

INSPECTION REPORT

ST MICHAEL'S C OF E PRIMARY SCHOOL

Bolton

LEA area: Bolton

Unique reference number: 105214

Headteacher: Mrs Janet Westwell

Reporting inspector: Tim Boyce

OIN: 20932

Dates of inspection: 8th – 11th May 2001

Inspection number: 235846

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:	Green Lane Bolton Greater Manchester
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr L Huyton
Date of previous inspection:	24 th November 1997

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9103	Anita Strong	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27899	Georgie Beasley	Team inspector	the foundation stage, music	The school's results and achievements, How well are pupils taught?
20326	Peter Clark	Team inspector	mathematics, design and technology (DT)	How good are the curricular responsibilities offered to pupils?
25441	April Dakin	Team inspector	special educational needs, English, physical education (PE)	
7766	Jeff Plumb	Team inspector	equal opportunities, English as an additional language, history, religious education (RE)	
2911	Eric Steed	Team inspector	Science, art and design	Pupils' attitudes, values & personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average sized school providing full time education for 254 pupils aged from 4 to 11 years and part time education for 60 children aged three. The pupils mainly come from the Burnden ward, an area of predominantly local authority housing and rented accommodation, on the outskirts of Bolton. The social and economic circumstances of the families of the majority of pupils are well below average and the Burnden ward is among the ten per cent most disadvantaged wards in England. An above average number of pupils, thirty nine per cent are eligible for free school meals. An above average proportion of pupils, 35 per cent, is included on the school's register of special educational needs, generally with moderate learning difficulties. Three pupils have statements of special educational need. One hundred and forty eight pupils come from ethnic minority groups, these are predominantly of Pakistani origin. There are 185 pupils, mainly from ethnic minority groups, who have English as an additional language. Of these 119 are at an early stage of English acquisition. These figures are very high and well above the national average. There are three traveller children on the school's roll, but they were not present during the period of the inspection. Attainment on entry covers the full range but is well below average. This is because there are higher than average proportions of pupils with special educational needs and a much higher than average proportion of pupils at the very early stages of English language acquisition.

HOW GOOD THE SCHOOL IS

The strengths of the school outweigh the areas that require improvement. Whilst standards are generally below average, the achievement of pupils is at least satisfactory and, in the light of their attainment on entry, the school is making a positive impact on their learning. Pupils who have English as an additional language (EAL) achieve well. Almost all pupils try their hardest, get on well together and behave very well. The overall quality of teaching and learning is satisfactory, and it is often good in particular classes. The leadership and management of the school are satisfactory. When all these factors are weighed together, the value for money is satisfactory.

What the school does well

- Pupils work hard and behave very well.
- It has good systems for making sure that pupils attend school regularly.
- Encouraging pupils to get on well together, whatever their age, gender or ethnicity.
- Younger pupils attain good standards in art and design.
- Pupils who have English as an additional language (EAL) are very well taught and make good progress.
- Teaching and learning is satisfactory overall and sometimes good. It is often very good in Years 4 and 5 and in the class for Year 2 pupils.
- The ethos is very positive and the head teacher's management of pastoral issues is a particular strength.
- It takes very good care of its pupils and looks after them very well.

What could be improved

- The standards attained by older pupils in English, mathematics and science.
- Standards in information and communication technology (ICT).
- The way some lessons are planned and how the learning of some groups is organised.
- The way pupils' work is assessed and marked, and how assessment information is used to plan the next stages of learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. At that time although the standards achieved by pupils were judged to require some improvement, the quality of education, the school's climate for learning and the management and efficiency of the school were all judged to be good. The school has made

satisfactory improvement since that time. It has raised standards in English by ensuring planning is more carefully aligned to the National Curriculum, by improving the teaching of spelling, and by providing better opportunities for pupils to write at length and to use the library for finding information. Standards in music are now satisfactory and pupils are now provided with better opportunities to develop an appropriate awareness of their own and other cultures. Whilst some progress has been made in improving the quality and use of planning and assessment, more work remains to be done in these areas. Given current standards, the overall quality of the education provided and the leadership and management, the school has the capacity for significant, 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	E	E*	E	C
Mathematics	D	E	E	D
Science	E	E	E	D

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

National Curriculum assessment results for 2000 show that, by the end of Year 6, pupils in the school attained below average standards in English, mathematics and science. Standards in English dipped significantly in 1999, when they were among the lowest five per cent nationally, but recovered again in 2000. Standards in mathematics did not keep pace with national improvements in 1998, when they were below average and in 1999, when they were well below average. In 2000, standards were lower than in the two previous years. Although standards in science were well below average, they kept pace with national improvements in 1998 and 1999, before declining in 2000. When compared with similar schools (those with similar percentages of pupils eligible for free school meals) standards were average in English and below average in mathematics and science. Most pupils work hard and achieve satisfactorily, but inspection evidence shows that standards at the end of Year 6 are below average in English, mathematics and science. Standards in art and design, design and technology (DT), geography, music and physical education (PE) are broadly in line with national expectations. Standards in history are below national expectations, whilst standards in ICT are well below average. Standards in literacy and numeracy are below the national average. Most children enter the nursery class with levels of attainment well below those usually found. Many speak very little English. They all learn effectively, irrespective of gender, ethnicity, cultural background or social circumstances and, by the time they are five, most have caught up to the point that they are only below the national expectation. Pupils with EAL are well supported and make particularly good progress. Pupils achieve steadily throughout the infant years but, by the time they are seven, the majority are still attaining below average standards in English, mathematics, science, ICT and history. Standards are broadly in line with national expectations in DT, geography, music and PE and above national expectations in art and design. The school is aware that levels of attainment in many subjects are low, but is setting itself realistic and achievable targets for sustained improvement.

Several significant factors are making a negative impact on the standards attained by pupils throughout the school. There is a higher than average proportion of pupils with special educational needs. A very high percentage of pupils have EAL, and enter the school with very low levels of language acquisition. Records provided by the school show that many pupils join the school after the reception year and that 49 per cent of the 2000 Year 6 cohort had joined the school after Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are very enthusiastic about school, work hard and generally try to do their best.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in classes, on the playground and around the school. This has a very positive impact on their learning.
Personal development and relationships	The school is a very inclusive and harmonious community. Relationships are very good and all pupils get on very well irrespective of their gender or ethnicity. The personal development of pupils is satisfactory, but opportunities for independent study are limited.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

The progress made over time shows that the overall quality of teaching is satisfactory. Almost all the lessons seen during the inspection were at least satisfactory. Thirty nine per cent were satisfactory, thirty eight per cent good, and twenty per cent very good. Three per cent of lessons were judged to be unsatisfactory or poor. This is a better standard of teaching that was found in the previous inspection with half the amount of unsatisfactory or poor teaching and almost twice as many good or very good lessons. The caring ethos of the school is reflected in the strong and positive relationships between teachers and pupils. The management of pupils is good. Teachers expect pupils to do well and have high expectations of behaviour. As a consequence, pupils have positive attitudes and show good interest in all of their work. The teaching of literacy and numeracy is satisfactory. In better lessons pupils are motivated by lively teaching and achieve well. Teachers in these year groups have high expectations of behaviour and expect pupils to do their best. There were particular strengths in the teaching in the Year 2 class, and in Years 4 and 5. The teaching for pupils with EAL is very good overall. Learning assistants give very good support to groups in the very large classes in key Stage 2.

Teaching in the school generally meets the needs of all pupils irrespective of their age, gender, ethnicity, prior attainment or social circumstance. However, there are weaknesses in the quality of teachers' planning and the lack of specific learning objectives in many lessons means that tasks and activities are not always matched sufficiently well to individuals or groups of pupils. Work for higher attaining pupils is not always challenging enough. The quality of teaching and learning of pupils with special educational needs is satisfactory overall. Pupils with EAL benefit from good support and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum provided is broad, contains all the required subjects and meets statutory requirements. There is, however, some disparity in the emphasis given to some subjects. Too little time has been allocated to history recently, for example, and this has had a negative impact on standards achieved in that subject.
Provision for pupils with special educational needs	Satisfactory overall. Staff know their pupils well and most pupils receive appropriate support.
Provision for pupils with	Very good. The support provided by designated EAL staff is very good

English as an additional language (EAL)	and the detailed monitoring of the progress they make ensures that learning is effective. The support given by class teachers is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school effectively promotes spiritual development through assemblies and numerous planned opportunities. The provision for moral and social development is very good. The work of pupils is celebrated enthusiastically and the school is very effective in integrating pupils from very different backgrounds and ethnic groups. Cultural development is satisfactory and is better than that found in the previous inspection.
How well the school cares for its pupils	The school takes great care of all its pupils and looks after them very well. Teachers know their pupils very well, but there are weaknesses in the formal assessment procedures for most subjects. The quality of marking is very varied and, in too many cases, does not indicate how pupils could improve their work. Insufficient use is made of assessment information to inform the planning of subsequent lessons.
How well the school works in partnership with parents	Good overall. Induction procedures are very good. The school provides a range of good quality information to parents about the progress pupils are making. Written reports are satisfactory overall, but are of variable quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The head teacher, supported by her deputy, provides effective leadership. Her management of pastoral issues is a particular strength. Members of the senior management team are still developing their roles. Co-ordinators perform their roles satisfactorily and most have a good understanding of their area.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities appropriately. Governors are very supportive of the head teacher, but are not yet sufficiently involved in the strategic management of the school.
The school's evaluation of its performance	Satisfactory. The head teacher has a clear understanding of the strengths and weaknesses of the school. There are some very good procedures for monitoring quality and standards, but these are not always implemented with sufficient rigour.
The strategic use of resources	The financial management of the school is good. The principles of best value are applied appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children enjoy coming to school. • That their children make good progress. • That behaviour is good. • That the quality of teaching is good. • That they feel comfortable approaching the school with a question or a problem. • That staff expect children to do their best. • That the school is well led and managed. • That the school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work children are expected to do at home • That quality of information they receive about how their children are getting on. • The way that the school works in partnership with parents. • The range of extra-curricular activities provided for the children.

The inspection team agrees with most of the aspects which parents identified as strengths of the school.

Of the areas identified by a small number of parents for improvement, the team feels that an appropriate amount of homework is set, that the school has a satisfactory partnership with parents, that the range of activities provided outside lessons is good and that the school provides a suitable range of information about the progress made by pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Baseline assessments and inspection evidence indicate that the majority of children start nursery with levels of attainment well below those usually found. When they begin their reception year, the majority of children are still attaining below average standards in most area of learning. These are similar findings to the last inspection report. There is a particular weakness in communication skills, particularly in speaking in the nursery. This is mainly because many pupils are at a very early stage of learning English.
2. Sound teaching in the nursery plus good support for children with English as an additional language (EAL) ensures that the majority of children, irrespective of their ethnicity, cultural background or social circumstance achieve well and all children are more confident speakers on entry to the reception class. Due to the suitable focus in the nursery and reception class, children make good progress in their personal, social and emotional development and are likely to attain the early learning goals by the end of the reception year. Their understanding of shape, space and measures remains well below average because the majority of children still have a poor understanding of mathematical language. Satisfactory progress is made in their knowledge and understanding of numbers. Despite satisfactory teaching, which results in satisfactory progress in knowledge and understanding of the world and in their creative development, the majority of children are unlikely to attain the early learning goals in these areas by the end of the Reception year. Satisfactory progress is made in physical development and most children will attain the early learning goals in this area.
3. In 2000, the results of the National Curriculum tests for seven year olds indicated that, when compared with all schools, standards in reading were well below average. Very few pupils attained the higher Level 3. This is mainly because many of them had special educational needs and there was a higher than average proportion of pupils with EAL. Standards seen during the inspection agree with these results and are well below average. This is not as good as the previous inspection when standards were average. When compared to those achieved in similar schools, standards in reading were average.
4. Results for writing indicated that, when compared with all schools, standards were below average, with a broadly average proportion of pupils gaining Level 2. No pupils attained the higher Level 3. Standards observed during the inspection were below average. This is an improvement from the last inspection when standards in writing were also well below average and were a key issue. When compared to those achieved in similar schools, standards were above average.
5. Teacher assessments in speaking and listening indicated that standards were below average because only a small number of pupils gained the higher Level 3. Inspection evidence agrees that standards in speaking and listening are below average. This is similar to the standards found in the previous inspection.
6. Results in mathematics indicated that, when compared to all schools, standards were well below average, with a broadly average proportion of pupils gaining Level 2. Few pupils attained the higher Level 3. Standards observed during the inspection were below average. This is not as good as was found in the previous inspection when standards were judged to be average. When compared to those achieved in similar schools, standards in mathematics were below average.
7. Teachers' assessments for science in 2000 indicated that, by the age of seven, the number of pupils attaining the expected Level 2 was below average. The proportion of pupils attaining the higher Level 3 was well below average. Inspection evidence agrees with these assessments.

