

INSPECTION REPORT

HASLAM PARK COMMUNITY

PRIMARY SCHOOL

Bolton

LEA area: Bolton

Unique reference number: 105168

Headteacher: Miss J Marland

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 4 – 8 March 2002

Inspection number: 244548

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Wigan Road Bolton
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Telephone number:	01204 333393
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Appropriate authority:	Governing body
Name of chair of governors:	Dr. Ebrahim Adia
Date of previous inspection:	October 6 th 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Anna Dawson	Registered inspector	Mathematics; science; art and design; design and technology; religious education; the Foundation Stage; special educational needs.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; the quality of teaching and learning; what the school should do to improve further; leadership and management.
12536	Sylvia Bullerwell	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
21563	Graham Martin	Team inspector	English; information and communication technology; geography; music; physical education; equal opportunities.	Quality and range of opportunities for learning.
27718	Sudarshan Abrol	Team inspector	English as an additional language; history.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Haslam Park Community Primary School is situated in spacious parkland on the outskirts of Bolton. It is the same size as most other primary schools. It mainly draws its pupils from the council owned, rented and privately owned properties surrounding the school. Parents think highly of the school. This is reflected in the oversubscription for places in the reception class for the forthcoming intake. Approximately four fifths of the pupils have attended a playgroup or nursery class before they start school in the September of the year they become five. Pupils enter the reception year with attainments which are well below average in language and mathematical skills and below average in social skills. There are 210 pupils on roll; of these, 115 are boys and 95 girls. There are 73 pupils or 35 per cent of the roll eligible for free school meals, which is above the national average. There are 38 pupils on the register for special educational needs, most of whom have language and literacy or behavioural difficulties. This is below the national average at 23.7 per cent. The range of special educational needs includes four pupils who have statements of special educational need. This is broadly average. There are 67 pupils who speak English as an additional language, which is high and rising. Approximately 50 per cent of the reception year speak English as a second language. Most of these pupils speak Gujarati, Urdu or Punjabi as their first language. The school has a mobile population with 20 pupils entering and 11 leaving in the last school year other than at the normal times, which is above average. Of the present Year 6, the mobility is very high with 56 per cent of the pupils entering or leaving school other than in the reception year. Forty one per cent of this class are on the register for special educational needs. All the pupils are fully included in all aspects of the curriculum and school life. The attainments of the pupils on entry to school are slightly lower than at the time of the last inspection in 1997.

HOW GOOD THE SCHOOL IS

This is an effective and improving school. It promotes positive attitudes to work and behaviour. The very effective headteacher, with full support from a hardworking staff, leads by example and gives very good leadership. There is a very effective governing body supporting the priorities of the school. Because the quality of teaching is good, the pupils make good progress in English, mathematics and science by the time they reach Year 6. Considering the low attainments of most children when they start school, pupils achieve well in other subjects. The school is highly thought of by the parents and the community. The school gives good value for money.

What the school does well

- Pupils achieve well and are attaining average standards by Year 6 in listening, reading, mathematics and science. There is very good provision for music. Pupils attain above average standards by Year 2.
- Children make very good progress in their reception year in their mathematical and communication, language and literacy development.
- The leadership and management of the headteacher are very good.
- The quality of teaching and learning is good.
- There is good provision for pupils with special educational needs. Consequently they make good progress.
- The pupils who speak English as an additional language make good progress.
- The school offers a rich curriculum relevant to the children's needs and interests.
- There is very good provision for pupils' personal development.

What could be improved

- The continuing development of pupils' writing skills.
- The development of sufficient rigour in the overall school system for tracking pupils' progress in subjects other than English and mathematics.
- The further development of the role of the subject leaders in subjects other than English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1997 in resolving the key issues. There is good improvement in standards in art and design which have risen from below average to average standards. The quality of teaching and learning has improved from satisfactory to good. Consequently, pupils' behaviour is improved as the work is matched more closely to their needs and their behaviour is managed effectively. There is good provision for the pupils with special educational needs and the teaching meets the needs of higher-attainers. However, a very few of the most able pupils could still be challenged further. There is also good improvement in the provision for pupils' spiritual development; the care and personal support given to pupils; parents' views of the school; and the provision for an enriched curriculum.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	E	B	E	D
mathematics	D	D	C	B
science	C	C	D	C

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

In 2001, when pupils' standards are compared with national standards generally, they were well below average in English, below average in science and average in mathematics. In comparison with pupils in similar schools, standards were below average in English, average in science and above average in mathematics. Over the last three years, pupils' performance in reaching the expected level 4 and above has fluctuated between average to below and well below average according to the differing attainments of the pupils. The rate of improvement at this school for the 11-year-olds over the last five years, matches the national trend. In 2001, pupils exceeded the targets set by the school for mathematics and science, but there was a shortfall in English. The school has set challenging targets for 11-year-olds especially in writing which is a focus for improvement this year. Year 6 pupils are on course to meet these targets this year.

All pupils achieve well overall throughout the school in English, mathematics and science. For the current group of pupils in Year 6, pupils' standards are average in listening, reading, mathematics, and in science but below average in writing. There are some differences in the standards pupils attain between the boys and girls and the pupils who speak English as an additional language. Although the differences between girls and boys are narrowing, the majority of pupils on the register for special educational needs and the lower-attaining pupils tend to be boys. In mathematics and science, there are few significant differences between groups of pupils, except that the pupils with English as an additional language tend to be the represented amongst the very few most able in mathematics. In science, the highest-attaining pupils tend to be those who speak English as their first language. The very few most able pupils between Years 3 to 6 could be stretched even further in their learning in English, mathematics and science. In other subjects, pupils' standards are average by Year 6 in art and design, design and technology, geography and history, information and communication technology, music and physical education. In religious education, pupils' standards match those of the locally agreed syllabus. Pupils with special educational needs across the range of difficulties get good support and make good progress towards their targets. Pupils with English as an additional language make very good progress in Key Stage 1, where there is more support and good progress in Key Stage 2 as the support diminishes. In the reception year, the majority of pupils, in particular the boys, entered with skills that were generally well below those expected for pupils of four in language and mathematical skills and below average in social skills. The children are achieving very well in communication,

language and literacy and mathematical skills. Their achievement is good in their personal, social and emotional development. Most are on course to attain the Early Learning Goals expected in all areas of learning by the end of the year. In reading, most are on course to exceed the expected goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to learning. They enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Good. Pupils generally behave well in lessons and around the school. They are polite and welcoming to visitors.
Personal development and relationships	Good. Pupils' personal development is good. Pupils respect the views of others and they play and work well together. There are good relationships between pupils, staff and other adults who work in the school. In their work the pupils show a positive attitude towards people from communities different from their own.
Attendance	Satisfactory. Attendance is satisfactory. However, there is a growing number of pupils taking extended holidays during term time. Absence for these pupils is affecting the progress they make and the standards they achieve because they miss lessons.

This is a happy community where the pupils' attitudes to school are a major contributing factor to their good achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning throughout the school overall are good and a major strength. Consequently, pupils learn well. The effective support given by the teachers and the learning assistants and the good relationships within the school, promote the pupils' good achievement. The basic skills of reading, writing and mathematics are taught well overall. When pupils first enter school, there is a concerted effort to ensure all groups of pupils are supported in learning the basic skills. Pupils with English as an additional language make rapid progress in the reception and Year 1 class where there is most support. Pupils between Years 3 to 6, make good progress overall. Those pupils with special educational needs are identified early and make good progress throughout the school. Teaching is particularly successful in lessons where teachers use the teaching methods that are advocated in the National Literacy and Numeracy Strategies. Pupils have good reading skills throughout the school. Writing is a particular focus for improvement this year. Pupils write well overall about their work. Although there are good opportunities provided for pupils to practise their story writing skills in a range of subjects, pupils attain below average standards in writing in Year 6.

In other subjects, the teaching of music is very good. There was insufficient teaching observed during the inspection for art and design, design and technology, and geography to make a judgement on the quality of teaching for these subjects. Observations of pupils at work, evidence from pupils' past work and discussions with pupils and their teachers demonstrate their good progress. The staff successfully include the pupils fully in all aspects of school life. Teaching promotes positive attitudes towards pupils' cultural development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children in the reception year is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is rich and broadly based.
Provision for pupils with special educational needs	Good. Learning difficulties are identified early. The pupils are supported well in classes and make good progress towards their targets.
Provision for pupils with English as an additional language	Good. Pupils are supported well especially when they first enter school with the help of a bilingual assistant. Overall, the pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development. The school makes very good provision for pupils' moral and social development and good provision for their spiritual and cultural development.
How well the school cares for its pupils	Good. The staff know the pupils very well and take good care of them. Good procedures are applied for child protection. There are very good procedures for promoting good behaviour and good procedures for promoting good attendance. Procedures for assessment are satisfactory overall. The staff have analysed the strengths and weaknesses in English, mathematics and science well and have made good use of this data to inform lesson plans. However, the procedures for assessing pupils' progress and use of assessment data in other subjects are underdeveloped.

The parents think highly of the school. There is a good partnership with parents. Most parents support their children's learning well at home and a small minority of parents and members of the community support pupils well in school. Parents appreciate that the school takes good care of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very effective headteacher leads and manages the school very well. The headteacher and the staff work together with very clear direction to achieve the aims of the school. They are successfully improving standards.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They receive very good information from the headteacher and work effectively with her to meet the school's targets and fulfil their statutory duties.
The school's evaluation of its performance	The governors, headteacher and the staff evaluate the performance of the school very well. They build on their strengths to improve practice and work hard to overcome weaknesses. The teaching and learning is beginning to be evaluated successfully to improve the quality of education provided in English and mathematics. However the role of the subject leaders to monitor the teaching and learning in their subjects is underdeveloped.

The strategic use of resources	The school makes very good use of the building, time, staff and the budget to help children learn. The accommodation and resources are used very well to support learning.
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There are sufficient teachers and the teaching and learning support assistants are well deployed and make a good contribution to pupils' learning. The shared commitment and capacity to succeed by the whole school community are very good. The school seeks to find best value for money and make good use of its budget to raise standards. The accommodation is good and well maintained. The provision of learning resources is satisfactory overall.

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 like school and make good progress. • That the school is well led. • That the quality of teaching is good and pupils are expected to do their best. • That pupils behave well and the school is helping their children to become mature and responsible. • That they feel comfortable about approaching the school with queries or concerns. 	<ul style="list-style-type: none"> • A minority of parents would like more information about the curriculum. • Some parents would like more extra-curricular activities for their children. • Some parents would like more homework for their children. • A few parents would like to work more closely with the school.

The inspectors agree with the positive view of the school held by the parents. The quality and range of information sent to parents are good. The extra-curricular activities are satisfactory for a school of this size. The provision of homework falls within the normal range and is used well to support pupils' learning. The school has good links with the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, the pupils achieve well. They get a good start in the reception class and Key Stage 1 and this is continued in Key Stage 2. There are strengths in music by Year 2 where progress is very good and pupils' attainment is above average. Pupils' good progress in reading is a strong feature of English.

The strengths are:

- Pupils get a good start in the reception class and make rapid progress by the time they reach Year 2 in English and mathematics;
- Pupils achieve well in English, mathematics and science by the time they reach Year 6;
- Reading is a strength in English throughout the school;
- Pupils attain above average standards in music in Year 2;
- The pupils with special educational needs make good progress;
- The pupils who speak English as an additional language make good progress.

The weaknesses are:

- The lack of detailed assessment inhibits the achievements of a few very able pupils.
 - Pupils' standards in writing in Year 6.
2. At the time of the last inspection in 1997, standards were average throughout the school in English, mathematics and science. The context of the school is slightly weaker academically than at the time of the last inspection. There are fewer pupils with a statement of special educational needs; but the overall proportion of pupils who have special educational needs has increased from 10 per cent to 18 per cent. There is also an increase in the proportion of pupils who speak English as an additional language. This has risen from 21 per cent to 47 per cent in the current reception year. At the time of the last inspection standards were below average in art and design. They have risen to average. Then, standards were above average in information and communication technology. They are now average. The development of the subject has been hampered by the lack of resources and staff are still continuing with their training.

The 2001 National Curriculum test results showed that by the end of Year 6, pupils attained:

- well below average standards in English;
- average standards in mathematics;
- below average standards in science.

In comparison with schools with pupils from similar backgrounds pupils' performance was:

- below average in English;
- above average in mathematics;
- average in science.

When compared with their results in the 1997 Year 2 tests, Year 6 pupils overall made:

- well below average progress in English and below average progress in mathematics and science.

The 2001 National curriculum test results showed that by the end of Year 2 pupils attained:

- average standards in reading, writing and mathematics.

In comparison with schools with pupils from similar backgrounds pupils' performance was:

- well above average in reading and above average in writing and mathematics.

3. In any analysis of test results, caution must be exercised because small numbers of pupils taking the tests reduces the statistical reliability of the data. In 2001, each pupil in the Year 6 class represented 3 per cent of the total. The numbers of pupils taking the tests who have special educational needs, and the numbers entering or leaving school other than at the normal time, varies between year groups and causes fluctuations in the overall results for the year. In 2001, 26 per cent of pupils in Year 6 taking the tests had special educational needs, which is just above average. The percentage of pupils entering or leaving the school between Years 3 to 6 in this class, however, was 52 per cent which is very high.

4. The results over the last three years show that pupils in Key Stage 1 make good progress. Reading is a strength and mathematics has improved. The weakest area is pupils' writing where the proportion of pupils reaching the higher levels is lower than in mathematics or science. This is the focus for school improvement this year. The results from the 2001 tests show that the pupils who took the tests in Year 6, did not make the expected progress from Key Stage 1, particularly in English. Following the resignation of the previous headteacher in 1999, a lack of educational direction coupled with constant changes of teachers lowered the amount of work pupils produced and interrupted the systematic development of their knowledge, skills and understanding, particularly in their writing skills. The Year 6 pupils prior to taking the national tests in 2001 had seven changes of staff in two years. During this time while pupils studied texts and completed comprehension and grammatical work, the teaching of writing was neglected. Consequently, the pupils did not achieve as well as they should have done. Standards have begun to improve since the appointment of the present headteacher in May 2000. The improved educational direction and leadership and the teamwork of the staff in planning an effective curriculum has improved the quality of teaching and learning. Consequently, there is an upturn in standards, particularly pupils' writing. Although pupils' performance in writing has been erratic, the pupils are attaining average standards in reading. Over the last three years, there is an improving trend in mathematics and science. Overall standards

have kept pace with the national trend. The school has set challenging targets for pupils to attain in English and mathematics in 2002.

