

INSPECTION REPORT

ST. GILBERT'S RC PRIMARY SCHOOL

Eccles, Manchester

LEA area: Salford

Unique reference number: 105954

Headteacher: Mr P Hamilton

Reporting inspector: Mr G Alston
20794

Dates of inspection: 12 – 15 March 2001

Inspection number: 233550

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Cambell Road
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Postcode: Manchester
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Appropriate authority: The Governing Body

Name of chair of governors: Mr S Garratt

Date of previous inspection: 8 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20794	Mr G Alston	Registered inspector	English Physical education	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
19740	Mr A Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10144	Mrs M Marriott	Team inspector	Special educational needs English as an additional language Mathematics Art and design	
19709	Mrs J Fisher	Team inspector	The Foundation Stage Geography History Music	How good are the curricular and other opportunities offered to pupils?
28320	Mr R Willey	Team inspector	Equal opportunities Science Information and communication technology Design and technology	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average sized primary school with 272 pupils ranging from 3 – 11 years in age; there are slightly more boys than there are girls. In the nursery and reception classes there are 58 children aged six years and under in the Foundation Stage. The school population is predominantly white and there are no pupils for whom English is an additional language. The number of pupils entitled to free meals, and the number of pupils identified as having special educational needs due to learning or behavioural difficulties, is below the national average. The school serves two large council estates and children's attainment on entry to the school is below the expected level for their age. There is one pupil who has a statement of special educational needs. This is a popular school with parents which, after having had no permanent headteacher for two years, has recently appointed a new headteacher and deputy. Since the last inspection there have been six new members of staff.

HOW GOOD THE SCHOOL IS

This is a good school that has worked very hard since the appointment of the new headteacher and is beginning to improve further the education it provides for its pupils. It is effective because staff, pupils and parents enthusiastically contribute to the life of the school. Pupils are well taught and achieve good standards in English and mathematics. The school strongly supports its inclusion policy and ensures all pupils are valued. It is very well led and managed by the headteacher with support from a conscientious management team and a dedicated staff and governors. As a result, it gives good value for money.

What the school does well

- Pupils of all abilities make good progress in their lessons and achieve good standards in English and mathematics by the time they leave the school.
- The quality of teaching is good. Teachers have high expectations of pupils, have a good relationship with them and set interesting and challenging tasks. As a result, pupils behave well, form very warm relationships and try very hard with their work.
- The headteacher, with the support of a caring staff, provides very good leadership and in consultation with a conscientious governing body ensures that money is used effectively.
- The school has very good links with parents and the support parents give to pupils at home is a great help to them. Parental support in raising funds is good.
- The school provides a stimulating curriculum enriched by visits, visitors and an appropriate range of out of school activities. Very good provision is made to help pupils develop spiritually, morally and socially.

What could be improved

- The quality of pupils' handwriting and the number of opportunities for pupils to write at length in English and in other subjects in Key Stage 1.
- Recorded information about pupils' achievements through assessment in subjects other than English and mathematics.
- The balance of the curriculum, particularly the amount of time given to the teaching of science in Key Stage 2 and for pupils who are withdrawn from lessons and miss parts of other lessons.
- Provision for children under the age of five in the Foundation Stage with reference to the length of the day being too long and the unsatisfactory condition of the internal and external accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The new headteacher has been instrumental in the good progress the school has made in its planned programme of improvement since the last inspection in September 1997. However, in a minority of instances further improvements are still needed. The clearly defined and well-organised management structure is effective in monitoring the quality of teaching, evaluating the work of the school and in supporting new developments. The role of coordinators has been successfully promoted and their influence in developing their subjects and supporting teachers is beginning to have a positive impact. The headteacher and senior managers regularly observe lessons and there is a planned programme

for coordinators to monitor the teaching of their subject. The school has improved its resources in information and communication technology (ICT) significantly, developed an appropriate scheme of work and provided effective support and training for teachers. This in turn has increased teacher expertise and confidence and as a result, standards are beginning to rise. Teachers' planning has significantly improved: and nearly all subjects now have appropriate schemes of work that provide clear guidance for teachers, these are not yet fully implemented. Good assessment procedures are in place in English and mathematics but in other subjects pupils are not regularly assessed. This means there is little recorded evidence of pupils' achievements and, as a result, teachers' planning to build effectively on pupils past learning is insecure. The school now meets statutory requirements in its arrangements for reporting pupil attendance and curriculum matters to parents. The priorities the school has identified for development, along with its enthusiasm and commitment to higher achievement, give the school a good capacity for further improvement.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	B	B	A	A
Mathematics	A	B	B	B
Science	B	D	C	C

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The information shows that results in English are well above the national average, in mathematics are above average and in science are average. Compared with schools, who have pupils from a similar background, results are well above average in English, above average in mathematics and average in science. Trends over time show results have been consistently above average in English and mathematics but not in science. Inspection findings agree with test results; by the time pupils leave the school they achieve well in English and mathematics and attain above average standards. In science, pupils achieve well in lessons but because the amount of time given to teaching science is not sufficient, pupil achievement is satisfactory over time enabling them to achieve average standards. The results of the 2000 National tests for 7-year-olds show that results are below average in reading, writing and mathematics. When the school's results are compared with schools with pupils from similar backgrounds they are well below average in reading and writing and below average in mathematics. This reflects the cohort of pupils who took the tests in 2000. In the Year 2 class there was a higher proportion of pupils with special educational needs than is normal for the school and a lower proportion of higher attaining pupils. Trends over time show results have previously generally been above average. Inspection findings do not reflect 2000 results. Pupils achieve well and pupils' attainment in reading and mathematics is above average and average in writing. The impact of the Literacy and Numeracy Strategies is helping to raise standards. In ICT, at the end of both key stages pupils' attainment is in line with national expectations. Across the school, pupils achieve well in art and appropriately in other subjects. This shows that standards have been maintained in nearly all subjects and improved in art. The standards in design and technology are below the expected level. There is no significant difference in the progress made by boys and girls although test results show boys do better than girls in English. Pupils with special educational needs make good progress in relation to their prior attainment as a result of the good support they receive. In Key Stage 1, standards in reading and mathematics are sufficiently high but not in writing. Pupils' handwriting skills are not as good as their other language skills and there are too few opportunities for pupils to write at length. In Key Stage 2, standards in English and mathematics are sufficiently high but in science standards are not sufficiently high. The school has met the targets it has set itself in national tests and has set appropriate ones for the future.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn. They settle quickly to tasks and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Behaviour both in lessons and around the school is very good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Personal development is very good and pupils have a clear sense of responsibility. Relationships are very positive. Pupils play an important role in the life of the school.
Attendance	Although attendance is below average pupils enjoy coming to school.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good. Teachers successfully meet the needs of all pupils. Across the school all of the teaching was at least satisfactory, and 36 per cent was very good or better. Two lessons were judged to be of excellent quality. This shows an improvement since the last inspection when four per cent of teaching was unsatisfactory and only nine per cent was very good. Overall, the teaching of English and mathematics is good and the skills of literacy and numeracy are effectively taught. The school has identified writing as a priority and has plans to introduce a programme to address this. Pupils are well motivated by the challenging tasks teachers prepare. Teachers establish a good relationship with their pupils and have high expectations of pupils' behaviour and work output. Pupils respond very positively and try hard to reach the high standards they are set. The good teaching is instrumental in helping pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; effective planning; strong emphasis on numeracy and literacy. The curriculum caters well for pupils' interests and needs but there is not enough time allocated to science in Key Stage 2. Pupils who are taken out of class for music miss important parts of their other lessons. An appropriate range of out of school activities, many trips and visitors enrich pupils' learning. There remains a lack of appropriate outdoor play facilities for children under the age of five.
Provision for pupils with special educational needs	Good. Teachers plan valuable tasks and provide well matched activities based on clear targets that enable pupils to learn effectively. Classroom assistants provide good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are many opportunities in lessons for pupils to show initiative and be responsible for their own learning. Good role models from staff, very clear expectations of behaviour. Mutual respect between everyone in the school ensures pupils develop a mature understanding of their social and moral responsibilities.
How well the school cares for its pupils	Pupils are sensitively looked after in a warm, caring environment. Teachers know pupils well. There is good assessment in English and mathematics but not in other subjects. The school day is too long for young children, particularly the lunch break.
Parents support the school well, both in raising funds and by helping pupils at home with their work. The school tries hard and successfully keeps parents informed about the work of the school and of their children's progress.	

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership and has dealt admirably with the changes in staffing and school improvement. He is well supported by the management team and there is a very good team approach in decision making and day to day organisation.
How well the governors fulfil their responsibilities	Very good. Governors are very supportive and carry out their duties well. They have an effective committee system that enables them to monitor and analyse the work of the school and to be kept fully informed. The school considers carefully how it can get best value in purchasing equipment and services.
The school's evaluation of its performance	Good. The school carefully evaluates its performance. Where areas for improvement have been identified the school considers and implements ways to raise standards. Co-ordinators conscientiously manage their subjects and their effectiveness and skills in monitoring and further improving the teaching and learning are developing successfully.
The strategic use of resources	The money the school receives is used well and resources are effectively deployed. In view of the above average standards achieved, the average income, effective teaching, and the good progress made by pupils, the school gives good value for money.
The external accommodation is in need of repair in places. In the nursery class, the quality of internal decoration and the available facilities are not conducive to creating a good learning environment.	

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching and the behaviour of pupils. • The progress pupils make and the standards they achieve. • The management and leadership of the school. • The information the school provides. • The attitudes and values the school promotes. • The amount of homework pupils receive. 	<ul style="list-style-type: none"> • The range of out of school activities that the school provides.

Parents' views of the school are very good. From the responses made in the questionnaire and from the meeting with inspectors the vast majority of parents were pleased with all aspects of the school. Inspectors' judgements support these positive views. The school provides a number of out of school activities similar to that found in most schools and many pupils enthusiastically attend. The school has plans to further increase these activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2000 National tests for 7-year-olds show that results are below average in reading, writing and mathematics. Teacher assessments indicate pupils' attainment is average. When the school's results are compared with schools with pupils from similar backgrounds they are well below average in reading and writing and below average in mathematics. This reflects the cohort of pupils who took the tests in 2000. In the Year 2 class there was a higher proportion of pupils with special educational needs than is normal for the school and a lower proportion of higher attaining pupils. Trends over time show results have previously generally been above average. Inspection findings do not reflect 2000 results. Pupils achieve well and pupils' attainment in reading is above average and average in mathematics and writing.
2. At the end of Key Stage 2, results in English are well above the national average, above average in mathematics and average in science. Compared with schools, who have pupils from a similar background, results are well above average in English, above average in mathematics and average in science. Trends over time show results have been consistently above average in English and mathematics but not in science for the last two years where they have been below average and average. Inspection findings agree with test results; pupils achieve well in English and mathematics and achieve above average standards. In science, pupils achieve well in lessons but because the amount of time given to teaching science is not sufficient, pupil achievement is satisfactory over time enabling them to achieve average standards. There is no significant difference in the progress made by boys and girls although test results show boys do better than girls in English. Pupils with special educational needs make good progress in relation to their prior attainment as a result of the good support they receive. In Key Stage 1, standards in reading and mathematics are sufficiently high but not in writing. Pupils' handwriting skills are not as good as their other language skills and there are too few opportunities for pupils to write at length. In Key Stage 2, standards in English and mathematics are sufficiently high but in science standards are not sufficiently high. The school has met the targets it has set itself in national tests and has set appropriate ones for the future.
3. In the previous report, the areas of weakness identified were the underachievement in information and communication technology (ICT) in both key stages. Provision for ICT has significantly improved; the school has recently invested heavily in resources for ICT, developed an ICT suite and pupils and staff are enthusiastic. The school has provided effective support and training for teachers in ICT, where they were least confident, and as a result, standards are in line with expectations at the end of both key stages and are rising.
4. Initial assessment records show that children who are under the age of five enter school with below-average speaking and listening skills, number skills, and personal and social skills. Overall, children achieve well in all areas of learning and the good experiences provided in the Foundation Stage make it likely that, by the time they are ready to start Year 1, they will reach the early learning goals in communication, language and literacy development, mathematical and physical development, knowledge and understanding of the world, and creative development. They are on course to exceed these goals in personal, social, and emotional development. However, the outdoor play area is too small and there is a lack of equipment for

balancing and climbing. As a result, children's progress in their physical development is restricted.

5. Overall, pupils' attainment in English by the end of both key stages is above average. In Key Stage 1, pupils achieve well in reading and speaking and listening and appropriately in writing. In Key Stage 2, pupils achieve well in reading, writing and speaking and listening. By the end of both key stages, pupils' attainment is above national expectations in reading and speaking and listening. In writing, pupils' attainment is in line with national expectations at the end of Key Stage 1 and above by the end of Key Stage 2. By the end of Key Stage 1, pupils listen carefully and are becoming confident in expressing their ideas; for example, in the Literacy Hour. By the end of Key Stage 2, pupils contribute appropriately to class discussions. Most pupils are able to explain clearly their views using appropriate vocabulary; for example, in a Year 6 discussion about what makes a good story. In reading, all pupils show a developing enthusiasm for books. By the end of Key Stage 1 most of them can successfully attempt to read unknown words. The most fluent, confident readers are beginning to recognise the structure of stories and use the correct vocabulary to evaluate a book. By the end of Key Stage 2, the best readers are able to discuss with clarity and understanding the texts they read. Pupils understand indexes and glossaries and the skill of summarising the main information points is well developed. By the end of Key Stage 1, pupils display appropriate ability in their creative writing, and their vocabulary shows imagination. However, there are too few opportunities for them to write at length or for different purposes in Years 1 and 2. Pupils' handwriting is not as good as their other language skills, such as spelling and use of grammar where they have good skills. Evidence from scrutiny of Year 2 pupils' work in September indicates that at the start of the year pupils' attainment was below the expected level and good progress has been made since then. By the end of Key Stage 2, higher- and average-attaining pupils use appropriate expressive language and grammatical awareness in a variety of well-structured and planned work. Pupils' skills in spelling are sound, and handwriting is accurate and fluent.
6. Overall, in English, progress is good for pupils of all levels of attainment, including those with special educational needs. Pupils make appropriate gains in their ability to express thoughtful ideas about a story. In reading, higher-attaining pupils have made good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library systems of classification. Higher- and average-attaining pupils make steady progress in their ability to write at length and for specific purposes. The narrow range of opportunities for pupils to write creatively and at length in Years 1 and 2 limits progress in this aspect of their work.
7. Pupils' attainment in mathematics is average by the end of Key Stage 1 and above average by the end of Key Stage 2. All pupils achieve well and make good progress in Key Stage 1 and very good progress in Key Stage 2. Evidence from scrutiny of Year 2 pupils' work in September indicates that at the start of the year pupils' attainment was below the expected level and good progress has been made since then. By the end of Key Stage 1, most pupils are confident in applying the rules of addition and subtraction. Most pupils' understanding and use of appropriate mathematical language are satisfactory. There are appropriate opportunities for pupils to use their mathematical knowledge in practical situations and their skills in this area are sound. By the end of Key Stage 2, pupils have rapid recall of number facts and are able to make speedy mental calculations. Pupils are confident in developing their own strategies for solving problems and are successful in explaining their reasoning. Pupils make good progress in fractions, decimals, and percentages. Data-handling skills are good. Pupils' knowledge of shape, space and measures is sound. In mathematics, pupils' progress in the knowledge and understanding of number through

both key stages is enhanced through regular practice in mental calculation and the revision of number facts. Pupils' progress in language and reasoning skills is good in both key stages; there are lots of opportunities for them to apply their knowledge in practical situations.

