacked the confidence and pace of other Key Stage 2 classes.

20. In the nursery and reception classes, very good relationships are established with the pupils and this gives them confidence and helps them to learn quickly. The staff know the children well and all the adults work closely together to provide interesting activities for them. This stimulates them well and helps to drive up standards. In the reception classes there has been a recent change of emphasis and teaching style through a change of staff and an increased emphasis on learning by experience. The learning is now more in line with what should be experienced at this age. Teachers provide good quality and relevant experiences for the children with a wide range of practically based activities and this leads to good progress now being made. By the time they move into the infants, the children have been given a very good start because of the good teaching in the Foundation Stage.
21. In Key Stage 1, the teaching is more ordinary, and a small amount of unsatisfactory lessons were observed in both classes. Occasionally the pace of the lessons is slow because the teachers have to spend time ensuring that the class is giving full attention. Inappropriate activities are sometimes planned, which do not always match the aim of the lesson, and on occasions children spend too long sitting on the carpet listening to the teacher. This can result in them losing concentration, and in a few cases, starting to misbehave. This was seen, for example, in a geography lesson when the children were comparing the local environment with the seaside. They had insufficient guidance to help them make meaningful comparisons and so they struggled to make a success of the activity, and some lost interest as a result. In the weaker lessons teachers do not expect enough of the pupils, and work which is of a low standard is sometimes accepted as satisfactory.
22. In Key Stage 2 the teaching overall is good and very good progress is made towards the end of the key stage where it is strongest. Good features that characterise much of the teaching are evident in many of the lessons. These are planned carefully and teachers set out the lesson objectives for the pupils at the outset. These are shared with the pupils so that they know what they are meant to be learning and teachers come back to them at the end to see how well the pupils have done. The plenary sessions at the end are used well to share the work that has been done, correct any misunderstandings during the lessons, and also to celebrate pupils' achievements. This happened for example, in a music lesson, when pupils demonstrated what they had composed to their classmates, and in an English lesson when they read aloud the work they had produced. In the best lessons the teachers are enthusiastic and lively, and this catches the pupils' interest and motivates them to work hard during the lesson. For example, in the excellent music lesson seen in a Year 3/4 class, the teacher could not have done more to engage pupils' attention and get them to contribute. In other lessons, such as a history lesson about Vikings in the other Year 3/4 class, the activities are not as relevant to the children's interests and do not engage their attention as they find them hard to relate to. In this lesson, the pace slowed because the teacher's questioning style was laboured. However, in most of the other lessons the teachers use questioning well to test pupils' knowledge and consolidate their learning. An overall characteristic of much of the teaching at both key stages is that it is very closely directed and is focused too heavily on completing activities. This has the

benefit of helping them to produce well-finished pieces of work, but does not help the pupils to develop skills as independent learners.

23. Teachers and support staff work well together to achieve the aims of the lessons. Support staff are well briefed and know what the children are supposed to get out of the learning. They have formed good relationships with the pupils and show good initiative in the lessons spotting when to intervene to head off particular problems. Teachers manage the pupils well and there is a consistent use of agreed strategies to manage behaviour, which promotes an orderly atmosphere for learning to take place. This works for all but the very difficult children, most of whom have individual behaviour plans and are identified as having special educational needs.
24. The teaching of literacy is particularly good in Years 5 and 6 and varies between good and satisfactory elsewhere. Occasionally the teaching is too closely tied to the format suggested in the national framework and is not used as flexibly as it could be. Speaking and listening is effectively developed through well-pitched opportunities for pupils to respond fully to questions or talk about issues. The school has recognised the importance of spending time on this for pupils who enter school with limited speaking skills. Appropriate focus is given to the aspect and this is having an impact on standards. An excellent guided reading session was observed in Year 5, when some highly skilled teaching was very sharply focused on the needs of the lower attaining group. This enabled them to make excellent progress on the specific skills of reading dialogue with expression. The school has recognised that the teaching of writing needs to be further developed to bring out higher skills in the pupils.
25. The teaching of numeracy is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers follow the National Numeracy Strategy and teach mental arithmetic well through sharp and purposeful sessions. They are mostly pitched at the right level to develop the pupils' understanding of number. Occasionally, tasks which the teachers give the children in the main follow up activity do not give them enough challenge. The summary sessions at the end of the lessons help to draw the learning together, and many teachers use this indication of what the group can and cannot do to plan the next steps in their learning.
26. Teaching for pupils with special educational needs is very good, particularly in small groups where, for example, they are given tasks planned on the basis of what their individual plans state that they need to work on next. Expectations for these pupils are generally high, but teachers have particularly high expectations of them in the nursery and in Year 5 where the literacy hour is particularly well adapted to meet the needs of all the pupils. The pupils are taught to have pride in their work and they work well as a result. The targets set in individual education plans are specific and detailed and allow teachers to plan specially adapted work at the right level, and this helps to motivate the pupils. Teachers make very good use of the learning support assistants and they play a significant part in the lessons to ensure that pupils follow the targets set for them in their individual education plans.
27. Teachers are well aware of the need to offer equal opportunities to all and work well to ensure that all pupils have equal access to the curriculum and are included in what is being learned in the lessons. For example, pupils from the hearing impaired unit came back to a mathematics lesson in Year 6 after a withdrawal session and, with the help of the teacher, they reported back to the whole class about the work which they had been doing in their small group.

28. The quality of teaching for pupils with English as an additional language is good. Classrooms are welcoming and there is plenty of supporting display to prompt their ideas and vocabulary. Pupils are also regularly challenged to record their work. Individual targets for language development are identified in the nursery. This enables the adults to work successfully with children to help them acquire conversational language and the specific language involved with the learning activities. Bilingual assistants work alongside the teachers using the mother tongue when necessary. This ensures that children who are at the earlier stages of learning English are able to gain understanding quickly, ensuring that they remain connected with their lessons. There are very good links between the class teachers and the bilingual assistants who plan well together. Group targets are identified throughout the infants and the juniors with the well-briefed bilingual assistants continually encouraging pupils to enter into conversations. English is used in the majority of circumstances, but when necessary adults use pupils' first language. This ensures that pupils remain on task, continue to develop their English speaking skills and make good progress in their learning. In the juniors very good assessment procedures enable teachers to set very specific targets. Older pupils are taught specific pronunciation skills and further their development of key vocabulary. Teachers are generally well aware of the specific needs of pupils with English as an additional language, and are continually looking for ways to improve their speech patterns and expressive competence. In addition to work in lessons, the community literacy worker works hard with groups of parents as well as pupils, to develop their language skills. The good teaching they receive ensures that pupils with English as an additional language are fully involved in all aspects of school life, and also contributes to the very good levels of racial harmony between all the pupils.

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

29. Some aspects of the curriculum have improved over the last three years and it is satisfactory overall now. During that period the emphasis was quite rightly placed on the core subjects of English and mathematics, in line with national initiatives, but pupils would benefit now from a better-balanced curriculum. At present it is too biased towards pupils gaining knowledge and covering the content of the guidelines rather than developing learning skills step-by-step. In particular pupils need more opportunities to develop investigative and practical skills so that they can find things out for themselves, apply what they know and be more creative.
30. A very good curriculum is established in the nursery that provides relevant, challenging and interesting activities for the pupils. The reception year curriculum now complements the nursery provision, but these improvements have happened only recently.
31. Throughout the school speaking and listening are promoted well but more opportunities are needed for independent writing. The literacy and numeracy strategies are working most effectively in the upper juniors. In mathematics a suitably high emphasis is placed on number and the balance between other aspects of the subject is appropriate. The science curriculum is stronger in the juniors but there are not enough practical experiences for the pupils and even fewer opportunities for them to think things through for themselves by engaging in challenging investigations. Too often they are over-directed by the teacher and support staff, and this hampers the development of their investigative skills. Information and communication technology provision is improving well from a low base but is not yet satisfactory overall because it has not had long enough to bed in.

32. In other subjects there is a wide variation in the quality of activities planned for the pupils, and some need a more inspiring curriculum to enthuse them. There are some very good examples, as seen in a Year 3/4 music lesson, when pupils were especially well motivated in performing four-beat rhythms to familiar songs. In contrast, on occasions the activities are not interesting enough and some pupils show less enthusiasm as a result. This happened, for example, in a Year3/4 history lesson when the work planned on invaders and settlers featured a worksheet that was unchallenging and dull. Art relies too heavily on work in the style of other artists at the expense of skills development and greater creativity. In geography the pupils also have too few opportunities to build up skills such as map reading. The health education curriculum suitably includes sex and drugs education. It has just been reviewed and is now better adapted to the needs of the children.
33. Provision for pupils with special educational needs is very good throughout the school with work well matched to their very detailed individual education plans. Pupils with English as an additional language are suitably provided with effectively targeted bilingual support from well-briefed staff to enable them to make good progress. Highly valuable voluntary expertise is also helping pupils to fine-tune their reading, speaking and listening skills.
34. Hearing impaired pupils have very good access to the same learning as all other pupils due to the very effective arrangements for supporting them in their mainstream classes. Provision for teaching them English and mathematics discreetly in the unit is very appropriate and highly targeted to their individual needs.
35. Use of the local community and links with partner institutions are unexceptional, although there are more than usual educational visits in the local area, and there are helpful links with high schools at the time of their transfer to secondary education. There are no curriculum links with other schools in the locality.
36. The ways in which the school promotes pupils' social and moral development have improved greatly over the last three years and are now very effective. Spiritual and cultural provision remains fairly similar apart from the multi-cultural dimension, which has strengthened considerably of late. The last interim report, following a visit by Her Majesty's Inspectors two years ago, cited this aspect as a key issue for action because the school was not making enough use of the richness of culture within its own community to extend pupils' learning.
37. Assemblies and collective worship usually encourage pupils sufficiently to reflect on the messages and relate them to their own experiences. Hearing impaired pupils join their mainstream classes in assembly, the nursery also integrate on occasions, and teachers and support staff attend in large numbers. At these times the commitment made by the whole school to communicating in sign language is particularly striking. These factors successfully emphasise to pupils the importance of gathering together as a larger inclusive body to celebrate successes and share in worship. Class led assemblies effectively enable pupils to have a high level of participation and these are well received by other classes. There are missed opportunities, however, to heighten further the spiritual element of the assemblies, which tend to be strongest overall in the social and moral aspects. The atmosphere within the hall, for instance, could be made more special for the worship by providing a regular visual focus for the pupils or by greater reference to music. Pupils are not sufficiently made aware of the composer and title of the work that plays as they enter and leave the hall nor are they told why it was chosen. This information could encourage them to think more deeply about the music.