5. For the last few years the comparisons of boys and girls results show that the boys' results have been lower than the girls'. This is still the case and mirrors pupils' attainment on entry where the majority of the lower-attaining pupils or pupils who have below average social skills, are boys. There is an action plan to raise the attainment of the boys. Strategies such as increased book resources to encourage boys to read more and the well-deployed teaching and support assists to help small groups and some withdrawal groups, are effective. However, the tracking of pupils' attainment for gender differences is at an early stage and the action plan lacks sufficiently detailed strategies to motivate the boys to improve the quality of their work, especially writing.
6. The overall attainments of the pupils cover the full range but the majority have abilities which are average or below average. There is a smaller proportion of higher-attainers. Pupils' overall attainments on entry to school vary significantly from one year to the next. The proportion of pupils with special educational needs in Years 3 to 6 varies between 13 and 41 per cent. Tracking pupils' achievement through school is complicated by the high mobility of pupils joining and leaving the school other than in the reception year or in Year 6. Of the present Year 6, the mobility is very high with 56 per cent of the pupils entering or leaving school other than in the reception year. Forty one per cent of this class are on the register for special educational needs.
7. The school has put into place a number of strategies to raise pupils' attainment. The improvement in pupils' writing skills has a particular focus this year. The support and teaching assistants are deployed very well to support pupils with special educational needs and those who need most help. For example, there are small focused group sessions with literacy and mathematical materials which are aimed specifically to support the teaching of basic skills. The 'SMART' and 'Rainbow' projects class discussions during circle time are having a positive impact on pupils' personal development, behaviour and attitudes to learning. The involvement of parents in their children's learning has been strengthened as the number of meetings for parents has increased, and the expectation for helping their children is shared effectively through the home school agreement. Parents respond well overall by helping their children with reading and homework tasks. Homework is used well to support what pupils have learned during the day. The teaching assistant in Year 1 implements the early literacy support for Year 1 pupils well. In Key Stage 2, there is additional group support and teaching materials for the teaching of basic skills in English and mathematics. These strategies are helping to raise pupils' attainment.
8. The pupils join the reception year in the September of the year in which they are five. They enter with attainments that represent the full range normally found but are generally well below average in language and mathematical skills and below average in their social skills. The individual targets set for pupils help them to make good progress. Overall, the pupils in the Foundation Stage make very good progress in communication, language and literacy skills and mathematical development and good progress in their personal, social and emotional development. This is because there is a well planned curriculum, a high level of support and there is good quality teaching, so the children achieve well. Most are on course to achieve the early learning goals in all areas of learning. A few are on course to exceed the expected goals and a few are not on course to attain them. Particular care is taken to ensure pupils get a good start to their education on entry to school.

9. By Year 2, inspection judgements for the current pupils are that achievement and progress overall is good and standards in English, mathematics and science are average. In English, pupils listen well to their teachers and speaking skills are average, although a few struggle to find the correct vocabulary to express themselves clearly. However, all pupils are achieving well in reading. The reading they do at home and the additional reading support provided within school contributes well to their success. Writing skills are average. The handwriting of most pupils is clear and evenly spaced as they write simple sentences for themselves in print. Punctuation is generally correct with the use of capital letters and full stops. Spelling of simple words is accurate and pupils make good attempts at longer words spelling them phonetically. Their writing of stories and events shows the pupils have a clear grasp of the development of a story but a minority have difficulty in using and spelling adventurous and exciting vocabulary. In mathematics, by Year 2, the pupils have a good understanding of the place value of number to one hundred. Most are confident in solving simple problems of number, length and money. Pupils particularly enjoy their mental mathematics at the beginning of each lesson. In science, the majority of Year 2 pupils have a secure grasp of the life cycles of animals and insects such as the butterfly and the frog. In their study of food they know which foods to eat to stay healthy. Most classify accurately the properties of materials such as wood and metal.
10. In Key Stage 2, inspection judgements for the current pupils are that achievement and progress overall is good in English, mathematics and science and the pupils are attaining average standards in English, mathematics and science except in Year 6 where standards in writing are below average. These pupils have a recent unsettled history because of staff changes. Their progress in recent years has been adversely affected because of the interruptions in their learning. Despite the high numbers of pupils moving in and out of the school and the significant proportion of pupils on the register for special educational needs in Key Stage 2, standards are rising.
11. In English, by Year 4, pupils listen well and most express their thoughts, ideas and feelings clearly when speaking. The pupils' stories have increased satisfactorily in length. Spelling is improved and the pupils turn to dictionaries to find the meaning and correct spelling of words. Simple punctuation with the use of capital letters and full stops is usually accurate. The pupils reflect on initial drafts to correct spelling errors and amend and improve their text. By Year 6, pupils' listening skills are generally good and pupils contribute well in discussions about their work. Many pupils are writing longer coherent stories. Many find it difficult to reason and construct an effective argument in writing and use adventurous vocabulary. In mathematics, most have a good grasp of the place value of numbers. Pupils are generally accurate when solving number problems. For example, they are developing well a range of strategies to solve multiplication problems. By Year 6, most apply their knowledge to solving problems using the correct vocabulary. In science, pupils in Years 4 and 6 are developing their enquiry skills well and have a good knowledge of scientific vocabulary. By Year 6, pupils are able to construct a fair test. They are learning effectively about forces and know the properties of light and electricity. In their study of animals and plants, pupils understand and construct a number of food chains.
12. In subjects other than English and mathematics, pupils make good progress in their learning. Teachers keep their own records of pupils' progress through the programmes of study. However, as yet there are no school agreed assessment procedures in these subjects. The thrust of curricular development has been to improve pupils' attainment in English, mathematics, and information and communication technology in the last two years. Since the previous inspection the staff plan to the national guidance and standards have improved in art and design and

have remained average in design and technology, geography, history and physical education. In information and communication technology standards have fallen from above average to average. In music, standards have risen from average to above average at Year 2. This subject has been targeted for development this year.

13. Although there are no pupils identified by the school as gifted or talented, there are a very few pupils who are very able. They make good progress but could be stretched further. These pupils are capable of independent study and would benefit from further problem-solving activities such as the opportunity to devise their own investigations in mathematics or science.
14. The school is good at identifying pupils who have special educational needs, tracking their progress and setting appropriately challenging work that promotes good achievement. The individual education plans are frequently reviewed but lack detail of how the targets are to be achieved. The pace and quality of the learning of the pupils with statements of special educational need are good, whether in a small group or one-to-one situation, because the specialised teaching is well tailored to meet their needs. The school takes care to ensure that all groups of pupils are included in all activities.
15. The progress of pupils with English as an additional language is good overall but variable between subjects. When pupils enter the reception class, there is a strong emphasis on the development of pupils' speaking, listening, reading and writing skills. Writing in particular is a school focus for this year. There is good support from the bilingual assistant for one day a week who helps the children to settle in and assesses their needs, supporting those that need most help in lessons with some dual language teaching. Apart from the full time nursery nurse there are also some students and voluntary help with small groups of children. Because of the good quality teaching and learning and the level of support, the children make rapid progress in learning English. This continues in Year 1, with the help of the learning support staff who take small groups of pupils and help pupils with difficulties to overcome them with early literacy support materials. By Year 2, the pupils' achievement is good and most attain the expected levels in speaking, listening and reading and writing. In Key Stage 2, most pupils continue to make good progress. Throughout the school, the staff use methods to help the pupils understanding the lessons. For example, they introduce lessons with visual stimuli such as pictures or overhead transparencies. Subject vocabulary and the lesson objectives are clearly explained. Good questioning and the constant checking of pupils' learning help the teachers to monitor pupils' progress and rectify any misconceptions. However, it is noticeable that a significant number of these pupils, could make more progress as their attainment falls below average. The school has just been granted further funding to improve the support for these pupils. In English, mathematics and science, there are a very few pupils in school, one or two in each class who have English as an additional language and are very able. These pupils do better in mathematics than in English or science where it is harder to interpret the meaning and vocabulary involved in solving problems and answering questions.

Pupils' attitudes, values and personal development

16. The good standards that pupils achieve in this area of their learning reflect the school's level of care and its very good provision for pupils' personal development. They make a positive contribution to the standards achieved in other areas of pupils' learning. Standards were similar at the time of the last inspection. However, there has been a recent improvement in pupils' behaviour.

The strengths are:

- pupils enjoyment of school reflected in their positive attitudes to work;
- the good behaviour of pupils;
- the personal development of pupils is good.

The weakness is:

- A minority of pupils are absent for long periods during term time, mainly due to extended holidays being taken overseas.

17. Pupils' attitudes to school are good. They are happy to be at school with their friends and teachers. This is seen in the attendance at the after school club when nearly half of the children up to the age of seven, attend twice a week. Pupils are proud of their school and want to achieve. In lessons, they listen carefully to their teachers and to each other. They are keen to answer questions and show a good level of involvement and enthusiasm for learning. They enjoy all aspects of school life; this was clearly demonstrated by Year 6 pupils during their swimming lesson.

18. Pupils' behaviour is good both in lessons and around school. As they move around school pupils are polite and open doors for one another and for visitors. They queue patiently in the dining room. In lessons they treat property and each other with respect. Behaviour has improved at lunchtime. It was reported as satisfactory at the time of the last inspection, and now it is good. Pupils are aware of what to do if bullying should occur and are happy it would be dealt with immediately. There are now fewer incidents of poor or oppressive behaviour and parents, pupils and staff say this improvement is due to the initiatives of the new head teacher and consistent implementation of the school policy. Positive discipline linked to class rewards effectively encourages most pupils to attain good standards of behaviour. There were five fixed term exclusions in the last year.

19. The standard of pupils' personal development is good; this is in response to the very good provision for their social and moral development and the good provision for their spiritual and cultural development. It is reflected in, and strengthened by, the very good relationships that exist between everyone in school. This was most evident at the 'Breakfast Club', where a small number of differently aged pupils from Key Stage 2 have the support of close friendships that increases their enjoyment of school life. In lessons pupils work well together during group sessions and respect each other's feelings. Pupils grow in self-esteem and confidence and willingly accept responsibility in school; for instance, class monitors. Year 6 pupils are happy to be given extra responsibilities and respond well to the trust placed in them to help the pupils and teacher in other classes. The multi-cultural nature of the school encourages good levels of respect for the values and beliefs of others. Pupils develop empathy for others less fortunate than themselves, such as the 'Homeless in Bolton' and children in hospital, by raising money through sponsored games to help them.

20. Attendance is average, overall. It was recorded as above average for the last school year but a growing number of pupils, so far 15 this year, are taking extended holidays of up to 12 weeks. These absences, recorded according to the local authority guidance, are not reflected in the school's attendance figures as they are not class as unauthorised for the long-term. Absence for such a long time affects the progress

pupils make and the standards they achieve. Although pupils are asked by their teachers to keep diaries to maintain their English skills, this is optional and does not make up for the work they miss in school. Unauthorised absence is below the national average. Most pupils are punctual and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching and learning is good throughout the school. There were 55 lessons observed. In all but six satisfactory lessons, the quality of teaching was good or better. In one fifth of lessons the teaching was very good. There was no unsatisfactory teaching. In art and design, design and technology and geography, there was too little teaching observed on which to base a secure judgement. The quality of teaching from lessons observed and scrutiny of teachers' planning indicate that teaching is consistently good in all subjects and the Foundation Stage, except in music where it is very good. The quality of teaching has improved from the last inspection when it was satisfactory. The teachers' planning, a good curriculum and the increase in the level of support staff and teaching assistants are significant factors contributing to this improvement.

The strengths are:

- the consistently good management of all pupils;
- the good start given to pupils in the Foundation Stage;
- well planned lessons;
- the good quality of questioning by the teacher to help pupils develop their ideas;
- the good support for pupils with special educational needs;
- the good use of teaching methods and deployment of staff which helps most pupils who speak English as an additional language to learn well;
- the teachers' good subject knowledge;
- the very good use they make of time and resources to help the pupils learn.

The weaknesses are:

- the inconsistency in teachers' comments when marking pupils' work to show pupils how to improve;
- the use made of assessment, other than with pupils with special educational needs, to further the progress of some individual and groups of pupils.

22. During discussions, teachers' questioning is skilful and challenges pupils to think hard about their work. The teachers value the pupils' suggestions. When pupils make a mistake, corrections are put forward positively. This has the effect of raising the pupils' self-esteem and confidence and demonstrates well the good relationships between staff and pupils. When pupils are involved in sharing what they have learned in the summary discussion at the end of the lesson after they have completed their tasks, this helps them understand how far they have achieved the objectives. This was particularly evident in a science lesson where pupils in Year 2 were investigating electricity. The teacher was very knowledgeable about the teaching of science and quickly focused the pupils on using their investigational skills to find which materials conduct electricity well. By the end of the lesson, pupils' learning was good because they benefited from others' contributions in discussion as the class shared their findings. The teacher was then able to recap effectively on the main objectives of the lesson which consolidated pupils' understanding effectively of materials that are good conductors or insulators of electricity.