8. In science, pupils' attainment is average by the end of both key stages. Overall, pupils achieve appropriately and progress is satisfactory in both key stages. By the end of Key Stage 1, pupils are beginning to develop a satisfactory scientific approach and exhibit sound skills in observation and communicating their findings. They are secure in their knowledge of humans and of common materials. By the end of Key Stage 2, pupils have a good grasp of appropriate scientific vocabulary. They are able to successfully predict the outcome of experiments and base their conclusions on their understanding of scientific processes. A good range of opportunities to investigate and experiment enhances pupils' ability to recognise the need for a fair test and understand why this is important, plan and carry out their own experiments and select relevant equipment. Pupils have a satisfactory knowledge of the natural world, materials and their properties and the physical world.
9. In ICT, pupils' attainment is in line with national expectations by the end of both key stages. As a result of a major input of resources and training recently, all pupils, including those with special educational needs, are now making good progress. By the end of Key Stage 1, most pupils are confident in the use of a 'mouse' with simple software packages and are beginning to enter text using a word-processor package. By the age of eleven, pupils are able to start up the computers and locate the appropriate programs. They can access and save their work. However, pupils have not yet developed appropriate keyboard skills but are able to use the mouse with control. They successfully use terms such as, drag, clip-art, rotate and edit. Pupils can successfully organise and refine information in different forms. The use of computers to help develop work across other areas of the curriculum is developing.
10. In both key stages, all pupils make good progress in art and achieve well to exceed the expected level for their age by the age of 11. In geography, history, music and physical education pupils make satisfactory progress and achieve levels appropriate to their age by the time they leave the school. This shows that standards have been maintained in these subjects. In design and technology the standards that pupils achieve by the time they leave the school are below the expected level for pupils of this age. This is because until recently there were very few planned design and technology lessons for pupils. Due to the way the curriculum is organised and because of timetabling constraints during the inspection it was not possible to see history. Therefore judgements are made from scrutiny of pupils' work, teachers' planning and through discussions with pupils and teachers. There is no significant difference in the progress made by boys and girls.
11. The school has made a good effort in introducing the National Literacy and Numeracy strategy. However, pupils' literacy skills, which are above the expected level, are not given sufficient emphasis in other subject areas in Key Stage 1. Pupils' writing skills are not used sufficiently well; there are too few opportunities for them to write at length or for different purposes; for example, in geography and history. In Key Stage 2, pupils' literacy skills are given sufficient emphasis and further developed in other subject areas; there are opportunities for pupils to write at length for different purposes, for example, Year 3 write about features of Winton in geography, while Year 4 write about 'friendship' and 'what makes a good friend'. Pupils in Year 5 build on these skills successfully to plan, edit and present their ideas on life in Victorian times. Likewise, there are sufficient opportunities for reading for information. The learning in many subjects is enhanced by opportunities presented to pupils to use their research

skills for example, in science, history and religious education. However, a lack of books both in the library and in classrooms limits this aspect. Pupils' numeracy skills, which are above the expected level, are used appropriately to classify, compare and measure in several subjects, examples were seen in art, design and technology, ICT and science. The school has set itself challenging targets for literacy and numeracy that it is on course to meet. Good assessment and recording procedures are used effectively to set individual targets for pupils to achieve which is helping to maintain the good standards.

12. Pupils with special educational needs achieve well and make good progress towards the targets set for them in their individual education plans. This is because tasks in the classroom are planned effectively by the teacher to meet their needs and the classroom assistants provides good support. The quality of individual education plans is good. They are compiled by class teachers, classroom assistants, the special needs coordinator and outside agencies. Learning targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and targets modified according to pupil performance. Pupils are well supported in the classroom or when taught out of the classroom in small groups or as individuals. An example of this was in a literacy lesson with a Year 2 pupil who studied vowel sounds in words (with the help of a language support assistant). With effective support, and the use of a well-chosen game, the pupil extended his knowledge of words with 'ay' such as day, ray and Tuesday. This provided the pupil with the opportunity to contribute successfully to the lesson and raise his confidence and esteem.

Pupils' attitudes, values and personal development

13. In the previous inspection the quality of these aspects was considered to be a strength of the school, being good in all aspects. Behaviour was very good; pupils applied themselves well, concentrated well, joined in discussions, worked in groups productively and supported each other well. Relationships across the school were judged to be very good, with pupils responding well to the school's behaviour policy. However, some loss of concentration was noted in a few less well-planned lessons. The school has worked hard to maintain and improve these positive aspects. All of these aspects are now considered to be very good, apart from attendance, which is satisfactory. There is a warm, caring atmosphere in the school, where very good relationships thrive.
14. Children settle very quickly into the school's routines and establish a positive approach to learning from the nursery class upwards. In all areas of the school, pupils are happy within the school environment. The school's nursery provision develops a very smooth link for pupils from one stage of education to the next. Pupils are very well motivated and respond very well to the positive praise and further encouragement offered by staff as part of their behaviour policy, incorporating personal development. Only in a very few isolated instances did a small number of pupils find some difficulty in sustaining their attention and motivation. These were in lessons where the pace was not consistently maintained to a high degree. Pupils are very eager to share their work with teachers, other pupils and visitors. For example, a Year 3 pupil brought a piece of art she had created in her lesson onto the playground at break-time to show to the teacher on duty and to the inspector. Pupils with special educational needs have very positive attitudes to the school and are well integrated within the school community. The relationships between pupils and adults are very good and pupils gain quickly in confidence and make good progress through the school.
15. Behaviour during the inspection was very good. Pupils are very quick to settle to their tasks and behave in a very responsible and helpful manner. On occasions, in their

eagerness to participate in some class activities, a small minority of pupils forget to put up their hands and call out in order to offer their opinions. Teachers deal with this in a very positive manner by reminding them of class rules and the correct way to respond. Pupils show a deep regard for and concern for other pupils. For example, in a lunchtime incident, pupils were clearly distressed when they accidentally knocked over a pupil and were almost in tears themselves as they attempted to help her to the supervisor on duty. No aggressive or boisterous behaviour was noted during the inspection. However, due in part to long lunchtime break when younger pupils become restless and tired and the limited size of the playground for the number of pupils, a significant number of minor bumps and trips were seen. There are no seating or quiet areas for the less energetic or more nervous pupils to occupy. For example, several were noted staying close to the nursery fence and around some wall areas of the main building. In discussions with pupils they said that they felt safe and expressed no concerns. They knew to talk with any member of staff if feeling in any way threatened. There have been no exclusions from the school in recent years. Pupils respond very well to the known expectations of behaviour by the school. The policy is constantly applied throughout the school by all staff and helps to maintain the very positive and caring and secure environment that the school has generated.

16. The personal development of pupils is very good throughout the school, with greater responsibilities towards the upper end of the school. Pupils are very eager to accept these responsibilities, acting as classroom assistants and monitors. They help staff and tidy away own desks and classroom. They assist generally around school. For example, at assembly they set out chairs, the overhead projector and tidy away afterwards. Older pupils assist younger ones with reading, in making 'Postman Pat' parcels and at break times. For example, they monitor doors as well as supporting other pupils. The school is very tidy and free from litter or graffiti; this is in part due to pupils' respect and ownership of the building and grounds. Relationships are excellent between all adults and pupils as well as between pupils themselves. For example, pupils show the same volume of respect to catering and supervision staff as they do to their teachers, which is a very mature and considerate approach.
17. Attendance is slightly below the national average. The school is aware of these figures and the detrimental impact of non-attendance and lateness on pupils' learning. They are seeking ways to improve these by making earlier contact with parents and attempting to make them more aware of the effect that good attendance and punctuality has upon learning. The overwhelming majority of pupils are very eager to come to school.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, the quality of teaching is good. Teachers successfully meet the needs of all pupils. Across the school all of the teaching was at least satisfactory, and 36 per cent was very good or better. Two lessons were judged to be of excellent quality. This shows an improvement since the last inspection when four per cent of teaching was unsatisfactory and only nine per cent was very good. Overall, the teaching of English and mathematics is good and the skills of literacy and numeracy are effectively taught. However, in Key Stage 1 insufficient focus is given to teaching handwriting and pupils are not given sufficient opportunities to write at length and in Key Stage 2 insufficient time is given to the teaching of science. A number of factors have contributed to the improvement in the overall quality of teaching:
 - a raising of teachers' expectations through target setting for pupils,
 - the improvement of teachers' short term planning,
 - the development of appropriate schemes of work for all subjects,
 - good assessment procedures in English and mathematics,

- there have been a number of new teaching staff appointed who have brought new ideas into the school,
 - staff training has been beneficial in improving the teaching of English, mathematics and information and communication technology.
19. Overall, the teaching for children under the age of five in the Foundation Stage is good. In the lessons seen all the teaching was at least satisfactory and in 40 per cent of lessons it was very good or better. Teachers' planning is carefully based on the early learning goals for children of this age. Relationships are very good and the teachers have a good understanding of the needs of young children in these areas. The nursery nurses and the teachers cooperate and work well together, planning suitable activities to build the children's confidence and skills including extension work for higher attaining pupils. In an excellent language lesson aimed at increasing children's understanding of phonemes in the story of 'Little Red Riding Hood', the teacher interacted well with the children inspiring them to contribute enthusiastically to the discussion. The children were highly motivated by the use of a puppet and their knowledge was greatly increased. In a very good mathematics lesson, good informal assessment took place leading to each successive step building effectively on children's past knowledge. A strength was the way the teacher adapted the activities according to how well the children achieved, eventually leading all children successfully completing the task. The lesson was well organised to encourage children's independence and initiative in learning. However, outdoor play facilities are limited and restrict opportunities for children's play and development. Similarly, inside the nursery, the poor quality of the decoration and the size of the quiet area detract from the good teaching taking place and is not conducive to a stimulating environment. Staff try hard and good use is made of displays and the limited areas.
20. In Key Stage 1 the teaching is good. In the lessons seen, 56 percent of the teaching was of good quality and in 25 per cent it was very good. Where teaching is of high quality, careful preparation provides a good range of resources to support pupils' learning and pupils are motivated well by praise and encouragement. The teacher has high expectations of pupils and they respond enthusiastically. Lessons are well planned and organised, providing pupils with challenging tasks. An example of very good teaching was in a Year 2 mathematics lesson when pupils explored adding multiples of 10. The pupils responded enthusiastically to the quick fire question and concentrated hard. As a result they enjoyed the activity and reached a good understanding of how to add multiples of 10. A strength was the opportunity the teacher gave pupils to explain their strategies. In response to $47+41$, one pupil explained 'double 40 to get 80, then $1+7=8$, and $80+8=88$ '. Questioning was used effectively to promote and assess understanding and the teacher gave immediate extension or reinforcement as the needs arose. In a good Year 1 science lesson as pupils reflected on the purpose of roots in plants, the teacher used perceptive questions that focused pupils on the task and valued their contributions to the discussion. The lesson provided pupils with the opportunity to examine roots and predict what they thought might happen in various conditions. Careful questions promoted pupils' thinking, for example, after showing pupils an unhealthy pot-bound plant the teacher asked 'What will happen if we put this in a bigger pot?' Pupils were amazed at the root system and enthusiastically replied 'It will get bigger and better!' In the literacy and numeracy sessions, the staff have established good classroom routines for pupils and there is an industrious working atmosphere. In less effective lessons, staff focus for long periods with one group and as a result the teacher has difficulty intervening with other groups and on these occasions progress for higher attaining pupils is limited. In other lessons, the tasks teachers provide do not challenge higher attaining pupils. Staff are skilled at using classroom assistants productively in the literacy hour, for example, in a shared writing session the assistant provided good

support to lower attaining pupils with their 'Word Spell' game. The plenary session is focused sufficiently well on re-emphasising points from the lesson or giving constructive feedback.

21. In Key Stage 2, the teaching is good. In the lessons seen the quality of teaching was good in 46 per cent of lessons and very good or better in 27 per cent. One lesson was judged to be excellent. The best lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a very good Year 4 literacy lesson, pupils focused on myths after carefully studying style and content in the story of 'Pandora's Box' with the support of the teacher. The teacher used an effective range of teaching strategies and had high expectations of what pupils could achieve and how they should behave. In this lesson, discussion and questions were used well to challenge pupils thinking, to inspire ideas and to see alternative possibilities. Whole class teaching was effective, but pupils also had the opportunity to work independently or collaboratively, which they did well. This resulted in pupils settling quickly to the task, working at a good pace and producing work that indicated they clearly understood the idea of myths and fables. In an excellent Year 6 mathematics lesson, the teacher used her time well in monitoring and supporting pupils as they worked in groups exploring the use of coordinates in two-dimensional shapes. She listened carefully to the discussions, joined in when necessary, ensuring opportunities to extend and clarify pupils' ideas were effectively taken. In other very good lessons, teachers use questions well to check on past and present learning and develop the lesson successfully from pupils' responses. In a good Year 6 science lesson, pupils investigated the life cycle of flowering plants. Very good use was made of open-ended tasks and questions for example, 'What do you think will happen if...?' or 'What do you think will be the effect of...?' The pupils responded with great enthusiasm and learnt a great deal from each other about the terms pollination, fertilisation, dispersal and germination.
22. Teachers have a good knowledge and understanding of the subjects they teach. In a good Year 5 information and communications technology lesson, the teacher's expertise and ability to demonstrate how to add text to a graphic excited the pupils. The teacher carefully balanced the amount of information she gave to pupils against effective questions to check on pupils' own knowledge. This resulted in pupils gaining a clear understanding of not only how to select and move a graphic and also how to add text. Very good resources supported the pupils' learning well. The good assessment in English and mathematics is used well to build effectively on pupils' past learning. The teachers' management of pupils is very good, ensuring good levels of discipline and creating an industrious working atmosphere. Teachers show great sensitivity towards pupils' needs and as a result pupils feel valued and confidently contribute to the lesson. Pupils are eager to learn and when given their task, respond positively by working hard and producing good quality work that is matched to their ability. The good teaching is instrumental in helping pupils make good progress.
23. The teaching of pupils who have special educational needs is good and is generally undertaken by the class teachers with the support of the special needs coordinator and classroom assistants. Teachers are familiar with the process of identifying pupils who have special educational needs and follow correct procedures. Targets are specific and teaching is appropriately focused. The classroom assistants who work with pupils who have special educational needs have very good relationships with the pupils and teachers. They are able to work in conjunction with the teachers to raise standards and to ensure that all pupils gain full benefit from their lessons. A strength of the provision is in the additional language support sessions when pupils who have special educational needs are taught individually out of the classroom. These pupils receive

very good teaching based on a thorough knowledge of their needs and a wide range of strategies that motivate pupils well.

24. Homework is used appropriately to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics with pupils. Good use is made of the reading diary and has great value as an effective link between home and school. For older pupils there are good opportunities to extend the work done in class at home. For example, in Year 3, after studying division and using division to solve problems, pupils are encouraged to solve further problems for homework.