38. Opportunities to enhance pupils' spiritual development at other times are broadly average. Not enough are planned in lessons such as art, music, and science. An exception is in the nursery where, for example, during the inspection, pupils showed great excitement at the beauty of the natural world and expressed wonderment at mini-beasts and a pet rabbit in their work on living things.
39. The introduction of weekly personal, social, health and citizenship education lessons in every year group has placed a greater focus on promoting pupils' personal development. Where appropriate, teachers use circle time to get the pupils to sit quietly and listen carefully to others, speaking only when it is their turn in the cycle. This technique is used effectively to encourage good social skills when conversation making, such as listening carefully and valuing what others have to say, whether of the same opinion or not. It is also used successfully to discuss feelings and sensitive issues such as bullying and harassment. Year 5, for instance, have used circle time successfully to discuss strategies for avoiding conflict and have come up with a suitable list of suggestions.
40. The very positive approach taken by the school to promoting good behaviour boosts pupils' self-esteem successfully and teaches them to distinguish between acceptable and unacceptable conduct. Social and moral themes in assemblies are used well to bring home the importance of good relationships, caring for others, making friends and being helpful.
41. Pupils' social development is further enhanced through educational visits that take them out into the wider community, lunch-time clubs, nurture clubs and close links with a special school whose pupils regularly visit and integrate into lessons. The school council successfully empowers pupils to play a part in shaping school improvement, and a large number of monitors and prefects are encouraged to share responsibility for its smooth running by undertaking duties.
42. Improvements have been made to the way that the school raises pupils' awareness of other cultures within its community but more still needs to be done to make the most of the richness of pupils' personal experiences. Pupils have visited Islamic and Christian sacred buildings and looked for similarities in sacred stories. Local religious leaders visit the school, as do Asian musicians, theatre groups and members of the deaf community. Many of the displays around the school now reflect the rich diversity of pupils' cultural and community backgrounds, a considerable improvement since the reported weakness of two years ago. Opportunities for pupils to share their personal cultural experiences of visiting distant relatives or of faith commitments, for example, are too few. Pupils appropriately visit museums and the theatre and take part in choral verse speaking. In art and music too high an emphasis is placed upon the work of white, Western European artists and composers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Very good care is taken of the pupils by a large staff that is highly committed towards doing their best for them, both academically and personally. The headteacher's vigilance around the school throughout the day and her very good communication with staff and parents give her a very high level of awareness of the needs and sensitivities of every child in her care. The sharing of collective knowledge of the children has improved considerably over the last three years and is used more effectively now to give appropriate personal and academic support and guidance. For example, pupils with special educational needs, English as an additional language and hearing impairment all receive the support they need to enable them to make suitable progress.

Assessment of what pupils have learnt and the use of this information have seen particularly significant improvements that are helping to raise standards for all pupils. This aspect of support and guidance was reported as a key issue for action three years ago.

44. Matters relating to child protection, welfare, health and safety are all dealt with appropriately. The very detailed staff handbook is packed with helpful information, which clarifies important procedures that need a consistent whole-school approach. Personal, social and health education lessons and assemblies are used effectively to guide the pupils towards keeping safe and making appropriate personal choices as they get older.
45. It is difficult to know what more the school could do to improve attendance and punctuality other than to remain vigilant and build upon the strengthening partnership with parents. As trust and confidence in the school increases still further so should the value that some parents place on their children's education. This is crucial to reducing the high level of condoned absence and lackadaisical attitude of some towards punctuality. Pupils are given suitable rewards for attending regularly. These are attainable by every child and spur on team effort through celebration of highest weekly class attendance. The registers are very closely monitored and the home-school liaison officer quickly follows up teachers' concerns. She contacts parents who fail to notify the school that their child is absent and those who are persistently late. Such communications by letter, phone call or home visit are undertaken fluently in community languages and the education welfare officer is involved where appropriate.
46. The school has very effective ways of promoting good behaviour and eliminating bullying and racism through a positive approach to managing the pupils. Those who behave particularly well are suitably praised and rewarded. This sets very good examples for others and is very effective in boosting their self-esteem. The points that are awarded in the juniors can either be exchanged for small prizes or accumulated towards more expensive items. Pupils gain much enjoyment from trying to reach their chosen goals and those who always behave well are best rewarded. Staff are consistent in their expectations regarding pupils' behaviour and apply the rewards and sanctions firmly and fairly because they are clearly told how to do this. Very good records are kept of infringements, and parents are appropriately involved at an early stage for more serious or persistent misdemeanours. Individual behaviour plans with suitable targets are compiled for those who need extra support and nurture clubs indoors provide structured activities for those who find behaving well at lunch-times most difficult. A wide range of other lunch-time clubs, new playground markings and play equipment offer all pupils a choice of leisure pursuits that purposefully occupy them and channel their energies.
47. The school regularly and effectively assesses what pupils have learnt and can do in English and mathematics and it uses this information suitably to track the progress of individuals and set targets for them. The data is also appropriately analysed for any differences in performance between ethnic groups and girls and boys. It is particularly effectively used in the upper juniors to help teachers raise standards. This is done by planning more suitable work for the pupils and marking it with constructive comments to bring about further improvements. Attainment is not yet tracked so well in other subjects although useful developments are well underway in science and information and communication technology, for example.
48. The school keeps clear, comprehensive records of all its pupils with special educational needs. These are regularly updated. Specific learning plans are of good

detail. They are progressive and mirror well pupils' progress, identifying specific targets. Early identification is achieved through the use of baseline assessments and local authority procedures, which reliably enable teachers to distinguish between pupils with English as an additional language and those pupils with special educational needs. The school's processes identify specific criteria for teachers to assess pupils' progress and prepare future targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school continues to work hard at strengthening its partnership with parents and this is reaping benefits. Channels of communication between parents and the school have got better. These include informal chats, formal consultations, newsletters, display boards, home visits and parent groups. The home-school liaison officer plays a large part in the effectiveness of these links with parents by translating, where appropriate, into community languages and acting effectively as a go-between. She is helping to build the trust that is necessary to further increase the level of involvement of parents in their children's learning at school and at home. Parents are made welcome in the school building now and a large number congregate inside at the start and end of the school day. The headteacher maintains a high profile at these times and this is also helping to break down barriers and strengthen relationships. Home visits are used very effectively to communicate with the parents and carers who do not come into school. Confidence in the school is growing as parents and carers become more aware of the improvements that are making a difference for their children.
50. Parents are correct, for instance, in their perceptions that the school is much better led and managed now. They rightly believe that their children like school and are expected to work hard and they are generally positive about other aspects. The only significant area of dissatisfaction now is homework, a concern of both parents and inspectors three years ago. Current inspection findings are that homework provision has improved. It is now fairly typical of homework in primary schools nationally and is better than usually found in the upper juniors.
51. Annual written reports about children's progress are handed out at the Spring term consultations with parents. Some would like them beforehand but this is a deliberate strategy to get as many parents as possible into school to talk about the report and is reasonably effective. Those who cannot make the meeting are further encouraged to attend at a mutually convenient time and, failing that, home visits are paid to discuss progress. These reports are better quality now than in the past because they include suitable targets for improvement in English and mathematics. Parents of pupils with special educational needs are closely involved in the reviews of their progress.
52. Parents appreciate the recent outline of what their children are learning for the half term and the clarification of homework expectations. This information is particularly attractively presented and well written in the nursery and suitably encourages parents to send in books, photographs and other items to help the children learn more effectively. Parents are also finding out more about what goes on in school through the displays of pupils' work around the school with accompanying explanations that are generally translated into community languages. The eye-catching notice board in the nursery effectively informs parents about the six different areas of learning for their children and includes photographs of them at work to illustrate these. The school hosts a range of useful initiatives for parents. These include adult literacy classes, training for parents in mathematics to help them keep up with their children and courses to improve their computer skills.

53. There is a good response from parents in support of fundraising and social events and school productions. Class led assemblies and half-termly meetings with the headteacher to consult with parents about the school are also well attended. The level of support by parents of younger pupils for homework is not high enough, however, and this limits the benefit that the school can draw from setting work to be done at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher shows strong and determined leadership and is very well supported by an able team of senior staff. She has provided much of the impetus, which has been needed to move the school from being in the position of requiring special measures to being a rapidly improving school with some strong features. The degree of improvement since the previous inspection in 1998 is impressive, given the circumstances in which the school works, and good progress has been made in addressing the substantial issues raised in the previous report. Standards have risen, the quality of teaching is much better and pupils' behaviour has improved. Above all, there is now a clear direction to the work of the school. This is evident in the shared sense of purpose being shown by the teachers and support staff, many of whom are new to the school. After years of staffing problems characterised by a very high degree of turnover, the school has been able to attract a stable and committed staff who have 'bought into' the school's values.
55. Under the headteacher's leadership, expectations have been raised in most of the key aspects of the school's work. The staff handbook is an example of how these expectations are made clear to all who join the school. The importance of having a school-wide approach to important issues such as managing pupils' behaviour or rewarding effort is strongly emphasised. An important aspect of the school's leadership is the way in which senior staff have given their attention first and foremost to matters that are central to the school's success, such as the quality of teaching. Part of the reason why unsatisfactory teaching has been much reduced has been the frequent attention given to checking the quality of lessons. For example, observation of teaching in information and communication technology revealed a number of shortcomings in one teacher's practice. These included the need to share lesson aims more clearly with children at the outset and to undertake a plenary session to check pupils' learning at the end. Following the observation, detailed targets were agreed, advice from the subject co-ordinator was given and subsequent lesson planning was supported. The follow up observation by the deputy headteacher revealed that the teacher had made good progress towards improving these aspects of their information and communication technology teaching. This focus on identifying and tackling any aspects of under performance has been central to driving up the quality of what the school provides. Such activity has not yet raised all teaching to a high level, but by clarifying expectations and regularly measuring against them, the leadership is driving teaching quality steadily upwards.
56. The way in which the school checks its own performance has improved significantly since the previous inspection. Particular attention has been paid to developing useful information on attainment in the key subjects of English, mathematics and science. The subject co-ordinators have analysed test performance and identified groups in need of more support. This has been provided through lessons specifically targeted to meet these pupils' needs. At the top of the school, for example, a group of girls who were less confident in science were given additional support, which enabled them to achieve more. Other groups such as those given additional literacy support and those given opportunities to consolidate basic skills in English and mathematics through the