These results are not as good as those reported in the previous inspection, which judged standards to be average.

8. Whilst variable from class to class, levels of achievement at Key Stage 1 are satisfactory overall and pupils build soundly on the start they make in nursery and reception. Inspection evidence shows that, by the age of seven, standards in ICT and history are below average. Standards in DT, geography, music and PE are average. Standards in art and design are above average due to the good subject knowledge of the teachers and expertise of the co-ordinator, who teaches in Year 2. The standards found in DT and in geography are similar to those found in the previous inspection, whilst standards in ICT and history are not as good as those previously reported. Standards in art and design and music have improved.
9. Results in English for eleven year olds in 2000 indicated that standards were well below average when compared to schools nationally. Trends show that following a dip in attainment from 1997 to 1999; standards have now recovered to their 1996 position. Inspection evidence shows that standards have been maintained since the previous inspection, which also found standards to be below average. Standards in writing are well below average. When compared to similar schools, standards are below average.
10. Results in mathematics indicated that standards were well below average when compared to all school nationally. Standards in mathematics have been falling steadily for the last four years and since the previous inspection, when standards were judged to be average overall. In the last two years, girls have done much less well than boys have. This is because there were high number of girls with special educational needs in these two year groups. Inspection evidence shows that, by the age of eleven, standards are below average and that there is no significant difference between the attainment of boys and girls in this year group. When compared to similar schools, standards are below average.
11. Results in science indicated that standards were well below average when compared to all school nationally. This indicates a decline in standards since the previous inspection, which judged standards as average. In the last two years boys have done better than girls, who do significantly less well than their peers nationally. This is due to the higher than average proportion of girls with special educational needs in the last two year groups. Inspection evidence indicates that standards in science are below average. When compared to similar schools standards are below average.
12. In all three subjects the results gained by the 2000 cohort do not compare favourably with the results gained by that year group cohort at the end of Key Stage 1. This is because many of the pupils have changed. A larger than average proportion of pupils (forty-nine per cent) had joined the cohort since Key Stage 1 and many of these pupils were at an early stage of learning English.
13. Although it varies from class to class, achievement at Key Stage 2 is satisfactory overall. Pupils achieve particularly well in Years 4 and 5, in response to good and sometimes very good teaching. Inspection evidence shows that standards in history are below average, while standards in ICT are well below average. Standards in art and design, DT, geography, music and PE are average. Standards in ICT and history have declined since the previous inspection, whilst standards in art and design, DT, geography and PE have been maintained. Standards in music have improved.
14. The school has a high proportion of pupils with special educational needs. Taking into account their low attainment on entry, the achievements of these pupils are at least satisfactory. They make appropriate progress towards the literacy targets set within individual educational plans.
15. Pupils with EAL achieve well and, when they have specialist support, they make very good progress. They receive very good support in their home language that helps them understand new vocabulary in English. This ensures that, by the age of seven, the majority are doing almost as well their English speaking peers in most subjects. This good progress is not yet reflected in their

reading results however and, although they are able to read mechanically, some pupils do not understand all that they read. There is a similar picture at the age of eleven. Pupils who remain at the school throughout their primary years attain similar standards to their peers. Many new pupils with EAL join the school during Key Stage 2 and this has a negative impact on the standards attained.

Pupils' attitudes, values and personal development

16. Attitudes to learning are good. Pupils of all ages and abilities show interest in their lessons, have a positive approach to their work and try hard to finish tasks in the time allocated. They are keen to answer questions and to contribute their ideas in class discussions. In many classes attitudes were very good and pupils stayed on task very well, even when the content and delivery of the lesson were rather dull. Where attitudes do not meet this level, in a few isolated lessons, there is a direct link with weaknesses in teaching. Where the pace of teaching is brisk, and the content of the interesting, pupils work hard and concentrate well.
17. Standards of behaviour are very good throughout the school. This is especially true where teaching is imaginative and stimulating. Where pupils are not engaged by their work, or the pace of lessons is slow, pupils' behaviour is sometimes not as good and they can be disruptive. Pupils of all ages and from all ethnic groups get on very well with each other whilst at play. No incidents of oppressive or racist behaviour was seen, or reported by children, during the inspection. Parents are happy with the standards of behaviour, believing that the school actively promotes good behaviour. All pupils move around the school in an orderly fashion and look after each other well.
18. Relationships throughout the school community are very good. Members of staff relate well to pupils and treat them with courtesy and respect. In return, pupils are polite to the staff, to visitors to the school and to each other. Parents report that "a minority of problem children" are dealt with promptly and effectively by the head teacher. There was one permanent exclusion last year.
19. The personal development of pupils is good. The ethos of the school, whereby pupils are encouraged to care for one another, is followed closely. Younger pupils are very clear that older pupils take care of them when they are hurt or in trouble. When pupils are given responsibilities, they carry them out on time and to the best of their ability. For example, two girls worked unsupervised to put everything in place for assembly each day during the inspection. A range of day trips, residential stays and contact with visitors to the school enhance personal development for all age groups. However, there are insufficient opportunities for pupils to carry out personal research by using different either library or ICT resources independently.
20. Pupils with special educational needs have similar attitudes and behaviour to their peers. They listen well in lessons and try to answer questions that have been set to meet their needs. In withdrawal groups pupils behave well, but do not always pay full attention to the teacher. Their attention is directly related to how interesting the work is. Pupils show growing self-esteem and confidence when their contributions to lessons are sought, and valued, and when teachers and peers celebrate their successes.
21. Pupils from all ethnic groups get on very well together. Pupils with EAL, whose families mostly came from Pakistan, play and work together harmoniously with their English-speaking peers. All staff value and respect the culture and faith of pupils from different ethnic groups and every effort is made to build up the confidence and self-esteem of all pupils in the school. The school celebrates the festivals of pupils and, for example, foods and cards were shared at the end of Ramadan. Excellent use is made of beautifully illustrated dual language story books to value the variety of languages in the school. The 'Runaway Chapati' story, for example, is greatly enjoyed by all children in the nursery.
22. Continual hard work by the school has successfully seen a rise in attendance rates since the last inspection. Attendance is now broadly in line with the national average. Authorised absence has

decreased and pupils take a pride in maintaining their own attendance record and are aware of its impact on their class record. Unauthorised absence is now below the national average, because attendance procedures are followed and monitored rigorously. Pupils generally arrive punctually at school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching is satisfactory overall. Thirty nine per cent of lessons were satisfactory, thirty eight per cent good, and twenty per cent very good. Three per cent of lessons were unsatisfactory or poor. This is a better standard of teaching that was found in the previous inspection. There was half the amount of unsatisfactory or poor teaching and almost twice as many lessons were judged to be very good. There were particular strengths in the teaching in the Year 2 class, and in Years 4 and 5. Pupils are motivated by the lively presentations and achieve well because lessons are well planned and interesting. Teachers generally have high expectations of behaviour and expect pupils to do their best.
24. Teachers' subject knowledge is satisfactory overall. There are particular strengths in music, where class teachers are very effectively supported by visiting specialists. This has ensured that standards have risen in the subject. Music lessons are enjoyable occasions when pupils show interest and enthusiasm in their music making activities. Very good specialist teaching for pupils with EAL has a very positive impact on the progress that they make. Learning assistants give good support to groups in the large classes in key Stage 2.
25. The caring ethos of the school is reflected in the strong and positive relationships between teachers and pupils. The management of pupils is generally good. Teachers expect pupils to do well and have high expectations of behaviour. As a consequence, pupils have positive attitudes and show good interest in all of their work. In many lessons that were judged to be satisfactory overall, short-term planning did not clearly identify learning objectives and insufficient use was made of assessment information. As a result, work is sometimes pitched too much to the middle and to lower attaining pupils and not sufficiently to higher attaining pupils who require more challenge. Teachers make satisfactory use of homework and work completed at home makes an appropriate contribution to pupils learning.
26. The overall quality of teaching for pupils in the nursery and reception class is satisfactory overall. Suitable attention is given to developing communication skills and children achieve well in their speaking and listening. There is a very wide range of suitable activities from which pupils can choose, but since staff can only concentrate on two or three of these at any one time, some children do not get enough support in their learning. A small number of children do not stay for long enough on each activity to learn sufficiently or to develop the associated skills. A good emphasis is given to developing the children's personal and social skills, their creative skills and their knowledge and understanding of the world in both the nursery and the Reception class and as a result all children achieve well in these area of learning.
27. Whilst much of the teaching seen in the Year 2 class was good, the overall quality of teaching at Key Stage 1 is satisfactory. Strengths in the teaching are the use of resources, which support pupils' learning well by adding interest and focusing their attention. In one geography lesson, for example, the teacher used photographs very effectively to stimulate discussion. The good quality questions used, meant that pupils' learning about the geographical features in the photographs was very good. The teaching of literacy is satisfactory overall but is currently more effective at Key Stage 1 than at Key Stage 2. The teaching of numeracy is satisfactory overall and particular emphasis is given to developing pupils' understanding of numbers.
28. The teaching observed at Key Stage 2 was satisfactory overall. The pace of teaching in better

lessons is good and pupils are challenged to think about what they are learning. The very good relationships between teachers and pupils result in the creation of a very effective atmosphere for learning. Pupils listen well and thrive on the interesting range of activities provided. Learning is consequently good and sometimes very good. In one history lesson, for example, pupils answered the quick-fire questions confidently, clearly showing their knowledge about Tudor times. The lesson content was linked well to a recent field trip that pupils had found very interesting. The pace in some lessons that were judged to be satisfactory overall is too slow and pupils quickly lose interest and stop listening. Work in these lessons is usually matched to the needs of middle and lower ability groups and does not always provide sufficient challenge for higher attaining pupils.

29. The quality of teaching and learning of pupils with special educational needs is satisfactory overall. The support teacher has well-established routines and pupils know what they have to do in lessons. Individual educational plans link well to teachers' planning in withdrawal groups where pupils are reminded of their targets. However, this is not always the case in class lessons. In most lessons pupils are given the same work as others in the class and are supported to enable them to achieve the objective, but in a small number this support is not available and the quality of the pupils learning is not always high enough. In the very best lessons seen pupils were given tasks that were specific to their needs, but in too many lessons teachers did not have a secure knowledge of the range of strategies that might be adopted for these pupils.
30. The quality of teaching and support provided by the EAL team is very good. Very good use is made of pupils' prior attainment to inform planning to raise standards for these pupils. A significant strength of the teaching is the fact that staff know the language needs of each pupil and plan effectively with class teachers. Consequently pupils with EAL are given good literacy support across all subjects. In the nursery and reception classes bilingual staff translate teachers' questions and so ensure the full participation for all the pupils. These excellent assistants ensure that pupils with EAL understand what is being said and also encourage and support them when they speak to the class teacher or the whole class. Very good use is made of high quality language games to support these pupils in literacy lessons. Expectations of pupils with EAL are high and the good level of challenge provided ensures that they make good progress. The co-ordinator for EAL provides very good support for pupils with EAL at Key Stage 2. She provides good visual support for learning resources. She makes very good use of the excellent resources that reflect the cultural backgrounds of the pupils and has established good working relationships with class teachers. The bilingual assistants give similarly support throughout the foundation stage and Key Stage 1.

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

31. The overall quality of the curriculum is satisfactory although some of the weaknesses identified in the previous inspection report have not been fully resolved. The curriculum is broad, balanced and relevant to the ages, needs and interests of most pupils and meets the statutory requirements of the National Curriculum. However, whilst all subjects are taught, there are not enough links in most subjects to ICT so that pupils can develop and apply their ICT skills. In addition, not enough time has been allocated to the teaching of history. The school is aware of these weaknesses and the strategies to be adopted are detailed in the school development plan. There are suitable new policies and schemes for all subjects and the guidelines to aid teachers' planning also include sound use of recently introduced government and local education authority materials.
32. The curriculum for pupils with special educational needs is satisfactory overall. The school has taken recent advice from the support service and targets within individual plans, although variable in quality and almost always related only to literacy, provide a satisfactory focus for work in class. The specific requirements identified in statements of educational need are satisfactorily met by the school. The provision for pupils who have English as an additional language is good in most

literacy lessons, and when work is suitably modified to meet the individual needs of pupils. Occasionally pupils with special educational needs and with EAL are withdrawn from classes at the same time each week and this affects their access to other areas of the curriculum. The same pupils in Year 3, for example, are withdrawn from geography each week in Year 3, to receive additional support in English. Whilst these pupils clearly benefit from this additional literacy support, they are missing opportunities to learn geographical skills and concepts.

33. The school's strategy for teaching literacy and numeracy is satisfactory. Pupils have sound opportunities to work in small groups to extend and develop relevant vocabulary and are well supported by additional classroom support staff. Sound opportunities are generally also provided for pupils to develop specific vocabulary to support their knowledge in most subjects.
34. Provision for pupils' personal, social and cultural development is satisfactory. Regular occasions are planned for pupils to talk about matters that concern them and they are supported well as they increasingly consider their own thoughts and actions in wider social and moral contexts. In agreement with the school governors' recommendations, sex education is not taught. The raising of awareness about drugs issues is dealt with sensitively and effectively. The provision for extra-curricular activities is good. There are numerous activities that take place during lunch times and after school. There are good opportunities for pupils to take part in a wide range of sporting and musical activities. Visitors are welcomed to the school and pupils take part in field trips to local places of geographical and historical interest.
35. Spiritual development is good overall and is better than at the previous inspection. It is actively supported during school assemblies when, for example, Year 2 pupils shared their pleasure in God's gifts of the plants, insects, birds and animals that make up the wonders of the Millennium Garden that has been created within the school grounds. They also showed their wonder as they watched and recorded the growth of large broad bean plants from small seeds. Bible and moral stories are used effectively to help children to reflect upon and consider their own actions and how these might affect the feelings of others. The whole school celebrates pupils' achievements, both in and out of school, and names are displayed on the Gold Book Certificates board and on classroom Star Work boards, to very good effect. Pupils are pleased to have their achievements recognised and gain great pleasure from the praise of their teachers and their classmates.
36. The provision for moral development is very good, which is an improvement on the position found in the previous inspection. The caring ethos that pervades the school contributes greatly to this aspect of personal development. Whole-school messages, discussed in assemblies, help all members of the school community to understand how they are expected to treat and care for one another. Pupils accept the opportunities to support the Derien House Children's Hospice and a range of other charities. Pupils are given a good understanding of right and wrong and this directs their good behaviour and very good relationships.
37. The provision for social development is very good and is better than was previously reported. Pupils are given very good opportunities to gain social skills in a variety of groups. Pupils who attend out-of-school activities are encouraged to mix socially with children other than classmates. Visits, especially residential visits, and visitors enrich social skills, allowing interaction with different people in a secure, safe environment. Pupils are expected to form good relationships with other pupils, the success of school strategies can be seen in the manner in which pupils play together amicably and show politeness to the ladies who serve their lunches.
38. The provision for cultural development is now satisfactory and is better than was previously found. The provision for music provision, which was poor at the last inspection, is much improved and makes a significant contribution to pupils' cultural development. The music played in assemblies, during the inspection, for example, included interesting Latin American rhythms. Pupils gain an understanding of their own and other cultures in a variety of subjects and visit a mosque and a Christian church, for example. In art and design, DT, history and geography pupils are given

suitable opportunities to learn about aspects of past and present cultures.

39. The school has good links with the community and makes good use of visits from the Community Nurse, police officers, road safety officers, railway police, community nutritionists and St John's Ambulance staff. Members of the public are invited to school functions such as the Summer Fair and the school choir go out into the community and to sing to elderly people. This year and last, the school, has been involved in an industrial links project. During the Year 2000 the project was linked to the environment and its conservation. As part of the school's Millennium Environmental Project, it has improved a field at the side of the school and created a wildlife flower meadow and a wetland habitat. This has greatly enhanced the school grounds and surroundings.
40. Relationships with partner institutions are satisfactory. The school is in a partnership with nine other primary schools that meet regularly to discuss common issues. Opportunities are also provided for teachers to work alongside colleagues from other schools and share best practise. There are appropriate links with a variety of high schools that aids transfer for Year 6 pupils. Pupils from some of these schools come to the school for work experience. Students from local teacher training institutions are provided with teaching practice opportunities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. St Michael's is a very caring school that looks after all its pupils very well. It makes good provision for pupils' welfare, health and safety. Staff know their pupils well, are sensitive to their needs and give good personal support and guidance. The very positive relationships between pupils and staff encourage pupils to be confident in answering questions, in raising any concerns they may have, and in developing very good attitudes to each other.
42. Procedures for promoting good behaviour are highly effective. All children are aware of the standard of behaviour expected of them and generally conform to it. This creates an orderly environment conducive to learning. Pupils at Key Stage 1 receive stickers and certificates and a house point system at Key Stage 2 promotes pupils' consideration of how their work and behaviour can effect their classmates. All pupils have the chance to win a place in the coveted "Gold Book", by trying hard in their work. The consistency and vigilance of staff in the implementation of the behaviour policy ensures any incident of anti-social behaviour is addressed immediately. No incidents of harassment or bullying were observed during the inspection.
43. Procedures for monitoring and promoting good attendance are very good and through rigorous implementation by the head teacher and staff, there has been a marked improvement since from the last inspection. Parents are aware of the procedures and families taking extended holidays in Pakistan and India, no longer always take their children of school age with them, as they recognise the importance of attendance to learning. The school provides travel packs to support the learning of these pupils. Registration is carried out quickly and efficiently, throughout the school, meets legal requirements and enables lessons to begin promptly.
44. All members of the senior management team have received training for child protection and procedures are good. All staff are familiar with these procedures. There is effective liaison with appropriate agencies, when necessary. Good emphasis is placed on pupils' health and safety.
45. The monitoring and support of pupils' personal and social development is good, although most procedures are informal. Pupils at St Michael's are treated as individuals and say they feel safe and well looked after. Parents hold very positive and supportive views about this aspect of school life. The great strength of the care that the school provides is that in serving its multicultural community, it consistently promotes its values. Staff provide good role models and the children learn to be kind to each other, to have respect for teachers and fellow pupils and to accept and understand the diversity of other peoples' views and faiths.

46. Teachers generally know their pupils well, but formal procedures for assessing pupils' attainment and progress are unsatisfactory overall. Statutory assessments at the end of each key stage are undertaken appropriately and the co-ordinators for English and mathematics have begun to analyse results in order to identify strengths and weaknesses. The school now has established good procedures for assessing and recording pupils' progress in English, arrangements are satisfactory overall in mathematics and too new to judge in science. There are no effective formal, assessment, or recording, procedures in other subject areas.
47. All pupils have individual targets for reading, writing and numeracy, but these are not always linked closely enough to lesson planning. This is a similar picture to that found at the last inspection. Teachers' medium and short-term planning often does not identify clear objectives for learning or assessment criteria for different groups of pupils. It is therefore very difficult for teachers to evaluate their own effectiveness. The practice of collecting writing samples at the end of each term has been effective in providing evidence of progress throughout the school and in raising standards in writing, particularly at Key Stage 1.
48. The assessment of pupils with EAL are good and are used effectively by the co-ordinator to plan work focused on developing their expertise in English. Once settled in the school, children in the nursery are assessed in their own language and their specific needs are identified. The information gained from this assessment is effectively used to plan individual language programmes to meet the needs of the children. Late arrivals to school, mainly from Pakistan, are helped to settle by a very effective bilingual support assistant, who then tests them to identify their language needs.
49. The progress of pupils with special educational needs in literacy and numeracy is monitored and evaluated satisfactorily by the teachers, the special educational needs co-ordinator, and by the other professionals involved in their care. There are suitable informal procedures for identifying pupils and for moving them on and off the special needs register. However, formal assessments are not always used sufficiently to help this process and decisions are often made on the basis of the level of concern rather than a formal analysis of all available information. Not all pupils who need them have specific language targets. There are a few pupils who are reluctant to write, yet have good abilities in mathematics and science, who have not yet been identified as having specific needs. This is having a negative impact on their learning. Pupils identified as having emotional and behavioural difficulties have satisfactory behaviour plans, which are implemented consistently by teachers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school works hard to promote its links with parents, which are satisfactory overall. A large majority of parents say they are happy with most aspects of the school. They are happy that their children like school and with the progress their children are making. More than nine out of ten of the parents who returned the questionnaires felt comfortable about approaching the school with questions or problems. A small number perceived that their concerns are not always listened to, would like to be kept better informed of their child's progress, and would like closer links with the school. The school retains the "open door policy" noted in the previous report.
51. Children, including those with EAL, are sensitively inducted into the nursery. They are visited at home before they enter by a bilingual nursery nurse and again once they are settled. These visits are greatly appreciated by parents. Parents' evenings are held twice a year and are well attended. Parents also attend assemblies and other activities, especially when pupils are performing, such as in the Christmas concerts, which are very popular. The school works hard to accommodate all sections of its community.

52. The quality of information to parents is satisfactory. Parents are kept informed in monthly newsletters and information letters about the curriculum for their child in the coming term. Parents' opinions are sought informally and parent questionnaires have recently been distributed. Annual written reports generally meet legal requirements, but the quality of the detail they contain is inconsistent. The governors' annual report to parents and the prospectus are informative and useful. They contain all the required information appropriately and meet statutory requirements in all respects except that absence figures not presented as percentages in the prospectus.
53. The impact of parents' involvement on the work of the school is good. Parents provide valuable help by accompanying pupils on educational visits and some parents help in the nursery or around the school in a number of different activities. One parent provides football coaching. The recently formed "Friends of St Michael's", organise a range of social events, such as discos and Christmas and Summer Fairs, which raise valuable funds for the school. These are used to fund, for example, the transport costs for a pantomime, or help to supplement the governors maintenance and building fund.
54. Parents make a positive contribution to their children's learning at school and at home and a suitable home school agreement is now in place. A large majority of parents support the school's attendance and behaviour policies and are happy with the amount of homework given. Inspection evidence shows the provision of homework to be satisfactory. Some parents have attended community education classes in English and numeracy that have helped them to develop their children's education beyond the classroom.
55. Parents of pupils with special educational needs are invited to reviews of individual educational plans and to annual reviews. However, they sometimes fail to attend and are not sufficiently involved in setting new targets or supporting their children's' progress towards achieving them. Detailed information about pupils' progress is given to parents of pupils with statements of special educational need and all parents are sent copies of their children's individual educational plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The head teacher leads the school effectively and provides a clear direction to its work. Her management of pastoral issues is very good and she has achieved significant success in integrating pupils from different ethnic and faith communities in the locality into one happy, harmonious school. The head teacher has introduced a range of very effective monitoring procedures and has a very clear understanding of the relative strengths and weaknesses that exist in different parts of the school. She is well aware of the need to raise standards in English, mathematics, science, ICT and history. She is also very well aware that the quality of teaching and learning varies significantly from class to class and that there is a need for improvement in certain areas.
57. The leadership and management provided by the deputy head teacher and the members of the senior management team is satisfactory overall, and the head is aware that certain organisational changes will be required before all members of this team can play a fully effective role. Subject co-ordinators generally manage their areas appropriately and are developing their roles. They have been given some opportunities to monitor quality and standards in other classes and have produced well considered position statements and subject development plans that pay due regard to the main issues affecting the school.
58. The management of the curriculum is satisfactory overall although there are clear disparities in the work undertaken by pupils in the same year group but a different class. Scrutiny of pupils' work clearly indicates that pupils in the designated Year 2 class who by birthday are the youngest pupils, are achieving higher standards than the older pupils in the mixed Year 1/2 class, because they are receiving a different curriculum. Missed opportunities also exist in Year 5 where, for English and mathematics, pupils are grouped into two mixed ability groups where it is difficult to meet the very

different needs of the pupils. The head teacher is aware of the importance of these factors and has plans to address both of these issues when reviewing the present system for grouping by age and or ability.

59. The school is a broadly Christian community, with clear and appropriate aims and objectives which it works hard to achieve, to good effect. The school development plan is an appropriate document, produced after discussion with most interested parties, which details the development required in the most important areas. It does not, however, identify the improvements required to the provision for pupils with special educational needs. It is carefully costed and sets out most of the developments planned in a distinct three-year period. It is monitored regularly and is amended, as appropriate, by the deputy head. The head teacher is aware of the need to produce a rolling development plan in place of the current finite, three-year plan.
60. The members of the governing body fulfil their statutory requirements and are very supportive of the school and the work that the head teacher and the staff do. They are developing their roles, but as yet are not sufficiently involved in shaping the strategic development of the school. They meet regularly, both as a full governing body and in various appropriate committees, and are kept very well informed about school matters in the head teacher's very detailed reports, which include a detailed analysis of the scores gained in national tests. The literacy and numeracy governors have suitable oversight of progress in their areas, but procedures for monitoring the work of the school are still developing and governors do not always have a clear understanding of all the strengths and weaknesses that exist. As a result they are not always sufficiently well enough informed to ask challenging questions about how particular weaknesses can be resolved.
61. Financial planning is good. The priorities in the school development plan are carefully costed and there is a suitable longer-term strategic plan linked to finance. Through prudent budgeting, the head teacher has successfully increased the level of staffing whilst also increasing spending on learning resources. Although the head teacher involves the governors in setting and managing the budget through the finance committee, governors are not sufficiently proactive in making decisions about spending. This was a weakness identified in the previous OFSTED report. The school has a large carry forward is justified in the context of the complexities of the building and financial regulations associated with Voluntary Aided status. Strategic planning has resulted in money being held back to meet any shortfall of funding from the local education authority to complete an important capital programme. The head teacher has skilfully budgeted to retain valuable staff should the local education authority make budget cuts following a large initial investment to reduce class sizes at Key Stage 1.
62. Financial control is good. The school's bursar monitors expenditure very carefully and keeps a tight rein on spending. Funding for pupils with special educational needs is appropriately targeted. The head teacher and governors have made very good use of the devolved funding (EMTAG) and the EAL team is very effectively deployed. The minor points identified in the most recent auditors' report have been addressed appropriately. The bursar and head teacher are adept at raising funds and actively involve parents in this enterprise. The school applies the principles of best value well, as, for example, in the recent purchase of new flooring. Taking into account satisfactory achievement, the satisfactory quality of teaching and learning, high unit costs, positive attitudes, very good behaviour, good provision for pupils spiritual, moral, social and cultural development and the satisfactory improvements since the last inspection, the school provides satisfactory value for money.
63. The head teacher, in her role as temporary special educational needs co-ordinator has ensured that the area has been monitored regularly so that individual educational plans are in place and are regularly monitored and evaluated. However, there are some weaknesses in the management and administration of special educational needs and the school is aware of the need to review its formal procedures for identifying pupils in need of special help and support. The school has recognised the need for further training as not all teachers are aware of how to link individual

educational plans into their teaching and there is little knowledge on the staff about methods to be used for more specific needs relating to language and writing.

64. The management of the provision for pupils with EAL is very good and is a strength of the school. All these pupils are fully included in all areas of the curriculum and aspects of school life. The head teacher and the co-ordinator are very clear about the difference between EAL and special educational needs and EAL pupils are only placed on the special needs register if they have a language difficulty associated with their special educational need and or another special need.
65. The qualifications and number of teaching staff are currently sufficient to meet the needs of the school. Appraisal is well established and the school has had to do very little to bring arrangements in line with new government guidelines for performance management. The school has identified the need to improve teachers' knowledge of how pupils acquire language, and their knowledge and understanding of ICT. The school also plans to provide further training for support assistants. These training needs are matched to priorities in the school development plan. Induction procedures are effective for new staff, and their mentors give them good support.
66. All staff, including the classroom assistants, are effectively and efficiently deployed. The bilingual assistant and the bilingual nursery nurse are very well deployed and make a significant contribution to the standards achieved by pupils with EAL. The head teacher and governors are well supported by an efficient and highly professional school administrator/bursar and also by a part-time administrative assistant. The site manager is excellent and gives good advice to the head teacher and governors on best value.
67. The school's accommodation is satisfactory and provides adequately for teaching most subjects of the curriculum. Both the infant and junior libraries are used well by pupils. The school hall is of a good size for the number of pupils. An inner courtyard with attractively stocked flower containers and bird boxes, together with the Millennium Garden and a conservation area, provide very attractive surroundings.
68. The provision of learning resources is sufficient overall and similar to that found in the previous inspection. Resources are adequate for most subjects. There are, however, too few artefacts, texts and computer programs to support the teaching of history and this has a negative impact on standards in the subject. The dual language books and language games for pupils with EAL are excellent and support these pupils well with their reading and the development of their speaking skills. There is insufficient software to support the development of ICT skills in mathematics. Although resources for DT are satisfactory overall, there is not a sufficient range of construction kits for use at Key Stage 2. Geography fieldwork and science are well supported by the Millennium Garden in the grounds of the school. Effective use is made of visits to places of historical interest such as a nearby Tudor House to support the teaching of history. The range of specific resources for pupils with special educational needs is unsatisfactory and there are insufficient appropriate computer programs to assist pupils with their language difficulties.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

69. The management of provision for pupils with EAL is very good. All these pupils are fully included in all areas of the curriculum and all aspects of school life. They make good gains in speaking and listening, in English, and achieve high standards in these very important communication skills. This is an outstanding achievement given that many enter the nursery with little, or no, English. By Year 1 almost all pupils with EAL are able to access the National Curriculum and religious education, in English, with the support of the bilingual assistants.
70. There are 185 pupils with EAL, and of these 119 are targeted pupils who are at an early stage of English acquisition. In the nursery there are 16 targeted children with EAL in the morning session

and a further 26 in the afternoon. These figures are very high and are well above the national average.

71. Children with EAL are sensitively inducted into the nursery. They are visited at home, before they enter, by a bilingual nursery nurse, and a follow up visit is made once they are settled. These visits are greatly appreciated by parents. Once settled the children are assessed in their first language and their language needs are identified. The information gained from this assessment is effectively used to plan individual language programmes to meet the needs of the children. Pupils, who join the school in years other than the nursery, or reception, often directly from Pakistan, are helped to settle by the bilingual support assistants, who then test them to identify their language needs.
72. Pupils are well supported by a very effective team comprising a bilingual nursery nurse, a bilingual assistant and an EAL co-ordinator. Very good planning with class teachers, very good teaching by the EAL team and very effective monitoring ensures that these pupils are included in all lessons and that they make good progress in their acquisition of English vocabulary. By the end of Key Stage 1 more than three quarters of pupils with EAL function at Level 2, or above, in speaking and listening and, by the end of Key Stage 2, nine tenths function at Level 4, or above, in English. This demonstrates good progress and indicates that standards in English are high enough for most of these pupils. This is mainly because of the high quality support and teaching that they receive from the EAL team. Progress in all subjects, except history, is at least satisfactory, where there are some weaknesses in the curriculum. By the end of Key Stage 2 a few higher attaining pupils with EAL attain standards above the national average in English, mathematics and science.
73. Pupils with EAL play and work together harmoniously with the white and Black children, and they are enriched by each other's culture and faith. All staff value and respect the culture and faith of pupils with EAL and every effort is made to build up the confidence and self-esteem of all pupils in the school. The school celebrates the festivals of pupils from different faiths and, for example, foods and cards were shared at the end of Ramadan. Excellent use is made of beautifully illustrated dual language story books to celebrate the languages and cultures of pupils with EAL.
74. The quality of teaching and support provided by the EAL team is very good. Very good use is made of pupils' prior attainment to inform planning to raise standards for these pupils. A significant strength of the teaching is the fact that this team knows the language needs of each pupil and that they plan so effectively with the class teachers. Consequently pupils with EAL get good literacy support across all subjects and with all aspects of school life. In the nursery and reception classes the bilingual nursery nurse and bilingual assistant translates questions used by the class teachers when teaching the whole class and so ensures full participation for pupils with EAL. The excellent support provided by these assistants ensures that pupils with EAL understand what is being said and are encouraged to speak to the teacher and their peers. Very good use is made of high quality language games to support these pupils in the literacy hour.
75. Expectations of pupils with EAL are high and the good level of challenge ensure that these pupils make good gains in their learning. Language development at Key Stage 2 is effectively structured by the EAL co-ordinator. She provides good visual support for learning resources. Excellent visual resources are used throughout the school to support the pupils, and books, games and toys reflect the cultural backgrounds of the children. When working in partnership with the class teacher in a team teaching situation the EAL co-ordinator draws on the knowledge and understanding of the pupils and then extends them through the activity she sets them. The curriculum is relevant and culturally sensitive and effective use is made of parents to support learning. The head teacher and governors have made very good use of the devolved funding available and the EAL team is very effectively deployed. The provision for pupils with EAL is a strength of the school.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS FROM TRAVELLER BACKGROUNDS

76. There were no children from traveller backgrounds in the school during the period of the inspection, but there had been three refugee pupils of Roma background in the school during the period prior to the inspection. They were observed receiving good specialist support during a preliminary visit, but there is insufficient evidence available to enable a secure judgement to be made about the impact of this support and the standards achieved by these pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise standards in English, mathematics and science, particularly at Key Stage 2, by continuing to improve the performance of higher attaining pupils.
(Paragraphs 3-7, 80-82, 94-97 and 104-105)
- (2) Raise standards in information and communication technology by:
 - increasing the number of computers so that pupils gave better opportunities to learn and develop appropriate skills;
 - establishing better links between ICT and all other subjects so that better and more frequent opportunities are provided for pupils to apply and develop their ICT skills across the curriculum.(Paragraphs 133-137)
- (3) Improve the quality of teachers' planning and organisation, where required, by:
 - planning lessons that identify clear learning objectives and suitable assessment opportunities;
 - organising activities so that the best use is made of the time available and learning is more effective, particularly in the nursery class;
 - organising the grouping of pupils so that they all have equality of access;(Paragraphs 25, 47, 58, and 70)
- (4) Improve the quality of teachers' formal assessment and recording procedures by:
 - ensuring that teachers marking gives pupils clear information about the strengths and weaknesses of their work and what they need to do to improve;
 - developing and implementing simple, assessment and recording procedures for all subject areas, so that staff have a clearer understanding of the attainment made and the progress of individual pupils in all subjects;
 - making better use of assessment information to inform the planning of subsequent lessons, so that work is better matched to the needs of individual pupils and groups of pupils, particularly higher attaining ones.(Paragraph 46)

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

- Provide pupils with better and more frequent opportunities to carry out independent research.
- Develop better systems for identifying pupils with particular special educational needs.
- Further developing the role of the senior management team so that they are more effective in supporting the head teacher in her various leadership and management roles.
- Further develop the strategic role of the governing body.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	83

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	38	39	1.5	1.5	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	257
Number of full-time pupils known to be eligible for free school meals	N/a	91

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	6	110

English as an additional language	No of pupils
Number of pupils with English as an additional language	186