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

25. Overall, the curriculum provided by the school is broad and balanced. The Foundation Stage for the under fives provides for all areas of children's learning and meets their needs satisfactorily. The planning meets the requirements for the Foundation Stage, although a policy is not yet in place. It provides children with a sound education that promotes their intellectual, physical and personal development and prepares them satisfactorily for the next stage of their education. However, the outdoor play area is too small and there is a lack of equipment for balancing and climbing. As a result, children's progress in their physical development is restricted.
26. The school provides a stimulating curriculum that meets the needs and interests of all of its pupils. It meets the statutory requirements of the National Curriculum. However, there is insufficient time allocated for science in Key Stage 2 and not enough opportunities for pupils to write at length in English and other subjects in Key Stage 1. The quality and range of learning opportunities in the school are good. They are enhanced by the provision of conversational Italian and specialist music tuition. The staff has worked hard to resolve the weaknesses identified in the previous inspection and improvements in issues identified then are satisfactory. Policies have been reviewed and a minority are now in the process of being re-written. Schemes of work are in place, reflecting the hard work undertaken by the coordinators. These schemes support successfully the step-by-step development of what pupils should know, be able to do and understand. However, they are not fully implemented in art, design and technology, physical education and the Foundation Stage. Since the previous inspection the school has adopted national guidelines in all subjects. There is a very good overall plan that shows when each aspect of the different subjects of the curriculum will be taught. The effective framework for planning is implemented effectively and consistently throughout the school. Planning builds steadily from term to term and year-to-year and is well matched to the age range in each class.
27. The National Literacy and Numeracy strategies are well established and have been implemented successfully throughout the school. The teachers' planning for literacy and numeracy is good.
28. The school fully responds to the Code of Practice for the identification and assessment of pupils with special educational needs. Although the policy is out of date, the school ensures that pupils are identified early and fully included in all aspects of school life. The school is to re-write the policy to meet the expected national guidance published in the Autumn term. The coordinator works closely with all members of staff. Individual education plans are very clear and well focused. Pupils have weekly targets to achieve and they understand what they have to learn. Record keeping and maintenance of pupil files are good. Classroom assistants are well deployed and support individual and small groups of pupils. Teaching materials are appropriate and enhance the

quality of learning for all pupils. The school promotes inclusion successfully within its Christian philosophy.

29. A satisfactory range of educational visits enriches and supports the curriculum. These include places of local interest such as the Trafford Centre, Manchester museum, The Lowry Centre and Gawsworth Hall. Residential visits by pupils in Year 6, to the Robinwood Activity centre take pupils further afield and deepen their awareness of other environments and give valuable opportunities for pupils to learn inter-personal and social skills. The provision of extra curricular activities such as French, choir and football is satisfactory, and all activities are well supported by pupils. A football club is well promoted and pupils compete successfully in inter-school sports such as football. Representatives of local services, such as the 'Crucial Crew' and the library and theatre workshops enhance pupils' understanding of emergency services and dance and drama.
30. Policies for equal opportunity are well understood by adults and pupils and are appropriately implemented throughout the school. There is no significant difference in attainment as a consequence of gender, disability, race or culture. Sporting activities are accessible to both sexes. Teacher questioning and allocation of jobs within the classroom showed no bias towards gender, ability or ethnicity. Pupils are not deprived of visit opportunities on the basis of cost. The occurrence of racial or gender based incidents is rare and, when they do occur, is promptly and seriously addressed. Pupils with special educational needs receive structured support and individual educational programmes are of a good quality. The school continues to be fully committed to equality of access and opportunity for all pupils and they are included in all aspects of school life. However, the withdrawal of pupils for extra support and music tuition during other lessons means that pupils miss important parts of other lessons. There are no pupils in the school for whom English is a second language.
31. The programme for personal, social and health education is good and is implemented effectively across the curriculum. Assemblies and 'Circle Time' are used well to give pupils opportunities to explore a variety of issues of how to develop themselves and deal with difficult situations and issues that arise in their lives. For example, in one Year 1 lesson pupils were asked the question 'what makes people happy' and in one assembly one pupil expressed the opinion 'all children are special.' The school nurse comes into school to talk about personal hygiene and to discuss issues regarding growing up with older pupils in Key Stage 2. The school has a policy for sex education and the police come into school to talk to pupils about drug awareness and 'Stranger Danger' as a self-protection issue.
32. The school has very good links with the community. Learning opportunities are provided through the curriculum using the community as a resource. The local church plays an important part in the religious education curriculum and the parish priest is a regular visitor to the school. The Library, the Police and the Fire Services also have a useful input into aspects of the school's provision, as do other visitors who provide input into the history and geography curriculum. For example, an Indian visitor showed pupils Indian dress and food and a grandmother talked about life in the 1940s. There are very good links with the high school including a very good exchange of records and information and sharing of teaching expertise and resources. The school makes good use of college students and work experience pupils to support their provision whilst providing them with invaluable experience.
33. Provision for the spiritual, social, moral and cultural development of all pupils is very good overall. The school provides very good spiritual, moral, social development and

good cultural development. This is an improvement in the cultural development since the findings of the previous inspection.

34. The provision for pupils' spiritual development continues to be very good, with time and opportunity allowed for them to reflect on aspects of their lives in assemblies and lessons. Pupils have a range of activities that give opportunities for quiet reflection. For example, the very good religious artwork and artefacts in the reception class create an atmosphere conducive to reflection and prayer. 'Circle Time' gives pupils opportunities to reflect upon the uniqueness of themselves and also on the consequences of their actions on others. Spirituality is particularly well developed throughout the school. Uplifting assemblies in which clear messages and appropriately related songs are used to reinforce the ethos of the school. There are designated quiet areas in the classrooms provide opportunities for pupils to reflect. In one assembly, the pupils listened with awe and wonder to the story of 'The Best Tools', eventually deciding that in relation to people, all are 'special'. There is a strong sense of purpose in the school, which encourages pupils to value themselves and each other. National charity appeals, such as the National Children's Homes appeal, allows pupils to reflect upon others less fortunate than themselves.
35. The provision for pupils' moral development continues to be very good. The school has clear systems that ensure that all pupils have a very good understanding of right and wrong. Rules are positive and encourage pupils to adopt appropriate attitudes and behaviour within the school community. Pupils are encouraged to understand the consequences of their own actions, to be honest, show self-restraint and contribute to the welfare of others in the school. Pupils are cheerful and confident. They show respect and courtesy to adults and visitors. Parents recognise that these values have a positive effect on their children and believe that pupils generally show high standards of behaviour. All adults provide good role models, which helps emphasise the moral provision in the school.
36. The provision for social development continues to be very good. Adults are very good role models and pupils are encouraged, through praise, to adopt appropriate social skills in relating to them and to each other. This very good practice is evident throughout the school. All pupils are made welcome and the caring attitude of the adults helps all pupils to fit in to the school's ethos and routines. Pupils' self esteem is developed sensitively and pupils are encouraged to take on responsibility. All pupils are encouraged to work together co-operatively in lessons and share ideas and equipment in a collaborative way when working, for instance in music and art lessons. Residential visits help pupils in Key Stage 2 to further develop their social skills.
37. The cultural development of pupils is good. This area has improved since the previous inspection. The curriculum offers a range of activities to develop pupils' local knowledge and cultural awareness. Knowledge of local culture is developed through subjects such as history and geography, for example, when pupils study the parking problems in Winton and the seaside at Tenby. The school has no links with areas of contrasting cultures, but a wider cultural awareness is developed through art and design. For example, displays in the school hall, representing all year groups, depict Australian Aboriginal, Kenyan art, Polynesian 'tapa' (bark cloth), Inca geometric motifs, Chinese blessing cards and African masks. These give pupils insights into culture and life-styles from the past and present. Members of other major world faiths visit the school. A wider cultural awareness is developed through other curriculum areas, such as in history where pupils study topics such as Ancient Greece, Tudor monarchs and Victorian Britain. Pupils study the Jewish customs and traditions as another major world faith, but there are limited opportunities to study the diversity of today's multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. At the last inspection this was considered to be generally satisfactory overall. However, there were some significant concerns. For example, the school's assessment and recording procedures were considered to be a key issue for attention. The school has reviewed these aspects and improved them so that they are now satisfactory.
39. The staff are strongly committed to fully supporting pupils in order to help them do as well as they can. The school has generated a family atmosphere of care and nurture for its pupils. Teachers are sensitive to pupil needs and show understanding and warmth in all relationships with them. Arrangements for the monitoring of personal development are satisfactory. The school's caring ethos, excellent relationships and the great confidence which pupils have in their teachers all contribute to the monitoring and support of personal development. However, the length of the lunchtime break is too long for younger pupils and many become restless and bored towards the end of the period, especially in adverse weather conditions.
40. Pupils are sensitively inducted into school and quickly settle into the welcoming environment. There are very good links with the local secondary school that ensure pupils have a smooth transition to the next stage of their education. There are good procedures in place for child protection and staff are kept well informed. The member of staff with responsibility for child protection fulfils the role well. He has been trained and has an update course planned for the spring term in order to maintain awareness of current legislation. He ensures that all staff know to be always vigilant and what to do if they have any concerns. There are good relationships with outside support agencies and these are beneficial to the school. There are currently two trained first aid persons in the school. The school has plans to invite other staff to have training in this area.
41. The school is effective in promoting the welfare and safety of its pupils. There is a health and safety policy and there are annual checks and risk assessments carried out. There are termly fire drills, and the recorded time taken to evacuate the building is recorded. Attendance and punctuality are carefully monitored. The school works hard to improve attendance through its system of early follow up on any unexplained absence or absence of two days without contact from parents. The educational welfare officer is a regular visitor to the school and reviews the attendance registers. He follows through any matters and supports the school well by contacting families who are unresponsive to the school's attempts to contact them. Pupils with special educational needs are regularly assessed and their work monitored on a daily basis. The results of this monitoring are used to plan the next steps in pupils' learning. The school has evaluated the effectiveness of the system of withdrawing pupils for individual or group support. The results clearly show an improvement in pupils' achievement. The school is successful in moving pupils from the special needs register and reviews this on a regular basis.
42. The school achieves very good standards of behaviour within the school building, around the playground and at lunchtimes. Stickers and merits are awarded for good behaviour as well as good work and personal achievements. There is a weekly whole school assembly during which the headteacher presents awards certificates to pupils. There are satisfactory systems in place for the elimination of bullying and oppressive behaviour should they occur. Staff work hard at rising pupils' self-esteem with a strong emphasis on making pupils feel important.

43. Overall, assessment and recording of pupils' attainment is satisfactory. The school has made a good start in improving and developing assessment procedures across the school. The recently appointed coordinator has produced a worthwhile whole-school scheme for assessing pupils' knowledge, skills and understanding and using the results of these assessments to help plan the curriculum. Teachers all have a copy of the assessment booklet, which is a practical working document and is currently used effectively for English, mathematics and science. These positive steps to implement assessment are effective in raising the level of pupils' attainment in the core subjects, and in helping to shape the curriculum. In English and mathematics pupils are regularly assessed leading to detailed information about what pupils' know and understand and the skills they have developed. Clear personal targets that motivate pupils well and provide clear guidance on how they can improve their work further enhance these procedures. However, assessment and its use in subjects other than English and mathematics is limited. Although teachers know their pupils well there is little recorded evidence of their achievements. As a result, this makes teachers' planning of lessons to build effectively on pupils' past learning insecure. Assessment of the early learning goals for the Foundation Stage and for pupils with special educational needs is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. In the previous inspection report parental links were judged to be good. Parents were welcome in the school and received good quality information about school events and pupil progress. The school has worked very hard at improving links with parents and in attempting to involve parents in pupils' learning. Links with parents are now very good. The overwhelming majority of parents, in their questionnaire responses and at the meeting with inspectors, were extremely supportive of the school, its staff and with nearly all aspects of school life. The school continues to have very good links with parents of pupils with special educational needs and keeps them well informed about the progress of their children. Parents are actively involved in annual reviews and target setting in individual education plans. Parental involvement with pupils' learning is good, especially their support of homework.
45. The availability of information to parents is satisfactory and good for those who can bring their children into school. There are regular newsletters of good quality and value in detailing the school's social and topical events. The schools' detailed annual pupil reports to parents set future individual targets for pupils to aim for during the year and areas for parents to add their own opinions and comments on their child's progress. The meetings that the school provides for parents, for example the twice-yearly parents' meetings, the new parents' meeting, Early Learning Goals and Foundation meetings all are very beneficial in furthering the existing positive bonds between school and home. There exists a strong 'open door' policy that is highly regarded by parents.
46. The school has identified in its improvement plan targets to develop parental and school links aimed at greater parental involvement. The 'Friends Association' is now re-established and has already made a positive impact on the school facilities. They have been very active in raising funds through community activities such as a Valentine Disco, Christmas Fair. It has made donations towards the supply of a new football strip for the school team and financially supported trips for pupils. At present, there are few parents who are regular helpers within the school. Those who provide help are welcomed and made to feel positive contributors to pupils' development. For example, one retired regular visitor to school, who has made a considerable contribution by building valuable practical shelving and storage units, described the school as 'a nice homely place'.

47. The information provided by parents at the meeting with inspectors and also the analysis of the returned questionnaires demonstrates that parents are extensively happy with the changes and developments within the school since the last inspection. They are happy with the school's approach to their children's education and personal development. The positive return rate of the questionnaires demonstrates a keen level of parental commitment and care for their children's education and welfare. The response made by parents to the questionnaire indicates that: pupils like school; they make good progress; pupils' behaviour and the teaching are good; the school is approachable; pupils are expected to work hard; the school is well lead and managed and is helping children to become mature. A small number expressed concern about the number of extra-curricular activities. Inspection evidence supports all the positive views expressed by parents but does not agree with the less positive view. The school provides a range of out of school activities similar to that found in most schools. The staff have plans in place to increase this facility.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The previous report stated that leadership and management was a strength of the school. This has been maintained, despite a two-year period of leadership instability prior to the arrival of the current headteacher. The leadership and management of the headteacher and key staff are very good and are significant factors in the school's improvement in the last year.
49. The school is well led by a very conscientious headteacher, who provides a clear educational direction for the school. He sets a good example to the school's community in upholding the ethos of the school and has the respect of pupils, governors and parents alike. The headteacher has been instrumental in the introduction of target setting for pupils, monitoring of teaching and has very effectively dealt with the difficulties arising from a significant change in teaching staff over the past year. There have been six teaching staff changes and a new deputy headteacher. During this period, because of good day to day management and effective induction procedures, the quality of education has been maintained which is reflected in the good standards the school has achieved. There is an effective management structure in place that leads to regular involvement of all staff through clear channels of communication. By providing professional support, the headteacher has built a loyal, hard working team who share his commitment to creating a happy, caring environment for its pupils. He has a clear vision for the school and central to this is the provision of high quality teaching to ensure improving standards of pupil attainment.
50. The head teacher is keen to ensure that all pupils receive a wide and rich variety of experiences in order to develop their interests and to encourage positive relationships. An ethos of care and concern is evident upon entry to the school. Pupils are very well behaved and demonstrate a mature and sensitive attitude towards the needs of others. There is a high degree of mutual tolerance and respect. The head teacher has developed a culture of inclusiveness, which has promoted team building, stimulated levels of motivation and set a common purpose. Members of teaching and non-teaching staff have clearly defined roles and responsibilities, which are understood by all. All staff feel secure, supported and valued.
51. Key issues from the previous inspection have been well addressed, particularly within the last year. Provision in ICT has been greatly improved. Since the introduction of a computer suite, pupil attainment has been improved and is now in line with national expectations. All subjects have a coordinator. Policies and schemes of work for nearly all subjects are now in place, assessment procedures are being developed and

monitoring of teaching in English and mathematics is effective. Teachers have received feedback on lessons observed and areas for development have been identified. All subjects have action plans that reflect the strengths and areas for development. The school analyses pupil data and test results effectively in English and mathematics. This is well used to target pupils for extra support in Year 6. However, this good practice is not yet in place for all subjects, although the school has plans to address this.