'Success Maker' programme, using a small dedicated suite of computers, have benefited from the school's systems for tracking attainment. This attention to monitoring pupils' progress and using the information to move them on has contributed to the significant and sustained rise of standards as pupils reach the top of the school. The school has followed the progress made by pupils with special educational needs, hearing impairment, English as an additional language, ethnic and gender groups. Consequently it has a clear picture of where pupils are doing well and where they need to do better. The school has begun to identify pupils who are very able, and three pupils have been given particular attention (two for mathematics ability and one for all-round attainment). It is now in the process of establishing criteria by which to spot great potential across all subjects.

57. Most teachers responsible for subjects make a significant contribution. The school has successfully adopted the National Literacy and Numeracy Strategies and under the co-ordinators' leadership is beginning to adapt them to its own needs. Information and communication technology, a very weak area previously, is now being improved at a fast rate through the knowledgeable and skilful guidance of the subject leader. Other subjects, which have received less pressing attention since the last report, are being steadily improved through regular health checks by those responsible, leading to action plans being drawn up. Although standards are average at Key Stage 2, geography is an exception, as little guidance has been offered to staff to promote development. Art and design and technology are newly delegated to staff and leadership is only just becoming established.
58. The learning of pupils with special educational needs is well managed in the school. Staff are well supported in the writing of detailed individual education plans and in finding strategies to put them into place in the classroom. Pupils' progress is carefully tracked as they make their way through the small steps set out for their learning. The school knows exactly where they are up to, whether their problems are learning or behavioural, and parents are fully involved and informed of their progress and their future needs. The co-ordinator is able to regularly adjust the deployment of support staff to work with specific groups of pupils. The special educational needs register is a working document and supports the class teacher who is the person responsible for the pupils' development. Very good levels of in-service training are provided to support all staff. Very good use is made of outside agencies who give advice, support and professional opinion. The importance that the school places on this aspect of its work is seen in the appointment of another special educational needs co-ordinator to support this work.
59. The needs of those pupils with English as an additional language are also well managed through the careful deployment of support staff. This expertise, together with the awareness of teaching staff, ensures that they have good access to the same learning opportunities as others. Similarly, the establishment of a unit for hearing impaired children has been skilfully managed to achieve what is now a strength of the school. The school-wide approach to integrating these pupils into the 'mainstream' life of the school has taken commitment from the whole-school community, including the pupils themselves. The readiness of all to learn signing to help these pupils has shown what teamwork can achieve.
60. The school is careful to seek best value for the money it spends. Budgeting is closely managed to ensure that all key needs are afforded and decisions on major spending are always accompanied by criteria to judge whether expenditure has been effective. For example, the comprehensive school improvement plan sets out the intention to provide staff with consultancy to improve their teaching of guided reading together with

more resources to work with. The success of this was determined by the impact it had on pupils' performance in annual tests.

61. The governing body plays a full part in the school's development and is more involved in the life of the school than previously. Governors take responsibility to follow the school's work in key subjects and special needs provision, and report their views to colleagues. A number of links such as governors being invited to 'adopt' a class are increasing individual governor's awareness of the school's current practices. As a result, the governing body has a good view of the school's strengths and weaknesses and is in a better position to support developments as it knows what to look for in the way of improvement. Along with other training undertaken by the governors, their involvement in a residential event with staff, to plan school development, has increased their awareness of the strategic direction and long-term goals of the school.
62. The school's accommodation is clean and well maintained and has been well utilised to provide a good quality environment for pupils. Staffing levels are good, and resources are sufficient for teaching all subjects, although there are a few minor shortages.
63. For the first two years, the management and leadership of the school has had to fight hard to overcome the difficulty of not having a stable team of staff with which to fully enact the necessary reforms needed to improve the school. Since this has been achieved, the pace of improvement has been rapid in many areas. The leadership of the school is now looking beyond its recovery to achieve standards which will compare favourably with the national picture. This attitude, shared by the staff, indicates a strong capacity to continue the school's improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to further improve the school, the headteacher, staff and governors should:
 - a) raise standards in English, mathematics and science at Key Stage 1 (and particularly for the current Year 2 pupils) by:
 - raising expectations of the quality and quantity of work that pupils can achieve in Years 1 and 2;
 - monitoring the pace of their learning to make sure they are meeting these expectations;
 - tracking the achievement of Year 2 pupils as they move through Key Stage 2.(paragraphs 4, 5, 7, 96, 97, 107, 115, 116)
 - b) raise standards in information and communication technology at both key stages by:
 - raising teachers' confidence and expertise in the subject where it is lacking and spread good practice within the school.(paragraphs 8, 146, 148)
 - c) improve the range of pupils' learning skills by:

- providing a more even balance between giving pupils knowledge and teaching them skills;
- giving them more opportunity to undertake research and find things out;
- planning more opportunities to apply their knowledge and understanding in different contexts;
- finding more opportunities to use extended independent writing;
- allowing more individual creativity in pupils' artwork.

(paragraphs 7, 22, 29, 31, 32, 117, 120, 124, 125)

d) raise standards in history, geography and religious education at Key Stage 1 by:

- providing more interesting and challenging activities.

(paragraphs 8, 21, 22, 134, 138, 141, 161)

e) improve attendance and punctuality by:

- establishing the importance of maximum attendance and daily punctuality through every available channel with parents of Foundation Stage pupils (in addition to maintaining the current level of vigilance over these issues).

(paragraphs 18, 45)

The following issue, whilst not a key issue for action, should be considered for inclusion in the action plan:

- standards in swimming.

(paragraph 158)

THE SCHOOL'S PROVISION FOR HEARING IMPAIRED CHILDREN

65. The unit for hearing impaired pupils was set up in the school approximately a year ago and is now the principal resource provision for the deaf pupils of primary age in Oldham. It currently caters for 12 children. Staff transferred into school as an established group (previously a department within a special school.) The incorporation of this resource within the school has been successfully managed and has brought benefits for both the hearing impaired children and the other pupils in the school.
66. There are clear aims to this provision, under the direction of the headteacher, with the keynote being the maximum integration of these pupils into the mainstream life of the school giving them access to all the available learning opportunities. This is achieved by a mixture of approaches. For example, teaching mainly literacy and numeracy in the special resource base established in the school, and integrating pupils into the mainstream classes of their age group for other subjects. To do this successfully, specialist support staff and teachers work with them during lessons to ensure they have full access to what is being covered. The balance between work in the resource room and other classes is working well. Literacy sessions are well adapted to individual pupils' needs by the skilled staff who challenge them to achieve well through appropriate activities presented at a good pace. Much of the learning is seen as fun by the pupils and this helps by motivating them to try hard. As a result they make very good progress towards their individual learning targets. Whilst their attainment in recorded work is mostly below what is expected nationally, they are able to communicate well by signing both to adults and other pupils and their vocalisation is steadily developing. The next objective for the school is to begin to integrate the pupils for aspects of number work, which are less dependent on linguistic skills. This is a sensible next step to take.
67. When working in other classes, pupils are very effectively supported through skilled simultaneous signing to communicate key teaching messages. Support staff work in effective partnership with teachers to brief themselves on key vocabulary to be used so that they are well prepared to share essential information with the hearing impaired pupils. Pupils respond well to questions and discussion through the support staff and they are able to play a full part in all lessons. Teachers present their instructions clearly and keep an eye on how well pupils are picking up the ideas. For example, in a Foundation Stage computer suite lesson, the teacher regularly checked that a hearing impaired child had fully grasped the keyboard functions needed to complete the task set.

68. The progress of all hearing impaired pupils is very well tracked to ensure that they are making headway against their individual targets. Each key achievement is recorded and next steps in their learning and communication skills are clearly set out for teachers and support staff to work on.
69. The provision for pupils is well resourced with acoustic modifications enabling the teaching input to permeate the classroom areas. Auditory equipment is always well maintained by staff who are rightly aware of the importance of ensuring that it is always working at its optimum level.
70. The most impressive aspect of the provision for these pupils is the way in which the whole school, both pupils and staff, has shown commitment to supporting their needs. Mainstream staff are very aware of the need to include them in all aspects of their lessons. All are beginning to utilise basic signing techniques and some have undertaken specific training to develop these skills. All the pupils are learning to sign so that they can communicate effectively and this degree of mutual support is a strength of the school. Even nursery children are able to engage in simple conversational exchanges in the role play area as they buy and sell items in the pet shop. This attitude brings obvious benefits to the hearing impaired pupils, but it also impacts on the personal development of the other pupils who learn first hand the importance of helping their friends in this way and see the positive effect that their support has. Pupils who are in the early stages of learning English as an additional language also benefit from the whole-school drive to learn signing. They pick up additional cues to support their access to instructions and information, which helps them to acquire new vocabulary.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	29	29	32	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)	33	215
Number of full-time pupils known to be eligible for free school meals	0	112

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	6	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	202