23. Teachers' planning is good overall. The quality of planning has improved since the last inspection as teachers have adopted the national strategy methods in subjects other than English or mathematics. The recent revision of the teaching and learning policy has brought consistency in planning. Lesson objectives are shared with pupils at the beginning of the lessons; tasks are planned to three levels of difficulty and are relevant to the cultural backgrounds and ages of the pupils. For example, in the lessons which are well planned, the learning support assistants are all aware of the specific objectives to be achieved. Lessons get off to a brisk start as teachers quickly recap on pupils' previous learning and share the learning objectives for the lesson with the pupils. Staff monitor pupils' learning well through questioning their thinking and giving support when needed. They manage the lessons well and are quick to spot pupils who need help. At the end of the lesson the teachers refer back to the learning objectives, questioning pupils to check on what has been learnt to ensure that the learning has been secured. Pupils' cultures and backgrounds are acknowledged in lessons and provision is made for pupils to experience a range of western and non-western traditions and beliefs. Reference material in the school library and access to the Internet help pupils to research world-wide.
24. Teachers have good knowledge and understanding of the subjects they teach. They use the correct technical terms and appropriate subject language to develop pupils' knowledge and understanding of each subject. The teachers provide clear explanations of words and terms that the pupils find difficult to understand. For example, musical terms such as 'pitch' and 'dynamics' are explained well and their understanding of these terms helps pupils to focus and improve their singing.
25. There is good teaching of pupils who speak English as an additional language. The methods are tailored well to meet the needs of pupils. Explanations of learning intentions are stated clearly. Very good use is made of resources such as whiteboards to check individual learning. Work is often presented visually on overhead transparencies or pictures. The teachers demonstrate the learning outcomes well during the introductions to lessons. These methods coupled with the constant questioning and monitoring of pupils' work ensure that pupils are on task, they understand what they have to do. Consequently they learn well. Because the lessons are planned and managed well, pupils respond well. They have good attitudes to learning and behave well. There are good relationships throughout the school between the staff and the pupils.
26. Pupils with special educational needs are taught well. The teachers and the learning support assistants plan the pupils' work well. Most of the pupils have identified needs in their literacy work or behaviour. Focused-group teaching is well matched to their individual needs. Pupils achieve well because they receive good help from the well-deployed learning support assistants who liaise well informally with the class teachers. However, the individual written targets within individual education plans are not always detailed enough. It is then difficult for support staff to identify precisely what pupils are required to learn on a day-to-day basis and limits their recording of pupils' progress in small steps. Consequently, the planning of their work is not sufficiently detailed. Teaching materials such as those provided for additional literacy support and early learning support for Year 1 are used well by the staff and result in pupils successfully learning their basic skills. In Key Stage 2 there is additional support and teaching materials to reinforce the teaching and learning of basic skills in English and mathematics. Focused group support for those with behaviour difficulties are helping to resolve their difficulties successfully.

27. The teaching and learning in literacy and numeracy are good. The basic skills of reading, writing and mathematics are taught well during the literacy and numeracy hours. For example, pupils progressively learn how to read the most commonly used words, simple number patterns and operations and how to form letters correctly and write legibly. Teachers use the national guidance effectively in planning and teaching, and pupils learn and achieve well by the time they leave school. There are many aspects of pupils' work where mathematics and English activities are planned into other lessons. For example, throughout the school history and religious education in particular are subjects in which planning is linked to the development of writing skills.
28. The teaching of the pupils in the reception year (Foundation Stage) is good. Since the previous inspection, a new curriculum has been implemented for the Foundation Stage. The well-thought-out planning takes into account the Early Learning Goals and the initial stages of the National Curriculum. The needs of the pupils are carefully catered for. Consequently the children learn well. The staff start to build good relationships soon as pupils enter the school and have high expectations of pupils' work and behaviour. Individual help is given to pupils and most quickly adjust to the new routines. A few who have not attended a nursery or playgroup tend to take longer to settle in. The bilingual assistant working one day a week, effectively supports individual children and small groups. She helps them to settle in and understand what is going on around them using English and Gujarati. With the staff she helps to identify their needs. The staff are skilled in identifying the children who have special educational needs and giving them the support and help they need. There is good liaison with outside agencies to assess and provide support for pupils with speech and language and behavioural difficulties. The assessments made of pupils' skills as they start school are used effectively to plan the children's work. The room available allows space for work, play and practical activities. There is a suitable area for the children to use for outdoor play. The teaching of the curriculum is organised well to provide the children with maximum support. The staff teach to their strengths. The class teacher mainly takes responsibility for teaching communication, language and literacy and mathematical development. The nursery nurse mainly works with children in the role-play and creative areas. There is a good balance between those activities directed by the staff and those the children choose themselves. This works well to enable the staff to provide small focused teaching groups. There is a high profile given to developing literacy and mathematical skills. The staff are good role models for speaking and writing. The very good use of resources such as pictures and puppets and visual presentations of the expected learning outcomes support those children who are learning English well. The good relationships in the class, the intervention of the staff and the interesting range of activities motivate pupils to learn. Pupils who are in the early stages of learning English on entry to school make rapid progress in literacy and mathematical skills, and are achieving very well in these areas of learning.
29. Teachers' informal day-to-day assessment is good. The staff know the pupils very well and there are good relationships between pupils and staff throughout the school. This results in pupils being confident in asking questions and willingly accepting advice and support. This is particularly beneficial to pupils with special educational needs or those pupils who are in the early stages of learning English who feel confident in taking full part in lessons. All teachers plan well for the lower attaining, average attaining and higher attaining pupils. Pupils with special educational needs are assessed according to their set targets. These systems allow the majority of pupils to make good progress. However, the setting of individual targets is at an early stage. Overall, the recording of individual progress from day-to-day against the expectations of the National Curriculum is not detailed enough. This limits the

teachers' planning to meet individual needs. For example, there are a very few very able pupils who work well within the higher attaining group but could be challenged further to take more responsibility for independently setting up their own investigations for study. There is a lack of a detailed system to track the progress of the pupils who are learning to speak English as an additional language.

30. The homework is used well to consolidate and extend pupils' learning in class. A good range of homework overall is provided with pupils working on researching topics, alongside tasks including reading, writing, mathematics and spellings. It is well organised and is set in a regular pattern so that pupils finish and extend their class work and practise skills of research, reading and writing mathematics. The staff mark the homework regularly and take a keen interest in helping all pupils to complete their given tasks. When pupils find difficulty in completing their homework then they are invited to attend the homework club after school which is run by a member of staff who is able to provide help and support when necessary. Parents make a very good contribution to their children's reading especially when they start school.
31. The quality of marking is inconsistent in informing pupils how to improve their work. All teachers mark the pupils work up-to-date and praise the pupils for what they do well. In the best practice, teachers use marking very effectively to correct mistakes and demonstrate to pupils what they should do next. This good practice is an aspect of the monitoring work of subject leaders that is under-developed.

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

32. The school curriculum meets statutory requirements. It offers a curriculum enriched by a range of extra-curricular activities and makes very good provision for the personal, social and health education of all pupils. There are frequent visits made to places of interest and visitors come into school. This extends pupils' knowledge and understanding well. There is good provision for the inclusion of pupils with special educational needs in the full life of the school. All pupils have equal access to the school and to the curriculum provided. Links with the community are good and enhance the quality of the pupils' education. Similarly, contact with other local schools has enriched the opportunities that pupils have for learning.

The strengths are:

- there is an enriched curriculum that is well planned for the progression of pupils' knowledge skills and understanding;
- there is good provision for pupils with special educational needs;
- there is good provision for pupils who speak English as an additional language;
- there are good links with the local community;
- there are effective links with other schools;
- the school makes very good provision for the pupils' personal development.

The weakness is:

- there are some inconsistencies in teachers' planning.

33. The national strategies for literacy and numeracy are well embedded in the curriculum. These strategies provide an effective framework for long term planning

and give the teachers a good system for preparing lessons. The associated schemes of work identify the progression of skills, together with the development of knowledge and understanding as pupils progress through the school. Most policies and schemes of work have been revised. Long term plans for the development of the curriculum are now in place. Most subjects are planned so that they include the recommendations published by the national curriculum body. A good knowledge of these helps the teachers to plan their lessons well. There are clear links between literacy and other subjects, as when pupils write accounts of historical events or use poetry to express their feelings about religion. These links, when planned well into the lessons, have a very positive impact on the pupils' learning by enhancing the curriculum and making work relevant.

34. The Code of Practice for pupils with special educational needs is followed and provision for these pupils is good. The recently published revised Code of Practice has been adopted and the planning for special educational needs incorporates many of the new recommendations from this document. Pupils with special educational needs and pupils with English as an additional language are mainly supported in class by teaching assistants so that they can follow the curriculum offered to their peers. The quality of provision for these pupils is good. Their needs are planned for in the lesson and the support they will be given is also clearly identified. Lesson plans are given to the teaching assistants to follow and the pupils learn alongside the rest of the class when the teachers are introducing tasks.
35. There is good provision for pupils who speak English as an additional language. Most pupils with English as an additional language achieve well because their needs are planned for effectively, as are those of pupils with special educational needs. Some pupils are withdrawn from class to be taught in a small group. Specialist teaching from a very effective support assistant enables them to make good progress with their literacy and numeracy skills. They feel successful and their self-esteem is raised because their work is celebrated in the context of pupils with similar ability. Further celebration of their achievements with the rest of their class would help these pupils to feel included in the main stream of their year group. All class teachers are aware of the targets set in individual education plans (IEPs) written for pupils in their class who have special educational needs and teachers are involved in the termly reviews of the plans and targets. However, IEPs do not always clearly show focused targets for learning. Often the targets set for pupils with learning needs are too broad and could be unachievable. Setting more sharply focused targets would help teachers to guide teaching assistants even more effectively because their plans would show specific targets to meet individual pupils' needs.
36. Provision for extra-curricular activities is satisfactory overall. The music co-ordinator runs a choir and a recorder club attended by boys and girls. The pupils who attend benefit well from the subject leader's skill and expertise. The breakfast club and the after school club are popular and well attended. A football coach runs a course which is popular with the pupils and from which they learn the basic skills of football well. There are also some after school activities run by the teachers at various times, such as netball, rounders and athletics. The school presents concerts and assemblies at various times, such as the one to celebrate Chinese New Year. Families and members of the local community attend these events and enjoy them. The pupils benefit because they see their effort and talents being appreciated by the wider community.
37. There are good links with the local community. These links are effective in promoting the pupils' educational and personal development. For example, the town's local football club has held a 'Football in the Community' event to promote interest in sport

and the school nurse worked with Year 5 on a 'Stay Fit, Stay Active, Stay Healthy' programme. A sports development officer has worked specifically to help pupils from ethnic minorities to integrate into sporting activities. Pupils have heard talks from representatives of charities, such as the Children's Hospital Appeal Trust and following these talks they have raised funds for the charities concerned. A comprehensive range of activities promotes the pupils' interest in the arts, such as drama workshops provided by the local theatre's youth department, puppet theatre projects and the 'Artists in Schools' project which gives pupils a wider artistic, musical and cultural experience. Year 3 pupils, for example, made silk paintings of very high quality, while Year 6 pupils learned the basic skills of photography.

38. Links with other local schools are also good. A project to support the needs of Year 6 pupils who may have particular reasons for being concerned about moving to high school is giving these pupils the confidence to feel less anxious about this transition. Older pupils from one local high school that is hoping to attain Performing Arts College status have visited the school to perform in song and dance. These links help to prepare the pupils for moving to high school because they give the pupils an awareness of the exciting and challenging opportunities that await them.
39. The school makes very good provision for the pupils' personal development. By showing the pupils how much it cares for their personal and social needs the school provides an ethos in which pupils are valued both as individuals and as members of the school community. The pupils respond by acting responsibly and maturely. They know that the adults in school have high expectations of their behaviour. If they do misbehave, the pupils know that they are respected as individuals and that it is their behaviour that will be criticised, not them. They respond to this by returning this respect to the adults around them in school. In lessons, the pupils' views are considered and their good responses to lessons are valued. In one lesson the teacher thanked the class for the thoughtful ideas they suggested when discussing the reasons why many people have a strong commitment to a faith. Children are thanked for acts of kindness and thoughtfulness. From this and similar experiences they learn the value of courtesy and consideration for others. Overall the school's provision for personal development is a strength of the school.
40. Provision for pupils' spiritual and cultural development is good. School assemblies and acts of worship make a good contribution to the pupils' understanding of care and concern for others. In lessons, pupils discover that their questions about why things happen in certain ways are valued and explored. For example, pupils expressed real feelings of concern about the unsatisfactory treatment of illnesses aboard Tudor ships. In a very good religious education lesson, pupils made very clear connections between the religious festivals and faith, recognising how symbols of faith used in the celebration of festivals help to sustain commitment through difficult times. The pupils' cultural development is enriched by many opportunities to investigate other cultural traditions through art, music, literature and drama. The strong partnerships that have been developed with visitors to the school, such as religious leaders and artists reinforce the pupils' own cultural values and extend them through an appreciation of the values embedded in other cultures. Similarly, visits such as those to places of worship for the different faiths found in the school, extend the cultural development of the pupils and help to promote racial harmony.
41. The pupils' moral and social development is provided for very well and this is a strength of the school. The adults in the school set high expectations of the pupils' behaviour and there is a very good response to this from the great majority of pupils.

Adults in the school act as good role models and from this the pupils develop a very good knowledge of their rights and responsibilities and the importance of truth, fairness and equality. Because the teachers develop an open and safe ethos for learning, pupils feel free to express their views and take responsibility for their own actions. They learn from the school's example that harmony and equality are important aspects of their school community and that they can learn effectively if they themselves are happy and if they can help others to be happy. Teachers and other adults help pupils to resolve tensions by discussing problems openly. They give pupils good opportunities to exercise leadership and show responsibility by, for example, asking them to act as monitors and helpers around the school.

42. Further development of the curricular policies and schemes in subjects other than English and mathematics is at an early stage. National guidance has been adopted which guides curriculum planning and provides an effective framework for the overall development of pupils' knowledge, skills and understanding. Short-term plans are good working documents although there are some inconsistencies in the planning for different subjects. For example, not all plans show how the inclusion of the provision for most able pupils and those with special educational needs is to be achieved. Targets to accelerate the achievement of highest attaining pupils are not always clearly stated in planning. The role of the subject co-ordinator in evaluating planning is still evolving and co-ordinators will be increasingly responsible for the effectiveness of the planning for their subject and its contribution to the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school takes good care of all its pupils. Pastoral care is closely linked to the provision for pupils' personal development and reflected in the good standards of pupils' attitudes and behaviour. The health, safety and general welfare of pupils is an important priority of all staff.

The strengths are:

- the staff take good care of the pupils;
- there are good procedures in place to improve attendance;
- there are good procedures for promoting good behaviour.

The weaknesses are:

- The systems for assessing pupils' progress in the Foundation Stage and subjects other than English and mathematics are in an early stage of development.
- The use made of assessment to set targets for individual pupils needs further development.

44. The school takes good care of the pupils and the pupils know they are well looked after. The school keeps a good check on pupils' personal development and this enables them to support pupils effectively. The head teacher has responsibility for child protection matters and staff are aware of the procedures to be followed. A member of staff holds a certificate for first aid and midday supervisors have basic first aid skills. A governor regularly monitors health and safety, such as, risk assessment

for visits. The school takes the necessary steps to provide a safe and secure environment.