52. The headteacher, in consultation with the governors, has set a relatively short-term school improvement plan. This effectively reviews school provision and sets initial targets for the end of the current school year. A new plan will be drafted in the summer term for a longer period. The deputy head teacher, who has been in post since September, is also the coordinator for science and has responsibility for a Year 6 class. This affords both senior staff the opportunity to hold a very good overview of the work in school and direct contact with classroom practice. They lead a senior management team that includes the Key Stage 1 and the special educational needs coordinators. The composition is well balanced and reflects the interests of all quarters and aspects of the school. Although the present composition of this team has only been in operation since September it is functioning well. Meetings are weekly and agendas are set for the following week. Issues from these meetings are discussed with teachers in staff meetings. This reflects the senior staff style of open and inclusive management.
53. The school governing body is effective and is well led by the chairman. It provides good support for the headteacher and staff. Statutory responsibilities are fulfilled. There is a well-organised system of committees, which allows governors to carry out their duties effectively. Governors are very active in the decision making process and in monitoring the work of the school. They fulfil the role of 'critical friend' well. Each governor monitors a specific area identified within the school improvement plan and ensures that the whole governing body is kept fully informed. Strategic financial planning is good. The finance committee considers planning on the basis of projected pupil numbers and examines options that might be taken. The school budgets for expenditure and is clear about the costs incurred in developments. Expenditure on staffing is afforded high priority. Specific grants are used well and are effective in bringing about development and improvements. The funding received from National Grid for Learning has contributed to the establishment of the computer suite and this has had a very positive impact in raising pupil's attainment in ICT. The finance committee and headteacher regularly check expenditure using data prepared by the school secretary. The day-to-day administration of financial matters by the school administrator is good and this allows the headteacher to concentrate on other priorities. A recent audit confirms that good financial procedures are in place.
54. The school improvement plan is a very good management tool and focuses on continuous improvement. The whole staff and governing body are much involved in its formation. Costs are well detailed and governors decide annually upon priorities for financed action. These are carefully monitored so that any necessary changes can be made.
55. The school is very successful in meeting its aims of providing educational opportunities so that individuals can fully develop their potential. Teachers, classroom assistants, non-teaching staff and governors work as a team and are collectively committed to continuous school improvement. Relationships throughout the school are good.

56. The management of special educational needs is good. The administration of work is up to date, individual educational programmes are well maintained and reviews conducted in line with the Code of Practice.
57. The school has a good level of teaching staff whose qualifications and experience match the demands and range of national curriculum requirements. They are effective in both teaching and management roles. Classroom assistants work alongside teachers and provide good support. The school secretary carries out the duties specified in the job description efficiently. Care-taking, cleaning and mid-day assistants perform their duties well and are valued members of the school community.
58. Arrangements for professional development are very good. Each newly qualified teacher has a mentor and the school follows the Local Education Authority's guidance on induction of new teachers thoroughly. Newly qualified teachers are very pleased with the level of support and guidance they receive. Non-teaching staff feel well supported by teachers and other staff during their initial period in post. The system for appraisal and performance management is good. All teachers have received Diocesan and Local Education Authority training and objectives have been agreed for all staff. Governors' expertise in this field was very valuable in the framing of school policy on performance management.
59. The school's accommodation has a number of unsatisfactory features. The wooden external cladding and window frames are in a very bad state of repair. This constitutes a considerable hazard and needs urgent attention. Internal classroom spaces are small and severely restrict curriculum activity requiring space. Aspects of science, design and technology and art, are particularly affected in this way. The outdoor play area for the nursery is too small for the number of children and the range of large equipment is limited. In the building itself there are several skylights in need of repair; railings are unsuitable in areas for younger pupils and many windows open outwards. These constitute dangers to pupils' welfare. Learning resources are satisfactory overall. Resources are good for mathematics. However, there is a deficiency in reading and reference books, in control and modeling equipment in ICT. Resources in design and technology are inadequate as tools and materials are very limited.
60. New technology is satisfactorily used across the school. The headteacher and governors continually look for the best value in purchases and monitor spending against the budget. They are well supported by a very efficient school administrator.
61. Parents have a very high regard for the leadership and management afforded by head teacher and key staff. Ninety-eight percent of parents agreed this was so in response to the questionnaire.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to further improve the good quality of education the school provides and build on the good improvement made since the last inspection, the governors, headteacher and staff should:
1. Raise standards in writing in Key Stage 1 by;
improving pupils' handwriting,
providing pupils with more opportunities to write at length in English and other subjects.
(Paragraphs 2, 5, 81)
 2. Provide a more balanced curriculum by;
increasing the amount of time allocated to the teaching of science in Key Stage 2,
ensuring that pupils who are withdrawn from lessons for music and learning support do not miss important parts of their other lessons.
(Paragraphs 2, 30, 94)
 3. Develop assessment procedures in all subjects that reflect the good practice the school has in English and mathematics.
(Paragraph 43)
 4. Improve provision to the internal and external accommodation for children under the age of five by;
providing large outdoor play equipment for climbing and balancing,
developing a more appropriate outdoor play area,
improving the fabric of the building to create a more effective teaching and learning environment,
revising how time is allocated within the school day, particularly arrangements at lunchtime, in order to shorten the length of the day.
(Paragraphs 4, 25, 39, 62)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Increase the quality and quantity of books available to pupils in classrooms and in the library. *(Paragraph 78,80)*
- Continue to implement the planned programme for the development of their subjects, as outlined in curriculum coordinators' action plans.
(Paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	32%	44%	20%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	242
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	4	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
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	20	11	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	17
	Girls	10	10	11
	Total	26	24	28
Percentage of pupils at NC level 2 or above	School	84 (84)	77 (84)	90 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	18
	Girls	10	11	11
	Total	26	29	29
Percentage of pupils at NC level 2 or above	School	84 (87)	94 (90)	94 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	12	11	12
	Total	25	23	26
Percentage of pupils at NC level 4 or above	School	83 (81)	77 (72)	87 (72)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	12	11	12
	Total	25	24	26
Percentage of pupils at NC level 4 or above	School	83 (83)	80 (72)	87 (78)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	213
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	22
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	95

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	465,054
Total expenditure	415,986
Expenditure per pupil	1,553
Balance brought forward from previous year	0
Balance carried forward to next year	49,068

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	272
Number of questionnaires returned	144

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	59	39	1	1	0
Behaviour in the school is good.	64	33	3	1	0
My child gets the right amount of work to do at home.	47	41	9	1	2
The teaching is good.	61	35	1	0	3
I am kept well informed about how my child is getting on.	51	37	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	76	21	3	0	1
The school expects my child to work hard and achieve his or her best.	80	19	1	0	0
The school works closely with parents.	53	39	6	1	1
The school is well led and managed.	65	33	0	1	1
The school is helping my child become mature and responsible.	63	35	1	0	2
The school provides an interesting range of activities outside lessons.	27	35	21	3	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. Since the last inspection, the good provision for all children in the Foundation Stage, that is children under the age of six, has been maintained. Improvements since the previous inspection include a strengthened relationships with parents, a good working relationship and professional liaison between the nursery and reception staff, the reorganisation of the approved curriculum areas for children in the Foundation Stage and improved provision for ICT. However, outdoor play facilities are limited and restrict opportunities for children's play and development. Similarly, inside the nursery, the poor quality of the decoration and the size of the quiet area detract from the good teaching taking place and are not conducive to a stimulating environment. Staff try hard and good use is made of displays and the limited areas. The nursery and reception classes are well organised and generally well resourced, but the range and quantity of musical instruments are inadequate. The one and a half-hour lunch-time is too long for the needs of most young children, particularly the nursery children. The good and very good teaching is having a positive impact on children's learning after a significant period of staff changes over the last three years.
63. Sixty places are available both in the nursery and in the reception class. At the time of the inspection there were 30 children in the nursery and 28 in the reception class. After a suitable induction period children attend full time and spend one year in each class. Initial assessment records show that most children enter school with acquisition of skills, knowledge and understanding below those of children of similar age. Pupils achieve well in all areas of learning and the good experiences provided in the Foundation Stage make it likely that by the time they are ready to start Year 1, they will be in line with the early learning goals in communication, language and literacy development, mathematical and physical development, knowledge and understanding of the world, physical and creative development. They are on course to exceed these goals in personal, social, and emotional development. Good assessment procedures, which are reported to parents, are in place to plan suitable programmes of work and set targets for development.

Personal, social and emotional development.

64. Priority is given to the personal and emotional needs of young children and they achieve well. Most children will exceed the early learning goals in this area by the time they enter Year 1. This shows very good achievement and reflects the skilful teaching and provision where children are constantly encouraged to feel confident about what they can achieve, form good relationships, look after themselves responsibly and behave very well. Children enjoy their literacy tasks and appreciate the humour of stories such as 'A Zoo In Our House'. They have positive attitudes towards their learning and enjoy coming to school. They are beginning to work co-operatively and collaboratively in various outdoor play activities and role-play settings. For example, nursery children share the outdoor seesaw, tricycles and trolleys well and children in the reception class speak and listen to one another considerately when working in 'The Pet Shop'. All children take responsibility for their personal hygiene, and most children put on aprons independently when working with paint and water. Both boys and girls learn the importance of taking turns in games and sharing construction toys such as large sized building cubes, fairly. They listen attentively to adults, concentrate well on tasks, such as reading and mathematics and show self-restraint when and where appropriate, for example in the nursery at 'Snack Time' when choosing biscuits and lining up to come indoors or going into the hall for lunch. In all the lessons seen,

covering all the areas of the curriculum they showed remarkable attention, concentration and self-restraint. The adults provide good role models and treat one another and the children with courtesy and respect. Children respond very well, such as speaking to teachers and answering the register politely. They are on target to well exceed the learning targets for this area.

65. The quality of teaching is very good. In all the lessons seen the promotion of personal and social education was present in the teaching. Teachers know how to plan well and present work effectively. Priority is given to the educational needs of young children. Good teaching maintains good behaviour and establishes an ordered routine, which offers security to young children. The work of all children and significant events in their lives are acknowledged, valued and shared with the class. This makes a significant contribution to the very good learning environment found in the Foundation Stage and children make very good gains in their learning. Behaviour throughout the lessons is very good. There are well-established classroom routines, such as jingles, songs, standing and listening, which act as reminders and children settle very quickly into these. In the nursery, 'Snack Time' provides a good group experience when children talk to one another confidently and learn social skills. Appropriate classroom resources are suitably placed and are easily available for use, in order to help children to learn how to choose and make decisions on their own. In the reception class, children develop these skills well. For example, children find their name on a classroom chart and tick in the correct square, the type of activity they are doing, and by doing so show a developing awareness of the concept of co-ordinates. The teacher and nursery nurses encourage children to play well together and show consideration to one another, when using the wide range of activities. They are given good support by the adults who prompt them to use the toilet at appropriate times. Adults offer security to the children, by their constant, supportive, but firm manner which results in a calm and purposeful atmosphere, which is conducive to learning. They are very good role models, treat each other and the children with courtesy and respect. The children respond well, and a bond of trust is quickly formed. Year 6 pupils are also good role models when they help in the nursery at break times.
66. Teachers assess children's work when they start school by way of national tests and the results are used to plan suitable programmes of work. Procedures for assessment and recording of children's attainment are in place and are used, effectively, to inform parents of what children know, understand and can do. A quiet area of the classroom allows children to reflect upon their spirituality and the needs of others, and opportunities to talk about their own feelings are given in 'Circle Time'.

Communication, language and literacy.

67. Most children are on course to make good gains in their learning and achieve the early learning goals expected for this area of learning by the time they are ready to start in Year 1. They interact well with others, speak confidently, and take turns in conversation, as seen when they responded to dinner and attendance registration. They listen attentively to stories for an appropriate length of time and enjoy hearing and using sounds, such as the rhyming words in storybooks. Children in the nursery are aware of the 'chorus' in a story such as 'The Zoo' and join in spontaneously. Children in the reception class refine their listening skills to listen and identify the first and last sound in three letter words such as 'cat' and 'bat'. Staff use talk to good effect and use communication skills effectively. The use of language is developed well and older children are able to describe, satisfactorily, different animals and express their likes and dislikes. Most children in the nursery are at an early stage in their reading. They know that print carries meaning, can start at the beginning of a book and turn the pages, and know which is the text and which is the picture. Most children in the

reception class know that print carries meaning and that English is read from left to right and from top to bottom. They recognise words in familiar stories such as 'Floppy the Teacher' and 'What a Bad Dog!' The higher attaining children know most letter sounds and attempt, successfully, to blend three letter words. They understand the meaning of vocabulary such as 'initial and final phonemes' and are beginning to recognise initial and final rhyming sounds in familiar words they read, such as 'cat', 'bat', 'wish' and 'fish'. Higher attaining children know a selection of sounds and attempt to 'read' simple words, confidently and mostly accurately. Nursery children trace and over write the teacher's dotted writing and progress in the reception class to overwriting letters and copying the teacher's sentences. Higher and average attaining children in the reception class write short sentences independently, some accurately and legibly, such as 'Mummy, help me, come and get me' from the story 'Jack and the Beanstalk', whilst lower attaining children copy write. Supplies of paper, pencils, pens and crayons are available and children readily use them.

68. The quality of teaching is good with very good teaching seen in the reception class. This helps children to achieve well in communication, language, literacy, reading, writing and hand writing skills. Elements of the Literacy Framework are used well by the staff. Children get off to an early, but appropriate start, in their literacy skills and make good gains in their learning. A commercial reading scheme is used well to introduce children to reading activities and letter sounds. A good understanding of the sounds of letters and words is developed through effective word, sentence and text level work, using well-known stories and rhymes, such as 'Red Riding Hood' and 'Cat on the Mat'. Good opportunities are given for early writing in the reception class, such as seen in the plaintive sentence of one child, 'I would like a cat because I want to feed him,' alongside the formal practice of handwriting skills on the white board and on paper. Early writing opportunities were not as evident in the nursery class. Progression in lessons is accomplished by revisiting past work, careful sequencing of tasks and consolidating the work at the end of the lesson. For example, in one successful lesson, a puppet of Red Riding Hood was introduced to encourage careful listening before sounds were introduced to the class. Children listened attentively and with humour at the spelling mistakes that she made and corrected them correctly and enthusiastically. Overall, resources are adequate and adults use them very well. Assessment is used well to record children's ongoing during or immediately after the lesson. Reading records of books such as 'Billy's Beetle' and 'Peace at Last' are marked regularly by parent and teacher. Computers are used satisfactorily to enhance reading skills, and children are well supported in their literacy skills by the adults.