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	8.7
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	9	10	9
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	79 (78)	79 (75)	82 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	10	8	8
	Total	21	21	20
Percentage of pupils at NC level 2 or above	School	75 (69)	75 (81)	71 (81)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	13	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	9	8	9
	Total	16	14	16
Percentage of pupils at NC level 4 or above	School	64 (33)	56 (60)	64 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	8
	Girls	10	9	11
	Total	16	15	19
Percentage of pupils at NC level 4 or above	School	64 (47)	60 (53)	76 (63)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	1
Pakistani	116
Bangladeshi	15
Chinese	0
White	37
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	18	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	30.7
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	115

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33

Total number of education support staff	2
Total aggregate hours worked per week	58

Number of pupils per FTE adult	8.3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	515,060
Total expenditure	519,750
Expenditure per pupil	2,166
Balance brought forward from previous year	42,565
Balance carried forward to next year	37,875

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	248
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	16	4	0	1
My child is making good progress in school.	57	39	4	0	0
Behaviour in the school is good.	64	25	4	4	3
My child gets the right amount of work to do at home.	39	31	19	9	3
The teaching is good.	65	27	1	1	5
I am kept well informed about how my child is getting on.	63	31	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	59	35	3	0	4
The school expects my child to work hard and achieve his or her best.	83	13	4	0	0
The school works closely with parents.	65	17	11	3	4
The school is well led and managed.	60	29	4	0	7
The school is helping my child become mature and responsible.	65	27	5	0	3
The school provides an interesting range of activities outside lessons.	56	17	5	5	16

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

71. Children are admitted to the nursery and the reception classes in September each year. There are currently 40 children on roll in the nursery and of these, 25 attend full-time and 15 part-time either for mornings or afternoons. The children in reception are split between two small classes and most have been through the nursery.
72. In recent years the overall attainment of children when they enter nursery has been very low, with few children showing high attainment. In particular, children's skills in language and literacy have been significantly behind the expected level. This is the case with the children currently in the reception classes, many of whom scored poorly on assessment of their basic skills, with few scoring well. Although those in this year's nursery intake showed a higher overall level of attainment, overall skill levels were still significantly below average.
73. The teacher in charge of the nursery has been in post for almost one year and has established a strong team which incorporates the support staff who previously ran the nursery. This team includes the nursery nurse, bilingual support worker and those staff with the expertise to support children with hearing impairment. These various staff work very well together, and practices such as joint planning under the teacher's leadership help all to have a very clear idea of what the nursery is striving to achieve for its children.
74. Systems for tracking the progress that nursery children make are very effective. Staff note any occasions when children show that they need more support in any activity or when they show particular aptitudes. Detailed records are kept to track children's progress through the various 'stepping stones' that make up the expected levels of achievement known as the Early Learning Goals. These newly developed records are a valuable resource for reception staff to use in order to build on the skills acquired in nursery. The very good progress that children make in nursery gives them a strong start to school life. The vast majority develop a good attitude to school through the consistently high expectations of the staff. Those with English as an additional language and with hearing impairment make rapid progress because their needs are carefully considered and support is both appropriate and effective.
75. The reception classes have undergone a degree of change over the weeks prior to the inspection. This has been due partly to staffing changes and partly to a decision to align the reception curriculum more closely with the requirements of the Foundation Stage, as opposed to the previously more formal approach taken in Key Stage 1. Children in reception are adapting very well to this change of emphasis, and all groups are now making good progress. However, their previous experiences in nursery and their first two terms of reception work have only resulted in satisfactory progress. This means that given their very low overall level of attainment on entry to nursery almost two years ago, the children in reception are not as far ahead of those in nursery as would normally be expected. However, the vast majority are now catching up quickly with expectations and are making good inroads into meeting the Early Learning Goals.
76. Children settle well into school as a result of the efforts the school makes to establish mutually beneficial links with parents. High quality information about school events and the children's curriculum is shared with parents and they are welcomed into school for informal discussion as well as for the regular parental events. The quality of the home-

school relationships is evident in the way parents happily bring their children into school. Before leaving, parents accompany them as they self-register and select an opening activity for the session. The range of exciting activities and attractive learning areas is a key reason why children begin their day with such enthusiasm.

77. Provision for the youngest pupils, most of whom were described as making satisfactory progress at the time of the last inspection, is now improved. It is good in reception and very good in the nursery.

Personal, social and emotional development

78. All groups of children make good progress in this area and the majority are in line to achieve expectations by the end of reception. The nursery children are already well on course to achieve these expectations. Most are enthusiastic about their activities and show good levels of confidence whenever they have an opportunity to choose what to do. They show rapidly developing independence as they take responsibility for putting on aprons to play at the water tray or to help with baking in the nursery. By reception they can take more responsibility for tasks such as getting ready for physical education lessons and need less help than they did in nursery.
79. As they learn the 'rules' of classroom activities, they become used to observing them. For example, one child in nursery wanted to join the activity in the tray full of water, sand and shells. She counted the number of children already playing there and decided to come back later when she realised that the activity was 'fully booked'. Reception children are developing good co-operative play habits as they work, for example, in the travel agents, adopting roles such as customer and sales staff. They share resources such as plastic money, telephone and cash till and are happy to let others join in their constructive play. This role play builds well on the experiences children receive in nursery, where, for example, they co-operate to buy and sell tins of cat food in the pet store. They show awareness of each other's needs, for example, they will often offer help if they see a friend struggling with a jigsaw. There are also opportunities for children to work individually, and most show that they are confident to work alone at activities such as the computer, particularly in the nursery.
80. A particular example of children's growing awareness of the different nature and needs of their group is the way in which all are ready to help those children with hearing impairment. They are all learning to sign and are happy and confident to use their developing skills to communicate with their hearing impaired peers. In the pet shop, for example, an exchange between two pupils, one of whom had hearing difficulties, was successfully completed as they negotiated the price of pet food and the change required using signing. This benefited both children and illustrated their growing confidence to co-operate. As they sit to listen patiently to the activities of the day in nursery, children readily respond to the teacher's signing as well as to spoken instructions. This helps all to feel part of the activities, including those learning English as an additional language, who also benefit from the signing information.
81. Teaching in this area is good. A particular strength is the way teachers' plan a balance of activities, some of which give children enough direction to stretch their social learning and some of which allow them to use their own initiative. For example, nursery children are often encouraged to play games which require them to match cards. They are left to work out the rules together and to use their initiative to decide whose turn is next, and who has won. In reception, the support teacher organised a train ride as part of the current theme on travel and journeys. The children formed their chairs into a line and played as a group, leaving and joining the train at stations and sharing ideas on

what they could see as the train went on its journey. The suggestions and ideas offered by the teacher helped the group to interact and co-operate successfully.

Communication, language and literacy

82. Although some children will be close to achieving the expectations in language and literacy by the end of reception, the majority will not reach the expected level. They have made good overall progress, but having started from a low baseline they are still catching up in their reading, writing and speaking skills.
83. In nursery, children are making a good start as they learn to recognise their name tags from the registration table before posting them into the post box to show they have arrived. In both nursery and reception they are encouraged to write their names on any completed work, and most reception children are now managing this well. The classroom environments are set up well to promote language and literacy. All have reading areas where children can sit and enjoy an appropriate range of books, some with mostly pictures and some with simple captions, as well as copies of the group stories that the children have come to know. Whilst children do not often choose these areas voluntarily, staff frequently direct them to share storybooks and talk with them about what they can see. Most are beginning to follow simple story lines and to recognise characters in nursery stories. By reception, they can remember sequences of events from books such as 'Train Ride' as they order a number of illustrations correctly.
84. Teaching in this area is good. Staff take every opportunity to engage children in brief conversations to extend their vocabulary and give them confidence to express themselves. Overall, although improving steadily, vocabularies are still limited, and most children find it difficult to use more than brief phrases to communicate their ideas. Staff make sure that the children have opportunities to speak individually as they regularly ask questions such as 'Tell me what you have just been doing' or 'What have you found out?' as children undertake activities. Story sessions are well managed as teachers provide good exemplars through lively and expressive reading. Both hearing impaired children and those with English as an additional language are given good access to these sessions through simultaneous signing and alternative translation into Punjabi. In reception, children learn to form letters correctly with the support of shapes to trace and guidance sheets from the teacher which point out where to start their pencils and which direction to follow in order to allow their letters to flow more easily. They learn the sounds associated with each letter as they practise. In both nursery and reception, children are encouraged to make their own books on current themes. Whilst in nursery, these contain early drawings and emergent writing. By reception they are beginning to include simple sentences as captions to the pictures. For the higher attainers, these are independently written but for others teachers provide a model of what children want to say, so that they can practise writing it under the teacher's version.
85. The range of activities designed to promote children's language and literacy skills is appropriate to their needs. They are beginning to practise specific skills as well as understanding the purposes for which writing can be used. In reception children have not recorded as much as they should have to consolidate these skills, but their current experiences are remedying this and they are progressing well.

Mathematical development

86. Children are making good progress and most are in line to meet the expected standard by the time they leave reception. All groups, including those with special educational

needs, hearing impairment or with English as an additional language are given equally good access to this area of learning. Their rate of progress is a result of two things: well planned activities which challenge them, and good quality teaching to which they respond well. In the nursery, for example, children learn to recognise simple numbers and use beads to count out different quantities to match these numbers. For example, they learn to make patterns using sequences of coloured beads as they make small mats in basic shapes to reinforce their awareness of squares and circles. Most can count up to five and many to ten. One girl used the registration session to point out that if there were 27 children present, the next number would be 28. Teaching in number is strong, and staff use a good range of strategies to introduce children to mathematical concepts. In stories such as 'The very lazy ladybird' they count spots and in their role play they count out change to customers of the shop. Even when looking at mini-beasts as part of their scientific learning, children are encouraged to count spiders' and insects' legs as they trace over their shapes.