45. There are good procedures in place to improve attendance. The school follows up any unexplained absences on the first day. The new educational social worker works closely with the school, visiting every two weeks to monitor attendance. He supports families with home visits and his ability to speak six languages results in all parents now understanding the procedures to be followed and the importance of good attendance and its effect on the standards pupils achieve. The school provides work for pupils to take with them on extended holidays to try to minimise the disruption to pupils' learning. However, not all parents inform school in sufficient time for this to be done.
46. There are good procedures in place to promote good behaviour. Positive relationships are very well promoted in personal, social and health education lessons (PSHE) when pupils learn how to talk, and think, about their feelings, behaviour and personal safety. The "Rainbow" project is held in school and run by specialist counsellors to give older pupils the opportunity to talk together about their worries and support each other in small groups. Support is also provided for individuals who have behaviour difficulties. Training on playground management, for midday supervisors, and the provision of small games equipment has improved behaviour at lunchtime, since the last inspection, and this is now good. Teachers' positive reward based approach to discipline and pupils' agreement of class rules is successfully motivating most pupils to consistently achieve a good standard of behaviour, attitude and effort. Racial equality is actively promoted during religious education lessons and through the good provision for pupils' cultural development, which includes visitors of different faiths and ethnic backgrounds talking to pupils in assemblies and in lessons.
47. The systems for assessing pupils' progress and the use made of assessment are at an early stage of development. The school fulfils all statutory requirements for assessing pupils at the end of Key Stage 1 and Key Stage 2. Good use is made of the information from these assessments and from the optional national assessments in Years 3, 4 and 5. Analysis of these results has helped the school to identify key aspects of pupils learning that need to be improved and to target teaching accordingly.
48. The information from assessment has been used well to set general learning targets for groups of pupils in literacy and numeracy. The use of these targets is having a good effect on standards, particularly in writing in Years 3 to 5, although their use has not been extensive enough for a strong impact to be seen on the current group of Year 6 pupils.
49. The school has not yet devised a detailed system of setting learning targets for individual pupils, other than for those with special educational needs. Pupils such as those who are assessed to be on the borderline between one national curriculum level and another could benefit from having specific learning targets set for their individual needs, as could pupils who have English as an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has a good partnership with parents and this has a positive effect on the standards achieved by the pupils. There is satisfactory improvement since the last inspection.

The strengths are:

- the parents think highly of the school and feel the school expects their children to work hard and achieve well;
- most appreciate the 'open door' policy promoted by the school where parents feel free to discuss their children's progress daily and sort out concerns;
- the quality of information the parents receive is good;
- most parents contribute well to their children's learning.

There are no significant weaknesses.

51. Parents think highly of the school. This is reflected in the oversubscription for places in the reception class both last year and for the forthcoming intake. The parents are pleased that their children enjoy coming to school and there are good relationships between pupils. They feel that children get on with one another well and respect others' cultures and beliefs. Most state that the school is helping their children to become mature and responsible. A good percentage of parents returned the questionnaire and almost all think that the quality of teaching is good and that their children achieve well and are expected to work hard. A significant majority say the school is well led and managed. Parents comment positively on the improved behaviour during the last year. Inspection findings agree with parents' positive views.
52. Most appreciate the 'open door' policy promoted by the school where parents feel free to discuss their children's progress daily and sort out concerns. The school is open to suggestions and a suggestion box provides the parents with a platform for their ideas or worries. There are good procedures for children's induction into the reception class. The parents are able to make several visits with their children and are given useful information. Translation is given if necessary. Parents are regular visitors to assemblies. There are frequent events held to celebrate the major religious festivals. The class assemblies provide good opportunities for pupils to share their work with other children and their parents. Some parents in their questionnaire response would like the school to work more closely with them. The headteacher is committed to continuing to improving the good partnership with parents that exists.
53. A small number of parents would like the school to provide a more interesting range of extra curricular activities. The school does not have suitably qualified staff to lead extra curricular sports clubs. This is adequately compensated for by inviting outside specialists to provide a course of football training and tennis coaching for the older pupils in school. Other activities include provision for learning the recorder and a school choir. In addition there are visiting artists and speakers who enrich the curriculum for all pupils. The provision is satisfactory for a school of this size.
54. The quality of information the parents receive is good. There are regular newsletters and a notice board to keep them fully informed of school events and the topics the pupils study. Newsletters termly or half-termly are clearly displayed around the school. The annual reports on progress are good. There are detailed comments on pupils' progress and attainment through the National Curriculum subjects and religious education which inform parents of what their children can do and what they need to learn next. The reports include space for both pupil and parent comment. The amount and range of work pupils are expected to do at home falls within the normal range. This is clearly documented in the home-school agreement which is signed by most parents and their children. A few parents feel they would like to be better informed about their children's progress and some would like more homework.

Pupils take home reading and library books regularly. Other weekly homework consists of spelling, learning tables, worksheets for both mathematics and writing. On occasions pupils are asked to finish writing up work not completed during the lesson or to research their topics. Children who find it difficult to complete homework are offered the option of attending the weekly homework club, supervised by a member of staff who offers guidance and support.

55. Most parents contribute well to their children's learning. Parents are invited to join in with helping out with activities in school. Several parents help the staff by supervising small groups of pupils in their work or hearing children read. The majority of parents support their children well with homework. They make a good contribution to their children's progress, particularly in reading which is a strength. The parents', teachers' and friends' association raises funds for the benefit of the pupils. For example, they subsidise school trips and have funded learning resources such as books.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The strengths are:

- the quality of the leadership and management by the headteacher is very good;
- there is a very effective governing body;
- the staff work well together to take the school forward;
- there are very good strategies in place to monitor the school's performance and take effective action;
- there is very good strategic management of the school budget;
- the school has good accommodation.

The weaknesses are:

- that the role of the subject leaders is not sufficiently developed;
- although the learning resources are satisfactory there are some shortcomings.

56. The school is very well led and managed by the headteacher. Since her appointment in May 2000, she has provided very effective leadership for the school. She has built on the school ethos and promoted positive relationships in the school. A clear code of behaviour has been agreed by staff pupils and their parents. Additional support staff and help given to pupils with behavioural difficulties have, as a result, improved the pupils' behaviour. Consequently, there are good relationships between pupils and staff. A very clear direction has been set for improvement. Since the last inspection in 1997 the key issues have been effectively resolved. Notably, there are improved standards in art and design and the quality of teaching and learning. The quality of the curriculum, pupils' personal development and the care given to pupils and the relationships with parents have all improved. Under the very good leadership of the headteacher, there is priority given to raising standards in the core subjects of English, mathematics and science and developing the pupils' self esteem and confidence. The staff are involved at every stage and are valued for the work they do. Staff morale is high.

57. There is a very effective governing body. The governors are knowledgeable and skilled and represent fully the local community. Together they are a confident team, having benefited from training and advice in the recent past. They are very aware of

the need to continue to raise standards and to promote the school and its aspirations within the local community. The governing body is very well led by a hardworking chair of governors. There is an effective committee structure. Individual governors take responsibility for aspects of the school's work such as literacy, numeracy and special educational needs. A good pattern of meetings and contact with the school has been established. The chairman has regular and frequent meetings with the headteacher. Other governors visit or work in school. This enables them to establish good relationships with the staff and build up an effective understanding of the work of the school. They are very well informed by the headteacher of the ongoing development towards the targets set in the school development plan through her regular and informative reports. The governing body is fully involved in making key policy and planning decisions.

58. The staff work well together with a good commitment for improvement. Since the last inspection, they have worked hard to improve the quality of their work. This is reflected in the school being re-awarded the Investors in People Award. Consistent systems for planning pupils' work and implementing schemes of work based on national guidance are successfully implemented. The school management team is an efficient unit in effecting change and improvement. The emphasis placed on the development of literacy and numeracy and improving the pupils' behaviour within the last two years is having a positive impact on standards. There are good arrangements made for teachers to share expertise and work together to improve the quality of their work. Training for information and communication technology is still in process and has yet to positively influence standards. Planned sharing of expertise for teaching music is a positive move to raise standards further. The school is well served by the teaching and learning support assistants who plan effectively with the teachers to support small groups of pupils in their work. This makes a significant contribution to pupils' learning especially those with special educational needs and those who speak English as an additional language. They benefit from constant encouragement and support. Consequently they make good progress towards their targets. The visiting music specialist supports pupils well in additional instrumental tuition. The lunchtime and administrative staff make a positive impact on the smooth running of the school.
59. There are very good strategies in place to monitor the school's performance and take effective action. The focus for school development in the last two years has been the development of English and mathematics and resolving the key issues from the last inspection. The staff realise the importance of teamwork as a tool for raising standards. All staff are supportive of one another and committed to moving the school forward. The implementation of performance management has helped staff to accept responsibility for the children in their care and to work for the good of the school. Pupils' results in English and mathematics have been carefully analysed for strengths and weaknesses. Action plans for improvement have been successfully implemented. The monitoring of teaching and learning in mathematics and English, together with the help of the local education advisory staff has been influential in taking the school forward. The staff now work together successfully with a common purpose and are very supportive of the leadership provided by the headteacher.
60. The school budget is managed very well. The governing body with the headteacher effectively exercise their responsibilities for oversight of the budget. The financial, staffing and curriculum implications of spending are carefully considered. Expenditure is linked well to the priorities identified in the school development plan. The current surplus is being used to help improve resources for information and communication technology. Funding has been set aside to pay for a new information

and communication technology suite, involving heavy building and resources costs. The budget is very efficiently managed on a day-to-day basis by the headteacher and the school administrative officer. Detailed and up-to-date monthly information on expenditure and forecasts effectively inform discussion and decision making. The recommendations of the recent financial audit of the school are being resolved. The governors and the school seek to find best value for money before committing to expenditure. In view of the educational provision, the standards that the pupils currently attain, the quality of the leadership and management and the resources available, the school gives good value for money.

61. The school has good accommodation but although the learning resources are satisfactory there are some shortcomings. The inside of the school is enhanced by the colourful displays of pupils' work, providing an attractive learning area which is used well by the staff and pupils and maintained to high standards of cleanliness. The grounds are spacious and maintained well and provide good hard and grassed area where pupils can play safely. There are many good quality new books easily accessible which the pupils enjoy reading. However, there are still some shortages of books to promote boys' interests. Although in subjects the level of learning resources is satisfactory, there are too few wheeled and large toys for the pupils in the reception class. There is a shortage of large prints of artists' work in art and design. In information and communication technology, the school is planning to supplement the resources when the new suite is ready.
62. The roles of the subject leaders are at an early stage of development. The teachers have delegated responsibilities and have begun to work together well to plan consistently for all the pupils. Planning and samples of pupils' work are monitored for coverage of the curriculum and the standards that the pupils attain. However, apart from English and mathematics, teachers have been unable to monitor the quality of teaching and learning across the school. This restricts their overview of subjects and the extent of the help and advice they are able to offer colleagues. Staff have adopted national guidance to direct planning in subjects but schemes of work and procedures for assessing pupils' work are not yet tailored to suit the specific needs of the pupils and the context of the school. The results of tests and assessment for strengths and weaknesses throughout the school have been analysed well in English and mathematics. A good start has been made in English and mathematics to record ongoing assessments of pupils' work. This has been documented for all pupils. It is being used appropriately in these subjects to provide work that challenges the lower, average and higher attaining pupils and raises standards. However, the setting of individual targets is in its infancy. There are for example a very few of the most able who could be challenged further. The targets for pupils with individual education plans lack the detail to enable staff to plan appropriate steps for improvement. There is insufficient detail in the assessment system to track pupils, who speak English as an additional language while they learn English, or to motivate and improve the boys' attainment. The school has recognised what needs to be done to achieve higher standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The governors, headteacher and staff should:

- (1) Continue to raise pupils' attainment in writing by:
 - (i) setting more challenging targets in writing skills for some of the average attaining pupils who are attaining close to the higher levels;
 - (ii) clearly communicating to pupils the skills they need to improve their written work.

(Paragraphs 80, 86, 97)

- (2) Improve the quality of the assessment of pupils' work by:
 - (i) devising and implementing whole school agreed and manageable systems of assessment for the Foundation Stage and science and the foundation subjects;
 - (ii) continuing to develop individual targets, to raise the attainment of individual pupils and groups of pupils; especially the most able;
 - (iii) improving the quality of teachers' marking by ensuring it helps pupils to improve their work.

(Paragraphs 12, 29, 31, 47, 48, 64, 86, 97, 102, 107, 111, 115, 123, 129, 136, 140)

- (3) Develop the role of the subject leaders by:
 - (i) monitoring the standards of teaching and learning and give effective feedback to staff to improve pupils' learning;
 - (iv) continuing to refine and develop the schemes of work for their subject responsibilities.

(Paragraphs 42, 62, 98, 107, 111, 115, 136, 140)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	38	6	0	0	0
Percentage	0	20	69	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	210
Number of full-time pupils known to be eligible for free school meals	73

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	67

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.1
National comparative data	5.6

School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	21	22	23
Percentage of pupils at NC level 2 or above	School	84 (91)	88 (82)	92 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	22	21	22
Percentage of pupils at NC level 2 or above	School	88 (88)	84 (91)	88 (79)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Where the number of boys or girls totals is ten or fewer, the data and percentages are entered in the total column only.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	13	13
	Girls	12	10	13
	Total	19	23	26
Percentage of pupils at NC level 4 or above	School	61 (75)	72 (56)	84 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	12	10	13
	Total	24	23	27
Percentage of pupils at NC level 4 or above	School	77 (75)	72 (69)	87 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	48
Pakistani	17
Bangladeshi	0
Chinese	0
White	140
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	239

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	484 734
Total expenditure	499 921
Expenditure per pupil	2 427
Balance brought forward from previous year	50 994
Balance carried forward to next year	35 807

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 41 per cent

Number of questionnaires sent out	210
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	1	1	1
My child is making good progress in school.	58	38	2	1	1
Behaviour in the school is good.	49	43	5	2	1
My child gets the right amount of work to do at home.	48	34	16	2	0
The teaching is good.	58	40	2	0	0
I am kept well informed about how my child is getting on.	48	33	16	2	1
I would feel comfortable about approaching the school with questions or a problem.	66	22	8	2	2
The school expects my child to work hard and achieve his or her best.	65	31	1	1	2
The school works closely with parents.	49	32	11	2	6
The school is well led and managed.	56	34	5	0	5
The school is helping my child become mature and responsible.	49	43	5	1	2
The school provides an interesting range of activities outside lessons.	40	32	12	6	10

The parents speak highly of the school. They feel that the school represents the cultures and traditions of the pupils well and that pupils' behaviour has improved significantly within the last two years.