Mathematical Development

69. Most children are on course to achieve the expected standards for this area of learning by the time they are ready to start Year 1. In relation to their level of initial attainment, they are likely to make good gains in their learning by that time, because of the good teaching and interesting numeracy experiences provided. Children develop mathematical skills through effective use of practical activities, number rhymes, games and songs. Children thread beads and use number games to gain an understanding of the properties of number. Most nursery children count to 5 confidently and a few beyond and in the reception class most children can count to 10, some to 20 and a few beyond. They are acquiring a sense of the size of a number and its position in number, through number songs such as 'Six Little Buns in the Baker's Shop', and use fingers and relevant tabletop resources well when counting numbers. Reception children progress from the counting activities in the nursery to counting to 20, in ones and twos using eyes, feet and hands, order bottles backwards and forwards to 10. They investigate the properties and vocabulary of numbers, and add mentally numbers such as 3 and 2 to make 5 and they work independently in the 'Pet Shop' calculating

the cost of various items. Most reception children count to 10 confidently, but a few less confidently to 20 in ones and twos. The higher attaining children can count beyond this number. They identify, confidently, basic shapes, match and draw around circles, squares, rectangles and triangles and sort and match objects into large, medium and small sizes. They use, effectively, arbitrary measurement in their work, such as measuring the height of classroom furniture. Children explore capacity through appropriate sand and water play and make effective use of the well-placed, outdoor provision.

70. The quality of teaching is good and very good in the reception class. This helps children to achieve well in counting, calculating, shape, space and measure. Systematic planning and provision allow children to progress in their knowledge, skills and understanding of mathematics. This is developed through topics, stories, games and imaginative play, resulting in children's enjoyment and developing confidence to experiment with numbers. For example, a 'spring' display was used effectively to reinforce counting. Plastic cartons, pinned on to the display, contained different numbers of beans, which the children were able to count. Expectations are high regarding the teaching of number concepts. The pace of lessons is appropriately brisk, but in one lesson in the nursery when children were counting 'one more' on their fingers, the speed of delivery caused a temporary loss of concentration for some children and teaching was less effective. Children are given opportunities to see pattern in objects around them such as the pattern on Humpty Dumpty's jumper and on articles of clothing. Adult provision is professional and supportive for all children and praise is frequently used to encourage learning and raise self-esteem. The nursery nurses are well deployed and contribute well to the good progress made in lessons. Very effective use is made of resources such as puppets and fresh fruit to arouse children's interest, number puzzles to reinforce learning and number lines to consolidate class work on numbers 1 to 20. Computers are used satisfactorily to enhance mathematical skills.

Knowledge and Understanding of the World

71. Children are on course to make good gains in their learning and achieve the level expected for this area of learning by the time they are ready to start in Year 1. Children enter with a low general knowledge and in relation to their levels of initial attainment they make good gains in their learning. Planning shows that work is progressively harder yet appropriate for all children. They have good opportunities to experience work in science, design and information and communication technology, history and geography. There are good links with literacy and numeracy. Through the topic 'Growth', children plant, grow and observe the growth of seeds. They learn about their attributes and when appropriate, use a magnifying glass to sort them according to colour, size, and texture. Subjects are linked together so that children understand a particular idea in a range of situations. Nursery children learn more about themselves and the world about them through topics concerned with 'Change'. Reception children build on this knowledge to learn more about themselves and the world about them. They make good use of the school grounds to investigate and identify living things such as beetles, spiders, trees, and plants and extend their knowledge and understanding through practical work, for example, by making a wormery. They examine worms, using a magnifying glass with developing skill, and learn scientific words such as 'segment' and 'bristle'. Science work is enhanced by the provision of relevant books. Children look closely at similarities, differences, patterns and change and nursery children make fresh fruit salad in food technology lessons. They recognise and discuss different foods and their sources and clearly express their preferences, between oranges, melons, apples, pears, bananas and kiwi fruit. Opportunities are given for children to improve their literacy and numeracy skills by using appropriate

computer programs and this has improved since the previous inspection. Some children are able to use the mouse and cursor, some with adult support. Children understand the passing of time, through significant times of the day, and days of the week. Reception children visit the local park to observe the changes that autumn brings and a well known supermarket to identify various fruit and observe their change over time. The work on time is well linked to literacy when nursery children cut out pictures of their visit and put them in order. They learn at first hand about life in the 1940s. Nursery children gain valuable group social skills when they visit Santa Claus at the Trafford Centre. Children begin to understand their own culture and beliefs and those of other people through the study of their locality and further afield and also other countries, such as Italy. They learn about celebrations such as the Chinese New Year, which enhances their knowledge and understanding of the world and different cultures. Nursery children develop an awareness of Indian culture, dress and food from Indian visitors.

72. The quality of teaching and provision is good and very good in the reception class and impacts positively on standards in exploration, investigation, designing and making and ICT skills. Topics have appropriate objectives listed and interesting purposeful activities clearly reflect the early learning goals. Adults ensure that children remain interested and concentrate by the brisk pace of the lesson and change of activity when its purpose is completed. Literacy skills are developed through topic writing about 'Pets' and the provision of relevant topic books. Activities such as designing and making boxes and animals, Noah's Ark water play and role-play provide good opportunities for children to learn. Equipment and resources are easily accessible to support and help children achieve independence.

Physical Development

73. Children are on course to achieve the standards expected for this area of learning by the time they are ready to start in Year 1. They are acquiring skills in movement, have a developing sense of space and bodily awareness and use tools and equipment with increasing dexterity. In relation to their levels of initial attainment they are on course to make good gains in their learning. Planning shows that there are good opportunities for children to experience work, both indoors and outdoors, in physical education games and creative activities to develop their physical skills. Most children move with confidence and safety and show good control and co-ordination as they travel using the space in a controlled manner. They use wheeled toys and a seesaw with increasing confidence and a developing sense of space. Large outdoor large play facilities lacks equipment for climbing and balancing. Children show sound control and skill when handling scissors, for example when cutting out a series of pictures. Manipulative skills are satisfactory. Children show increasing dexterity as they work with pencils, crayons, paintbrushes, use cutlery when eating, and roll, squeeze, push and knead malleable materials such as play dough to make letters of the alphabet.
74. The quality of teaching is good and impacts positively on standards in physical development. Planning is good, covers all the elements in this area of learning, and gives opportunities for children to experience a feeling of being healthy, active and a positive sense of well being. No indoor physical education lesson was seen in the nursery, but outdoor use of large play equipment was good. Children moved confidently with good co-ordination and regard for the space available. Children have positive attitudes towards physical education, are confident and eager to demonstrate their acquired skills. In the one very good indoor lesson seen, the pace was brisk and positive praise was used to instill greater effort. Relationships were good; children showed respect for their teacher and behaved well throughout the lesson. Good

resources and support staff contribute effectively to the acquisition and development of these skills. Tools for sawing were not seen during the inspection.

Creative Development

75. Children are on course to meet the standards expected for this area of learning by the time they are ready to start Year 1. In relation to their levels of initial attainment they are on course to make good gains in their learning. Children are encouraged to express their feelings through exploring media and materials, music, dance, story making and imaginative play in all learning areas. A developing eye for detail in what they see is shown in the nursery children's observational pencil drawings of Postman Pat's van and the pineapples seen in the reception class. Children have daily opportunities to explore colour through painting, collage and crayoning, as well as printing, using, for example, sponges. Nursery children use materials such as glitter, inflated balloons, fabric, and straws to make animal number collages to 10 and reception children create attractive collages of the characters from Red Riding Hood, using a range of materials such as sand, water, powder paint and fabric. Nursery and reception children recognise familiar songs, nursery rhymes and jingles and sing them in unison with enjoyment and natural exuberance. They use the 'Pet Shop' and 'Post Office' effectively to experience imaginative play and develop social and negotiating skills. Children have good opportunities to observe other pupils' art displays representing other cultures, such as Australian Aboriginal art, alongside their own African masks and Chinese decorations.
76. Teaching is good. Adults plan well and provide effective opportunities for children to explore art. Songs and jingles are used very well to reinforce literacy and numeracy. Imaginative play, such as 'The Pet Shop' and 'The Post Office' triggers the imagination, extends language and develops decision-making skills. No teaching or playing of musical instruments was observed in either class. However, planning shows that children have opportunities to explore sound and seven children have violin tuition from the specialist peripatetic teacher. Effective use of resources motivates children who are managed very well. Tuned and untuned percussion instruments for teaching music are inadequate, particularly in the nursery. Good intervention by staff helps to support and extend children's ideas and understanding. Effective use of resources motivates children who are well managed.

ENGLISH

77. In the 2000 end of Key Stage 1 National Curriculum tests the proportion of pupils who reached the nationally expected level (Level 2) and above was below the national average in reading and writing. Similarly, the proportion that reached the higher level (Level 3) was also below the national average in reading and writing. When the school's results are compared with schools with pupils from a similar background they are well below average. This reflects the cohort of pupils who took the tests in 2000. In the Year 2 class there was a higher proportion of pupils with special educational needs than is normal for the school and a lower proportion of higher attaining pupils. Trends over time show results have generally previously been above average. In the 2000 end of Key Stage 2 National Curriculum tests the percentage of pupils who attained the expected standard (Level 4) and above was well above the national average and those who attained the higher level (Level 5) was very high. When the school's results are compared with schools with pupils from a similar background they are well above average and very high in the proportion achieving Level 5. Trends over time indicate results have been consistently above the national average. In national tests boys perform better than girls in Key Stage 2 but this was not apparent from sampling pupils' work or from lesson observations.

78. The inspection findings show that for this present cohort of pupils in Year 2 are average and a small proportion of them are above the national average. At the end of Key Stage 2 standards are similar to the 2000 national test results and pupils' attainment is above average. This evidence broadly supports the targets the school has set. There were no significant weaknesses highlighted in the last report although there was a shortage of books in the library. There still remains a shortage of quality books in the library and in classrooms.
79. By the end of both key stages pupils achieve above average standards in speaking and listening. Most pupils at seven are articulate and use well-formed sentences and an appropriate range of vocabulary. Their responses are considered and appropriate, reflecting the good quality of their listening skills, especially during the literacy hour. In Year 1, higher attaining pupils speak clearly and during the class shared reading of 'From Seed to Sunflower' they confidently explain how to use the contents and index in finding information in the book. The lower attaining pupils answer questions related to the text but lack some fluency of speech. By the end of Key Stage 1, pupils are skilled at discussing and evaluating the characterization of people in a story they study. For example, Year 2 pupils in the shared reading examined closely the evidence to support their views on Mai Ling in the story of 'Mai Ling and the Magic Brush. By the end of Key Stage 2, pupils listen attentively during lessons and express their ideas and feelings fully and confidently. In a Year 6 lesson, pupils enthusiastically offered their views on what makes a good story and how they could effectively write an opening for a story titled 'Leaving Home'. They also engage in good levels of conversation with adults and respond confidently when given more formal opportunities for speaking and listening to a wider audience in class assemblies and drama productions. The skills of lower attaining pupils are more limited but with the encouragement they receive, especially in the whole class tasks, they are beginning to show confidence in sharing their ideas together.
80. Reading standards are above average at the end of both key stages. By the end of Key Stage 1 higher attaining pupils are independent, fluent and confident readers of both fiction and non-fiction. They have a good understanding of the text and are beginning to recognise the structure of stories and use the correct vocabulary to evaluate the book. Pupils use a wide range of strategies to read new words and to self correct more difficult ones. The reading scheme to support the literacy hour and particularly the use of the big books has improved the level of enjoyment shown by the pupils in their reading and is increasing their ability to read with expression. Pupils show a good understanding of alphabetical order in using the index of reference books to find information. By the end of Key Stage 2 the best readers are able to discuss the text they read with clarity and understanding. The majority are fluent and articulate in their reading, with appropriate expression. Pupils read a wide range of texts but the range of both fiction and non-fiction books in school is limited. Many have favourite authors and discuss their preferences and the different styles of writing clearly explaining why. A Year 6 pupil enthused over Roald Dahl and how he appreciated his humour. Lower attaining pupils are more hesitant in reading a new text but most have a sound knowledge of strategies to use and are gaining confidence and independence in their reading. The library is of limited use for developing study skills or for pupils to make use of a catalogued system. Pupils' higher order reading and research skills are sound and used purposefully in other areas of the curriculum.
81. Pupils' attainment in writing by the end of Key Stage 1 is average but above average by the end of Key Stage 2. Evidence from scrutiny of Year 2 pupils' work in September indicates that at the start of the year pupils' attainment was below the expected level and good progress has been made since then. At seven, handwriting is not always clear or well formed and few pupils confidently use a cursive style. In their extended

writing higher attaining pupils demonstrate a very good awareness of the structure and sequencing of events in a story. Their ideas are imaginative, varied and clear. For the majority of pupils spellings are accurate and the use of punctuation is sound. There are frequent opportunities during the literacy hour to practise phonics rules to improve spellings and pupils are confident in using these skills independently in their written work. There are some good examples of different forms of writing including letters, diaries, poems and retelling favourite fairy stories. However, opportunities for pupils to write at length are limited and there are few examples of where written work is linked well to other areas of the curriculum. Many average and lower attaining pupils in Year 2 are still printing but can write sentences, sometimes needing adult support, and spell simple words correctly. By the end of Key Stage 2, most pupils use good expressive language and grammatical awareness in a variety of well structured and planned work that includes letter writing, book reviews, poetry, riddles, newspaper articles and science experiments. There are many examples of extended writing. Most pupils can work independently and there are appropriate opportunities to use research skills in the library or through ICT. Pupils often illustrate and edit their work on the computer. Written work is generally well presented and spelling is of a good standard, handwriting is generally accurate and fluent in the majority of the work. Handwriting skills are well developed.

82. Progress in speaking and listening at both key stages is good for all pupils including those with special educational needs. In Key Stage 1, overall, progress in reading is good and in writing progress is satisfactory. Progress in writing is not as strong as in reading because teachers do not plan sufficient opportunities for regular handwriting practice, and opportunities for extended writing in English and in other subjects are limited. Evidence from scrutiny of work shows that in September pupils' attainment in writing was below the expected level. It also indicates the good progress they have made in the current Year 2 class in order to meet national expectations. In Key Stage 2, pupils make good progress in reading and writing. The literacy hour is well established and effective teaching and management strategies are being used in many lessons to teach pupils the basic skills. The plenary session is used well in most cases to extend and reinforce ideas from the lesson and provide valuable feedback. Pupils in Key Stage 1 learn how to speak more clearly, widen their vocabulary and listen more carefully. In Key Stage 2, discussion skills develop well particularly in extending pupils' technical vocabulary across the curriculum. In reading, in Key Stage 1, pupils move progressively through the reading scheme and staff place a high priority on developing pupils' read skills during guided reading sessions. In Key Stage 2, library skills including research skills in reading and writing are progressively developed. In Key Stage 1, progress in writing skills develops consistently with the emphasis on sentence construction, spelling and punctuation. A lack of regular sessions for extended writing and to improve the quality of handwriting has slowed down the progress in these areas particularly for higher attaining pupils. Pupils in Key Stage 2 edit their work to improve the structure, grammar and punctuation and make good progress in writing for different purposes. There are opportunities in other subjects for pupils to develop their skills. Year 3 write about features of Winton in geography, while Year 4 write about 'friendship' and what makes a good friend. Pupils in Year 5 build on these skills to plan, edit and present their ideas on life in Victorian times. Very good extended writing in Year 6 builds on this progress as pupils learn to plan their stories. Handwriting skills progress well, especially in the transition to cursive writing. Pupils with special educational needs make good progress with effective help from additional support when taught individually outside the classroom. Parents provide valuable support for their children with homework that aids the progress made at school.