87. In reception, children are experiencing similar types of activity, but at a slightly higher level. Teachers set up challenging tasks such as using the train station role play situation to encourage children to think about simple amounts of money as they buy tickets to Bury or Manchester. They also write simple times for departures on the station clocks. More closely directed activities such as number work are well taught. Using a number line for example, teachers lead children in working out two more or two less than a number by indicating the direction to take along the row of numbers. Children soon become independent in this skill. Teachers also use practical situations in which to set simple number problems and present a range of different challenges according to children's level of skill. For example, they learn to count the number of people on the train by adding the number in each of two carriages. A few children are still having difficulty with recognising one digit numbers, but others can work out that if there are four people in one carriage and ten on the train altogether, then there must be six in the other carriage. When asked by the teacher, they could offer good explanations of how they reached their answer. Although children are at widely differing stages in their mathematical development, good record keeping ensures that an appropriate range of tasks is set to match their level of attainment.

Knowledge and understanding of the world

88. The majority of children are in line to meet the expected standard by the time they finish reception. Whilst they make good progress, some aspects of this area of learning are stronger than others. Children in nursery are developing their understanding of the natural world through the provision of a very good range of experiences. Teaching is strong here as every opportunity is taken to ask questions and prompt discussions with children. For example, the children go outdoors to hunt for mini-beasts, which they carefully catch and observe to learn more about their features. The activity was preceded by predictions about what they might spot and the search area was skilfully prepared by placing turf in a pile to attract creatures such as worms and slugs. Children showed themselves to be very capable of identifying creatures and were sensitive to their welfare as they used good observational skills to study them carefully in plastic containers. Nursery children also show good basic skills in information and communication technology. After being shown the way to operate the 'Freddy Teddy' software in the computer suite, they were able to access the program independently in class. They display good control of the mouse, being able to drag and drop images on screen as they learn to recall and match the colours of Teddy's clothes.
89. In reception, pupils' information and communication technology skills are weaker, and they still have some way to go, but in other areas such as scientific and geographical

understanding, they are doing well. For example, children show that they can identify and sort magnetic objects from non-magnetic ones, as they test an assortment of materials. They quickly conclude that all are metal. Although they find it hard to offer explanations, children show good observational skills as they make links between the steepness of a ramp and the speed at which a toy car will roll down it. Good teaching provides appropriate opportunities for children to explore geographical concepts such as street patterns and town layouts, as they help to construct a floor map of a town. Questions posed by staff such as 'Where do you think we should put the park?' encourage children to think about why towns are set out as they are.

Physical development

90. In their physical development, children show the expected level of manipulative skills, but their level of control in movement and gymnastic skills is higher than usually found by the time they leave reception. Teaching is effective as reception children are reminded of the importance of warming up before their work on the apparatus in the hall. Clear explanations of what is expected enable children to make very good progress in activities such as balancing and jumping. Above average performances from the children were the result of attention to detail in the teaching and well focused help from support staff. Good use of demonstration and high expectations enabled children to develop very good technique as they absorbed impact on landing or maintained balance throughout forward rolls. All groups were given good access to this learning by clear demonstration and skilful support.
91. In nursery, children are making good progress in all areas of their physical development. They practise their manipulative skills through a range of appropriate activity. For example, they model shapes from 'play dough', thread beads in patterns and use a range of different construction kits to make vehicles or build towers by balancing blocks on top of each other. They learn the importance of basic hygiene as they are taught to wash their hands carefully as they help the teacher to bake bread, or prepare for their snack. Outdoor play is purposeful as children learn to steer bicycles around a roadway and take account of each other's space. They develop their confidence in challenges such as climbing, crawling or balancing as they use the climbing frame, slide and tunnel under careful supervision.

Creative development

92. For the majority of children, creative development is in line to meet the expected level by the end of reception, but few show signs of exceeding this. In nursery and reception, children are given opportunities to draw and paint. Nursery children have produced individual paintings with titles such as 'This is me walking to school' and good quality chalk drawings of irises. Reception children have painted rainbows as they learn the names of the main colours. In nursery, staff offer good support as children choose their own materials and colours to make a collage on the theme of mini-beasts. Advice is given on the possibilities, but the children themselves are expected to complete the work without too much help. This raises their confidence because they know that they are capable of producing pleasing work through their own efforts.
93. In reception, children develop their awareness of music as they follow simple rhythms. They slow down and speed up in time with the taped music, using a range of instruments including some they have made themselves. Good teaching encourages them to listen carefully and to control their playing so that it blends in with others. The teacher extends their understanding of the relationship between different instruments

and the sounds they make by asking which are more suitable for changing tempo. They decide that shakers are good for this, but the rainmaker brought in by the teacher is less easy to control. Activities like the outdoor picnic planned for reception children are well suited to creative development. For example, rubbings of bricks and tree bark help them to understand that textures are different in their everyday surroundings, and the opportunities to engage in imaginative play in the classroom are extended as they move around the playground on an imaginary train. In both nursery and reception, teachers celebrate children's creative achievements in display. This encourages them to grow in confidence, but many still achieve significantly more when supported by an adult with guidance and ideas, than when working more independently in this area.

ENGLISH

94. Standards in English are close to the national average at the age of eleven. This is an improvement on what the school achieved in the National Curriculum tests for 2000 when standards were well below the national average, although in line with the average compared with similar schools. The school set demanding targets for the current Year 6 pupils but has already raised them on the basis of their current performance. The school rightly expects overall results to be closer to the national average this year for both average attainment and the higher Level 5. Inspection findings confirm that they are likely to exceed previous standards.
95. About a third of the pupils are on the special needs register, and for about three quarters of the pupils, English is an additional language. Despite these difficulties, these pupils have made very good progress against their previous attainment. Two key reasons for this are: the good teaching they have received at the top of the key stage and the children's positive attitudes towards their learning.
96. The standards reached in 2000 by pupils aged 7 were well below the national average, but above average when compared with similar schools. These children came into the nursery with poor language and literacy skills, and with a high proportion of children speaking English as their second language. There is also a high proportion of pupils with special educational needs in the current Year 2. This makes it difficult for the school to achieve well in comparison with other schools. Another factor adversely affecting standards has been the lack of continuity of their education through frequent staff changes, but stability has now been achieved.
97. Teaching in English in Key Stage 1 is satisfactory overall and occasionally good, and most children are keen to learn. By the time they are seven the pupils have made satisfactory progress although they still have some catching up to do as standards are still below average. In most literacy lessons in Key Stage 2, the National Literacy Strategy has been implemented well. Lessons are well planned, with clear objectives, and tasks chosen carefully so that the children are interested and well motivated. The children are encouraged to be responsible for their own learning. For example, all have personal targets to improve their reading and writing. They take these very seriously and show tremendous pride in their achievements. Lower achieving pupils and pupils with special educational needs make good progress because suitably adapted work is usually provided for them. Sometimes they receive extra support in their lessons, and through appropriately matched computer programs in the 'Success-Maker' suite which is dedicated to improving their basic reading and writing skills. In the best lessons, higher achieving pupils are given sufficiently challenging work and a small proportion are now reaching higher levels. Procedures for checking the quality of pupils' work in English are very effective and this is contributing to the very good progress that the pupils are making at the top of the junior key stage. The school uses several initiatives

to provide extra support, such as the Additional Literacy Strategy, in which pupils are targeted for essential reading and writing skills work. These are making a positive contribution to raising the standards for individual pupils in the juniors.

98. Throughout the school, the pupils' standards of listening skills are in line with what is expected and they make very good progress in this area. The standards of speaking have improved significantly since the last inspection, although they are still well below average in Key Stage 1. Teachers have worked hard to improve this and there are now many planned activities to improve both the children's speaking and listening skills. For example, in Key Stage 1 the children are taught to listen carefully to their teachers and to each other. Teachers value the pupils' responses and this gives them confidence to speak in class discussions. In Year 2 the teachers take opportunities to extend pupils' answers, often insisting that they compose their answers as full sentences. This is helping to develop the children's fluency in expressing themselves. Many good opportunities are planned and provided for pupils' oral development. For example, at circle time where children listen sensitively to the opinion of others and learn to present their ideas fully and clearly, and opportunities to discuss issues during role play. Children are taught the rules and expectations of oracy well. When reading aloud the children are developing an expressive tone that enlivens their work. The range and detail of support they receive is impressive. For example, a retired linguistics expert voluntarily gives regular literacy and oracy support to develop pupils' inflection, emphasis and pronunciation.
99. By the age of eleven, the pupils' speaking skills are only just below that which is expected for their age. They are becoming very confident speakers and listeners. Their answers show that they listen carefully but the range of grammar they use and the width of their vocabulary is sometimes narrow. The teachers question children well to ensure these skills develop daily through a wide range of speaking activities and very good progress is made, for example, some Year 3 and 4 pupils derived great benefit and enjoyment from being interviewed as characters from 'Cinderella'. This activity was further enhanced by the teacher role playing some of the characters and providing good exemplification. The adults demonstrate reading aloud well and this helps the children when they respond. An example of this was seen in Year 1 when children's enjoyment of poetry was enhanced by the teacher's own reading of 'Quack, said the Billy Goat' and in the work on the poem 'One Eyed Jack' in the Hearing Impaired Unit.
100. Most pupils make good overall progress in their reading. Reading skills are effectively taught as part of the daily literacy lessons and through guided reading sessions, which are organised around clearly defined group and individual targets. By the end of Key Stage 2, the most able pupils read fluently and with confidence. When necessary, most children use a range of strategies that includes using their context and their letter sounds to read unknown words. Phonic skills are taught well. The teachers' guided reading records which support the pupils' individual reading targets are very good. The pupils are encouraged to write book reviews that show their understanding of the main points of the story. They are also encouraged to make evaluative comments and this is developing their skills as critical readers.
101. Pupils' interest in reading is being developed well by the teachers, and all classrooms have attractive, reasonably well-stocked reading areas where children can browse. There has been a focus on the provision of better books in the school's development plan, and the current emphasis on non-fiction will be followed sensibly by attention being given to fiction books for the classrooms. The school's attention to non-fiction has been very appropriate for pupils' needs. They are beginning to acquire a good range of correct terminology from these books and are developing good referencing

skills to make their access to information in subjects such as science more effective. Older and more able pupils use the contents, index and glossary information in non-fiction books very effectively. Good teaching has ensured that when searching for information the pupils are able to scan text quickly and successfully. The pupils with special educational needs are supported well as they work through structured schemes with regular help. Older children are knowledgeable about books and nearly all have favourite authors. The library is spacious, attractive and well stocked with up-to-date non-fiction books. All classes use it regularly, and it is also used out of class time and by groups of parents. Some pupils also use the local library, and the school makes use of book weeks and book fairs to extend access to literature and promote a love of books.