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	17	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	14	12
	Girls	14	15	15
	Total	23	29	27
Percentage of pupils at NC level 2 or above	School	68 (70)	85 (76)	79 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	14
	Girls	14	16	15
	Total	25	19	29
Percentage of pupils at NC level 2 or above	School	74 (70)	85 (86)	85 (92)
	National	84 (82)	88 (86)	99 (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	25	12	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	7	5	7
	Total	2	21	24
Percentage of pupils at NC level 4 or above	School	57 (42)	57 (58)	65 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	12
	Girls	7	6	6
	Total	22	23	18
Percentage of pupils at NC level 4 or above	School	59 (50)	64 (69)	49 (46)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	11
Pakistani	102
Bangladeshi	0
Chinese	0
White	104
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	1	1
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)	14.1
Number of pupils per qualified teacher	19.38
Average class size	31.75

Education support staff: YR – Y6

Total number of education support staff	6.7
Total aggregate hours worked per week	131.7

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	1.3
Total aggregate hours worked per week	57.7
Number of pupils per FTE adult	13.04

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	563,248
Total expenditure	530,585
Expenditure per pupil	1,977
Balance brought forward from previous year	28,369
Balance carried forward to next year	61,032

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	314
Number of questionnaires returned	152

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	3	2	0
My child is making good progress in school.	57	38	4	0	1
Behaviour in the school is good.	51	42	5	0	2
My child gets the right amount of work to do at home.	40	40	13	0	7
The teaching is good.	54	37	3	1	5
I am kept well informed about how my child is getting on.	47	39	10	1	3
I would feel comfortable about approaching the school with questions or a problem.	55	36	3	1	5
The school expects my child to work hard and achieve his or her best.	59	35	1	0	5
The school works closely with parents.	45	39	13	0	3
The school is well led and managed.	51	35	5	0	9
The school is helping my child become mature and responsible.	50	43	2	0	5
The school provides an interesting range of activities outside lessons.	41	34	11	3	11

Other issues raised by parents

Parents raised no other significant issues.

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

THE FOUNDATION STAGE

77. Children start the nursery immediately following their third birthday, as soon as a place becomes available. This means that some children have two years in nursery before moving to the reception class in the September after their fifth birthday. Home visits before the children start welcome parents and children and provide useful information about the school. The school ensures that someone who is able to speak the home language takes part in these visits so that all parents are included.
78. There has been much recent disruption in both the reception and nursery due to staff absence and the school has worked hard to limit the impact on children's learning. Teachers new to the school have worked hard to adopt the school's planning and organisation procedures with some success, but there is much to be done to make sure that teachers' planning supports the learning of individuals and groups of children as well as it might. Careful assessments of what children know and can do are made, but these are not always used well enough to target individuals and groups of children to particular activities necessary to develop specific knowledge, understanding and skills. Children are given too much freedom to choose which activities to take part in and sometimes do not benefit sufficiently from the planned learning.
79. There is a range of attainment when children enter the nursery, but overall it is well below average in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. It is below average in personal, social and emotional development and average in physical development, except in the children's fine motor control, which is also well below average. The children make satisfactory progress overall in the nursery and reception class, but on entry to Year 1 the majority have not attained the early learning goals except in their physical and personal, social and emotional development.
80. Teaching is good and good opportunities are provided for children's **personal, social and emotional development**. The majority of the children make good progress and are on track to achieve the early learning goals for this area of learning. Children are effectively encouraged to play together, to share equipment and to choose from a range of activities planned specifically to develop these important skills. Most children play alongside each other amicably in the nursery. By the time they finish their reception year, because of the good support they receive, they play together happily in the playground and in the 'garden centre' role-play area pretending to sell plants to each other or helping to pack the purchases. They work together in the classroom well when making sandwiches, or learning how to plant seeds, for example, sharing the equipment and waiting for their turn with the pots and compost.
81. Children's self help skills are particularly good. Most are able, or make a good attempt to dress themselves, following physical development lessons. They seek help confidently with difficult tasks such as doing up shoelaces, or the top button on a shirt. All children in the nursery and reception class are very well behaved and line up quietly when returning from the hall or playground. Through careful encouragement and constant reinforcement, the children very quickly learn to consider each other when sharing the large toys outside at playtime. The reception children take great care of the guinea pig's needs and are pleased when they are thanked for remembering to bring in a favourite 'nibble'.
82. Suitable emphasis is given to the development of **Communication, language and literacy skills** in both the nursery and the reception class. Whilst the overall teaching of this area of learning is satisfactory, the teaching of speaking and listening is good overall. Although children make good

progress in this aspect, the majority will not achieve all the early learning goals for this area of learning. All children receive suitable support in speaking and listening from the teachers and nursery nurses so that they gain in confidence and make good progress in their ability to answer questions and ask for help with their learning. The nursery nurse based in the nursery class is particularly skilful and has good knowledge of the children. Her bilingual skills have given good support to children's learning both through being able to reinforce new vocabulary in their home language before teaching the English words and also through communication with parents who are encouraged to give support at home.

83. The teaching of reading and writing is satisfactory and pupils make satisfactory progress. However, because of their very low starting point the majority will not attain the early learning goals for this area of learning. Children enjoy joining in with familiar rhymes and listening to a favourite story. A suitable emphasis is placed on learning phonics and formal English skills. Higher attaining children can retell a familiar story, but there are not enough opportunities for children to develop their limited vocabulary by using their imagination to make up stories when looking at pictures. Children are beginning to write some words from memory, using their knowledge of initial sounds to help them with their attempts. The more able children can write a simple sentence about their experiences. Most children use pencils confidently and are beginning to form many letters correctly. They enjoy writing in the diaries when making appointments in the 'baby clinic' or writing lists in the 'garden centre'. The teachers use every opportunity to write with the children so that they develop good writing habits.
84. The teaching of pupils' **mathematical development** is satisfactory overall but, whilst the majority make good progress, because of their very low starting point the majority will not attain the early learning goals for this area of learning. Children enjoy counting and happily count to ten and beyond by the time they move to the reception class. Further emphasis is placed on learning about numbers so that by the end of the reception year the children have made good progress in this aspect of mathematical development and work confidently with numbers higher than twenty finding one more or less than a given number. There is too little emphasis on teaching about shapes and measuring however, particularly the associated vocabulary and the children therefore achieve less well in these aspects. Worksheets indicate that they have a basic understanding of big and little and whether an object is next to or under another. They are not yet able to use mathematical vocabulary to describe their ideas or to solve problems.
85. The children start school with below average **knowledge and understanding of the world**. This area of learning is taught effectively through carefully planned themes and activities so that the children are learning about the world in which they live through practical first hand experiences. As a result of the good teaching they receive, the majority of children are on track to achieve the early learning goals in this area. Many children in the reception class are able to talk about the buildings in the local environment following their walk. The displays in the classrooms and planned play activities capture their interest in the topics about 'Babies' and 'Growing'. After watching a baby being bathed, the nursery children's play in the 'Baby Clinic' and bathing the 'pretend babies' in the water tray becomes more meaningful. Similarly, the children in the reception class enjoy planting seeds, watching them grow, and following this up in the 'Garden Centre' role-play area. The computers are new in the classrooms and the children are just beginning to learn how to control the mouse to make the pictures on the screen move. Further focused activities are required to develop the children's sense of time and construction experience.
86. Children enter school with average **physical development** skills. They are taught appropriately and make satisfactory progress and the majority are on track to achieve the early learning goals for this area of learning. They are aware of space and move safely in sessions in the hall and when pushing and riding their wheeled toys outside. They are developing a good awareness of the needs of others when manoeuvring in a small space. Fine motor skills are not so good. Children start nursery with poor cutting out skills and these have not been developed well enough as too

much emphasis has been given to developing good pencil control.

87. Pupils are taught well and make good progress in their **creative development**. Many good opportunities are provided for children to paint, draw and make collage pictures. The quality of some of the work is good, for example, the textured collage pictures created when learning about different colours. However, the planning of this area of learning in the nursery lacks focus and is too reliant on the children choosing to take part in the activities. The tracking of the activities in which the children take part is not sufficiently well developed to ensure that pupils do not flit from activity to activity and some children therefore may not take part in any creative activity for too long a time. Learning in the reception class is satisfactory and a range of creative experiences is planned. However the children are taught in too large a group and do not have the focused teaching they require to develop specific skills or to explore a range of materials. This is also the case in music. Lessons are taught in one large group so that the children get too few opportunities to explore how sounds can be changed on a range of percussion instruments. Many activities include some kind of singing and the children enjoy the rhymes and songs chosen by teachers. Most children in the nursery joined in with 'Five Current Buns' when learning how to take away one for example.

ENGLISH

88. In the 2000 Key Stage 1 National Curriculum tests pupils' attainment in reading was well below the national average and in writing was below the national average. Pupils achieved standards that were line with similar schools in reading and above that found in similar schools in writing. Inspection findings broadly reflect these results.
89. In the 2000 Key Stage 2 National curriculum tests the overall performance of pupils in English was below the national average. However, standards in writing remain well below the national average. Standards in English are below national averages by the end of both key stages. There are, however, a number of factors that must be taken into account when considering whether standards are high enough. Attainment on entry is well below average. There is a higher than average number of pupils with special educational needs. The proportion of pupils with EAL is very high and although these pupils often make good progress because of the good support they receive, many enter school with very little English. There is a higher than average number of pupils who join the school after the nursery class, often from ethnic minority groups and with very little English. When all these factors are weighed together it is clear that overall levels of achievement are satisfactory, but that the achievement of higher attaining pupils could be higher by the end of Key Stage 2, particularly in writing.
90. Pupils with special educational needs make at least satisfactory, and sometimes good progress, depending on the amount of support they receive and the skill of the teacher in linking literacy targets within individual educational plans to lesson content. Pupils with EAL make good, and sometimes very good progress, particularly in focused sessions, where they receive very good support.
91. Standards of speaking are below average at both key stages. Standards of listening are in line with those expected at seven and 11. Pupils listen to one another and to their teachers carefully, often intently, and respond to the instructions they are given or questions they are asked. The good attention paid to the teachers in lessons makes an important contribution to all pupils' learning. Pupils with EAL make good improvement over time in speaking, because of the high quality provision made by the school. The benefits become most apparent by the age of nine and ten. Teachers have also begun to plan additional opportunities for speaking and listening using government guidelines and this is beginning to make a positive impact at both key stages. Where teachers are confident about developing language skills, pupils make good progress. Pupils in Year 2, for example, are keen to give their own ideas for stories during brainstorming sessions and

enjoy dramatic work focussed on improving specific vocabulary, about the seaside, for example.

92. The conversational English of pupils who speak English as an additional language shows good improvement over time in Key Stage 1 because teachers often give good opportunities for pupils to discuss their work in pairs. However, technical language in other subjects remains below that expected by the age of seven. The best teachers in Key Stage 2 plan skilfully to build on previous language skills. For example, during a debate about the moral and social implications of trespassing on the railway line, pupils in Year 5 made good gains in using persuasive language which showed consideration for others' point of view and depth of feeling. This was a direct result of the good modelling and encouragement given by the teachers in the class.
93. By the end of both key stages pupils achieve satisfactorily overall in reading. All pupils make good progress in learning strategies to decode new words. Most pupils by the end of Key Stage 1 use their knowledge of phonics to read new words and their knowledge of the alphabet to use a dictionary or thesaurus. Word level work is taught appropriately both in literacy lessons and in separate guided reading lessons. Pupils who speak English as an additional language and those with special educational needs make good progress in this respect. However, their comprehension of texts is less secure because of their more limited vocabulary in Key Stage 1. The understanding of texts by pupils who speak English as an additional language improves considerably by Year 4, mainly because of the very good provision they receive.
94. By the end of Key Stage 2, the minority of higher attaining pupils skim and scan quickly in order to answer focussed questions on texts. The highest attaining pupils infer and deduce from texts and refer to texts when explaining their views. Pupils read a wider range of books as they move through the school and reluctant boy readers are encouraged to read by providing male role models to read with them. All pupils use the school library regularly. The oldest high attaining pupils talk knowledgeably about how they locate books and collate information from a range of sources to write a report on endangered species of animals, for example. The oldest pupils act as very responsible librarians. The school has improved its library stock since the last inspection, and this is now satisfactory. However, the school has found it difficult, due to the way the building is laid out, to improve it as a study area.
95. The vast majority of lessons observed concentrated on the teaching of guided writing. The school has worked hard to improve standards in writing and has achieved this in Key Stage 1 since the last inspection. Like many schools it is now providing additional opportunities for sustained writing. Spelling has improved because of the structured approach used. Handwriting is also improved because teachers now follow the school policy consistently. All these aspects of provision are an improvement since the last inspection. The teaching of writing observed during the inspection was satisfactory overall at both key stages.
96. The teaching and learning of pupils in lessons seen is satisfactory overall, and varies from poor to very good. The analysis of planning at Key Stage 2 showed inconsistent use of assessment and a variable quality in planning for pupils of differing abilities. The inspection team accepts that the present Year 6, for example, has not had the advantage of full access to the Literacy Strategy. The school is aware of these difficulties and is planning to organise pupils by ability in order to raise standards for all and to provide more challenging work for higher attaining pupils.
97. The best teaching is in Year 4 and the specific Year 2 class and for focus groups of pupils in Key Stage 2 who speak English as an additional language. In these classes planning is of a higher quality and assessment data is used effectively to inform subsequent teaching. The very good presentation and skilled questioning in better lessons stimulates pupils' use of language and choice of words for their writing. The quality of teaching and learning is good and often very good in the specific Year 2 class. The progress pupils are making in developing the content of writing in these lessons, and over time, is often good and sometimes very good. For example, higher attaining pupils in Key Stage 1 are using a range of adjectives, some use similes and the best writing has a

clear beginnings middle and end. Most pupils are beginning to use a wider range of connectives in their writing. Punctuation is secure and many pupils are beginning to use speech marks in their writing and to understand their purpose.

98. There are, however a few higher attaining girls in the mixed Year 1 and 2 class who are not doing as well as those in the specific Year 2 class. The practice of placing the oldest Year 2 pupils with Year 1 pupils is making it difficult for the teacher to provide consistently for the wide range of ability within the class. The school is considering organising pupils by ability in the coming year in order to address this problem and to ensure higher attaining pupils are consistently challenged in both writing and reading.
99. At Key Stage 2, in lessons that are satisfactory overall, good attention is paid to offering opportunities to write in a range of forms. Punctuation and grammar is also well addressed. However, some of these lessons do not always link closely enough to texts or other exciting stimuli for writing and the presentation sometimes fails to excite pupils' imaginations. In the one poor lesson seen the work lacked sufficient challenge for average and higher attaining pupils. Planning for the use of literacy across the curriculum is also variable. In better lessons, teachers ensure pupils are using the skills they learn in English in other subjects. The best practice is in Year 4 where pupils are using their literacy skills well to write for a range of purposes in other subjects.
100. The teachers' marking of work is also variable throughout this key stage. The best marking is encouraging and points out good choices of vocabulary as well as directing pupils towards improvements they could make in the content at the redrafting stage. The vast majority of pupils know how to take notes or to plan in note form. By the end of Key Stage 2 pupils write in a range of forms, punctuate their work well and most pupils know spelling rules and use them satisfactorily in their writing. Higher attaining pupils use paragraphs correctly and work is well structured. Most pupils write legible in a joined fluent style and presentation is sound and often good by the end of Year 6.
101. The Literacy co-ordinator provides very effective leadership. There has been a satisfactory improvement in the subject and the National Literacy Framework has been satisfactorily implemented. A comprehensive range of procedures is in place for the assessment of literacy and speaking and listening and the co-ordinator has a good overview of standards in writing at each key stage. However, the quality of day-to-day assessment and end of year assessment is not monitored and evaluated with sufficient rigour. Not all teachers assess and mark work accurately and use assessment information to provide objectives for groups of pupils in lessons. The pupil profiles of writing are useful collections of work that enable the co-ordinator to monitor the progress of pupils. Insufficient opportunities are provided in most lessons for pupils to develop their ICT skills.

MATHEMATICS

102. The achievement of the majority of pupils is satisfactory and satisfactory progress is made as they move through the school. In the national tests last year the school's results were well below the national average for pupils aged seven and eleven. This performance was average when compared with similar schools for pupils aged seven, but below for pupils aged eleven. Standards are not as good as they were at the time of the previous inspection, when they were judged to be average in comparison with all schools, but this is partly due to changes in the ways the relative performance of pupils are measured and scored. Compared with the national upward trend of results the school has failed to reflect this improvement. A large proportion of pupils achieved Level 2, the standard expected of seven year olds and Level 4; the standard expected of eleven-year-olds, but the proportion of pupils achieving the higher Level 3 and Level 5 was well below the national average. Several factors are involved, including the number of pupils taking extended holidays, the number of pupils with special educational needs and the quality of teaching. Test

results indicated a wide difference in the performance of boys and girls, with boys outperforming girls markedly at the ages of seven and eleven. However, no significant difference between the attainment of boys and girls was found during the inspection.

103. Inspection findings show that standards are better in the Year 2 class and in Years 4 and 5. In these classes teachers match work more closely to pupils' abilities. This means that all pupils are challenged to do their best. This is evident in pupils' books consistently throughout the year. Less able pupils work confidently on smaller numbers, whilst higher attaining pupils are challenged by larger numbers.
104. Pupils enter the reception class with attainment levels below the national average. By the age of seven in the mixed Year 1/2 class, pupils are attaining standards below the nationally expected levels. Progress though most of the classes at Key Stage 1 is sound, reflecting satisfactory levels of teaching. However, in the Year 2 class pupils are achieving at a standard close to the national average with a proportion of pupils achieving at a higher level than expected for seven year olds. The very good teaching observed in the Year 2 class has a significant and positive impact on the work that is completed by the pupils. Pupils in this class work confidently with numbers up to fifty and well beyond into the hundreds. Pupils of all abilities are positively encouraged to develop their numeracy skills and broaden their knowledge when successfully linking numeracy with every day events, for example shopping. Pupils are generally confident with money, adding and subtracting amounts up to 50 pence and giving the correct change. Pupils confidently use number patterns to investigate the sequencing of numbers as observed in an excellent oral mathematics session in the Year 2 class. Most pupils can count in multiples of 2, 5 and 10 up to 100, recognising the link between the written number and its comparative size.
105. This focus on language is particularly useful for pupils who have English as an additional language. However, some of these pupils are still learning different strategies to arrive at a given answer. Pupils make sound progress in their understanding of shape, space and measure, confidently naming a range of solid shapes, identifying the shapes of faces and edges accurately. Pupils' progress throughout the infants in data handling is less well developed; scrutiny of pupils' work and classroom displays indicate barely satisfactory levels of attainment. There is insufficient use of information technology to gather and interpret data in the form of graphs and diagrams, and to draw conclusions.
106. The quality of teaching and learning is sound overall, a similar finding to the last inspection. The attainment levels of pupils in Year 3 are below national expectations, reflecting the national test results achieved in 2000. Teaching is good in Year 4, and as this is a more able class, pupils' learning is accelerating to a point where most are at the level expected for their age and abilities. This reflects an improving trend in the school's performance. Teaching is good and sometimes very good in Year 5, consolidating learning at an effective rate, although attainment for most pupils is still below national averages. Pupils confidently work with a variety of shapes, investigating the relationship between polygons and their reflective properties. In Year 6 teaching is satisfactory overall and most pupils make satisfactory progress, but higher attaining pupils are sometimes not making appropriate progress because they are given insufficient opportunities to work independently. Pupils are quick with number in mental tests and in discussion confidently describe how to work things out using their own strategies to get the answers to problems. They are not so capable at understanding elements of shape and the ability to interpret data from graphs giving reasons for certain trends.
107. Pupils with special educational needs find most difficulty during the quick fire oral mental questioning at the start of lessons. Nevertheless, when given specific questions appropriate to their ability level, most answer confidently making sound progress. Higher attaining pupils, as observed in Year 3, often fail to be challenged, as most are able to calculate quickly and accurately without direct reference to visual resources. Most higher attaining pupils explain their reasoning clearly, for example in Year 6 involving the use of a protractor to measure given angles

accurately after estimation.

108. Overall the implementation of the National Numeracy Strategy has been satisfactory. There is a suitable balance of whole class teaching, individual and group work involving all pupils. The oral mental starter, the sharing of lesson targets with pupils and the getting together at the end of the lesson to review the learning that has taken place are benefiting pupils' understanding of mathematical language. Teachers use planned opportunities soundly to develop mathematical understanding when dealing with other areas of the curriculum. In DT lessons for example, pupils develop their accurate measuring and making skills when constructing the 'net' of a cube that will house the mechanism for a moving puppet. Insufficient opportunities are provided in most lessons for pupils to develop their ICT skills.
109. Teachers' planning is satisfactory and most clearly identifies relevant mathematical vocabulary. However, assessment is not used consistently to plan work for pupils of different ability within the class. Marking at present gives praise to individual pupils and the very best examples observed in Year 5 informs them how to improve their work. Classroom displays reflect a range of appropriate mathematical language. Good use is made of support staff, especially for pupils with special educational needs as well as those who find aspects of numeracy challenging. The very good relationships that exist between pupils and adults help to ensure calm well-organised routines in most classes.
110. Pupils work well co-operatively in various groups, sharing ideas in a responsible manner. Their behaviour is very good and most pupils have very good attitudes and respond well in lessons. Pupils answer questions independently and listen carefully to their teacher's instructions. The presentation of pupils' work is very good in the Year 2 class however; this quality of work is not representative of all year groups and in some the range of work is untidy and does little to enhance pupils' self esteem.
111. The leadership and management of the subject are satisfactory. Time has been allocated to ensure some limited monitoring and support. The impact of this monitoring of standards has yet to be fully realised as it is still at an early stage of development. The head teacher and staff are aware of the current weaknesses in the school's provision for mathematics, but there is a very positive shared commitment to raising standards. Arrangements for the assessing and monitoring of pupils' progress and attainment are satisfactory overall, but the co-ordinator is aware of the need to review test results in greater detail in Years 4 and 5 to identify trends and areas for development. This will then reflect the same practice already undertaken reviewing national test results. Developing arrangements are in place to record pupils' progress against National Curriculum levels.

SCIENCE

112. At Key Stage 1, in 2000, teacher assessments indicated that standards were below average. This represented a drop in standards since the last inspection when standards were stated to have been at the national average. Inspection evidence shows that pupils learn appropriately and achieve at a satisfactory level throughout the key stage, but that standards are below the national average by the end of Year 2. This reflects the below average attainment of the majority on entry to the school. At the end of Key Stage 1, pupils have a good understanding of the needs of seeds to grow and to flourish into healthy plants. They can name the major parts of their body and can say something of the effects of exercise. They are clear that some materials are suited for specific purposes whilst others are not. Whilst a majority of pupils display knowledge and understanding at an average level, few show attainment beyond the average. There is a significant minority of pupils that are operating below the expected average standard.

113. At Key Stage 2 national test results showed standards to be well below the national average at both the expected level and the higher level. This represented a significant fall in standards since the last inspection, when standards were reported to be average. In 2000, the attainment of pupils was below average when compared with the results attained by pupils in similar schools. Inspection evidence shows standards to be below average at the end of the key stage, but to be rapidly improving as the impact of the new co-ordinator starts to take effect. Standards have improved since the beginning of the year because the school has adopted national guidelines for science. In addition, the end of topic objectives contained in these guidelines have sensibly been adapted to provide the basis of a much needed assessment procedure. This has begun to enable teachers to focus more clearly on the purpose of their planning. The majority of pupils in the current Year 6 class are on track to achieve average standards with a smaller than average number of pupils working at a higher level. There is, however, a large group of pupils who are unlikely to achieve the average standard.
114. In Year 3, pupils predict possible results, record their observations and begin to draw conclusions. In Year 4, pupils are able to read force meters accurately and to apply this skill to work in progress. In Year 5, pupils are able to describe the investigations undertaken into the changing state of materials and display satisfactory understanding of the effects of heating and cooling. Year 6 pupils have sound knowledge of the symbols used in electrical circuits, can 'read' these to construct circuits and are able to offer a range of reasons why circuits depicted on a work sheet will or will not work.
115. The quality of teaching is satisfactory overall. The teaching seen during the inspection was generally good, but spanned the range from satisfactory to very good. In better lessons, pupils have very positive attitude to science. They concentrate well, behave very well and try hard to succeed. Pupils respond willingly when given opportunities for discuss open-ended questions. Weaknesses remain in some lessons that were judged to be satisfactory overall. Teachers' planning does not yet use assessment data sufficiently to match work to the needs of individual pupils, and groups of pupils. As a result, some higher attaining pupils are not making sufficient progress because they are not always presented tasks that challenge them. They do not, for example, receive sufficient opportunities to recognise the need for an investigation to be planned and to undertake their own investigations. Insufficient opportunities are provided in most lessons for pupils to develop their ICT skills.
116. The recently appointed co-ordinator is a subject specialist who is aware of the need to improve standards. He is receiving a high level of support from the head teacher. A useful policy aimed to support the use of the national guidelines has already been produced. A survey of the topics presented to pupils has been undertaken and areas of weakness, or where topics have been neglected, have received remedial attention. There is good practice in place whereby the whole staff meets to consider pieces of pupils' work in order to assign levels of attainment to each. The quality and quantity of teaching and learning resources has recently been improved and the school is gradually developing a Millennium Garden environmental area, which is becoming an excellent resource containing a variety of habitats.

ART AND DESIGN

117. Standards in art and design are good by the end of Key Stage 1 and satisfactory by the end of Key Stage 2, where there are some examples of above average drawing skills. This represents an improvement since the last inspection when standards were judged to be satisfactory at both key stages. The good progress achieved at Key Stage 1 is mainly because of the concentration of teachers with good subject expertise in Key Stage 1. The high standards attained at the end of Key Stage 1 are not maintained through Key Stage 2 because the subject is not given as much emphasis in the overall curriculum and the co-ordinator has not been able to spread good practice so effectively. The achievement of all pupils, including those with EAL and those with special

educational needs, is at least satisfactory, and is often good, particularly at Key Stage 1

118. By the time pupils enter Year 1, they are able to control markers and apply paint with brushes with developing accuracy. These basic skills are further developed in Year 1 so that in Year 2 pupils' confidence in their ability is clearly shown in a range of media. A display on the theme of fish, which included painting, drawing, two colour press prints, cut and torn paper montage, computer-generated images and modelling, demonstrated work of a high quality and shows that pupils have a 'good eye' for the application of colour and textures. The development of good drawing skills is effectively supported by the good opportunities provided in other subjects, including high quality drawings to show the growth of broad beans in science.
119. Since the school has been concentrating its attention on raising standards in literacy and numeracy in recent years, art and design has not received significant emphasis in the overall curriculum. However, the overall quality of teaching has improved since the last report and is now good at Key Stage 1 mainly because several staff have good subject expertise. Teaching is satisfactory overall at Key Stage 2, where satisfactory standards have been maintained. Colour, tone and shade mixing are used effectively in Year 4 as pupils paint in the style of Monet. They use their drawings skills well to add detail to a history time line. Older pupils show sound needlework skills in transferring the planned designs for slippers from DT into stitched decorative panels. Some good quality pencil drawings of natural objects have also been produced.
120. The last report was clear in stating that the pupils enjoyed art and took pride in their work, and this is still the case. A group of children, whose work was displayed in the school hall, talked about their work enthusiastically, but also with a critical eye, several pupils being able to say how they could now improve what they had accomplished. In the lessons observed pupils' attitudes were always good. They concentrated hard and tried hard to succeed in their tasks. Pupils are very appreciative of the high standard to which their work is displayed; they know that members of staff value their efforts.
121. The school has adopted the national guidelines for art and the co-ordinator has provided a very useful policy to support them. There is a weakness in not having an assessment policy in place that includes agreed criteria to aid the teachers' judgements of standards. This was mentioned in the earlier report and has yet to be addressed. The co-ordinator does not receive opportunities to monitor standards of teaching and learning in classrooms. Resources are sufficient and of suitable quality. Sketchbooks are in place and are in regular use, although they are used insufficiently for pupils to carry out investigations into the possibilities of the use of different media or to record ideas for future use. Insufficient opportunities are provided in most lessons for pupils to develop their ICT skills.

DESIGN AND TECHNOLOGY

122. All pupils are making satisfactory progress in designing and making throughout the school. This reflects a similar judgement made in the last inspection and the school has made sound improvements since that time. Pupils evaluate their own work and that of others in a very constructive way. This supports their learning and provides good opportunities for their personal and social development to be enhanced successfully during practical sessions.
123. Attainment and progress at Key Stage 1 is satisfactory, building on some good work in reception, where close links with language work are established. There is evidence of good progress in the Year 2 class where a project relating to the operation of simple winding mechanisms is closely linked to everyday objects that the pupils use. Pupils are given well-planned opportunities to describe, for example, how a fishing reel works before drawing the object and labelling its important moving parts.

124. Attainment at the end of Year 6 is satisfactory, and the subject is being effectively used to inspire pupils' creativity and secure their learning in other subjects, particularly basic skills in reading instructions and measuring accurately in centimetres. Projects are skilfully used to integrate a variety of stimuli, for example the construction of a model car driven by an electric motor operated by an offset cam. Pupils are given good opportunities to study existing designs and trying and making their own designs, evaluating them for further improvement. Similar projects have brought together history, science and literacy in addition to aspects of cultural, social and personal education.
125. The quality of teaching is satisfactory. Most lessons are soundly planned and supported by an adequate level of appropriate resources. Most teachers use questioning well, as observed in the Year 2 class when pupils were challenged to make decisions about the quality of designs, the suitability of materials and the success criteria to be applied. Teachers reinforce language skills well using the relevant vocabulary and encouraging opinions. Pupils are encouraged to use their initiative and solve problems related to the design of moving parts. For example in a Year 5 lesson the teacher challenged pupils to manufacture a simple 'guide' to locate the vertical puppet spindle so that it would rise and fall securely as the cam turned. In less successful lessons, practical activities are over-directed by the teacher and pupils are given only limited opportunities to create their own designs. Pupils with special educational needs and those with EAL are particularly well supported because of the effective intervention of class teachers and supporting adults.
126. Pupils listen attentively to instructions and follow them carefully, responding to necessary health and safety requirements in a positive manner. For example Year 5 pupils used a designated area for drilling and gluing in a sensible, mature manner. Behaviour is very good with pupils sharing equipment sensibly. The response of pupils to the subject is good overall and at times very good, particularly in lessons where the degree of challenge is high and matched to pupils' differing levels of ability.
127. The co-ordination of the subject is satisfactory overall. Teachers collaborate to ensure continuous provision, and support each other by collecting and storing resources. A suitable policy is in place and planning is soundly supported by recent government guidelines. Whilst the pupils in some classes are given suitable opportunities to evaluate their own work, assessment is unsatisfactory and is not consistently used throughout the school. The subject's suitable range of well-organised and accessible resources, located on easily transportable trolleys, has a positive impact on pupils' learning.

GEOGRAPHY

128. Most pupils make satisfactory progress throughout the school and although there are some gaps in knowledge and understanding, particularly how to interpret maps, the majority attain standards that are in line with national expectations. This is a similar situation to that reported in the previous inspection when standards were judged to be satisfactory overall. All pupils are given equality of access and opportunity and achieve appropriately irrespective of their gender, ethnicity or social circumstance. Pupils with English as an additional language make satisfactory progress
129. Teaching is satisfactory overall, and good in some Key Stage 2 classes. Pupils generally achieve well because most staff have good subject knowledge and have given the subject an appropriate emphasis in the overall curriculum. In the better lessons seen during the inspection, clear learning objectives were identified and a combination of good teaching resources and interesting subject matter helped to stimulate effective learning and keep pupils on task.
130. Pupils in Year 2 can identify differences between different localities and know the difference between an island and the mainland. Higher attaining pupils recognise the key geographical differences between them in terms of human activity. Most pupils can distinguish between

different sorts of buildings and are beginning to compare and contrast the local area with the Isle of Struay. They have a suitable understanding of environmental issues and can identify features in their locality that they like and dislike, suggesting sensible improvements that could be made. Pupils in Year 1 have a suitable knowledge of the local area and are beginning to understand reasons why things are set out the way that they are. Most pupils do not have an appropriate knowledge of the United Kingdom, however, and many cannot name the countries and capital cities. One third of the pupils in the Year 2 class, for example, were not convinced that they lived in the United Kingdom and could not identify the shape of the country on a world map. However, higher attaining pupils are aware of the political division within Ireland and can explain why Southport is the closest seaside town to Bolton.

131. Pupils in Year 3 complete a suitable range of work in the subject and gain a suitable understanding of the local areas and most can explain the reasons why places are popular as holiday destinations for different members of the teaching staff. Pupils in Year 4 have a suitable knowledge of geographical features but have very limited knowledge of mapping symbols. They have completed a detailed survey of Great Lever Park and were able to explain clearly, in various letters to the local council and the local Member of Parliament, exactly what they felt was wrong with the facilities provided. This provided an effective link with pupils' learning in literacy. Pupils in Year 5 have a suitable knowledge of the water cycle, whilst pupils in Year 6 have an appropriate knowledge of the structure of a river.
132. The curriculum is broad and balanced and is based upon materials provided by an appropriate government agency. It is generally relevant to the needs of the pupils, but the co-ordinator is aware of the need to introduce the continuous unit "What's in the News", which will provide opportunities for pupils to gain a better knowledge of maps of the UK and the world. Whilst the curriculum contains all the required elements, there is, in some classes, an over reliance on printed work sheets, and work does not provide pupils with sufficient opportunities to practise and develop their writing skills. Whilst some good links with ICT were observed during the inspection, when pupils used pocket book computers to find the location of various cities, there are generally insufficient opportunities for pupils to develop their skills in ICT. Some opportunities are found to link the study of geography with aspects of pupils' spiritual and cultural development, but this does not happen often enough.
133. The management of the subject is satisfactory overall and the co-ordinator has a suitable understanding of the future needs of the subject in the school. There are, however, no effective formal procedures for assessing or recording the attainment or achievement of individual pupils and, as a result, work in lessons is often not accurately matched to the individual needs of the pupils. This has a negative impact on the learning of certain pupils, particularly higher achieving pupils who are not always sufficiently challenged by the work set. It also means that at times the work set is sometimes too hard for others and is not appropriate to the pupils' level of intellectual development. The co-ordinator is aware of this weakness and there are plans to introduce a suitably simple, whole school recording system when the subject is reviewed next year to bring it fully in line with the requirements of Curriculum 2000.

HISTORY

134. Standards of attainment are below those expected of pupils at the end of both key stages. The position of history is not as good as that reported in the previous inspection. This reflects weaknesses in planning, a lack of resources to develop enquiry skills and the fact that the development of history has not been a high priority in the school. The co-ordinator has identified these weaknesses through self-evaluation and has devised an action plan to ensure a more secure place for history in the curriculum.
135. By the age of seven, pupils have a satisfactory knowledge of the events and times connected with

Florence Nightingale, but their teachers have often told these to them. Although limited use has been made of books there has been insufficient focus on finding out facts from a range of sources. Their knowledge of change over time is very limited. Knowledge of the Great Fire of London is much better amongst pupils in the Year 2 class than amongst the Year 2 pupils in the mixed Year 1/2 class. However, their knowledge of Samuel Pepys is weak and very few pupils aged seven have grasped that some things remain the same over time.

136. By the age 11 the development of critical and enquiry skills is very weak because pupils have had very limited opportunities to research and develop important retrieval skills using a range of resources. They have not had sufficient opportunities to explore historical artefacts. Their use of computers to support their learning has been particularly weak, although recently they have gained limited information from the Internet about the life and music associated with the time of John Lennon.
137. Gains in learning in the lessons seen were satisfactory in Key Stage 1 and very good in Key Stage 2. However, progress over time is unsatisfactory across the school due to weak medium-term planning and the fact that pupils are given far too few opportunities to carry out research. Progress over time is better in some year groups than others reflecting inconsistency in teaching throughout the school. Some teachers are far more confident in teaching history than others. In Year 4 pupils make good gains in their knowledge and understanding of life in Tudor times as a result of their visit to a Tudor House and the subject expertise and enthusiasm of their teacher. The stunning Viking display in their classroom makes a valuable contribution to their learning. Similarly in Year 5 good gains are made in pupils knowledge and understanding of change brought about by the Industrial Revolution as a result of imaginative and stimulating teaching using a hands on approach very effectively. However, in other year groups progress is unsatisfactory over time so that by the end of both key stages pupils do not achieve sufficiently high standards.
138. The quality of teaching observed at Key Stage 1 was satisfactory. Teaching observed in Years 4 and 5 in Key Stage 2 was very good. However, scrutiny of planning, pupils work and resources available to teach history confirms that teaching throughout the school is unsatisfactory and so the gains in learning by the end of both key stages are also unsatisfactory. Where teaching is very good, in Years 4 and 5, the pace of learning is very rapid, teachers subject knowledge is very good and activities are well matched to the needs of the pupils. In Year 5 creative and imaginative use is made of artefacts that raise pupils curiosity and stimulate them in their learning. Effective questioning extends pupils thinking about moral issues surrounding the gap between the rich and poor.
139. Attitudes to learning and behaviour are very good when the teaching is stimulating and so pupils in these lessons concentrate well and so make good progress measured against the planned learning outcomes, which are shared with them. In Year 4 pupils enjoyed learning about the different foods eaten by rich and poor people in Tudor times. In Year 5 pupils experience fun and joy in their learning through interesting practical activities such as weaving and they made good gains in their knowledge and understanding of warp and web threads. In these lessons pupils with EAL and special educational needs are fully included and make good gains measured against their prior attainment. Good opportunities are taken to develop the vocabulary of English words for pupils with EAL. Where teaching is satisfactory in Year 1/2, there are a number of shortcomings, particularly in matching work to the needs of the pupils with special educational needs when they are given an activity to do. On this occasion pupils became restless and this had a negative impact on their learning.
140. The co-ordinator monitors pupils' books and folders and has recognised the weaknesses in the provision for history through this exercise. She is supported by the head teacher in making the development of the subject a priority on next year's school development plan. There is no monitoring of the quality of teaching and learning and this is a weakness in the management of the

subject as there are currently no opportunities to share the good practice, which does exist.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Pupils are making slow but satisfactory progress from a very low level of expertise, but have yet to reach the national expectation at the end of either key stage. Whilst the quality of the computers available in the school is much better than it was eighteen months ago and the overall quality of provision is much improved, there are still too few up-to-date computers to enable pupils to make up the lost time. Whilst there is no evidence that progress has slowed or the provision has diminished, this is not as good a position as that reported in the previous inspection, when standards were judged to be in line with national expectations. The quality of teaching seen during the inspection was always at least satisfactory, and on occasions was good, but learning was often unsatisfactory because it was significantly limited by the lack of opportunity to get “hands-on” experience due to the very high ratio of pupils to computers, currently 30:1. Strengths of the better teaching observed included thorough planning, good subject knowledge and good questioning that was effective in maintaining pupils’ concentration despite the lack of “hands-on” experience.
142. Pupils at Key Stage 1 are experiencing the full variety of experiences required in the National Curriculum programmes of study, but they are not getting sufficient time using the computers to gain the required level of skill and capability. As a result, standards are unsatisfactory. All pupils are similarly disadvantaged by the shortage of computers, irrespective of their gender, ethnicity, prior attainment or social circumstance.
143. In a Year 1 lesson, using the simulation “Albert’s House” to demonstrate that computers can represent real or fantasy situations, the teacher worked very hard to gain pupils’ interest in what was happening as she used pupils to help her show others what was on the screen. A small number of higher attaining pupils showed that they had experience of moving around and exploring the virtual house and could suggest possible outcomes of proposed actions, but at least one third of the class rapidly became disenchanted with the activity because it did not provide them with sufficient “hands on” experience. A group of pupils from Year 2 learned, with significant support, how to type in a short block of text and then highlight it before changing the colour and font size and then printing the result. Whilst they clearly enjoyed the activity they were unfamiliar with the layout of the keyboard and were very hesitant in their approach to the task. These pupils were very pleased with the outcomes, but this had been their first experience of this relatively simple activity.
144. Since they have missed out on an appropriate level of provision for an even longer time, standards at the end of Key Stage 2 for the majority of pupils are well below the national expectation. Pupils in the Year 4 class sat patiently watching their class teacher, who has good subject knowledge, demonstrate, with the help of pupil volunteers, several of the applications included in an appropriate graphics package. Approximately one quarter of the pupils showed that they had suitable knowledge and understanding of what was going on but, despite her best efforts, the majority were unsure about the activity with a significant proportion professing that they were nervous about using the computer. Pupils in the Year 5 class greatly enjoyed using the “calculator” and “world” functions on the pocket books, but most have a limited experience of simple function keys and do not know, for example, how to use the shift key to select the = symbol on a multi-function key. Pupils in the Year 6 class have had experience of an appropriate range of activities, but generally have poor computer skills since they have had insufficient opportunities to practice and develop them.
145. The curriculum meets statutory requirements in that it contains all the required elements, but the current provision is unsatisfactory because pupils do not have sufficient opportunities to develop an appropriate capability. Whilst the co-ordinators are doing their best to raise standards in the subject and to apply ICT skills across the curriculum, the overall management of the subject is

unsatisfactory because insufficient resources have been made available to develop the required level of skill.

MUSIC

146. All pupils make satisfactory progress and standards across the school are now satisfactory overall. This is a better standard than was reported in the previous inspection. The recent improvements are due to the good teaching by specialist teachers who support class music lessons well and provide ideas for suitable musical activities. Pupils enjoy music and sing enthusiastically in lessons and in assemblies and this makes a positive impact on the standards achieved by all pupils.
147. Although there were no lessons seen in Key Stage 1, based on performance in assemblies, standards in singing by the age of seven are at least satisfactory. Pupils join in happily and sing in tune. All the words are heard clearly and sung together in unison. In a Year 3 class pupils responded well to the question “Can you sing this note?” answering on the same note “can sing this note”. Year 5 pupils performed enthusiastically in response to the lively teaching and the very good subject expertise of the co-ordinator, working together with the specialist teacher. Their joint efforts ensured good learning overall. Pupils sang in two parts, accompanied by small groups on chime bar, recorders and keyboard. Another group successfully kept the pulse going, helping everyone to sing in time. This challenge was suitable for the higher attaining pupils who also made good progress in this class. Standards in singing in this lesson were above average due to this good teaching.
148. The quality of teaching is satisfactory overall. This is an improvement since the previous inspection when teaching was judged to be unsatisfactory. The school has made the decision to use specialist teachers who visit the school to lead weekly music lessons, teaching in Key Stages 1 and 2 every other week. Class teachers benefit from their expertise and are able to follow up and consolidate learning the following week, thus sustaining satisfactory progress overall. When teachers have high levels of expertise, learning is good and this results in above average standards in singing.
149. The co-ordinator has a clear overview of the subject and is aware of the lesson content in each class. However there are no opportunities for him to monitor the quality of teaching, either by the specialist staff, or by teachers, when follow up lessons are taught. There is therefore insufficient opportunity to identify further training and development needs for the subject. Effective assessment procedures have not been established and this is reflected in the variable quality of reports and records. Assessment information is not used well enough to help teachers plan lessons with focused learning objectives, which are matched to the learning needs of individuals and groups of pupils in all classes. There have been recent improvements in the number and quality of resources and there are now sufficient resources to teach the subject. Suitable opportunities are planned in the scheme of work to include information and communication technology and there are plans to develop this aspect further.
150. Recorder clubs and choir offer good opportunities for pupils to practice their performance skills and there are suitable opportunities to sing and play to a range of audiences during the annual concerts, in assemblies and church services and when entertaining older people in the local community. Pupils talk about the recent ‘Gamelan’ workshop enthusiastically and exciting activities enabled pupils to extend their knowledge and skills by playing and performing on a range of percussion instruments.

PHYSICAL EDUCATION

151. Standards in physical education are broadly in line with national expectations at the end of both key stages. However, standards in swimming are below those expected for pupils by the end of Key Stage 2 with very few pupils being able to swim the required distance of 25 metres. The school has already planned to provide additional swimming opportunities for Year 6 pupils after they have taken National tests. Overall, standards are similar to those found at the last inspection.
152. The teaching of physical education is satisfactory overall. It is good in half of the lessons seen and satisfactory in the remainder. It is enhanced by the good additional, specialist support provided by the head teacher and a coach for games skills in Key Stage 2. The development of relationships in the subject is a strength. Pupils work together in pairs and in small teams very well and appreciate each other's successes and difficulties. Teachers put a good emphasis on safety and classes are always managed and organised well so that pupils work safely and move with regard to others. Pupils are taught from an early age to carry equipment with care. Pupils at Key Stage 1 work enthusiastically on their gymnastic movements and practise to perform a variety of jumps with increasing control of their landings during lessons.
153. High attaining pupils climb ropes skilfully or walk along a beam with balanced control. Girls are more controlled than boys in their gymnastic movements and the teacher works hard to improve boys' skills by providing pupil demonstrations. Occasionally higher attaining pupils use their own initiative and work together in small mixed gender groups to perform a series of movements in unison. Teachers in Key Stage 1 give good opportunities to talk about the movements pupils are to perform. However, teachers at both key stages provide too few opportunities for pupils to evaluate the quality of movement of others.
154. Lessons in Key Stage 2 focussed mainly on games skills. They were greatly enhanced by the support of the head teacher and a coach from the community. The same coach runs after school cricket and tennis clubs, which are well attended. The head teacher also runs a successful and well established after school gymnastics club. Pupils learn a range of games as they move through the key stage. By Year 6, pupils have learnt the rules of playground cricket, football and tennis and rounders. They abide by them and work together as a team. Weaknesses in teaching are in the subject knowledge of how games skills should be taught and occasionally not all pupils are fully active throughout lessons. For example, there were some missed opportunities to improve throwing and catching over long distances in one lesson for higher attaining boys, and in another, missed opportunities to improve striking skills. Both missed opportunities occurred when class teachers were responsible for taking groups in lessons. Pupils in Year 6 who take part in athletics learn to jump and land safely and extend the distance they jump over time. They are well supported by the head teacher who has good knowledge of athletics and provides good coaching points when necessary in order to improve performance. The head teacher also provides good support for pupils with special educational needs in Year 3 and works well in partnership with the tennis coach. Together they organised a series of small-sided games that provided opportunities for hitting a ball over a net accurately. All pupils stayed active for the full lesson. The coach gradually challenges pupils through the different activities set so that, by the end of the lesson, they show greater confidence and competence in striking and catching a ball. The school hopes to extend tennis opportunities by providing a Saturday tennis club once basic skills have been established.
155. Teachers teach all the required disciplines of gymnastics, athletics, dance, games and swimming. Older pupils have the opportunity to improve their skills during sporting activities provided through the extra-curricular programme. Pupils enjoy their physical activities and attitudes to physical education are good overall. This has a very positive impact on the progress made and the standards achieved.
156. The temporary co-ordinator is aware that the present scheme does not provide sufficient guidance for non-specialist teachers and has included this as an area of improvement in the subject development plan. At present assessment in the subject is very reliant on the individual knowledge

of teachers. On-going assessment is weak. It varies in quality and this is reflected in the end of term reports, which do not always tell parents what pupils have learnt.