83. Overall, the quality of teaching is good. No teaching was unsatisfactory and in 25 per cent of lessons observed it was very good. In Key Stage 1, all the teaching was satisfactory. In Key Stage 2, all the teaching was at least satisfactory; being good in 50 per cent of lessons and 30 per cent of lessons were of very good quality. Staff have worked hard to improve strategies for the teaching of the literacy hour. A particularly good example was in a shared reading activity when Year 3 pupils discussed myths focusing on 'Pandora's Box'. Questioning was used effectively to promote and assess understanding. The teacher had high expectations of pupils and valued their contributions to the discussion. In the literacy hour teachers have established good classroom routines for pupils and there is an industrious working atmosphere. All pupils have positive attitudes to learning, and work hard with enthusiasm and interest to complete their work successfully. Year 3 pupils, when sharing a text, were fascinated by the way the writer had used the words to create a visual image. Relationships are very good and pupils support each other well, giving help and encouragement to anyone who has a problem. This support was particularly noticeable in a Year 2 lesson in which other pupils applauded pupils' responses. Behaviour is very good, especially in the literacy hour where pupils have the control to work independently. Pupils concentrate well and their work output is good. In the good and very good lessons, planning is clearly focused on practicing and improving key skills for pupils of all abilities. In a Year 4 lesson, the teacher provided pupils with good examples from a text that reflected the importance of punctuation in order to signpost meaning. This good teaching enabled pupils to re-order a group of sentences successfully. Good classroom practices and management of time are well-established enabling learning to occur without distractions. In less effective lessons, staff focus for long periods with one group and as a result the teacher has difficulty intervening with other groups and on these occasions progress for higher attaining pupils is limited. In other lessons, the tasks teachers provide do not challenge higher attaining pupils. Staff are skilled at using the support staff productively in the literacy hour. The plenary session is focused sufficiently well on re-emphasising points from the lesson or giving constructive feedback.
84. Due to the absence of the coordinator a temporary coordinator manages the subject. She provides good support and guidance for staff. Her effectiveness is enhanced by the opportunity to monitor teachers' planning and how the subject is taught. Monitoring has identified areas for improvement such as writing and resources. Although the school has effectively implemented the Literacy Strategy there are still areas for improvement to resolve; more focus is needed in Key Stage 1 on raising the levels of attainment of pupils' writing skills and these skills are not given sufficient emphasis in other subjects. There are good systems for assessment in place which provide a clear picture of pupils' achievements. Pupils are set individual targets that provide a focus on what they need to do to improve the standard of their work, for example, 'check my work carefully for full stops or use more interesting words in my writing'. However, there are no up to date examples of leveled work for teachers to judge the attainment of pupils and monitor the progress pupils are making. There is a lack of good quality books both in the library and in classrooms. A strength of the provision is in the additional language support sessions when pupils who have special educational needs are taught individually out of the classroom.

MATHEMATICS

85. Evidence from 2000 national test results based on average National Curriculum points scores indicated attainment was below the national average at the end of Key Stage 1. The percentage of pupils obtaining Level 2, the expected level, was below the national average; the proportion obtaining the higher Level 3 at the end of Key Stage 1 was well below the national average. Pupils' performance in the end of Key Stage 1

mathematics tests was below the average, in comparison with schools with pupils from similar backgrounds. These results reflect the cohort of pupils that took the test in 2000. In the Year 2 class, there was a higher proportion of pupils with special educational needs than is normal for the school and a lower proportion of higher attaining pupils. Trends over time show results have previously generally been above average.

86. Pupils' performance in the Key Stage 2 tests was above the national average at the expected Level 4 and at the higher Level 5 was also above the national average. When compared to schools of a similar background the schools' performance was above average. Trends over time have been consistently above average although they show a decline from 1996 to 1999. Results improved in 2000.
87. Since the last inspection the school has made significant improvements in mathematics and numeracy. Pupils' progress at the end of Key Stage 1 is good and has improved substantially since the last report, and at Key stage 2 pupils have continued to make very good progress. Since the implementation of the National Numeracy Strategy, all teachers have increased in their confidence and enthusiasm in teaching the subject. They use a range of teaching strategies, which they employ in lessons, both in oral and mental sessions and in problem solving approaches to learning about the subject.
88. Attainment in lessons observed, scrutiny of work and discussions with pupils is average at the end of Key Stage 1 and above average by the end of Key Stage 2. Evidence from scrutiny of Year 2 pupils' work in September indicates that at the start of the year pupils' attainment was below the expected level and good progress has been made since then. Within the range of mathematics work seen during the inspection, many pupils at the end of both key stages demonstrate above average attainment related to investigative mathematics and number. Their attainment in their work related to shape, space and measures and to handling data is at the expected level in Key Stage 1 and above that expected at Key Stage 2. Pupils' achievement in lessons and progress over time is very good, and this includes pupils with special educational needs. Pupils with special educational needs are well-supported in classrooms and teachers plan appropriate tasks for them.
89. At Key Stage 1, pupils in Year 1 confidently count numbers in twos from 0-100 and backwards from 50. They sequence numbers 1-20 using a 'washing line'. Higher attaining pupils in the class confidently complete addition sums for example $5+4+6=15$. Pupils in Year 2 count rapidly to 100, make 10, beginning with different numbers, for example 3,8,7. They confidently add near multiples of 10, for example when adding 9 to a number pupils add 10 then take 1 away. Higher attaining pupils work confidently and use a range of strategies to solve their number problems. By the end of Key Stage 1 pupils confidently add two digit numbers and understand place value. Higher attaining pupils solve a range of problems and demonstrate their interest in and positive attitudes to mathematics. They confidently use and understand mathematical language. They have a good knowledge of multiplication tables and this helps them in other areas of their mathematics work. Pupils respond well in their lessons and are keen and eager to learn. They behave very well, concentrate and work hard. Their enthusiasm matches that of their teachers. Relationships all round between pupils and their teachers, the learning support assistants and other adults are very good indeed.
90. At Key Stage 2, pupils in Year 3 know and understand simple division facts. For example, during group work pupils accurately divide 20 interlocking cubes into smaller groups for example 20 divided by $2=10$, and understand the relationship between division and multiplication, for example 2 times $10=20$. Higher attaining pupils

understand the relationship between $20 \div 2 = 10$ and $20 \div 10 = 2$. In Year 4, pupils learn to use the vocabulary of estimation and approximation. Higher attaining pupils accurately measure and record their answers after reading results involving kilograms, grams, litres and millilitres. In Year 5, pupils' use doubling and halving to multiply two digit numbers by four. They identify and order acute and obtuse angles and can calculate the third angle of a given triangle with confidence. By the end of Key Stage 2, most pupils confidently use the four rules of number using thousands, hundreds, tens and units. They confidently choose the appropriate number operation to solve word problems and are developing a systematic approach to solving problems. In their mental and oral work pupils are confident when they give a decimal fraction lying in between two others, for example 3.4 and 3.5. When solving problems involving quadrants, higher attaining pupils demonstrated a secure knowledge and understanding. Other pupils developed their learning by applying their skills and knowledge in solving problems using a floor controlled robot. Pupils' very good and sometimes excellent attitudes to their learning mirror that of their teachers. Pupils are confident in their learning, concentrate very well and work hard. Their behaviour is always very good. Relationships between pupils and teachers, with learning support assistants and other adults are always very good.

91. The quality of teaching is very good with examples of excellence. In Key Stage 1, the teaching in all the lessons was at least satisfactory, being good in 30 percent and very good in 30 per cent. In Key Stage 2, the teaching in all the lessons was at least satisfactory, being good in 40 per cent and very good in 50 per cent. One lesson was of excellent quality. Teachers' planning is very good. Teaching is based on very good subject knowledge and a clear understanding of what is to be learned. This ensures that the basic skills are well taught and that all pupils have access the curriculum. What is to be learnt is clearly identified and focused and the well-planned activities enable the objectives to be realised in lessons. All teachers have high expectations of pupils' learning, including behaviour. Lessons are well structured and achieve a good balance between direct teaching of pupils and pupils engaged on tasks which are well matched to pupils' abilities. During oral and mental activities teachers use a range of questioning techniques to ensure that all pupils were given opportunities to answer. Teachers use this time to assess what pupils know and can do and develop their understanding. Teachers use time and resources well, for example, in a Year 6 lesson, the rate and pace of teaching was excellent, effective use was made of the classroom assistant and a range of resources used to extend and develop learning. Marking in mathematics is inconsistent across the school. Some teachers' comments encourage and motivate pupils to overcome any difficulties they encounter in their work, in other classes this is done at the end of lessons.
92. The curriculum for mathematics is good. The attention paid to oral and mental work and its application influences learning across the curriculum. Work was seen that related to handling data, for example in Year 2 pupils plot graphs to show the height of a ramp when investigating how far a toy car would travel. The subject offers a good contribution to literacy development within the school as pupils listen carefully to their teachers and develop their mathematical vocabulary as they move through the school. The practical aspects of the subject offer many opportunities for social interaction.
93. The management and organisation of the subject are good. The coordinator is well qualified and enthusiastic about the subject. She has successfully delivered training to other members of staff to ensure the effective implementation of the Numeracy Strategy. The policy is being up-dated and the school uses the framework of the Numeracy Strategy as a scheme of work. There are well-developed assessment procedures in place that keep teachers and the coordinator informed about pupils' progress. For example, teachers assess pupils' progress daily and record assessment

at the end of a block of work in class assessment books. The coordinator monitors teaching and learning and gives feedback to teachers and has identified strengths and areas for development across the school.

SCIENCE

94. Pupils achieve appropriately and attainment at the end of both key stages is in line with the national average and improving. Test and teacher assessment results for pupils at the end of both key stages improved between 1999 and 2000. Results in 2000 maintained the standards achieved in 1996. However, attainment nationally has improved significantly and the trend in test results for pupils aged eleven in the school over the period 1996-2000 has been below the national trend. When compared to schools with pupils from a similar background, results are average at the end of both key stages. Pupils achieving levels above the national average at the end of Key Stage 1 was well below average and average at the end of Key Stage 2. These results are supported through scrutiny of pupils' work where attainment was seen to be in line with attainment nationally. However, the amount of work pupils in Key Stage 2 have recorded is less than would be expected. This is due largely to the restricted curriculum time afforded to science in this key stage. In most year groups in Key Stage 2, time devoted to science is over twenty percent less than the national average of time allocated to the subject. This has an adverse affect upon pupil progress and attainment, at all levels, within the key stage and is a weakness. No formal performance targets are set within the school for science.
95. By the end of Key Stage 1, pupils possess a sound scientific knowledge and vocabulary. They understand that force can be used to push and turn and that sound sources create vibrations that in turn vibrate the eardrum and send messages to the brain. Pupils know about healthy foods and the promotion of growth and generation of energy and that electricity flows through wires and can be a source of danger. Pupils successfully differentiate between living, dead and 'never- alive' objects and they know about conditions necessary to sustain life and growth. They have a good understanding of reversible and irreversible change through making bread. Pupils are beginning to understand the need for fair testing. Pupils are encouraged to draw and label. Presentation and layout is generally satisfactory and teachers have maintained a good balance between work on worksheets and pupil-generated work. Higher attaining pupils are, therefore, able to write clear explanations with carefully drawn and labeled diagrams. Pupils enter the key stage with little scientific knowledge or vocabulary. There is evidence of satisfactory progress, which raises pupil's achievement to the level of national expectation. Pupils with special educational needs make satisfactory progress when supported by classroom assistants in small groups within the classroom.
96. By the end of Key Stage 2, pupils are able to distinguish between natural and man-made materials and determine suitable materials for their purpose. They successfully discriminate between solids, liquids and gases and determine which changes are reversible and which are not and which substances are soluble and which are insoluble. Pupils know the difference between conductors and resistors and how these are useful in everyday life. They understand filtration processes and possess a sound understanding of the parts, structure and functions of the human body. There is evidence of satisfactory coverage across all the attainment targets, particularly in the development of experimental and investigative work. Pupils with special education needs have full access to the curriculum although there is little evidence of differentiated tasks. Pupils develop a good scientific vocabulary. In a Year 5 class, pupils talked of 'pollination' and 'fertilisation' and were able to discriminate between

them. In a Year 6 class, pupils talked of 'completing' and 'breaking' the 'circuit' and understood the value of being able to do so.

97. In both key stages, progress is achieved through all pupils having similar experiences but more demanding explanations being required from higher attaining pupils, particularly throughout Key Stage 2. Pupils build on their knowledge and understanding as they move through the school. For example, in Year 1 pupils examine and draw root systems of different plants. This is further developed in Year 5 as pupils study the life cycle of flowering plants. Literacy skills are developed in researching and recording. This is well fostered throughout the school as few worksheets are used and is a very positive feature. Numeracy skills are frequently used in data handling and often take the form of graphs and tables. Progress is satisfactory.
98. The quality of teaching is good. In all the lessons seen the teaching was at least satisfactory. In Key Stage 1, the teaching in all the lessons seen was good. These lessons featured good questioning techniques that promoted pupils' thinking. In a Year 2 lesson, pupils were observing a mole and the teacher's questions prompted thoughtful replies from pupils. 'He has big claws to help him dig' and 'He's got big eyes and ears so he can see and hear things who might eat him'. The teacher uses scientific vocabulary and talked of 'observation', 'recording' and habitats'. In a Year 1 lesson good questioning about plant roots brought thoughtful replies from pupils. Vocabulary was well used. Pupils talked of 'minerals in the soil' and 'water goes in the roots'. Pupils describe root systems as 'like string' and 'like someone's hair'. In Key Stage 2, the teaching in 66 per cent of lessons was good. In these lessons, planning is effective and teachers have a good knowledge of the subject and focus on scientific vocabulary. In a Year 5 lesson all three elements contributed to very thoughtful questions from pupils such as, 'Does the flower change its shape after it has been pollinated?' Lessons are conducted at a brisk pace. However, at times, teachers try to cover too much work in a lesson. Teachers are aware of time constraints and the need to provide full subject coverage. However, this is sometimes counter-productive and, even though teaching skills are good, learning is not so effective. Pupil activities are relevant and well linked to the learning objectives that the teacher indicates in the planning. Teachers hold high expectations of pupils' behaviour and performance. As a result, pupils' attitudes are good. They respond positively to the challenges set by their teachers. Pupils confidently put forward ideas, make predictions and draw conclusions. They listen well to each other and value each other's opinion. Pupils co-operate and collaborate well, particularly in investigative work. They demonstrate a mature and responsible attitude towards caring and supporting each other. The improving level of investigative opportunities, particularly in Key Stage 2, makes the subject exciting and challenging. Behaviour is very good and pupils use equipment and materials sensibly and safely. The ethos for learning is good.
99. The long-term and medium-term plans are now following national guidelines and assessment is closely linked to completion of units of work. Short term planning follows a uniform pattern throughout the school and this is to be reviewed and 'stream-lined' within the subject review included in the school improvement plan for the coming year. Assessments in the weekly planning incorporate evaluations of lessons and pupils' learning. Although the procedures for assessment are new, they are providing an effective base for development. The school recognises the need to analyse further national and commercial test data and to make greater use of assessment information to inform short-term planning. These issues are to be included within the review. The school has no portfolio of pupils' work.