102. Pupils perform less well in writing than they do in reading. Infant pupils generally make sound progress, and this improves in the juniors. Best progress is made in Years 5 and 6, especially within the structure of the literacy lessons where the skills are well taught within a wide range of contexts. When writing independently, however, some problems with vocabulary and grammar become apparent, and pupils can sometimes forget to use the conventions they have been taught. In order for standards in writing to improve further, pupils need more opportunities to write independently, both within their English work and by putting their skills and understanding into practice across the other subjects of the curriculum. The co-ordinator has made good use of assessment results in writing and has already pinpointed those aspects that are causing difficulties. These have been targeted for development in the coming year.
103. The last inspection report expressed concern about the rate of progress in the development of handwriting. This has now been improved, and the children's evident pride in their work can be seen in most of the writing books. Regular spelling and handwriting practice are undertaken, but there are some variations between classes in the same year group where some teachers' expectations are not as high as others. There are also some instances of different standards being expected when pupils write in other subjects, such as history and geography. The co-ordinator's own monitoring of children's work has also identified this as an area for attention.
104. Overall, pupils are given satisfactory opportunities to apply their writing skills in other subjects. For example, the Year 5 pupils used recorded interviews with a national television programme producer to take notes on which to base letters of protest on child labour. There is however, a need for more consistency between classes in exploiting other subjects for practise in writing. Pupils write extensively as part of their science work, in history and geography, but often this work is over-supported by the teacher. Too much guidance sometimes prevents pupils recording their ideas in their own words. In addition, all teachers provide a wide range of opportunities for children to write as part of their literacy lessons. They write stories, letters and accounts, describe characters and plots, and write play-scripts and poems. There are also opportunities for pupils to rewrite work to improve spelling and punctuation as well as opportunities for them to develop their skills of drafting and revising their work on paper or using the computer. This improved curriculum has made a positive impact on raising standards in the subject.
105. Although stronger in the juniors than in the infants, overall the teaching of English is good and no lessons were unsatisfactory. Teachers are enthusiastic and encourage children to develop an appreciation of language and literature. In the best lessons the teachers are skilful questioners, checking understanding carefully. Relationships are very good, pupils show good attitudes to learning, and there is a high level of respect and courtesy when considering the opinions and views of others. This ensures that the

children are confident to share their views with the class. Homework is set regularly and the high quality seen in many homework books show that most parents and children support this. There is a difference however, between the younger and older classes and responses in younger classes are varied. Overall the teachers' marking is good and the best examples tell children exactly what to do to improve and achieve a higher level such as 'Try to use a wider range of words to join your sentences'. There are, however, a few examples of teachers not being sufficiently informative in marking to let pupils know how to improve.

106. The leadership of the co-ordinator is very effective. Thorough and regular monitoring of teaching and the work the children produce, is helping to raise standards by pointing up what can be done better. The co-ordinator has provided a very good range of support materials for teachers, including ideas for teaching oracy, reading and writing. The school also has useful schemes for handwriting and spelling, which are closely adhered to. She has developed a very effective range of assessment and monitoring procedures. Her management is a key factor in the sustained progress that is being achieved in English. Resources for supporting the National Literacy Strategy are well selected and effectively used.

MATHEMATICS

107. Standards at age seven in the national tests taken in the Year 2000 were below average. However, when compared with similar schools, attainment was above average. The number reaching the higher Level 3 is the same as other schools. Since the last inspection there has been a gradual increase in the standards at Key Stage 1. However, the work seen during the inspection indicates that standards this year are well below the national average. There are a number of reasons for this. There is a large proportion of children with special educational needs in the group whose attainment was very low when they entered the school. They are achieving well, but will not reach the national average. The children have been taught by a lot of temporary teachers, and so the continuity that comes with a long-term relationship with a teacher has only recently become possible. Progress for the majority is now satisfactory.
108. Standards at the end of Year 6 in the national tests taken in the Year 2000 were well below average. When compared with similar schools however, attainment was average. The number reaching the higher Level 5 was well below the national average. Work seen during the inspection indicates that the standards this year are much better and are in line with the national average. This shows a great improvement since the last inspection. The targets set for this year have already been raised in the light of the children's performance in the autumn term, and these new higher targets will be attained. This is because of the very good teaching in Years 5 and 6 and because the school effectively analyses test results to show where pupils could achieve more and deploys support accordingly. Pupils' overall progress in Key Stage 2 is good. There is no significant difference in the performance of boys and girls overall.
109. The National Numeracy Strategy has been successfully implemented in the school and this has been a major factor in the raising of standards. Most of the teachers have received training in it and are familiar with the new recommendations. As a result, teachers have the skills to use the mental arithmetic part of the lesson well to develop the children's knowledge of number. All the children take part and are keen to respond to questions. They eagerly wait to show their answers to the teacher's questions individually using their own white boards. A good example was seen in Year 6 when the children were using these to show their answers to questions about place value.

Teachers plan their lessons well and clearly identify what they want the children to learn in them. This is always discussed with the pupils at the beginning of the lesson and often they write it in their books to reinforce the focus of the lesson before they begin their written activities.

110. Pupils with special educational needs make good progress in developing their basic mathematical skills in relation to their abilities. Teachers plan work at different levels for them and they are well supported by the learning support assistants or the teachers themselves, so that they are able to complete activities and succeed. Teachers ensure that all pupils are included in the lessons. A good example was seen in Year 6, when the children who had been working in the hearing impaired unit came in at the end of the lesson and reported back to the rest of the class about the work which they had been completing.
111. The quality of teaching is good in Key Stage 2. In Key Stage 1 it is satisfactory overall, but there was an unsatisfactory lesson in a Year 1/2 class. This was because the teacher had not planned it well enough to match the children's particular needs and did not explain the tasks clearly enough. Consequently the children did not understand what they were supposed to be doing, and therefore made little progress in the lesson. They spent too much time drawing the objects on the worksheet as requested, instead of working out the answers. In the other Year 1/2 class, where the teaching was satisfactory, the teacher used suitable strategies to maintain the children's interest. The circle game at the end of the lesson took the form of a class number quiz. It was enjoyed by the class and helped to consolidate their learning.
112. The best lessons, were seen in Years 5 and 6. They move at a brisk pace and have a high level of challenge for the pupils. The teachers have good subject knowledge and use open-ended questions such as 'Can anyone tell me an alternative way to work that out?' in order to test the pupils' knowledge and consolidate their learning. Throughout Key Stage 2, the children are given the opportunities to interpret information from graphs and charts and this is helping to extend their mathematical skills. Teachers mark the children's work well, particularly in Year 5, and this helps the children to understand the progress they are making. Pupils use a good variety of approaches to problem solving using 'real life' situations such as calculating the cost of a variety of products or services, and in many classes the teachers encourage the pupils to explain their answers. This helps to build up their confidence and understanding of what is being learned.
113. Teachers know their pupils well and have formed good relationships with them. This motivates the pupils to work hard. Teachers manage the pupils well and, as a result, the vast majority are attentive and well behaved during the lessons. In a more ordinary lesson, the pace sometimes slowed as a result of the pupils spending too much time listening to the teacher and watching other children complete written tasks on the board. Consequently, not enough time is left to complete the written tasks properly. This was seen in a Year 3/4 class when pupils were working out problems involving multiplying and dividing by two and four.
114. Although the co-ordinator has only been in post for a comparatively short time, she is managing the subject very effectively and is already having an impact on raising standards, particularly at Key Stage 2. Lessons have been monitored and written feedback has been given to the teachers. This is helping them improve their teaching of mathematics, for example, by better use of practical resources to support pupils' counting skills.

SCIENCE

115. Standards at the end of the infants are below average but they are average by the end of the juniors in most aspects. In the last year's national tests for Year 6, pupils achieved well below national average results when compared with all schools. When compared with schools of similar circumstances, attainment was still below average but not by much. Standards in the juniors have improved from the levels of attainment shown in last year's national tests. Standards have risen overall since the previous inspection because the subject is more effectively organised, there is less repetition of work and the programmes of learning now include the introduction of key language. Progress in this key stage is good. This improvement in the curriculum is not as secure in the infants. The younger pupils make sound initial progress, but this is not systematically built on and Year 2 pupils consolidate their scientific knowledge rather than extend it. In the juniors, pupils with special educational needs and those with English as an additional language make good progress and are supported well.
116. Standards for seven-year-olds are similar to those identified in the previous inspection. This represents a good performance for it is significant that these pupils showed low attainment when they started school, and the group also has one in three pupils on the special needs register. There are however, some general weaknesses in the key stage. The older pupils are not given sufficiently challenging activities. There is not enough involvement in investigations. The activities do not always make the pupils think scientifically or encourage them to work independently to examine their own thoughts and ideas and record them.
117. Pupils in the juniors are regularly involved in scientific investigations. Often they present their work accurately and make good efforts to complete their work neatly and on time. However, there is too much teacher direction to these activities and some tasks do not reinforce the learning objectives of the lesson. For example, the oldest pupils learn about the effects of various nutrients on the growth of plants, but do not have the opportunity to design their own investigations into their effectiveness.
118. The recently appointed co-ordinator has successfully introduced the national science scheme to underpin the long-term planning. It is currently being modified to meet the needs of specific groups of pupils. The subject is resourced well with relevant books and equipment now available. This is helping pupils to make better progress in their acquisition of scientific knowledge.
119. The quality of teaching is satisfactory overall but the occasional lesson is very good. In the infants, whilst teachers' subject knowledge is secure their planning does not take into account the requirements of the higher attaining pupils. Where the classes include both Year 1 and Year 2 pupils, for example, the lesson planning only considers the first level of scientific knowledge. There is no extended work to challenge those pupils who quickly show understanding of the scientific knowledge being introduced. The pace of learning is sometimes too slow because the pupils complete the tasks on one day but do not record their work until later in the week. This makes recall of their key learning unnecessarily difficult. Learning support assistants make a good contribution to pupils' learning, and usually show good teamwork with teachers. Occasionally, however, teachers do not keep a close enough eye on the rate of progress of the whole class. As a result, a few pupils are not checked quickly enough when they have wandered off task.
120. In the juniors, teachers have secure subject knowledge and clear explanations are often supported by effective scientific demonstrations that reinforce the introduction of

new scientific knowledge. Where teaching is ordinary, teachers have to give too much attention to keeping some pupils on task because they sometimes become over-excited when they are challenged to use simple scientific equipment. This was the case, for example, when they investigated the dissolving rates of everyday powders such as salt, sugar, sand and flour. The planning for the investigations often challenges pupils to make a prediction, but the method of recording is often too restrictive with pupils sometimes only expected to complete a tick list. Where a lesson was judged to be very good, the planning identified useful video footage, the specific language was displayed around the classroom, pupils were encouraged to enter into discussion and use simple equipment to model the movement of the Earth around the Sun. In this lesson the bilingual support assistants made a very good contribution to pupils' learning and pupils with hearing impairment were also fully integrated into the lesson through signing by their support staff.

121. Work displayed around the school indicates that the quality of pupils' science work is progressing well in line with to the co-ordinator's action plan for the subject. For example, good work was seen from pupils in Year 4 reflecting the drive to introduce more investigative activity lower down the key stage. They investigated the qualities of everyday materials and the porosity of cloths, and also conducted experiments into temperature conservation and the insulation properties of various materials.
122. The subject is being well led. Under the direction of the co-ordinator, methods of checking how well pupils are doing are being improved. She examines national test results to identify areas for further development. This is helping the school to make changes in what it teaches in order to improve the weaker areas.

ART AND DESIGN

123. There are some good individual examples of pupils' artwork across the school, but overall, standards are judged to be below average at both key stages. There have been some improvements since the previous inspection, particularly in respect of the range of media used by pupils and the introduction of more three-dimensional work. However, there is too much reliance upon following the styles of established artists and not enough opportunity for pupils to be creative. The art curriculum is now being developed, but over the last few years the school's main priorities have been elsewhere.
124. In Key Stage 1, pupils have had experience of simple printing with geometric shapes to make patterns, and they have also undertaken work based upon buildings. This has involved the successful use of techniques such as taking rubbings of interesting textures. Follow up work on building shapes has been less successful as it has concentrated upon what children see in other artists' interpretation of buildings as opposed to what the pupils themselves can see. As a result, some simply try to copy famous works by artists such as Georgia O' Keefe, with little insight into what they were trying to do. Some observational drawings of natural forms in pastels are of good quality, but the majority of pupils' painting and drawing is not well observed.
125. In the junior classes, pupils produce well-finished work based closely upon the styles of artists such as Mondrian, Cézanne, and Bridget Riley. These involve the use of a variety of individual media such as chalks, paint, charcoal and pencil and show that pupils can work neatly and copy carefully. However, there is limited scope for pupils to experiment with mixing media, work in different scales, or collaborate over their art. In Year 5 some good collage work involving the use of fabrics and wool has been used to tell 'The Christian Story'. This demonstrates pupils' ability to respond well to new

experiences and techniques. Overall, pupils are not yet developing their skills in a systematic way. This is partly because the school has only just adopted an agreed scheme of work for teachers to follow. Consequently staff are not yet sure about what everyone else is doing and how they should go about extending the skills that pupils have already developed.

126. The teaching seen in art is satisfactory, with lessons well resourced and prepared. Methods are demonstrated to pupils, who are given praise and encouragement for their efforts. However, pupils' work shows by its range of quality that teachers' expertise is patchy. Also, activities are often over-directed to the point at which completing the tasks in accordance with instructions becomes more important than developing individual ideas or skills. This restricts the pupils' development opportunities.
127. The subject leader has only just taken over responsibility for art and has much to do to fully co-ordinate the development of the subject. Some teachers' planning has been monitored and resources have been ordered. However, the subject needs a clearer sense of direction. Also a more rigorous system of checking the quality of pupils' work and the pace of their skill development is needed, before the co-ordinator can know where most guidance needs to be offered to colleagues.

DESIGN AND TECHNOLOGY

128. The quality of the work seen in both the infants and the juniors indicates that the pupils attain standards that are typical for their age. The work in pupils' books and the planning indicates that at both key stages the quality of teaching is satisfactory. This is an improvement on the findings of the previous report.
129. Year 6 pupils carefully follow their design plans, for example as they pin templates to materials before cutting out shapes to make into slippers. They make decisions about the most appropriate material to be used and consider such ideas as the style of their finished products.
130. Younger pupils in the juniors have created accurate labelled and detailed designs for sandwiches. They show clear understanding of the processes of designing and making, reflecting the improvement in teacher knowledge and better lesson planning since the previous inspection.
131. Pupils in the infants complete working models of vehicles constructed from cardboard. They are finished off to a good standard and are able to be propelled on their wheels. Other pupils create designs of pop up books and moving pictures. They follow their designs carefully and show good skills in joining their different materials. Much of the designing is of good quality, reflecting the recent improvement in the teaching.
132. There are good links with other subjects. For example, pupils apply their scientific skills to select the most appropriate materials for building a shelter on the basis of their waterproof capabilities. They deploy fair testing techniques to analyse, which is the most effective waterproof shelter. When pupils are taught new cutting, marking or joining techniques using new tools or equipment, they complete a sequenced written instruction list to explain how the technique is used. This gives them good support and is a good example of the use of instructional writing in literacy.
133. A comprehensive policy and scheme of work, which identifies the projects to be taught, is in place. This gives good guidance to the teaching. The subject co-ordinator is new

to the role and leadership is satisfactory so far. She monitors the teachers' termly planning but needs to focus also on monitoring standards of work and pupils' skill development.

GEOGRAPHY

134. Standards in geography at the end of Key Stage 1 are below those found in most schools, and there has been no significant improvement since the last inspection. Key factors in the subject's lack of development in this key stage are the lack of time allocated to it in the curriculum, and unsatisfactory leadership, which has not ensured that all teachers are delivering an appropriate range of geography work. Consequently, all pupils, including those with special educational needs and those with English as an additional language, do not make enough progress.
135. Standards in geography have improved at Key Stage 2 since the last inspection and are now typical of most other schools. However, this is through individual's good practice rather than a systematic and consistent development of the subject supported by an appropriate scheme of work and effective guidelines. The quality of the work in geography is significantly better in Year 5 and this is maintained in Year 6 to the same high level, which accounts for the overall raising of standards to a satisfactory level. The higher standards in Year 5 are brought about through well-planned fieldwork, an emphasis on the acquisition of geographical skills and the use of appropriate resources, including the Internet and maps in a range of scales. The work seen in Year 6 involved groups of pupils using a range of secondary resources, including the Internet, to collect and record evidence on some significant mountain ranges of the world to present their finding to the class. The quality of the oral presentations was good both in terms of the geographical language used and the English speaking opportunities provided.
136. Overall many of the weaknesses referred to in the previous inspection have not yet been fully addressed. There is still an overall lack of appropriate development of skills in map work. Progress in other areas of skill development is still limited, due to a lack of helpful guidance and variable teacher's subject knowledge. The pace of learning is still slow, particularly at Key Stage 1, and the quality of presentation is variable.
137. Not enough geography work was seen to judge the overall quality of the teaching. Teacher's planning covers appropriate knowledge of specific locations but there is very little evidence to show that sufficient teaching of geographic skills takes place, such as the collection, recording and analysis of geographical evidence, before pupils reach Year 5. Some studies lack appropriate balance. For example, the weather study of Year 3 and 4 puts too much emphasis on weather observations at the expense of the effects of weather and climate on topography and land use. The evidence of work from the pupils' files shows that Year 6 pupils have benefited from the fieldwork at Castleshaw in developing their map reading skills. They can use appropriate terminology in their river study, and they can employ sound fieldwork techniques. They have acquired an understanding of mapping from the world scale to the locality, using a variety of scales, keys and symbols. This type of work needs to be introduced earlier in the key stage.
138. Key Stage 1 pupils have recently visited the seaside but there is no clear understanding or recording of the geographical skills and concepts to be learnt as a result of their study. Year 2 pupils have a limited knowledge of the world, as seen through their very basic mapping skills. The geography curriculum is identical for Year 1 and Year 2 pupils, and also for Year's 3 and 4 pupils, and in consequence there is

neither an appropriate match of work to the full range of ability nor clear progression in learning as pupils move through these four years. In most lessons all children undertake the same work regardless of their ability. There is also variation in the amount of time allocated to geography, which is sometimes too low.

139. Resources are insufficient, and the opportunity of having a multicultural community within the school could be better exploited. For example, similarities and difference between life in Pakistan and Britain are not explored enough through pupils' own experiences. Teachers do use the local environment and more distant locations well as a resource at both key stages.

HISTORY

140. Too few lessons were observed to form a judgement on standards of teaching, but a review of current and previous work indicates that the school is improving its performance in history. At the time of the previous inspection standards were below average for both key stages. They have improved at Key Stage 2 where they are now average but are still too low at Key Stage 1.
141. Standards at Key Stage 1 are below those expected because insufficient time is given to the subject, teachers' expectations are too low and their subject knowledge is not secure. Throughout the school not enough emphasis is given to the development of historical skills. Pupils are beginning to employ them by Year 5 and 6. However, their ability to discover things about people and events from a range of suitable evidence sources and to present their findings in various ways is being limited by insufficient opportunities to practise these skills and too narrow a range of sources from which to draw information.
142. By the end of Key Stage 1 pupils are beginning to develop a sense of chronology, through recalling events in their own lives and predicting future changes 'when they grow up'. They are learning to recognize changes over time through comparing toys of today and yesterday. Their work on 'holidays' has been drawn from a visit to the seaside and is due to be extended through recollections of holidays from an earlier era by an older person who is to visit the class. This approach is effective in helping the pupils to see the importance of first hand experiences as a source of information. However, the work is not sufficiently challenging overall or matched to the ability of each pupil for him or her to make suitable progress in history. A review of the scheme of work is about to be undertaken and this is needed to sort out exactly what is to be expected from pupils of different ages. Years 1 and 2, and Years 3 and 4, are in mixed aged classes and currently this difference in expectations between the age bands within classes is not identified in the planning. This can result in some pupils being given work that is too easy.
143. By the end of Key Stage 2 pupils' knowledge and understanding of people and events is consolidated and extended through studies of the Tudors, Victorians, and of Ancient Greece, and they make satisfactory progress. The pupils in Year 5 make good progress in their study of Greece through opportunities to investigate questions of their own devising and through comparing accounts and illustrations of Athens and Sparta to look for similarities and differences between the two societies. This good example of historical research however, is unrepresentative of the school's general approach to history and needs to be developed in other classes. Another aspect to be developed is pupils' ability to convey their knowledge in a variety of ways. There is generally an overemphasis in the use of worksheets and pupils current work makes insufficient use

of historical vocabulary. Key Stage 1 pupils have insufficient knowledge of common words and phrases that are used to denote the passage of time.

144. The school makes effective use of locations for learning, such as museums, and sites of historical interest for fieldwork, for example the visit by Year 5 to the 'plague village' of Eyam. This work is being effectively supported by information retrieved from appropriate web sites and from logical links made with geography. Uses of information and communication technology are limited but are currently being extended. The use of professional performers to role play people from earlier periods, such as a Viking warrior and a settler who worked with Years 3 and 4, is to be applauded as opportunities like this bring history to life in a way that much of the school's current practice does not.
145. A new co-ordinator has just been appointed. Already she has begun to identify what needs to be done to raise standards. She has spotted that historical enquiry is under-represented, and the need to develop resources and artefacts above and beyond books and worksheets to support enquiry. At present resources are very limited. There is a tendency to use photocopied work sheets and the use of artefacts, and primary source materials are less in evidence. This hinders the pupils' development of a real sense of period.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. The last time the school was inspected standards were well below the expected level. Although standards are still below average, they are improving rapidly, especially at Key Stage 2, and are now closer to the expected standard.
147. There are several reasons for this recent improvement. The school has installed a suite of more up-to-date networked computers and a co-ordinator has recently been appointed who has good subject and technical knowledge. She has produced very effective guidelines and support materials, and is providing very helpful advice guidance and training for her colleagues. The school has timetabled weekly information and communication technology lessons to ensure that pupils are given regular opportunities to develop their skills, knowledge and understanding and the co-ordinator has instigated records in the subject that monitor both frequency of use and range of ICT applications. The school now has an effective scheme of work that ensures good progression in pupils' learning.
148. At Key Stage 2 pupils are making good progress in acquiring and using information and communication technology skills, especially in those classes where teachers have good subject knowledge and have acquired ways of using the networked system to advantage. This is particularly noticeable in a Year 3/4 class and in Years 5 and 6 where teaching is good or very good. In these classes children are now achieving work at the expected standard, and occasionally exceeding it. Because the hardware, software and scheme of work are new, the school has not yet reached a satisfactory level overall across the subject. For example, some pupils in the juniors still have to be shown how to save their work. Some strands of the subject are still under-represented, for example, data work, including using sensors to measure temperature and light. However, the rate of pupils' progress is good and the expected standards are steadily coming within reach. The children in Key Stage 1 are making satisfactory progress but the rate of progress and standard of work is less evident than that of the older children because staff confidence and expertise is less. The national training scheme in information and communication technology for teachers is due to begin soon and this will be enhanced by additional support given by the co-ordinator.

149. The good progress at Key Stage 2 is also associated with the good attitude of the pupils to information and communication technology. They enjoy the subject; work with sustained concentration, pay close attention to instruction and work well collaboratively. Some pupils benefit from the skills they have acquired at home, which are capitalised upon well in the good lessons. Part of their enjoyment comes from imaginative and challenging work that is a feature of the best teaching and the way in which computer skills are used to undertake tasks in other subjects. For example, the oldest pupils are learning to acquire information on a range of subjects from web sites through a series of strategies, evaluate the content and save information and addresses for further research. Year 5 pupils have been using a digital camcorder and an editing suite to create a record of an interview with a television film producer on a contentious issue from which a range of English activities are being developed.
150. Uses of information and communication technology across the curriculum are being well developed but there is still some way to go. The creation of the 'Success Maker' suite of dedicated computers contributed significantly to learning in English and mathematics, especially for pupils with special educational needs. Much of the content of the weekly information and communication technology skills lessons are drawn from other areas of the curriculum. For example, the work in Year 5 where pupils are using the Internet to obtain information prior to their visit to Eyam, the 'plague village'. Once new computers are installed in classrooms in accordance with the school development plan the pupils' skills will be in a position to be developed further as teachers will be better able to build upon skills learned in the computer suite.
151. The good progress achieved since the last inspection reflects the strong leadership of the teacher responsible for this subject, the commitment given to information and communication technology in the school's development plan, and the good use of national and local funds.

MUSIC

152. Standards are typical of those seen in most schools at both key stages. Since the last inspection when standards in music were judged to be unsatisfactory, there has been an improvement. All groups of pupils make satisfactory progress.
153. The children really enjoy singing together in assemblies. Most pupils sing in tune and can follow a melodic line. They are enthusiastic and produce a sound that has good quality and tone. The pupils hear a range of music when they come into assembly but opportunities are not always given for them to talk about the music or find out anything about it.
154. Teaching is good overall. In the lessons observed, both good and excellent teaching was seen in Key Stage 2, and good and satisfactory teaching in Key Stage 1. In the good lesson in the Year 1/2 class, the children used different percussion instruments to create a particular musical effect, as the teacher was reading the story of Jack and the Beanstalk. This gave them a focus for their efforts and they had fun with the activity. In the more ordinary lesson in the parallel class, the children were not given any direction as to how to use the instruments, which, despite their enjoyment, slowed their skill development. In the excellent lesson seen in the Year 3/4 class, the enthusiasm of the teacher motivated the children to work hard and learn effectively. They were able to clap-out rhythms accurately and identify a range of different rhythms from charts in the classroom.

155. There are no opportunities given for pupils to join in extra-curricular opportunities to broaden their musical skills. The school has recognised this and has bid for inclusion in a multicultural music initiative.
156. The subject is well led. Teachers have been given good guidance about what to teach. They now follow a scheme of work which gives them confidence to teach the subject and ensures that skills are taught in a systematic way. Staff have also received in-service training which has further improved their confidence in teaching music. Resources are improved and are now adequate to teach the subject. They are well used to give pupils first hand experience of making music.

PHYSICAL EDUCATION

157. Standards are broadly typical of those found in most schools and have been maintained since the last inspection. All pupils make satisfactory progress.
158. Pupils undertake swimming lessons in Years 3 and 4. However, very few children achieve the national standard of being able to swim 25 metres before they leave the school. One reason is that few pupils experience regular swimming activity outside their spell of lessons. From their gymnastics experiences in Years 3 and 4, the pupils know about the effect that exercise has on their bodies and understand the importance of warming up prior to starting skill practices.
159. In gymnastics activities, teachers mostly manage the pupils well and give the opportunity for some children to demonstrate their skills to the others. For example, one child demonstrated how to balance, jump and end his movement with a forward roll. In the games lesson in Year 3/4, the children were given the chance to refine their skills of throwing and catching and passing and receiving a ball with a hockey stick. The teacher and pupils were dressed appropriately for the lessons. However, some silly behaviour from a small group of children resulted in the pace of the lesson dropping briefly for the rest. Partly because of this, progress was restricted because too much time was spent listening to the teacher instead of practising the skills which were planned for.
160. Leadership is satisfactory. The co-ordinator is in his first year of leading the subject and is enthusiastic to develop it. Lessons have been observed and feedback given to teachers which has helped them improve their subject knowledge. Under the leadership of the co-ordinator, the school has adopted the new national guidelines for the teaching of physical education, which is also giving staff more confidence to teach the subject.

RELIGIOUS EDUCATION

161. Standards in religious education are broadly typical of most schools at the end of Key Stage 2. This is an improvement since the last inspection. However, at the end of Key Stage 1, standards are below average as they were at the time of the last inspection. Overall, progress is sound at Key Stage 2, but unsatisfactory at Key Stage 1.
162. In Key Stage 1, children have only a limited knowledge that people hold different religious beliefs and that worship is undertaken in different ways and in different places because these concepts are not dealt with regularly enough. For example, a Year 1/2 class talked about the differences between the Muslim, Jewish and Christian faiths, but found it difficult to describe these fully. In Key Stage 2, pupils are given plenty of opportunities to study other faiths and participate in visits out of school to different

churches and places of worship. For example, Year 6 pupils have visited a Roman Catholic church and a Methodist church to compare these. This gives them first hand experience of differences between faiths such as the range of symbols used in different denominations. Good use is made of visitors into school to talk to the children and the pupils are eager to share their ideas and opinions with them. For example, a local vicar has been into school to talk to the children about his work.

163. Only one lesson was seen in a Year 3/4 class and the teaching was satisfactory. The teacher showed good subject knowledge and used questioning well to reinforce the children's knowledge about the special places in a Church. The children were able to talk about the font, pulpit and the significance of the cross in the Christian religion. Some of this knowledge was reinforcement rather than breaking new ground.
164. The co-ordinator has only been in post for a short time but she has the expertise and enthusiasm to be an effective subject leader. The school uses the locally agreed syllabus for religious education but this is being supplemented by national guidelines. Resources are just adequate at present but a good quality collection of real symbols and artefacts is needed to enrich the curriculum for the children. The co-ordinator has already identified the key areas for development in the subject and shows that she has quickly got to grips with what will be needed to raise standards.