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

64. This section of the report focuses on the children in their reception year. The children start school in September of the year in which they become five. Approximately four fifths have had some pre-school experience before they start school. The majority of children start school with attainments in language and mathematical skills that are well below that expected of four-year-olds. Their social skills are below average. The majority of children with poor skills on entry to school are boys. On entry to the reception year, there were very nearly 50 per cent of children who speak Gujarati as their first language, and one child who has Urdu as a first language. Most of these children were in the early stages of learning English. There is a bilingual assistant, who speaks Gujarati and helps to assess the needs of the children on entry to school. She provides effective classroom support for one day per week with some dual language support. There is additional full and part-time support from hard working and skilled nursery nurses. Because there are very high expectations of the children and good focused small group teaching, the children make very good progress in mathematical and literacy skills, particularly in reading which is above average. Good progress is made in their social skills. Most reach the expected Early Learning Goals in all areas of learning by the end of their reception year. The provision for these young children at the time of the previous inspection has been improved still further by the introduction of the Foundation Stage curriculum. The staff place a high emphasis on the development of children's personal and social, communication, language and literacy and mathematical skills. The staff work hard to extend the language and understanding of the children who are in the early stages of learning English. The visual presentation and demonstrations used in lessons and the help of the bilingual assistant promote rapid progress when children are taught new skills and vocabulary in small groups. Children's skills are assessed well on entry and used well by the staff to plan work matched to individual and group needs. Areas of concern are quickly spotted and a watching brief is kept for children who are having difficulties. Children with special educational needs are given good support by the staff and are achieving well in their learning targets. The staff frequently assess children's learning and use their assessments to plan their work effectively. However, there is no formal record detailing children's progress through all the areas of learning. This is recognised as an area for further development.

The strengths are:

- the good quality of teaching and learning;
- children's very good progress in communication, language and literacy and mathematical skills;
- the interesting and stimulating curriculum;
- the children's positive attitudes to their learning and their good behaviour.

The weaknesses are:

- a lack of an overall system to record children's progress through each of the areas of learning;
- Insufficient large toys and wheeled vehicles for children's physical development.

Personal, social and emotional development is taught well to promote children's positive attitudes to learning and one another.

65. The children's personal and social skills are developing well. Most are on course to achieve the nationally agreed Early Learning Goals because they are taught well. The children are sociable; they sit together and talk about their activities enthusiastically and concentrate well. For example, they sit on the carpet and listen carefully to their teacher as she teaches them to partition a set of numbers and add two numbers together. They are helped and encouraged to learn to share resources and to take turns in using them. At the end of the session, the children help to tidy up. The children have learnt the school routines well and know what is expected of them. For example, they sit at the tables and eat their mid-morning snacks with only the minimum of help and support. Most remember to say please and thank-you to the staff as snacks are given out. The staff are good role models for the behaviour and responses they expect from the children. Consequently, children cooperate well with one another in role-play activities and enjoy each other's company.
66. The teaching of personal and social education is good. The staff hold high expectations of the children. They know the children well and meet their needs through their consistently supportive teaching. Consequently, the children make good progress in their learning. Personal independence in getting changed for physical development and choosing their activities, for instance is encouraged. The children are taught positive behaviour well. For example, as they discussed Mothers' Day with their teacher, the children were encouraged to make the day special for their mothers. Opportunities to reinforce positive relationships and good manners are constantly reinforced. Staff praise the children for being friendly and helping one another. Because the staff take good care to reinforce positive relationships, the children are happy and confident learners.

Children achieve very well in communication, language and literacy

67. In communication, language and literacy the majority of children achieve very well. Most are on course to reach the Early Learning Goals expected by the end of the reception year. The children listen well and most learn quickly. The children enjoy singing rhymes. For instance, they sing 'One Elephant Went Out to Play', in their mathematics lesson. Songs and number rhymes help them to remember the correct sequence of numbers. There are well planned opportunities for children to develop their speaking and listening skills. For example, in their study of the area surrounding the school, children learn to differentiate between the sounds on the footpaths, birds in the park and the cars on the road. They learn well to listen and think about sounds they have heard before contributing to the discussion. The children enjoy looking at books. Most follow the story in pictures and can talk about the main characters and events. The children have made a good start in learning to read. The majority recognise approximately 60 per cent of their letter sounds and are beginning to identify and read simple three letter and commonly used words. The higher attaining children read simple texts confidently and expressively. The children have reading books, which they take home to share with their parents and carers. This makes a good contribution to the children's learning. The majority of children make good progress with their writing skills. From making marks on entry to school, they have made good progress and are beginning to form letters correctly. The majority write their first names correctly. There is little difference between the average-attaining and higher-attaining children in the development of their writing skills. The higher-attaining children are beginning to write a sentence independently accurately. The average-attaining understand the structure of a sentence and make good attempts at

writing a sentence. The lower attaining children have a limited vocabulary and are able to succeed with help in generating and copying their sentences.

68. The teaching of language and literacy is good. The staff are skilled at improving the fluency of all the children through discussions and conversations. The children who speak English as an additional language are supported well by the bilingual assistant. All staff use a wide range of resources such as the 'little monster' puppet or pictures to demonstrate meaning and help the children learn. These children make rapid progress because of the high emphasis placed on literacy, and focused small group support. The progress in reading is particularly good and supported well by parents at home. The high emphasis given to the development of language and writing skills is evident in the activities that are not directed by the staff. For example, at the writing table, children practise their writing skills as they make their own cards for Mothers' Day. Children role-play the story of Little Red Riding Hood with the aid of small models and the storybook. All these activities are used well by the children and help them to effectively practise and develop their skills.

Children make very good progress in their mathematical development

69. In mathematical development most children achieve well and are making very good progress towards attaining the expected Early Learning Goals by the end of the year. The children achieve well because they are taught well. A good emphasis is placed on children acquiring the basic concepts and skills of number. For example, most are secure in independently counting and recognising numbers to ten. With the help of the staff, children count and match to twenty and beyond. The repetition of number sequences in rhymes and songs and the adding on and counting back in mathematical games help the children to develop an understanding of number. The children are learning mathematical vocabulary well such as 'bigger than' and 'smaller than' as they solve simple number problems. The majority are beginning to record simple addition sums to ten. Most recognise the days of the week and simple two-dimensional shapes such as triangle and circle. Children' play in the water tray helps them to develop concepts of capacity as they empty and fill different size containers.
70. The teaching of mathematical understanding is good. The teacher and the nursery nurse take frequent opportunities to develop the children's understanding of number through practical activities. The staff are skilled at using a range of interesting and motivating activities and games to develop the children's mathematical language and skills. The children respond well by concentrating on their tasks. A wide range of teaching techniques and a good use of resources based on the recommendations of the National Numeracy Strategy effectively supports children's learning.

There is a wide range of activities planned to promote children's knowledge and understanding of the world.

71. In knowledge and understanding of the world, most children are on course to achieve the Early Learning Goals expected by the time they finish the reception year. Good teaching, using a range of interesting and stimulating topics, ensures that the children make consistently good progress. The children use the computer successfully. Using the 'mouse', they control programs to complete three letter words. The children have the opportunity to use a range of construction kits and bricks to make models. They experiment with a variety of materials such as clay and recycled materials and develop their skills of cutting, gluing and modelling. The properties of different materials are investigated further when, for example, the children made

peppermint crèmes with the nursery nurse as a present for their mothers. They enjoyed weighing and mixing the ingredients, noticing changes in texture as the liquid ingredients were added. Opportunities were taken well to practise number skills as children counted the number of sweets to twenty and beyond. Scientific ideas are developed well. Children investigate air as a force using a range of objects to observe how air moves. They enjoyed watching the path of balloon as the air was let out. Children found out that by blowing they could make a feather move. They observed the glide of a toy parachute and the twirling of paper gyrocopters or spinners. A team game where children used a fan to move a paper fish for a measured distance caused great excitement. The range and variety of activities prepared and taught well by the staff, including blowing bubbles and ribbon twirling outside successfully made the children aware that air moves and makes things happen.

72. The teaching of knowledge and understanding of the world is good. The wide range of planned activities motivates and interests the children. Because there is always a good number of adults in the class, the children receive good support in teaching activities. The support the staff are able to give to all the children when they are taught in well organised small groups is a significant factor contributing to the good progress they make. There are appropriately planned opportunities for children to use the immediate environment surrounding the school. Favourite outings include visits to the local park and the school pond to help children appreciate the changing seasons and recognise how the local plants and trees create habitats for small animals and pond creatures. Visitors to the school such as the local services help the children understand the different jobs people do.

Children achieve well in their physical development

73. Most children achieve well and are on course to attain the Early Learning Goals for physical development by the end of the reception year. The children use small counters, puzzles and games, plus a range of other equipment and materials throughout the day which helps to develop their coordination skills as they manipulate small objects. In their physical education lessons, good teaching enables the children to work hard as they try to develop their skills. The children listen and respond well to instructions. Most are developing the skills of jumping, hopping and skipping well. They are learning how to throw and catch a ball accurately with a partner. In response to a music tape the children are developing good control in their movements as they learn the skills of balancing and moving imaginatively to the music. The majority are developing an increasing awareness of how to use the space around them without impeding others.
74. The activities are well planned for the children to use a range of small and large equipment to develop coordination skills indoors and outdoors. Children share playtimes with the other children. They play happily and sociably in small groups. Resources for the outdoor play area are satisfactory overall but there is a shortage of large equipment, especially wheeled toys.

Creative development is taught well and the children achieve well.

75. In creative development most children are likely to attain the standard expected in this area of learning at the end of the year. The children make good progress because

they are taught well. The children enjoy number rhymes and songs which they sing tunefully and enthusiastically. In the imaginative role-play areas, the children develop their skills of co-operation and communication effectively as they play with one another in the baby clinic. The well-timed intervention and modelling by the staff promote children's skills in taking on the roles of receptionist or a mother for example, bringing her baby to the clinic. There are well planned opportunities for children to develop their painting and drawing skills. Children enjoy their creative activities. The children's drawing of fruit and vegetables are above average and reflect detailed observation. The children finished their work carefully using a range of media such as charcoal, paint and pastels. The children's painting of different forms of transport is bold, bright and colourful and well proportioned. Children benefit as they develop other skills such as bubble printing and making paper flowers to decorate their cards for Mothers' Day.

76. The teaching of creative development is good and planned well by the staff. The nursery nurse is skilled in providing an ample variety of opportunities for the children to develop their creative ideas through painting and drawing. The children are stimulated by the interesting activities, which motivate them to learn. The staff value the children's work by displaying it for them to see.

ENGLISH

77. The majority of pupils make good progress and achieve well throughout the school. The overall standard in English is below the national expectation at the end of Key Stage 2. Although the standard of reading is average, attainment in writing for the current group of pupils in Year 6 is below the expected standard. The school is very aware of the low attainment of this group of pupils and is working hard with these pupils to help them to attain the expected Level 4 when they sit the national tests for the end of their key stage in May. Although overall standards are a little lower than found at the previous inspection, evidence from this inspection shows that the context of the school has changed. The school now has a higher percentage of pupils with special educational needs and English as an additional language than that found previously.

The strengths are:

- pupils get a good start in learning English;
- pupils' achievement in reading;
- the teaching of basic skills;
- the progress pupils are making in improving their writing skills.

The weaknesses are:

- the pupils' standards in writing in Year 6;
- the weaknesses in assessment and teachers' marking to show pupils how to improve their work.

78. When they enter the school in the Reception class, the children under five have very low levels of attainment. Although their listening skills are average, they have poor speaking and literacy skills. They make very good progress in the Foundation Stage and when they enter Year 1, the great majority have the necessary communication, language and literacy skills for lessons in the National Literacy Strategy. Pupils in Year 2 continue to achieve well and are attaining satisfactory standards in writing and

good standards in reading. Their listening skills are good and they have established satisfactory speaking skills. Overall, standards of English at the end of Key Stage 1 are in line with national expectations. National test and assessment results confirm these standards. In the 2001 tests the percentage of pupils attaining the expected level 2 or higher in reading was similar to the national average but much higher than that found in similar schools, while a good number of pupils achieved the higher Level 3. The same test results show that in writing, standards are above those of similar schools but fewer pupils than found nationally attained the higher level 3.

79. Overall attainment in Key Stage 2 matches the nationally expected standards in reading in every year group. In writing, pupils reach the expected standards in Years 3, 4, and 5, but fall below the nationally expected standard in Year 6. The results of the 2001 tests for Year 6 pupils confirm that attainment is well below that found nationally and below the attainment found in similar schools. However, in this year group, there are 41 per cent of pupils with special educational needs.
80. The quality of work seen in Year 3, 4 and 5 of Key Stage 2 shows that standards in English are set to rise, with a clear improvement in the quality of writing seen in pupils' work in books, displayed around the school and during lessons. This shows that the school is meeting its stated objective to raise attainment in writing and that the forms of intervention it is taking are effective and pupils are making good progress overall.
81. There is a consistent focus in Key Stage 1 on the teaching of basic skills, particularly phonics, which gives pupils a good foundation for their reading. The teachers train the pupils well to follow text correctly, improving their eye co-ordination. Similarly, hand and eye co-ordination is developed well through the teaching of correct letter formation. By the age of seven, pupils print their writing neatly and they have satisfactory handwriting skills, although joined handwriting is not taught to enable pupils to attain higher levels.
82. Lesson observations in Key Stage 1 and Key Stage 2, confirm that pupils have very good listening skills but that they are less confident with speaking. Overall standards have improved in speaking and listening since the last inspection. The good support and encouragement given to pupils with special educational needs and those with English as an additional language enables them to achieve well. Support assistants who work alongside these pupils have expectations of them that mirror the good general expectations of the class teacher. The level of care shown by the support assistants and the good relationships between them and the pupils has a direct beneficial impact on their learning. An example of this was seen in a Year 4 class. A pupil who found it difficult to keep up with the pace of the teacher input at the beginning of a lesson achieved very well because of the help she was given when she worked on the lesson task. Her sense of achievement and pride were very evident from the quality of work produced with the guidance of a very caring and supportive teaching assistant.
83. The quality of teaching has improved significantly since the last inspection. The teaching of English is good overall in Key Stage 1 and Key Stage 2 and some very good teaching was seen in Key Stage 2. Key features of the good and very good teaching are high expectations of the pupils' response, good management of the class, well structured planning with tasks set to meet the needs of pupils of different attainment and effective use of the National Literacy framework. Teachers show a good knowledge of the subject. They convey the objectives of lessons well to the pupils by explaining them in clear language that the pupils understand. This particularly helps the pupils with special educational needs and those with English as

an additional language. Because they are clear about what it is the teacher wants them to learn, these pupils feel included in the lesson at all stages and consequently they learn well. The support from teaching assistants planned into the lesson for these pupils enhances their learning further and they achieve well. The teachers use resources well. Good use is made of overhead and computer projectors to encourage pupils to focus on text and teaching points. Small whiteboards are used effectively when pupils practise spellings or write short sentences. Teachers are able to see at a glance how accurate each pupil in the class is when they show what they have written. All pupils benefit from this effective teaching technique. These aspects of the teaching of English have a positive impact on the attainment of all pupils.

84. Throughout the school the pupils have positive attitudes. The school establishes a good ethos for learning by showing the pupils how much it cares that they each do well and achieve their best. The pupils respond positively by showing interest in the lessons, by working enthusiastically on their tasks and by producing work of a quality which reflects their desire to improve.
85. The behaviour of the pupils is well managed in lessons. The pace of lessons is fast and keeps the pupils' attention. The direction given to pupils' learning from teaching that is clearly focused on basic skills is a strength, although higher-attaining pupils would benefit from more opportunities for challenging independent work, such as researching non-fiction texts. Work that links to other subjects, such as writing an account of a Tudor seaman's life in history or writing poems about faith in religious education, has a good effect on writing skills because pupils want to show their enthusiasm for the theme by writing well. The sessions planned for quiet reading vary in quality in Key Stage 2 because some teachers guide the reading of their pupils more effectively than others and promote higher attainment. Support and guidance for teachers to learn how to use these sessions consistently well would benefit the pupils.
86. Teachers set learning targets for their pupils but the targets are general to groups of pupils rather than specific to individuals. Often, these targets are used well to promote attainment, such as when they are displayed alongside the pupils own work. For example, Year 2 pupils had written newspaper articles and the teacher annotated a display of these articles with labels saying how writing targets had been met. Target setting is, however, at an early stage of development and many pupils would benefit from setting targets for themselves with the guidance of their teacher. Further detail for recording the progress of pupils who learn English as an additional language would enable the staff to detail individual targets for improvement more precisely.
87. There are limited resources to use the skills of information and communications technology in English throughout the school. However, the resources that are available are used well. Pupils in Key Stage 1, use the computer mouse successfully to draw a rainbow and they develop their writing skills by typing stories using a word processing programme. A good word processing package was seen in use by pupils in Key Stage 2, who edited and printed their work for display purposes. Other pupils used the information from some history software to help them to plan good quality writing about the conditions aboard Tudor ships.
88. The co-ordinator has a high level of professional skill and expertise. She is a very effective subject leader. Her commitment and enthusiasm are high and she has very good knowledge of the subject. She is a good role model in many aspects of her work, including her teaching. The role of subject leader is still evolving in the school and so opportunities for the school to benefit from the subject leader's expertise have

not been fully explored. For example, monitoring of teaching and learning are still at an early stage, as is observation of the subject leader's lessons as exemplars of good practice.

MATHEMATICS

89. There is good provision for mathematics. The staff work together effectively as a team to implement the curriculum. Standards are average overall throughout the school and are similar to those during the last inspection. Pupils make good progress and achieve well. The successful implementation of the National Numeracy Strategy is having a positive impact on standards especially on pupils' mental mathematics. The trend for improvement has kept pace with the national trend over the past three years.

The strengths are:

- pupils are achieving well by Year 2 and Year 6;
- the good quality teaching and learning;
- the very good use of resources;
- the pupils' good attitudes to their work;
- the curriculum;
- The subject is well led and managed.

The weakness is:

- The better use of assessment would improve the provision for a very few most able pupils and the quality of teachers' marking.

90. Pupils achieve well because of the good quality teaching and effective support they receive in lessons. Standards in mathematics are average by Year 2 and Year 6. By Year 2, the majority are secure in their knowledge and understanding of numbers to one hundred. Pupils' mental skills are developing well as they count accurately forwards and backwards to 100. Most recognise the pattern of odd and even numbers and count forwards 5 and 10 with confidence. Most are developing skills of addition and subtraction well as they add and subtract two digit numbers. The lowest-attaining pupils still work well with simple numbers, solving problems quickly with single digit numbers, and achieve their best with more challenging work when under the direct supervision of a teacher or teaching assistant. The higher-attaining pupils know the value of numbers to 1000 and are able to work out simple addition and subtraction problems beyond one hundred. Pupils have a sound grasp of mathematical vocabulary such as 'doubling' and understand how to solve problems with numbers 'smaller than' and 'greater than'. The majority know the names and properties of common two and three-dimensional shapes. They work out accurately simple problems on money and measurement and represent data in graphs and tables. Information and communication technology is used effectively to support pupils' understanding of graphs.

91. Pupils continue to make good progress between Years 3 to 6. In Year 3, pupils understand the relationship between addition and multiplication. Most are secure in their knowledge of 2, 5 and 10 times tables and solve simple division problems. By Year 4, knowledge and understanding of number is extended as pupils learn a variety of strategies to solve multiplication problems by doubling, partitioning and adding numbers. Information and communication technology was used well in Year 5 to demonstrate how to accurately measure angles using a protractor. This contributed

very well to pupils' learning. By Year 6, most pupils are confident in addition, subtraction, multiplication and division when using numbers to 1000 and use and apply mental strategies effectively to solve problems. They make decisions about which are the best methods to use to solve effectively a mathematical problem. The majority are competent at interpreting data and recording their findings. They are competent in applying the four rules of number in their work, and have a good knowledge and understanding of fractions and decimals and how to use them to solve problems. Pupils are able to convert smaller and larger units of measurement as they work out their answers when calculating the area and perimeter of shapes. As is the case for younger children, there is a well-developed knowledge of related mathematical language enabling them to explain what they are doing. There is good provision made for pupils to practise their numeracy skills in other subjects. For example, in science, pupils in Year 4, record their work in a table as they measure temperatures of different materials. By Year 6, pupils are drawing line graphs to measure the stretch of an elastic band when weights are added. In design and technology, Year 6 pupils estimate and measure their designs for slippers. Information and communication technology is used satisfactorily in lessons as pupils use programs to generate graphs or solve simple problems.

92. The quality of teaching and learning is good. The teachers plan and organise their lessons well and ensure that activities challenge effectively pupils of all attainment and build upon their previous knowledge and understanding. There is a brisk pace set for learning during the initial mental activities. Previous learning is revised during the first few minutes which helps pupils to understand the intended learning for the main part of the lesson. Key questions determine the level of pupils' understanding. The very good use of individual resources such as number fans or whiteboards for pupils to register their answers effectively, show at a glance, the pupils' grasp and understanding of what is being taught. Staff use these methods successfully to direct their teaching to challenge all the pupils. Consequently, the pupils achieve well. However, there is a very small number of pupils who are the most able and are capable of being challenged further. The majority have good mental recall skills, enabling them to respond quickly to number facts, and are competent in their ability to explain their strategies for working out answers to problems. Most enjoy mental mathematics and respond well during discussion. They are confident when answering because if they get the answer wrong the staff are quick to reinforce the correct learning and boost the pupils self-esteem so they are motivated well for further learning. The good pace at the beginning of the lessons is generally maintained as the variety of resources and methods employed help to sustain pupils' concentration. The teachers have good subject knowledge and explain clearly the subject vocabulary and demonstrate the learning outcomes well. They monitor the pupils well during lessons to offer support and resolve difficulties. However, the quality of written comments on pupils' work is variable and does not always help them to identify how they need to improve their work. The clear explanations of subject vocabulary and the visual presentations in presenting new learning help the pupils who speak English as an additional language to make good progress. The pupils with special educational needs make good progress because the work is carefully matched to their individual needs. These pupils are given good support that enables them to make effective progress towards the individual targets set for them and contribute to class discussions. The additional homework that is set helps pupils consolidate what they have learned during the day and practise their skills. Teachers keep good class records of pupils' progress, which is clearly documented in their pupil profiles.
93. The subject is well led and managed. All members of staff work together effectively as a team to implement the curriculum and are supported by good quality resources. Teaching and learning has benefited from the introduction of the National Numeracy

Strategy and the advice and support of advisory staff. The teaching and learning has been monitored well and resources increased within the last two years. There have been pleasing improvements in pupils' progress, especially in mental mathematics, resources, teaching and leadership since the last inspection.

SCIENCE

94. There is good provision for science. The subject is well managed. The teachers plan interesting practical activities and investigation. Standards by Years 2 and 6 are average. The subject makes a good contribution to pupils' personal development. Appropriate attention is given to health issues such as the misuse of drugs and the disadvantages of smoking. Resources are very good and used very well by the staff. Standards were average at the time of the last inspection.

The strengths are:

- pupils' good achievement by Years 2 and 6;
- the good quality teaching and learning and the teachers' subject expertise;
- the pupils' enjoyment in investigating and experimenting;
- the well-planned curriculum;
- the subject is well led and managed.

The weaknesses are:

- there is no overall system in place to systematically track pupils' progress in investigative skills;
- the consistency in the quality of teachers' marking to show pupils how to develop their work could be improved and the development of individual targets for pupils would help to raise their attainment further.

95. The observations made in lessons and the analysis of pupils' work shows that they pupils make consistently good progress in all aspects of science and are achieving well by Years 2 and 6. From their study of health and growth, pupils learn about healthy eating, the relevance of exercise on our bodies to keep them healthy. They are taught about the misuse of drugs.

96. In Years 1 and 2 the practical tasks and investigations help pupils to develop their knowledge and understanding. For example in Year 1, pupils consider the properties of materials in relation to their use. Their responses were thoughtful and carefully considered. When their teacher asked them for the most suitable material to make a handbag, the pupils suggested rubber for its elasticity, plastic for its strength and leather for durability. By Year 2, pupils begin to relate their investigation findings to scientific principles. In their study of electricity, pupils know that a circuit must be completed to light a bulb. They were challenged further to find out which materials will conduct electricity. Pupils found out that electricity passes through metal. They concluded that metal was a good conductor of electricity and that if electricity did not pass through a material then this was a good insulator. Between Years 3 and 6, pupils broaden their knowledge and skills and learn the importance of conducting fair testing and accurately recording findings of experiments in order to make sensible hypotheses. In Year 4, pupils make good progress in devising investigations about friction by testing the 'grip' of a variety of different kinds of footwear. By testing the friction force of a range of footwear such as slippers and high heels, pupils understand that training shoes are designed and made to give the most grip. By Year

6, pupils studying forces, accurately measure and represent their data from an investigation in line graphs. They find out that the stretch of an elastic band depends on the forces acting upon it. Pupils use a Newton meter to carefully estimate then measure the stretch of an elastic band in newtons. Each time they add another newton they repeat their measurement several times to ensure accuracy before recording the result. They successfully repeat this process seven times. As they draw their graph they recognise that the regular pattern between the intervals marked on the graph represented the stretch of the elastic band and were surprised at the outcome which exceeded their initial predictions.

97. The quality of teaching is consistently good. Teachers have a secure knowledge of the subject. They use effectively the subject vocabulary and questioning to find out what pupils know and understand during the introductions to lessons before they embark on practical activities. The teachers use visual resources effectively and explain the subject vocabulary clearly so that pupils who speak English as an additional language understand the task in hand. The lessons are well prepared to meet the needs of the lower, average and higher attaining pupils. At each step the teachers monitor their pupils well and question them to find out how well the pupils have understood what they had been shown. The lower attaining pupils are given good support to help them understand the text of the worksheets and are prompted by the learning support assistants when necessary so they can participate fully. These strategies enable the vast majority of pupils to achieve well during the lessons. The practical demonstrations capture pupils' interest and motivate them to learn. Pupils enjoy the practical nature of the subject and testing out their predictions and hypotheses. They work well together in small groups or pairs sharing resources and using equipment safely. Good use was made of information and communication technology by the pupils to reinforce their learning. For example, in Year 6, pupils use a science program to test their knowledge and understanding of forces. The teachers incorporate the basic skills of English and mathematics well into lessons. For instance, pertinent questioning promotes pupils' speaking skills as answers demand an explanation of pupils' thinking. Mathematical skills are practised as pupils record their findings and data in tables and graphs. All teachers use their assessment information appropriately to guide planning and to check on the coverage undertaken by groups of pupils. For the most part these records are used well to plan the next steps in learning. However, the teachers do not record the development of pupils' investigative skills. As a result lessons are not planned accurately enough to stretch the very few highest attaining pupils in each class. There are a very few pupils, one or two in each class who are high-achievers and are capable of being challenged further in their work, for example, by devising and seeking solutions to their own investigations. The quality of marking is inconsistent and does not always show pupils how to improve their work. Homework contributes to pupils' learning successfully as pupils finish work started in lessons or research their topics. There are some planned opportunities for pupils to learn about scientists in their own and other cultures.
98. The subject is well led and managed. On the basis of national guidance, a scheme of work has been developed that provides good support for teachers. This has strengthened the curriculum and the quality of teaching and learning since the last inspection. The local environment is used well to develop pupils' learning and their development of positive attitudes towards environmental issues. The school has a wildlife pond and woodland and grassed areas surrounding it that the staff take advantage of when pupils study living things and the environment. The procedures for assessment are satisfactory. For example, the strengths and weaknesses in pupils' learning have been identified from national tests and assessments and are being

addressed. However, the lack of a system to record pupils' investigative skills and the limited monitoring of teaching and learning weaken the effectiveness of the subject leader in her effort to raise standards. The introduction of a school assessment system is prioritised as an area for future development.

ART AND DESIGN

99. The provision for art and design is satisfactory. Pupils throughout the school achieve well to attain the standards that are normally expected for art and design. There has been good improvement in standards which were below average at the time of the previous inspection. Since then, there is an improved curriculum and learning resources. The quality of teachers' planning provides a good breadth of experience. Only one lesson was observed which is insufficient evidence to make a judgement on the quality of teaching. Judgements are also based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work. The subject is managed satisfactorily.

The strengths are:

- the teachers' planning to ensure a systematic development of skills, knowledge and understanding;
- the enrichment of the curriculum by visiting artists;
- the good contribution to pupils' cultural development;
- good quality resources.

The weakness is:

- the development of a system for the assessment of pupils' skills.

100. By Year 2, pupils investigate a variety of materials to paint and draw pictures. Pupils work in three-dimensions, making models from clay and recycled materials. They use textiles to develop skills of weaving. The Year 2 pupils acquire appropriate knowledge and understanding of the techniques used in art as they study the work of some other well-known artists such as Van Gogh. They paint their pictures of sunflowers illustrating correctly some of the artist's style and technique. Pupils satisfactorily develop their observational and drawing skills as they draw portraits of one another observing the line and form accurately of the facial features. Between Years 3 and 6, pupils build on their previous learning as they are introduced to new skills and knowledge through purposefully structured activities. Pupils make satisfactory progress as they acquire skills of working with materials and tools, and are encouraged to express their ideas and feelings in two- and three-dimensions. Pupils with special educational needs and pupils with English as an additional language get good support and make similar progress to other pupils in lessons. Pupils learn about different styles and techniques of famous artists such as the patterns and designs of William Morris and the work of LS Lowry. The majority use a range of materials to draw, paint, and model, print or work in pastels. Year 3 pupils have benefited from a visiting artist who taught the pupils skills in silk painting. Satisfactory use is made of information and communication technology by the oldest and youngest pupils as they use a number of programs to draw and make their own patterns. By Year 6, pupils use line and colour correctly as they work in the style of Mondrian. The pupils have benefited from visiting artists who work with the pupils in lessons, demonstrating new techniques and methods. This has made a positive contribution to pupils' cultural development. For example, artists from Asian and other

cultural backgrounds have provided workshops in school to teach the children skills of photography, textiles, silk painting and Indonesian art.

101. The quality of teaching and learning in the lesson observed was satisfactory. Pupils in Year 3, taking their inspiration from designers such as William Morris, created their own patterns. The teacher had a clear knowledge and understanding of pattern and used a range of resources well to illustrate range of colour and detail. Pupils worked at a satisfactory pace with coloured counters and paper folded into squares to create patterns of two and three colours. The pupils then progressed to cutting out patterns from folded paper. Most apply themselves well to their tasks and work sensibly within small groups sharing their resources and equipment. Pupils with special educational needs and those who speak English as an additional language were supported well during the lesson which enabled them to make similar progress to other pupils in lessons. By the end of the lesson, pupils had clearly understood the meaning of pattern and how to design their own but were limited by the lack of opportunity to choose a range of media and techniques to further develop their skills. The teachers have planned their lessons satisfactorily using national guidance for pupils to learn skills and subject vocabulary systematically.

102. Art and design is managed satisfactorily by the subject leader. Since the previous inspection the school has enriched the breadth of experience and the quality of teaching and learning has improved. The school has adopted the national guidance as a scheme of work. This ensures the overall coverage of the curriculum. The quality and quantity of resources have improved. They are now good and easily accessible. The development of an art portfolio is a useful tool to monitor and illustrate the development of pupils' skills through the curriculum. There is an action plan for further development. The subject leader aims to increase the number of large prints of artists' work and develop a system for the assessment of pupils' skills.

DESIGN AND TECHNOLOGY

103. The provision for design and technology is satisfactory. Standards are average throughout the school and pupils achieve well. Standards were similar at the time of the last inspection. The subjects are managed appropriately by the subject leader. There was too little teaching observed to make a secure judgement on the quality of teaching. However, the evidence of pupils' completed work clearly indicates that pupils make good progress in the development of their knowledge, skills and understanding by Years 2 and 6. Long and medium term planning is based on national guidance. Judgements are also based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work. The subject is managed satisfactorily.

The strengths are:

- the well planned curriculum;
- the contribution the subject makes to the development of pupils literacy, numeracy and social skills;
- pupils' enjoyment in their work.

The weaknesses are:

- the monitoring of teaching and learning;
- the development of an agreed system by the staff to assess and record the development of pupils' knowledge, skills and understanding.

104. Past work shows appropriate work by pupils in Years 4 and 6 in the designing and making of a chair and a shelter. Materials used are considered for strength and suitability for purpose. Designs are drawn on paper to ensure materials will be cut to correct dimensions. These are then refined and used to cut out the chosen materials to be used. Materials such as rolled paper are tested for strength. Pupils choose a range of finishing techniques to decorate and finish their products. The finished products demonstrate a range of design and making skills appropriate for their ages and abilities.
105. By Year 2, pupils use a variety of construction sets, malleable materials and paper and boxes to make a range of models and artefacts. For example, pupils in Years 1 and 2 make puppets using a range of materials and joining techniques such as using split pins to allow the limbs to move. At Christmas, cards were made with a moving part. Between Years 3 and 6, the pupils develop and extend their earlier skills. Pupils in Year 3 recently designed and made packaging and Year 4 pupils designed and made torches for a range of purposes. Learning is linked effectively to science as pupils test the properties of various materials for strength. Designs are drawn on paper to ensure materials will be cut out and joined to the correct dimensions. Pupils choose a range of materials to decorate and finish their products. By Year 6, pupils can design and make slippers. In their design, they consider the function, purpose, cost and quality of their work. Throughout the school, pupils undertake tasks which make them aware of the links between designing, planning, making and evaluating. The development of specialist vocabulary and numeracy is encouraged when the pupils measure, make and annotate their designs. For example, older pupils use measuring skills accurately to design and make chairs or Anderson shelters.
106. In the lesson observed in Year 6, the quality of teaching was good. The lesson objectives were clearly displayed and the task in hand was explained in detail. The pupils persevered well with the making and pinning a pattern for their slippers. Their speaking and listening skills were appropriately developed as they worked in pairs and discussed their work with the teacher at the beginning and end of the lesson. Most were engrossed in their work and keen to develop and discuss their designs. They worked well together sharing resources sensibly. Their progress was slowed only when pupils found it difficult to pin materials together. Pupils with special educational needs make similar progress to other pupils throughout the school when they are well supported in their design and technology learning by the class teachers and the support staff. Pupils who speak English as an additional language are supported well because the teacher uses resources well to demonstrate the objectives of the lesson and the meaning of the subject vocabulary. The work is well planned using the national guidance and is regularly assessed by teachers at the end of each topic. Good opportunities are planned to develop pupils' literacy skills. For example, Year 6 pupils have made books in the recent past, with pop-up and moving mechanisms, based on well known or traditional stories such as 'The Three Little Pigs', for the reception pupils to enjoy.
107. The subject leader satisfactorily supports and advises colleagues and there are adequate resources that are suitably stored. There have been no planned opportunities to monitor the quality of teaching and learning in the subjects across the school. This restricts the subject leader's overall view the strengths and weaknesses in the subject. Procedures for the assessment of pupils' skills, knowledge and understanding are at an early stage of development. Although teachers keep their own records and evidence of pupils' progress as they complete their topics, an agreed system of assessment is recognised for future development.

GEOGRAPHY

108. The provision for geography is satisfactory. Throughout the school, the standard of work produced by the pupils matches that expected nationally. Pupils make good progress and achieve well as their knowledge, skills and understanding are systematically developed in both key stages. There were not enough lessons seen during the inspection to judge the quality of teaching. The subject is managed satisfactorily.

The strength is:

- The subject is well planned and makes a good contribution to the pupils' cultural development.

The weaknesses are:

- the monitoring of the teaching and learning;
- there is an insufficient system to track pupils' skills through the curriculum.

109. The subject is well planned. The curriculum for the subject is based on a nationally recognised scheme and this provides a good basis for planning. By Year 2, pupils are taught about their school environment and that of the immediate locality. They study photographs to learn to identify particular features and they can point out aspects of a site that make it environmentally attractive or unattractive. They are introduced to simple mapping skills and there is some evidence to show that they take part in small-scale fieldwork, such as when they visit the local park to find out what amenities it has. Between Years 3 and 6, pupils' skills are further developed as they are introduced to atlases and they learn the location of major towns and cities in the United Kingdom. Most learn well to work out the direction of travel from one city to another using the points of the compass. Using maps and photographs, they identify the physical features of a location, such as whether it is mountainous or a desert and whether ice age glaciers have changed its appearance. Using maps and atlases they identify the main locations in the British Isles and Europe and they begin to have a greater knowledge of the wider world, identifying the continents and oceans. They investigate reasons for environmental change, such as the increase of traffic in their town, and they consider options for improving the environment by, for example, seeking ways of reducing traffic congestion.

110. There were not enough lessons seen during the inspection to judge the quality of teaching. However, discussion with pupils show that they are interested in the subject, especially when it is made relevant to their interests, as in the lesson seen about controlling traffic in towns. They express their strong views on this subject well and their ideas about traffic management show thoughtful consideration of the interests of all groups of people.

111. There is satisfactory management of the subject. The co-ordinator, a specialist in the subject, has clear views about the development of the geography curriculum. By adopting and adapting a national scheme for planning, she has provided teachers with an effective tool for preparing their lessons. For example, an audit of planning showed gaps in the teaching of mapping skills. Revising the scheme of work has filled this gap and the subject leader now feels that mapping skills are provided for well. One element of the pupils' learning is assessed each term and a record of this assessment is kept in each pupil's portfolio. However, although assessed work provides a snapshot of what each pupil can do, there is no

agreed system for recording pupils' skills as they proceed through the geography curriculum. The subject leader recognises the important role that the subject plays in promoting the personal development of the pupils, such as through comparing the social and cultural traditions found in their country of birth with those found elsewhere. The resources for geography are satisfactory but the co-ordinator aims to continue to develop a better bank of resources, such as videos and software.

HISTORY

112. Standards are average for pupils in Years 2 and 6 and they achieve well. Standards are similar to those reported during the last inspection. The school provides a good range of experiences to develop the pupils' historical and literacy skills. The teachers make good use of the pupils' research and enquiry skills to develop their understanding. The subject leader provides appropriate support for colleagues.

The strengths are:

- the good quality of the curriculum to develop pupils' literacy as well as historical skills;
- the good quality of teaching and learning;
- the effective use of resources;
- the positive attitudes of the pupils.

The weakness is:

- the lack of formal assessment procedures to record the development of pupils' knowledge, understanding and skills throughout the curriculum.

113. The quality of the curriculum is good. By the end of Year 2, the pupils have developed knowledge and understanding of people in the past and how they lived. They have a clear understanding that people in the distant past lived lives very different from their own. Pupils have secure knowledge and understanding of the passage of time by studying their own life span. By Year 6, pupils have studied all the required units of National Curriculum history, Egyptian civilisation, the Roman Empire, Tudor Times, explorers such as Sir Francis Drake, Victorian Times and modern history since World War 11. Pupils show a good sense of the impact of history on present day life. They talk about ration cards and how people had to struggle to survive. They express empathy for Victorian children having to work hard for food and the lack of schooling for poor children. Older pupils appreciate the privileges they have, such as free schooling, computers to access knowledge and healthy and clean environments to live in. The maturity of pupils' thinking when making such comparisons between Victorian times and the present day makes a good contribution to their personal and social development. Older pupils use information and communication technology well for research and investigation. Literacy skills, writing in particular, are promoted through history tasks. Pupils write accounts of events such as The Great Fire of London and about famous people such as Florence Nightingale. Some opportunities reinforce numeracy skills for example, discussion about Samuel Pepys' diary to place significant diary dates on a 1630-1710 time line. In Years 5 and 6, pupils calculate how long ago events occurred in Elizabethan and Victorian times and the distance between them.

114. The quality of teaching and learning is good. Three good quality lessons were observed, one at Key Stage 1 and two at Key Stage 2. Judgements are also based on

the scrutiny of pupils' work, teachers' planning, and discussions with the pupils and the subject leader. Teachers plan well the development of literacy alongside historical skills. They clearly explain the meaning of the subject vocabulary and demonstrate effectively the development of historical events with good use of resources such as pictures, photographs, texts, videos and historical artefacts. This helps to deepen pupils' learning and understanding. Pupils who have special educational needs make good progress towards their targets because they are supported well by the learning support staff and are encouraged to take full part in discussions. The pupils who learn in English as an additional language make good progress because of the regular effective use of visual stimulation and the consistent development of subject vocabulary. Teachers give all pupils good support and ensure that they know what is expected of them. Pupils respond well in lessons and are eager to learn. Lessons are well planned to develop pupils' writing, research and investigational skills. For example, Year 5 pupils use texts and information well from CD-ROM and the Internet in their enquiries about the lives of Tudor seamen and the sinking of the warship the Mary Rose. The use of timelines such as those employed for the Elizabethan and Victorian eras, clearly fixes the pupils' learning in the correct chronological sequence. Planned visits to local museums and local places of interest such as Chester, capture the pupils' interest and bring the subject alive.

115. There is satisfactory management of the subject. The development of the history curriculum has not been a priority. The focus of school development has been raising standards in English and mathematics. However, the co-ordinator has a good action plan for the subsequent development of the history curriculum and the acquisition of a range of multicultural resources that reflect pupils' backgrounds and needs. A revised scheme of work is being developed. Study units are sufficiently supported by the existing satisfactory range of resources which are used well to further the pupils' knowledge and understanding. The transition project presently being developed will help Year 6 pupils to make a smooth transition to their local secondary school as well as extending their personal, social and subject skills. There are few formally agreed procedures to record pupils' progress through the assessment of their knowledge, skills and understanding. The co-ordinator has as yet not had the opportunity to monitor teaching and learning to identify the strengths and weaknesses in order to raise standards further. These are areas recognised for further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. By Years 2 and 6, pupils' achievements are satisfactory and their attainments are similar to those expected nationally. The provision for information and communication technology is satisfactory. Overall, the standards attained are similar in comparison with those found in the previous inspection, although the enhanced resources for the subject means that pupils have improved opportunities to learn compared to those available during the previous inspection. The subject is well managed.

The strengths are:

- the management of the subject;
- pupils' confidence and enthusiasm for learning.

The weakness is:

- the lack of a teaching facility which will soon to be installed in a computer suite.

117. By Year 2, pupils show confidence in using computers. Their ability to store and retrieve work is sound and they can communicate information using simple computer generated graphs. The youngest pupils gain effective control of the computer mouse through practice with suitably challenging programmes, such as one they use to design their own pictures. When using the computers in the classroom, they know how to type and correct text using word processing software and they have sufficient skill in using the mouse to control the placing of words in a game to develop their vocabulary.
118. Between Years 3 to 6, pupils use word processing programmes on computers in the classroom to re-type their stories, poems and letters and present them well. The typing of work directly into the computer so that the pupils can learn to use programmes as word processing tools occurs infrequently, however. They show sound knowledge of the processes needed to search for information on a topic and how to print it out. Year 6 pupils can compose and send an e-mail and know how to save a new contact to the mail address book.
119. All pupils develop confidence in using this technology and they apply the skills they have been taught well. For example, they click on the appropriate icon to search the internet for relevant sites of interest and they use other features of the software such as menus and tools within programmes. Their skilfulness and use of information and communications technology to support and extend their learning in other subjects is good, such as when pupils in Year 5 investigate living conditions aboard Tudor ships using software about the 'Mary Rose'.
120. Evidence from the pupils' own work shows that they can use computers for a range of activities linked to other subjects of the curriculum. Some pupils in Key Stage 1 had used the 'Paint' programme to produce designs for a classroom display. Pupils in Years 3 and 4 had designed and printed repeating patterns, while pupils in Years 5 and 6 had combined text and graphics to make reviews of books and television programmes. The displays of this work show satisfactory development of computer skills by using the available technology as part of the learning that goes on in subjects other than information and communication.
121. Only one formal lesson was seen, where the skills of opening files and saving work were taught very well. Further evidence of the quality of teaching was also gathered from observing the use of computers in other lessons. Overall, the quality of teaching here is satisfactory. The lack of a computer suite means that pupils using computers in the classroom are often left to work independently, while the teacher concentrates on the needs of other pupils. Where pupils are given clear instruction and support from teachers and adult helpers, learning is enhanced. When working in pairs or small groups the pupils support each other's learning very well. They discuss what they need to do, for example which file to search for specific information, and they take turns to input questions so that no child is excluded from learning the important keyboard and mouse skills. Teachers and adult helpers give good support and encouragement, demonstrating sound subject knowledge and a clear understanding of the pupils' needs. Pupils in turn show a keen interest in the tasks and they are enthusiastic in their work. Pupils are interested in the learning opportunities it provides and they respond to challenges well. These good attitudes are seen in the concentration of pupils working on computers as they learn new techniques and skills. Pupils work well on computers and they handle the equipment carefully. Opportunities for learning are planned well for all pupils. The pupils who

have special educational needs benefit from using computers to help them to produce their work and they achieve well. Pupils with English as an additional language value the use of computers in helping them to be effective writers of English.

122. The co-ordination of the subject is good. The subject leader, who has only been in post for short time, promotes positive attitudes among both staff and pupils towards the value of information and communications technology across the curriculum. In the short period of time since taking over the role she has worked hard on auditing resources and ensuring that each year group has access to the appropriate software. There is increased confidence among the teaching and support staff following initial training. Further training has been planned to develop staff expertise in developing the scheme of work when the school installs its computer suite in the near future.

123. Overall, satisfactory progress has been made in the provision of this subject since the previous inspection. The school has been successful in increasing the opportunities for pupils to learn a wider range of skills using additions to the technology, but this still has some way to go to bring it into line with other schools. Further training for teachers and support staff and opportunities for the subject leader to evaluate teaching and attainment against that found elsewhere will help to plan for the use of the available technology as a tool to raise standards.

MUSIC

124. The quality of the school's provision is very good and music permeates the work of the school, enriching the cultural and social lives of all of its pupils. The subject is very well led and managed. Music was judged to be in line with national expectations overall at the time of the previous inspection. Standards are now above national standards at the end of Key Stage 1 and in line with the standards expected nationally by the end of Key Stage 2. There has been good improvement in Key Stage 1 but satisfactory improvement overall since the last inspection. Good use is made of the Local Authority peripatetic music service, with pupils benefiting from lessons in stringed instruments such as the violin.

The strengths are:

- the above average standards by Year 2;
- the enriched curriculum provision;
- the very good quality of teaching and learning;
- the expertise and commitment of the subject leader;
- pupils' participation and involvement in learning.

The weakness is:

- the lack of a detailed system for the recording of pupils' skills.

125. There is a good curriculum. By Year 2, pupils sing well, learning about pitch and rhythm. In a Year 1 lesson, pupils explored the sounds they could make with their voices to develop their understanding of pitch. They learn how to use and play different percussion instruments, and take turns to accompany a song with a beat. They listen well to instructions and play on command. The teacher uses good techniques to teach the pupils the discipline of playing and stopping together. Pupils are excited and involved in the activities; they work well and are eager to participate. The very good teaching enables pupils of all abilities to make good gains in learning.

126. Pupils between Years 3 and 6, continue to develop their knowledge of music and their understanding of its beauty and complexities. The good music used in lessons and assemblies enables them to experience music of a wide variety of styles and genres and from an extensive range of world cultures. At the end of an assembly, pupils were asked to remember about their learning of the pentatonic scale in music lessons and they listened carefully to the complex combination of instrumentation in a piece of music from Eastern Europe. In a very good lesson for Year 4, the self-confidence of a group of pupils, including one with special educational needs, was raised when their work, which they had been unsure of before, was praised by the teacher and applauded by the rest of the class. In summarising the work, the teacher gave the pupils very good guidance on what they needed to do next to improve.
127. The quality of teaching is very good overall and pupils achieve very well in Key Stage 1 and well in Key Stage 2. Five lessons were observed, two were good and three were very good. The teaching challenges pupils of all abilities, including those with special educational needs and those with English as an additional language. A high level of subject knowledge and expertise enhances the very good standard of teaching. This motivates the pupils extremely well and promotes maximum involvement and participation. When composing their own music, for example, using a wide range of instruments, pupils work together well, sharing the instruments, listening to each other's performances and working out ways to improve. There is sense of creativity in music making which contributes to the pupils' enjoyment of the subject and the standards they achieve.
128. The pupils enjoy music. They respond well to the challenge of the very good teaching of the specialist teacher. Lessons are fun, but also demanding, and consequently pupils enjoy themselves without realising just how hard they are working until it dawns on them how much they much more they know when their learning is reviewed at the end of lessons.
129. The subject is very well managed and led, both by the subject leader and by senior management who ensure that the work reflects the school's ethos. The school has been successful in spreading good practice in music teaching throughout the teaching staff at both key stages. The music co-ordinator is a music specialist. She has begun to work alongside colleagues to ensure that there is a consistency of approach that promotes high standards at all stages. This has led to a good level of commitment to teaching music throughout the school and contributes to the standards achieved. The work of the co-ordinator is of high quality and provides inspiration for both colleagues and pupils. She promotes the subject with great enthusiasm and ensures that music permeates, enriches and extends the curriculum. The school has an active choir and recorder group. The choir, made up of both boys and girls is well attended and the music co-ordinator teaches them well. The recorder group is less well attended but the co-ordinator aims to increase the levels of interest in extra-curricular music. The teacher gives up her own time to extend these activities outside of the normal school day and this work contributes significantly to the standards achieved. The co-ordinator's good work in evaluating standards and the curriculum has led to improvements in the provision of music teaching. This is having a positive impact on pupils' learning. However, the lack of an agreed formal system for the recording of pupils' skills limits her knowledge of the strengths and weaknesses of individual and groups. Resources for music are generally satisfactory to meet the needs of the National Curriculum but there are few resources to extend the pupils' knowledge and awareness of the rich diversity of instruments found in different cultures.

130. Pupils take part in local dance and music festivals to enrich and enliven the experience of playing and responding to music. Visitors to school, such as those linked to artists in schools projects, make a very positive contribution to the curriculum, providing pupils with opportunities to learn how music of all types can be celebrated and enjoyed.

PHYSICAL EDUCATION

131. There is satisfactory provision and management for physical education. Standards in physical education met national expectations at the time of the last inspection, and they are found to be similar overall in the present inspection. Pupils achieve well and make good progress throughout the school. There is no significant difference between the standards achieved by boys and girls and all are given equal access to all areas of the curriculum, including pupils with special educational needs and those with English as an additional language.

The strengths are:

- the good quality teaching and learning;
- pupils' enjoyment in physical education;
- the extra-curricular activities that support the development of pupils' skills.

The weaknesses are:

- the time allocated to the subject leader to monitor the quality of teaching and learning;
- the lack of an agreed system for the assessment of pupils' skills.

132. In the Key Stage 1 classes pupils develop skills in dance, gymnastics and games. They join in with enthusiasm, as, for example, when Year 2 pupils work on different ways of throwing and catching a ball. They discuss how the activity can be more challenging when they need to extend their skills. They show very positive attitudes towards being creative, and the teacher gives the pupils turns at observing each other and commenting on performance. The teacher maintains a lively pace throughout the lesson, and her good subject-knowledge enables her to ensure that pupils of all abilities are fully involved and challenged by the work. The pupils develop a good understanding of basic gymnastic skills and of the effects of exercise on their bodies.

133. At Key Stage 2 the development of skills continues well. In a Year 5 lesson, pupils respond well to the challenge of finding positions of balance with a partner. The teacher participates fully in the lesson, and her enthusiasm is communicated well to the pupils. They discuss body shape, level and sequence of movements and the teacher extends their vocabulary by using the correct technical language, such as balance, counter-balance, pivot and lever. The pupils respond well to the lesson and are good at putting the ideas suggested by the teacher into practice. They applaud spontaneously when someone demonstrates an idea well, which typifies the good attitudes found throughout the school. The teacher leads a discussion of what pupils have learned, how they could improve it, and how well they have achieved during the

lesson. This is good practice which helps pupils to be more aware of their own learning and helps them to set targets for themselves.

134. Also at Key Stage 2 pupils swim at the local municipal pool. Specialist local authority swimming teachers teach the lesson. Less-confident pupils are well supported, and all abilities are given appropriate activities to develop their swimming skills. There is an atmosphere of enjoyment in the lesson and the pupils' behaviour is good throughout. They respond well to effective instruction that enables them to feel safe and confident in the water. By the time they reach the end of the key stage the majority of pupils achieve the 25 metres award, which is the expected standard for pupils aged 11. The pupils who are able or have a talent for swimming go on to achieve much higher levels. The good swimmers have the opportunity to take part in the town gala.

135. The teaching of physical education is good overall. Teachers are enthusiastic and lively in their approach. The work is well planned, and all areas of the curriculum are given appropriate coverage.

136. The management of the subject is satisfactory. Resources are sufficient in quantity and most are of good quality. The school has good facilities for physical education. There is a good size hall for gymnastics, dance and small-side games. Outside, grassed and hard-surfaced areas provide good spaces for activities, including games such as football and netball. The school's annual residential visit provides good opportunities for outdoor and adventurous activities. The local community contributes well to the provision for P.E. and this support helps the pupils to benefit from a wider experience and helps the school to maintain its standards. Activities such as football coaching and the involvement of community sports projects promote greater interest in sport and give the pupils an extra and welcomed dimension to their physical education. The coordination of the subject is limited by the lack of planned opportunity to monitor the teaching and learning across the school. And the long-term absence of the subject leader. Staff make their own assessments of pupils' progress but there is no developed agreed system for the development of pupils' skills.

RELIGIOUS EDUCATION

137. There is good provision for religious education. The subject is suitably managed well by the subject leader. By years 2 and 6, pupils achieve well and meet the expectations of the locally agreed syllabus. The major religions of Christianity, Hinduism, Islam and Judaism are studied. These religions represent the beliefs and traditions of the pupils in the school. Standards were similar at the time of the last inspection.

The strengths are:

- good quality teaching and learning building on pupils' previous learning;
- the subject is used well to develop pupils' writing and speaking skills;
- pupils' interest in the subject;
- the effective use of time and resources;
- the subject makes a very good contribution to pupils' spiritual, social and cultural development.

The weaknesses are:

- insufficient time allocated to the subject leader to monitor the quality of teaching and learning;
- the lack of a whole school assessment system to record pupils' progress more accurately.

138. By Year 2, pupils understand some of the major features of the world faiths of Christianity, Islam and Judaism. The pupils develop their understanding well because they are encouraged to relate traditions and beliefs to those in their own lives. The majority know, for example, that Hindus have a life plan split into four stages called Ashramas. The pupils understand the meaning of what is important in life as they reflect on features which are important to them in their lives, such as 'family and pets'. Their interest in the subject and depth of understanding is illustrated well through pupils' written comments. One pupil writes that 'people are desperate to have money but it doesn't always bring happiness and it makes me sad when they are horrible'. By Year 6, pupils have studied these major religions in more depth and are able to discuss the similarities and differences between them. In Year 4, the pupils are able to recognise the meaning of some of the major events in Christianity. The majority are able to retell the events of Holy Week. They recognise the significance of the actions of the apostles at the 'Last Supper' and know that Christians recognise that the events were God's will. By Year 6, pupils make astute comments when discussing the figurative images of light and dark, understanding symbolic Christian significance reflected in hymns and works of art. Pupils understand that Christians believe that there is life after death.

139. The quality of teaching is good overall. There were only three lessons observed during the inspection for pupils aged between seven and 11. The teaching and learning was very good in two lessons and good in one lesson. From scrutiny of teachers' planning and pupils' past work, the indications are that teachers have a good knowledge and understanding of the subject. They plan their lessons conscientiously to build on pupils' previous learning. English skills are developed well through the subject. Pupils are expected to explain their thoughts clearly to develop their speaking and writing skills. For example, when pupils write or discuss their work with others. The pupils respond well in lessons are willing to put forward their own ideas and suggestions and are interested in others' beliefs and respectful of them. Resources are used well to illustrate difficult concepts. Videos, pictures, religious works of art, artefacts and religious writings in displays of work and lessons aid the pupils' understanding and consolidate their learning.

140. The curriculum is co-ordinated satisfactorily and linked to the school assemblies where topics are broadly based on the celebrations of the major religions. There are well planned visits to a church, a mosque and a Hindu temple which have helped the pupils to develop a better understanding of the traditions and beliefs of others. The additional opportunities planned in assemblies and circle times for the development of pupils' understanding of others have resulted in their increased sensitivity towards others' points of view and way of life. Overall, the subject makes a very good contribution to pupils' spiritual, social and cultural development. Resources are satisfactory and are used well to help promote a greater understanding of the subject. Although teachers make their own assessments of pupils' progress through the syllabus, there is no overall agreed system of assessment to track the development of pupils' skills understanding throughout the school. Additionally, the lack of monitoring of teaching and learning of the subject restricts the subject leader's overall view of the strengths and weaknesses of the subject across the school.

Overall there is satisfactory improvement in the subject with the implementation of an updated agreed syllabus and the provision of religious artefacts and other teacher resources since the last inspection.