100. The subject coordinator is the deputy headteacher, who manages the subject effectively. Much work has already taken place to improve planning, assessment and resources in the subject. Due to the hard work of the coordinator and staff, subject provision is improving rapidly. The coordinator is aware of the need to address time allocation in science, particularly in Key Stage 2. He monitors teachers planning and scrutinises pupils' work. Lesson observation is to be included as part of the review. The improvements already made have not been in place long enough to impact upon standards of pupil attainment. The previous report stated that resources for science were adequate. The situation had deteriorated since then but, as a result of funding availability during the current year, has now been restored to a satisfactory provision. Little use of computers is made in science and this is an area for development. There are few cross-curricular links outside those with English and mathematics. The school has worked hard over the past year to improve provision and raise pupil attainment in science.

ART AND DESIGN

101. During the week of inspection, only a limited number of art and design lessons were observed involving pupils in Year 3 and the two Year 5 classes. Judgements about overall attainment are based on these lessons, pupils' previous work, speaking to the coordinator and to pupils. These indicate that attainment is above the expected level for pupils of this age at the end of Key Stage 1 and when they leave school. All pupils, including those with special educational needs, achieve well in lessons and make good progress over time. This is an improvement on standards identified in the previous report. The school has adopted recent national initiatives in the subject, which are reflected in teachers' planning. At present the school does not have an up to date policy or scheme of work, but the coordinator is re-writing a scheme of work, which will reflect the recent national initiatives and ensure progress and continuity. Resources for the subject are satisfactory.

102. Pupils, including those with special educational needs, use a range of media and materials to develop their skills and techniques in the subject, which are acquired and built upon as they move through the school. Pupils are introduced to the work of well-known artists. For example, in Year 4, pupils study the work of Van Gogh and produce successfully three-dimensional work using mixed media and texture to reflect Van Goghs' work on Sunflowers. In Year 1, pupils use collage and paint well to create a scene that illustrates a favourite story for example, 'Little Red Riding Hood'. In Year 2, pupils create colourful Chinese blessing cards to send to people to wish them luck and good fortune. They use a variety of textures carefully, including painted Chinese symbols on the front of each card. In Year 3, pupils develop their skills effectively when exploring how shape and colour can be recognised and combined to create patterns. During the lesson pupils learn enthusiastically about the life of Matisse, where he lived and his style of painting. His work of 'The Snail', was used successfully in the lesson to demonstrate how colour and shape can be used to create pattern. In Year 5, pupils develop their painting skills well through use of different materials, for example, pupils design and create different motifs taken from a range of books on well known artists, for example a Gauguin wood carving. They recreate effectively the design using salt-dough. Pupils skillfully sketch their design, use a range of poster paints and mix the appropriate shades for their sketch. They experiment carefully by mixing colours before finally painting their motif.

103. The overall quality of teaching is good. Teachers have good subject knowledge and understanding which provides pupils with good learning opportunities in classes. All lessons were well planned and prepared with clear learning objectives, which are shared with pupils. Teachers' give clear instructions and guidance to help pupils to

improve their artistic skills; this was clearly demonstrated in a Year 3 lesson. In all lessons there are good relationships between pupils and teachers, which creates a positive atmosphere for pupils to work in. All pupils have good attitudes in lessons, and they listen carefully to teacher guidance and suggestions when experimenting with different media. This was seen in a Year 5 lesson when pupils were experimenting with different shades of colour to paint their motifs.

104. Pupils' work in art and design makes a very positive contribution to their moral, social and cultural development. They work well together in lessons and share ideas, for example in a Year 5 lesson pupils helped each other with colour mixing when painting their motif. They take responsibility when clearing away after lessons are completed in a sensible and mature way. They learn about the work of great artists such as Monet, Van Gogh, Klee, and use their activities in the subject to give deeper insights into history which helps in developing and building cultural knowledge and understanding. Cultural development was very well displayed in the hall where a display entitled 'Art of different cultures' was prominently displayed. Pupils from each year group had developed a panel of art work dedicated to a different culture. For example, pupils in Year 1 had decorated their Chinese costumes, which they had worn in the Christmas production, with a variety of different materials. In Year 3, pupils used aboriginal art as their theme and in Year 4 pupils painted a typical Kenyan scene. Pupils in Year 6 painted watercolours, which were inspired by Celtic Manuscript drawings and illuminated script. Pupils visit the local Lowry museum and last year entered an art competition where one pupils' entry was very successful and came first in the competition. His watercolour was printed on the front of a calendar of pupil paintings. Speaking and listening skills and the development of specialist vocabulary, helps the development of literacy through the school. The school is trying to incorporate more fully the use of ICT into the subject.
105. The subject is well led and managed by an enthusiastic coordinator. She monitors planning on a termly basis to ensure continuity and progression in the subject. The school is building up its resources such as craft materials and ceramics to support learning in the subject. Resources are stored centrally and are accessible to all staff, along with basic equipment to teach the subject in each classroom. There is no recorded evidence of pupils' achievements which makes it difficult for teachers to build on pupils' past learning securely.

DESIGN AND TECHNOLOGY

106. At the previous inspection standards of attainment were reported to be satisfactory at both key stages. This situation has not been maintained and the standards that pupils achieve by the time they leave the school are below the expected level for pupils of this age. There are a number of reasons why this is so, the subject has not had a coordinator for over two years and the current coordinator was appointed in October last year. The school had been without an effective scheme of work until this appointment and there were few planned opportunities for design and technology activities. This situation has recently significantly improved. The Qualifications and Curriculum Authority scheme of work has been adopted and has been operational since the beginning of this term. This represents an improvement, as no scheme of work was in place at the time of the last inspection. It was only possible to see a small number of lessons. Judgements about standards of attainment are drawn largely from pupils' work, work on display, discussions with the subject coordinator and pupils and examination of teachers' planning in addition to the limited amount of teaching seen.

107. By the end of Key Stage 1 pupils are beginning to develop their ability to use simple tools to cut and shape materials such as fabric, paper and card to make pop-up cards and hand puppets. They assemble, combine and join materials and consider weight-bearing attributes. Pupils successfully make decisions about the materials and tools that they use. Pupils in a Year 1 class enthusiastically design and make models of playground apparatus following a visit to a local park. They confidently make choices about materials and tools they use and are able to account for their choices in the plenary session. Evaluation of work with pupils aged seven and under is done in discussion with their teacher. There is no evidence of written evaluations.
108. By the end of Key Stage 2 pupils are beginning to design for a particular purpose. In Year 6, pupils design shelters effectively to protect occupants from adverse weather conditions. They design structures, test materials for strength and permeability, construct models and evaluate the end product successfully. Designs are well drawn and labelled, materials and tools are carefully chosen and pupils conscientiously evaluate their work in collaboration with the rest of their team. This work in Year 6 was being developed during the inspection by work on designing a slipper. However, there is little evidence in the rest of the key stage of design and technology work. Other examples are work on designing a Mother's Day card and weaving in Year 4 and making fizzy drinks and card frames for photographs in Year 5. The lack of work is partly due to the commencement of the scheme of work during this term and units of work from it being delivered at other times of the year. Attainment has been restricted by the lack of pupil opportunities to develop subject knowledge and skills across the school.
109. The limited number of lesson observations makes judgements about design and technology teaching across the school difficult. However, the teaching observed was satisfactory or better. No unsatisfactory teaching was seen. Pupils respond enthusiastically to tasks set within design and technology. They discuss their work with interest and talk about the processes involved in designing and modelling. They enjoy the corporate experiences afforded by the subject. They understand about using tools safely and the importance of hygiene when working with food. In a Year 1 lesson where the teaching was good, the teacher effectively exploited varied questioning techniques to promote pupils' thinking well as pupils discussed their visit to a local park. 'Yes, we need it to be tall but how do we do that?' Activities planned were relevant to the age and abilities of the pupils. In a Year 6 lesson, pupils were engaged upon evaluating materials for use in making slippers. The activity was appropriate for the age group and well linked to the new scheme of work. Pupils, however, had little previous experience of subject techniques and vocabulary and the teacher, who possessed a good knowledge of the subject, had to explain process and vocabulary carefully. The lack of pupils' prior knowledge slowed their productivity during the lesson.
110. The subject coordinator provides satisfactory management of the subject. The new scheme of work has been put into practice and planning has already improved. Lesson plans are detailed and learning objectives are well related to the new scheme. Assessment procedures are linked to the Quality and Curriculum Authority's scheme of work and record pupil coverage of national curriculum requirements. Future planning is not yet effectively informed by assessment and this is an area for development. The school has a subject portfolio of photographs of pupils' work and achievements but has not been up-dated since 1997. Its value is limited as a useful record of pupil achievements and does not serve as a very helpful resource bank for teachers. The coordinator is involved in monitoring planning but does not monitor teaching. There is very little evidence of the use of computers within design and technology. Resources are limited and restrict the delivery of the subject. There is much to do to improve

provision and raise standards, although, a good start has been made to restore a neglected area of the curriculum. New teachers to the school have brought in a level of subject expertise that is already beginning to impact upon attainment.

GEOGRAPHY

111. Standards found in the last inspection have been maintained and are similar to those expected for pupils at the age of seven and eleven. There is insufficient evidence to be able to judge the quality of teaching in Key Stage 2. However, evidence from teachers' planning, examples of pupils' work and displays around the school, indicate that all pupils, including those with special educational needs, make satisfactory gains in their learning and work, broadly, at the expected level. The majority of pupils attain an appropriate quality of work and there is no significant difference between the attainment of boys and girls. All pupils, including those with special educational needs, make satisfactory progress in gaining the key knowledge and skills of the subject.
112. Through the geographical themes taught in each key stage, pupils experience exploration of places; acquire, use, and extend geographical skills and vocabulary, and investigate a number of thematic studies. Geographical understanding builds on a variety of experiences moving pupils from local to wider and contrasting environments. Geography is taught through topics in Key Stage 1, and study units in Key Stage 2 that cover the work that has to be studied in the National Curriculum. There were no significant weaknesses indicated in the previous inspection.
113. By the end of Key Stage 1, standards are at the expected level for this age. Pupils make accurate observations of the characteristics of the locality and of the local buildings, such as the church and the variety of housing. They plan routes to school and use directions such as 'left' and 'right' accurately. Pupils have an increasing awareness of the physical and human features of Winton and compare them with those of St Lucia and express opinions confidently about the wider world, which many experience on family holidays. For example, one pupil graphically described the volcano on St Lucia as 'a volcano that smelt like rotten eggs'. Year 1 and 2 pupils draw and label simple maps and routes. For example, they label confidently the key features of the harbour at Tenby and the major towns in the British Isles. Year 1 visited Cambell Road as part of traffic survey and successfully made a graph of the types of vehicles seen. They begin to use appropriate geographical vocabulary accurately, such as 'double yellow lines' and recognise road symbols such as 'no entry' and 'zebra crossing'. Year 2 pupils extend their knowledge as they talk about the 'volcano', 'rain forests' and 'The Pitons' in St. Lucia and express, clearly, their likes and dislikes. Pupils are given good opportunities to reflect on imposing, natural landscapes and discuss their feelings, about features such as the waterfalls and mountains of St. Lucia, as seen on the video.
114. At Key Stage 2, pupils have an appropriate knowledge of their own region, other countries and contrasting areas. Year 5 visit Stanton in the Peak District and contrast it appropriately to Winton and Year 4 pupils research into Kenya's human and physical features. They use mapping skills carefully to identify its location and research into its features such as its size, population, landscape and food. They are able to identify and describe what places are like in an economically less -developed country confidently. By the end of the key stage they give simple, but logical explanations of the connection between landscape, weather and settlement and the effect of settlement and exploitation of resources on the environment, using the appropriate vocabulary. For example, they show understanding of the climate and terrain of Greece and its position in relation to other countries such as Bosnia, Moldavia and the Ukraine. Year 6 pupils build on their earlier mapping skills. They investigate enthusiastically the major rivers

of the world, such as the Thames, the Nile and the Mississippi and develop an understanding of geographical terms such as 'source', 'flood plain' and 'tributary'. They use secondary sources such as globes and atlases to support their work as they locate continents, oceans and major countries such as Greece. Numeracy skills are appropriately linked to geography. For example, Year 3 use Venn diagrams appropriately to record the common features of settlements such as cities, towns and villages. Year 6 pupils make graphs of the temperature of Kos and Rhodes accurately and calculate the average and Year 5 pupils develop an understanding of co-ordinates through their study of the Peak District.

115. The quality of teaching in Key Stage 1 is good. In the lessons seen it was always good. In these lessons, objectives are made clear to the pupils, good use is made of carefully prepared resources and pupils' interests are taken into account and used to take learning further. Pupils enjoy the subject and begin new tasks with enthusiasm. They collaborate well in small groups, for example, when painting a 'road' and making road signs. All pupils' behaviour and attitudes to their work are very good. They listen carefully and are always willing to share their ideas. There are independent opportunities for pupils to plan topics for themselves and pursue independent lines of enquiry for example, in reading for research or using their independent writing skills. The vocabulary they learn extends their literacy and numeracy skills and pupils' extended writing skills are developed well, when they are given the opportunity. Pupils work well independently and when co-operating in groups. Organisation is good. Good opportunities are given for discussion and demonstrate pupils' quality of recall of St Lucia, such as the type of weather and similarities and difference in the life style of the children with that of their own. Very good questioning of pupils, a brisk pace and challenging work contributed to a Year 4 lesson on the environment. Pupils work hard and maintain their enthusiasm, resulting in good behaviour and gains in key geographical knowledge and skills. Books are marked regularly, with positive remarks aimed to take pupils' learning forward and in one lesson, homework was used well when pupils' were asked to find road signs on their way to and from school.
116. The school has invested time and effort, successfully, in the subject and has set realistic targets for improvement. There is a structured programme for improvement within the school. The school has clear ideas how to proceed and prioritises according to need and finance available. The recent scheme of work forms a detailed and helpful guide for teachers with clear identification of what pupils are to learn by the end of each unit of work. This provides consistency of approach in order to ensure progression and continuity of pupils' learning. There are plans to improve the assessment procedures but there is no recorded evidence of pupils' achievements which makes it difficult for teachers to build on pupils' past learning securely. The quantity and quality of resources have improved since the last inspection and, overall, are adequate. Geography makes a positive contribution to the pupils' moral and cultural development. For example, pupils discuss the social problems of congestion parking and older pupils become aware of cultural differences when contrasting the lives of pupils in Kenya with their own. Pupils' literacy skills are further developed in the subject through extended writing and reading for research.

HISTORY

117. No lesson was observed during the period of the inspection. There is insufficient evidence to be able to judge the overall quality of teaching. However, evidence from teachers' planning, examples of pupils' work and displays around the school, indicate that all pupils, including those with special needs, make satisfactory gains in their learning and work, broadly, at the expected level. Standards found in the last inspection have been maintained and are similar to those expected for this age.

History is taught through topics in Key Stage 1 and study units in Key Stage 2. This cycle covers the work that has to be studied in the National Curriculum. The majority of pupils attain an appropriate quality of work in relation to their ages at the end of both key stages and there is no significant difference between the attainment of boys and girls. Most pupils acquire, use and extend history skills and vocabulary through investigations. There were no significant weaknesses highlighted in the previous report and standards continue to be satisfactory.

118. Pupils have a sound understanding of the historical concepts and knowledge expected of seven-year-olds by the end of Key Stage 1. Pupils have a satisfactory awareness of chronology by sequencing events in their own lives from when they were born to the present day. Year 2 pupils begin to understand the passage of time by discussing the differences between the past and the present relevant to their own and relatives' lives. They know about life in the past and have a satisfactory understanding of how industrial and domestic life has changed over time, such as machinery and toys. This area is an improvement on the previous inspection, when pupils' understanding about the way people led their lives was less developed. In Year 1, pupils compare past and present domestic features successfully, such as forms of heating and cooking. They compare stoves and kettles of the past with the electrical appliances of the present and research into the causes of the Great Fire of London. Pupils in Year 2 write purposefully about eyewitness accounts by famous people such as Samuel Pepys and the heroic deeds of Florence Nightingale. Pupils' skills in historical enquiry are appropriately developed by visits to places such as The Museum of Science and Industry, where they study artefacts and machinery from Victorian times to the present day.
119. By the end of Key Stage 2, pupils have a greater understanding of chronology and are able to find and link information from a variety of sources. Year 6 pupils research confidently into the main features of life in a past civilisation, such as the Ancient Greeks, from 500 BC to the present day and the Egyptians, and place them correctly onto an accurate time-line. They successfully link their historical and geographical skills for example, when they locate significant human and physical features of the country. In Year 5, pupils research in more depth into the history of Winton and the changes that have occurred over time. They investigate enthusiastically the contrasting lifestyle of children and houses in Victorian Britain, and the improvements made by social reformers such as William Morris. Pupils are able to use and interpret information from pictorial and written sources and are aware that there are different versions of the same historical events. In Year 4 pupils gain insight into what life was like for people living in significant periods in English history such as the Tudors and the Elizabethans. Year 3 increase their historical knowledge as they study the reasons for the fall of the Roman Empire and use their geographical skills to locate the relevant places.
120. The school has invested time and effort in the subject, has set realistic targets for improvement and has made good use of the national guidance for planning. It has clear ideas as to how the school is to proceed and prioritises according to need and finance available. There is now a more structured approach to the subject through a new scheme of work, recently introduced. Structured guidance is offered by way of 'topic' resources to ensure the step-to-step development of skills. Assessment of history has been reviewed, but has not been fully implemented. There are no opportunities for monitoring teaching and learning as indicated in the previous inspection. Resources have improved since the previous inspection and are good. Pupils' literacy skills are further developed through extended writing and reading for research in Key Stage 2, but less so in Key Stage 1. History makes a positive

contribution to the pupils' cultural heritage. All pupils are developing awareness of their cultural heritage through the study of the curriculum and relevant visits.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Attainment in information and communication technology (ICT) is in line with national expectations by the end of both key stages. At the previous inspection attainment was stated to be below national expectation in both key stages. There has been good improvement between inspections. The impetus for the improvement has been the acquisition of the computer suite, which has provided specific focus on the development of pupils' computer skills. This has been operational since September 1999. At the time of the previous inspection the poor range and quality of hardware and the lack of a comprehensive scheme of work restricted pupil attainment. Both issues have been since been successfully addressed. The school has established a computer suite, which is networked and has Internet access and an appropriate scheme of work. In addition, most classrooms have a stand-alone computer.
122. By the end of Key Stage 1, pupils are competent in using the mouse and are beginning to develop typing skills using the 'qwerty' keyboard - identifying letters, capitalising, use of space bar, delete and insert. Pupils save their work successfully, use a variety of fonts, use the computer to generate pictures for use in cards and calendars, produce and print out pictograms and simple graphs for mathematical data and are able to highlight sections of text. Year 2 pupils were compiling an encyclopaedia on animals. They use the mouse confidently, change font size and highlight key words.
123. By the end of Key Stage 2, pupils are able to access programs confidently, load material such as photographs in relation to a multi-media authoring program, save their work and organise and refine information in different forms. They use terms such as 'drag', 'clipart', 'rotate' and 'edit' with confidence and understanding. However, pupils are often frustrated by the lack of keyboard skills and many pupils type with index fingers only. An increasing number of pupils improve their keyboard skills as a result of having a computer at home. This is evidenced by the increasing number of pupils who return homework in the form of computer printouts. About fifty percent of pupils have a computer at home.
124. Statutory requirements are now met and this is an improvement when compared to the previous inspection. In addition to improved hardware provision, subject teaching is at least satisfactory and half the lessons seen were good. All lessons are conducted at a brisk pace, are well planned and teachers demonstrate good subject knowledge. In a Year 5 lesson in the computer suite there was an excellent focus on vocabulary. Pupils were able to explain 'graphic', 'flip', 'rotate' and 'object'. Discussion between teacher and pupil generated the use of relevant, two-way use of terminology. Teachers have high expectations of their pupils and questioning is often challenging. Teachers know their pupils well and tasks are appropriately set in order to build on prior knowledge. Work, especially in Key Stage 2, is often of an on-going nature and helps to consolidate and develop pupils' skills effectively. As a result, pupils' attitudes are very good. They listen attentively to teacher instructions and act upon them enthusiastically. They greatly value the time they have in the computer suite and work very hard either independently or in pairs. Pupils in both key stages are very well behaved whilst on task and show great interest in their work and sustain concentration well. Pupils help each other very well and pupils with special educational needs benefit very well from the support of their peers as well as support from the teacher. Pupils treat equipment with respect. As a result of pupils' very positive attitude towards the subject, they make good progress.

125. The school has recently adopted the Qualifications and Curriculum Authority's scheme of work. The policy document does not fully reflect this scheme fully. Pupils have their own file on computer. This serves as an on-going record of pupil achievement. In addition, there are termly assessments against specific learning objectives relating to the scheme of work. Teachers make more informal notes on weekly plans. However, there is no record of pupils' skill development in the subject to support the new assessment procedures. Although the school currently has no portfolio of pupils' work, the coordinator is developing an excellent base upon which to compile one. This has the dual purpose of a total school record of achievement in the subject and a resource bank for teachers. Planning is good and reflects teacher confidence in their subject knowledge, understanding and expertise.
126. The subject coordinator is the headteacher with the support of a newly qualified teacher with excellent recent initial qualification in the subject. The joint role has operated since September. The coordinators are enthusiastic about the subject and have worked extremely hard to raise teacher expertise and confidence. There have been formal and informal training sessions for staff and the 'shadow' coordinator affords good technical support for teachers. The coordinators monitor teachers' planning and scrutinise pupils' work. There is no provision currently for lesson observation. The cross-curricular application of computers is developing. For example, a Year 5 mathematics lesson in the computer suite used an angle prediction program that challenged pupils well. Pupils' work on graphs in data handling within mathematics; paint programs in art and design and information retrieval in literacy. There is much computer generated display work around the school. A cross-curricular display in the computer suite contains work on Ancient Egypt, fish designs in art and design, symmetry work in mathematics and word processing in literacy. The computer suite is well used. However, it is something of a school thoroughfare and lessons are sometimes frequently interrupted. However, class-based computers are not as well used. There are limited opportunities for pupils to use these computers to support work in other subjects or rehearse newly acquired skills. Although resource provision has been much improved, control and modelling technology needs more equipment. However, a floor-controlled robot was well used to support co-ordinate work in mathematics with pupils in Year 6. A growing range of software supports the hardware, access to the Internet and e-mail in the networked suite. The school has worked very hard to improve provision in ICT and this has impacted very well upon pupil attainment, particularly within the past year.

MUSIC

127. Standards found in the last inspection have been maintained and are similar to those expected for pupils at the age of seven and eleven. Pupils achieve appropriately and reach the expected level for their age at the end of both key stages. All pupils, including those with special educational needs, make satisfactory progress in gaining the key knowledge and skills of the subject and there is no significant difference between the attainment of boys and girls. Pupils throughout the school demonstrate good vocal skills and their singing is good.
128. Pupils make good use of their singing in many areas of the curriculum. Literacy skills in music are developed well through the acquisition of good listening skills, the understanding of musical vocabulary, and performing skills. Effective use is made of songs and jingles to improve younger pupils' literacy and numeracy skills. Pupils control sounds through singing and playing. Pupils generally pitch notes accurately and sing with a developing clear tone. Year 1 pupils sing songs such as 'Echo Song' well, as they follow the pitch and the rhythm. Pupils have a good sense of rhythm and can sustain a repeated rhythmic pattern at a steady tempo. They are beginning to

remember songs well. For example, pupils are able to sing, say, and whisper 'Hello', then 'rest' for the same amount of time. They know that the body can be used to create different sounds and use their hands to clap a repeated rhythmic pattern at a steady tempo. Year 2 recognise, name, hold correctly and use percussion instruments such as claves, cowbells, Indian bells, guiro blocks and chime bars. They develop skills in working together and in listening carefully to their teacher and to one another. They are beginning to understand, use and combine musical elements, such as dynamics and tempo to build up texture in their compositions. Hymns in assemblies such as 'Father, I Come to You' are sung thoughtfully and with sensitivity.

129. At Key Stage 2, pupils build on their knowledge and skills. Pupils use their voices expressively by singing songs, speaking chants and rhymes, such as the 'Manx Folk Song', 'Hop Tu Nay' and 'Hey There'. The quality of singing is very good. Pupils control their voices to match the character, speed and rhythm of the music and have a good tonal quality when singing both loudly and softly and when performing in the higher or local registers. They use instruments purposefully to build up layers of sound and respond well to the directions of the teacher. For example, Year 3 pupils use different musical instruments to accompany their singing and Year 6 pupils build up this 'texture' in their music. Pupils learn to sustain one rhythm pattern against another. For example, they sing independently and 'hold their own line' while listening to a continuous sound (drone), a repeated rhythmic pattern, (ostinato) or a round. Pupils in Year 6 are able to sing independently, and most with attention to the correct intonation. They recognise ascending and descending notes and similar pitched phrases, such as in the song 'Canadian Student'. The good quality of the music teaching helps pupils improve their phrasing. Boys and girls are equally interested in their music lessons and are introduced to appropriate musical vocabulary as they analyse and express opinions of the sounds heard.
130. The quality of teaching is very good. In the lessons seen, 80 per cent of the lessons seen were very good and 20 per cent were satisfactory. All the very good teaching was in lessons taken by a visiting music specialist teacher. Where teaching was very good, pupils make very good gains in their knowledge and skills. The teacher's very good musical knowledge and expertise and expressive use of the voice were combined to ensure that lessons were well sequenced and tasks were reinforced well to extend pupils' learning. This ensures that pupils progress well from the skills they acquire in Year 1 to the end of the key stage. As a result, pupils' attitudes to music are very good. Both boys and girls apply creative effort in their lessons, show a high degree of interest and contribute equally well. Year 6 pupils are keen to demonstrate their musical skills without any trace of self-consciousness. All pupils remain well behaved throughout all lessons. In very good lessons there is very good management of pupils and brisk pace so that everyone applies creative effort which allows pupils to extend their musical knowledge and skills. In a Year 2 lesson which was satisfactory, pupils demonstrated a good knowledge of the names of a range of musical instrument and the correct way to hold them, but teaching was less effective because of the slow pace of the lesson.
131. Orchestral tuition from peripatetic music teachers is particularly strong, as is the music teaching undertaken mainly by a specialist teacher. Pupils are introduced to instruments such as the violin, brass and woodwind instruments from the nursery class onwards, where five children receive violin tuition. They are very keen to take part in instrumental and vocal work and work well to achieve a pleasing group performance. The school has plans to build up its own staff's professional expertise and confidence by way of a nationally approved scheme, which has clearly defined objectives of the skills, knowledge and understanding required to teach music effectively. Pupils do not have music notebooks and no recording of pupils' compositions was seen. Pupils perform with others and are developing a satisfactory sense of audience. They are

given opportunities to perform in front of groups of pupils, and play a range of instruments. Music is incorporated into seasonal performances, such as musical Christmas activities. Resources are adequate overall but there is a lack of quality, large tuned percussion instruments to give more texture to pupils' instrumental composition and performance. Resources for the Foundation Stage are inadequate, particularly in the nursery. There is a mobile music trolley, which contains an adequate range of percussion instrument for use in Key Stage 1 and 2. It is easily accessible and well used.

PHYSICAL EDUCATION

132. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance, games, and gymnastics. There were no significant weaknesses highlighted in the last report and standards have been maintained.
133. At the end of both key stages, pupils achieve standards at the expected level for their age in those aspects of the physical education curriculum observed. They make expected progress in developing control and co-ordination in travelling, jumping and balancing when using large apparatus to practise gymnastic skills. Pupils are broadening their experiences of using a range of stimuli to create dance-like movement sequences and they are acquiring competence in a range of games skills. All pupils make at least satisfactory progress, and there is evidence that some pupils make good progress and achieve results that enhance their self-esteem.
134. At the end of Key Stage 1, most pupils demonstrate good co-ordination when using large body movements. They move with control and make good use of general space. In the hall they move freely, engage in a range of warm up activities and are able to stop and start movements safely. Year 1 pupils use their imagination purposefully in interpreting the poem of 'The Little Brown Seed' into movement. In dance, Year 2 pupils are appropriately skilled in employing imaginative movements to music and they have made significant progress in devising a variety of actions. For instance, they sensitively use dance to develop patterns of movement whilst listening to Grieg's 'Morning'.
135. At the end of Key Stage 2, pupils move around the playground and hall with increasing control, and demonstrate an expected range of passing and volleying skills in volleyball. Year 4 pupils show growing competence in footwork and technique in football skills. In Year 5 pupils successfully transfer their own sequences to partner work and are beginning to evaluate their own efforts and those of others. In a Year 6 lesson, pupils were challenged to move along the mat without using their legs with their hands taking the weight. Enthusiastic discussion followed and pupils produced a good number of appropriate responses. They showed appreciation of movement as they successfully completed the challenge with cartwheels, a variety of rolls, flips and bunny hops. The school currently supports an effective swimming programme, and most pupils achieve the swimming requirements of the National Curriculum before the end of Key Stage 2. Pupils with special educational needs are well supported. They make sound progress overall and achieve results which enhance their self-esteem.

136. The quality of teaching is good. In lessons seen, teaching was always satisfactory, being good in 40 per cent and very good in 40 per cent. Teachers are enthusiastic about teaching physical education, and have appropriate subject knowledge. In the best lessons, planning is good with clear learning objectives outlined, appropriate challenging tasks set, and a brisk pace maintained. Pupils work with enthusiasm, enjoyment and commitment. They clearly enjoy the sessions and all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is good; apparatus is sensibly and responsibly used and, in competitive situations, pupils show due regard for laws and fair play. In very good lessons, pupil performance is used well to demonstrate achievement, focus on good practice and encourage others to observe and evaluate their own actions. In a Year 2 lesson, where pupils were developing a sequence using different moods such as fear or sadness, the teacher pointed out good practice to the pupils and analysed why particular movements were effective. This helped pupils in improving their own performance and provided lower attaining pupils with ideas they could incorporate into their own sequence. However, this good practice is not consistent and pupils are not always given the opportunity to comment and evaluate upon performances. This limits both their development in physical education and their speaking and listening skills.
137. The enthusiastic coordinator has recently overseen the production of an appropriate policy document, and a scheme of work that allows for the coverage of all aspects of the National Curriculum. However, the scheme is not yet fully implemented although there is a clear action plan for this to happen. At present, there is no opportunity to monitor the quality of teaching or teachers' planning, which limits the coordinators' effectiveness in gaining an overview of the subject across the school. The provision for a number of extra-curricular activities, and the skills of visiting specialists enhances the physical education curriculum, as does the experience gained by pupils on a residential visit. Resources for physical education are satisfactory. Although pupils are assessed at the end of the year in their annual report this information is not easily accessible, especially as pupils move through the school. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons.