

INSPECTION REPORT

EAST WARD PRIMARY SCHOOL

Bury

LEA area: Bury

Unique reference number: 105315

Headteacher: Mrs Jill Hazzelby

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 25-28 November 2002

Inspection number: 246473

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school with a nursery

School category: Community school

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Willow Street
Bury

Postcode: BL9 7QZ

Telephone number: 0161 253 6148

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Appropriate authority: The governing body

Name of chair of governors: Mr Stephen Morton

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
25406 Paul Nicholson Registered inspector	Physical education	What sort of school is it? How high are standards? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
19369 Christine Wild Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
23221 Lynda Parkinson Team inspector	The Foundation Stage Art and design History	How well are pupils taught?
12232 Diane Atkinson Team inspector	English English as an additional language Information and communication technology	How high are standards? Pupils' attitudes, values and personal development
22452 Mary Farman Team inspector	Science Design and technology Music Religious education	
8212 Judith Jones Team inspector	Mathematics Geography Special educational needs Inclusion	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average-sized primary school situated in East Ward, Bury. It serves a residential area recognised locally as having social needs and that is currently undergoing redevelopment. Most of the housing is local authority and housing association properties with some privately owned. Currently, there are 260 pupils on roll (142 boys and 118 girls) aged from 4 to 11 years, plus 29 children who attend the nursery part-time. Twenty-seven per cent of pupils are eligible for free school meals, which is above the national average. Thirteen per cent of pupils come from ethnic minority groups. Eight per cent of pupils speak English as an additional language, which is higher than in most schools. The school has identified 22 per cent of pupils as having special educational needs, which is similar to the national average. Seven pupils have Statements of Special Educational Need, which is above the national average. When children start at the school, their attainment varies, but overall it is well below that expected for their age.

HOW GOOD THE SCHOOL IS

East Ward is an improving school that gives its pupil an acceptable education. From a low starting point, pupils make good progress and achieve average standards by the time they leave the school. The quality of teaching is good overall, though inconsistent. The school is soundly led and managed and it provides good value for money.

What the school does well

- Pupils achieve above average standards in mathematics, science and music by the age of 11 years.
- Pupils make good progress as a result of good teaching. The quality of teaching in Years 2 and 6 is particularly strong.
- The school successfully fosters very good levels of enthusiasm, very positive attitudes and very good relationships within the pupils.
- The school provides a very good range of high quality extra-curricular activities that broaden and enrich pupils' experiences.

What could be improved

- Planning for the future, to provide a clearer focus on school improvement.
- Pupils' skills in literacy.
- Pupils' behaviour and response in lessons through a more consistent approach to the teaching of personal and social education.
- The provision for outdoor learning activities for children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in November 1997, the school has undergone staffing difficulties, a large turnover in staff and an increase in the number of pupils with special educational needs. It has also amalgamated its infant and junior classes on to one site following the construction of a new wing to the building. It has made satisfactory progress in addressing the issues raised at the last inspection. The school has improved the learning opportunities it offers by introducing the national strategies for teaching literacy and numeracy and adopting national guidelines for most other subjects to help teachers in their planning. The school has improved the range of learning resources and introduced a satisfactory programme of homework. These initiatives are beginning to positively impact on the standards that pupils achieve. Procedures for monitoring teaching and learning and the roles of the governors and subject co-ordinators have improved but remain areas for continued development.

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
	2000	2001	2002	2002
English	E	C	E	D
Mathematics	A	D	A	A*
Science	C	D	B	A

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

Pupils make good progress in the nursery and reception classes but because of their low levels of attainment on entry to the school they do not reach the early learning goals set for them by the start of Year 1. In Years 1 and 2, pupils make steady progress in English and mathematics but their standards in these two key subjects remain below average. Because of good teaching in Year 2, standards in reading are improving and are now average and pupils' standards in all other subjects meet expectations for their age. Pupils continue to make steady progress in the juniors that accelerates in Year 6 so by the time they leave the school they have made good progress overall. Pupils' results over recent years in national tests in Year 6 have been inconsistent as shown in the table above. Over the last three years, their results in English have been over a term behind those normally found because fewer pupils achieve Level 4, the expected standard for a typical 11-year-old. Over the same period, the pupils' results have been a term ahead in mathematics and science because a higher than normal proportion of pupils' achieve Level 5, the higher standard. The results in English are below those found in similar schools but in mathematics and science, they compare favourably.

Inspection evidence found a similar picture in the current Year 6. Standards in English have improved slightly compared with 2002 and are below average. However, standards in mathematics and science are above average and are a strength of the school. Pupils' standards in art and design, design and technology, geography, history, physical education and religious education meet expectations for their age. Standards in music are above the national expectations because of the very good teaching of the music co-ordinator. Standards in information and communication technology are below average despite recent good progress because pupils have gaps in their previous learning and so do not have the expected knowledge and understanding by Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are very enthusiastic. Most pupils show good levels of interest in lessons.
Behaviour, in and out of classrooms	Overall pupils' behaviour is satisfactory but it is inconsistent. It ranges from unsatisfactory in a small number of lessons to excellent.
Personal development and relationships	Most pupils show good levels of respect towards others and there are good relationships between pupils and very good relationships between pupils and staff.
Attendance	The level of attendance is slightly below the national average.

A minority of pupils find it difficult to maintain the positive response and behaviour shown by their classmates and this slows their rate of learning and that of other pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 overall quality of teaching is good and so pupils make good progress in their learning as they move through the school. The quality of learning and rate of progress are, however, inconsistent. While good or better teaching was seen during the inspection in each of the three sections of the school, overall it ranged from excellent to unsatisfactory. Over a quarter of the lessons were very good, including some that were excellent. In a further quarter of lessons, teaching was good. Most of the remaining lessons were satisfactory but there was a small amount of unsatisfactory teaching. Very strong teaching exists in Years 2 and 6 and learning accelerates at a very good rate in Year 6 where two-thirds of the lessons were very good or better. Consequently, pupils reach good levels of individual achievement by the time they leave the school.

The teaching of literacy is satisfactory and the teaching of mathematics is good. In the better lessons, teachers have good subject knowledge, very clear aims for pupils' learning, high expectations of achievement and behaviour and they manage the pupils well and motivate them. In these lessons, pupils respond very well and work hard at improving their knowledge and understanding. In the small number of less effective lessons, the teachers are not always clear on what they want the pupils to learn and activities do not always closely match the needs of the different groups or individuals. At times, this leads to pupils' response and behaviour becoming unsatisfactory, particularly where the teachers' management of the pupils is insecure.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum provides pupils with a satisfactory range of learning opportunities. The schools strategies for inclusion are satisfactory.
Provision for pupils with special educational needs	Provision is satisfactory and these pupils make sound progress. Their individual education plans are good and support staff provide good levels of help. However, the effectiveness of the use of support within the classroom is inconsistent.
Provision for pupils with English as an additional language	Overall the provision for these pupils is satisfactory and most make similar progress to their classmates. There is insufficient support for a small number of pupils who are at an early stage of acquiring English.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Overall good. There is good provision for pupils' spiritual, moral and social development. The provision for cultural development is satisfactory. Some elements of pupils' personal and social development, particularly for the younger pupils, are not taught consistently and regularly so as to improve their overall behaviour.
How well the school cares for its pupils	Staff are very caring and there are sound procedures in place for child protection, pupils' welfare and for assessing pupils' progress.
How well the school works in partnership with parents	The school has worked hard to develop good links with its parents and they make a good contribution to supporting their children's learning.

Outdoor learning opportunities for children in the nursery and reception classes and regular opportunities for personal and social education in all classes are areas for the school to address.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Under the committed leadership of the headteacher the school is soundly led and managed. The role of the subject co-ordinators has improved but they are not fully effective in monitoring, evaluating and improving standards within their subjects.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school and fulfils its statutory duties well. It needs to further develop its understanding of the day-to-day work of the school.
The school's evaluation of its performance	The school is beginning to evaluate its performance and monitor its teaching and learning. It does not do this sufficiently well to support the sharing across the school of good practice. Its management plan does not provide a clear focus on whole-school priorities for improvement.
The strategic use of resources	The school makes sound use of its financial resources including grants. It satisfactorily applies the principles of best value.
The adequacy of staffing, accommodation and learning resources;	The school has a good number of suitably trained staff. Overall the accommodation and resources are satisfactory but the library and outdoor resources for reception are unsatisfactory.

The staff and governors have a clear commitment to improvement. The school does not have a sufficiently clear focus on how the school is to improve and the roles of subject co-ordinators and governors require further development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seven parents attended a meeting with inspectors and 48 (16 per cent) completed questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • The school has high expectations and it helps children to become mature and responsible. • The school is well led and managed and the staff are approachable. • The teaching is good and children make good progress. 	<ul style="list-style-type: none"> • The information they receive about children's progress. • The amount of homework.

The inspection findings mainly support the very positive views of the parents. While the school provides satisfactory information on pupils' progress, the annual written reports do not provide sufficient information on children's standards. The school has a clear homework policy that supports children's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the previous inspection, pupils made good progress and by Year 6, achieved standards above those expected for their age in the core subjects of English, mathematics and science. In the other subjects, standards were inconsistent because of the lack of clear schemes of work and resources to support pupils' learning. Some subjects, such as history and music, were in line with national expectations but others, including geography and information and communication technology, were below. Since then, there have been many changes to the school, including a large turnover in staffing and an increase in the proportion of pupils with special educational needs. As a result, overall standards, particularly in English dipped. More recently, there have been improvements to teachers' planning following the introduction of national guidelines for literacy, numeracy and most other subjects. Consequently, overall standards are beginning to improve. Currently, pupils again make overall good progress as a result of good teaching, although the rate of this progress is inconsistent through the school. By Year 6, standards are above those expected in mathematics and science but below average in English. Standards in other subjects meet those expected by the age of 11 years.
2. Children enter the Foundation Stage¹ part-time in the September following their third birthday. On starting in the nursery, their standards in the basic skills of language and literacy, number and personal and social development are very low. Children settle quickly to the routines of the nursery and through good teaching they make good progress. Currently, children make satisfactory progress in reception due to the sound teaching they receive from a temporary teacher. From their very low starting point, children make good progress through the Foundation Stage and by the start of Year 1 their overall standards have improved but remain below expectations for their age. Progress is best in areas of communication, language and literacy, mathematical development and creative development. However, few pupils reach the early learning goals for these areas. Children make satisfactory progress in their personal, social and emotional development and in their knowledge and understanding of the world. Standards in these areas are well below those expected and very few children reach the expected goals for these areas.
3. Progress in the children's physical development in the Foundation Stage is inconsistent. They make good progress in their handling of small equipment, such as paintbrushes and pencils but their progress in larger movements involving the use of larger apparatus is limited. This is because of the school's unsatisfactory provision for outdoor learning. The limited facilities for children in the nursery and the lack of access to outdoor facilities in reception have a negative impact on their physical development and their progress in other areas of learning, such as knowledge and understanding of the world.
4. Since the last inspection, the school's overall performance in national tests for pupils in Year 2 has been low because of the pupils' low starting point. In 2002, for example, the school's results in tests for reading, writing and mathematics were all well below the national average. The results have been improving but only in line with the improving national trend. In each of the tests, fewer pupils achieve Level 2, the expected standard for a typical 7-year-old, than is normally found. Fewer pupils also go on to reach Level 3, the higher standard. Pupils were almost three terms behind the national average for this age in reading, and over a term behind in writing and in mathematics. In comparison with similar

¹ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

schools², their results in reading and mathematics were well below average and in writing they were below average.

5. Inspection evidence indicates that standards in the current Year 2 are better than those achieved in recent years. Overall, standards in English are below average. Pupils' listening skills are typical for their age and pupils are in the main attentive. However, pupils' speaking skills are weak and they find it difficult to express their ideas and thoughts clearly due to a limited vocabulary. Their reading skills are better as a result of very good teaching in the current Year 2 and are now similar to those expected of this age. Writing skills by Year 2 are below average. They have improved steadily through the infants but not sufficiently to meet national expectations. In mathematics, standards are below average, which is an improvement on the results achieved in 2002. Pupils' number work skills are satisfactory but their problem solving and investigative skills are less secure. In Year 2, the pupils' standards in science have improved and now meet the expectations for most pupils of this age. For example, pupils have a satisfactory understanding about the process of change as they grow.
6. The school has maintained the standards achieved by Year 2 in art and design, design and technology, history, music and physical education seen at the previous inspection. Standards in geography and information and communication technology have improved because of better teaching, planning and resources. Standards in all of these subjects now meet those expected for this age. In religious education, standards meet those expected in the locally agreed syllabus for the subject. Pupils have a satisfactory understanding of festivals, such as Harvest and Advent. Overall, standards by Year 2 are below average because of the weaknesses in the key areas of language and literacy. From a low starting point, pupils' progress through the infants is good overall. Very effective teaching, particularly in Year 2, helps pupils make this progress.
7. The overall rate of improvement in pupils' performance in tests for pupils in Year 6 since the previous inspection has been below the national trend. Their results in national tests have been very inconsistent. Results in individual tests have ranged from well below average to well above average. For example, in 2001, pupils' performance in English was average and in mathematics and science it was below average. In 2002, their performance was well below average in English, well above average in mathematics and above average in science. The low standards in English were due to a smaller proportion of pupils achieving Level 4, the expected standard for a typical 11-year-old than is found in most schools. The good results in mathematics and science were because half of the pupils achieved the higher standard, Level 5, in these tests. The 2002 results in mathematics and science compared very favourably with those in similar schools, while in English they were below average. Over the last three years, the pupils' results show that their performance in English has been over a term behind that normally found but in mathematics and science it has been over a term ahead. During this period, there have been no significant differences between the attainment of boys and girls, although the school has identified minor differences within different year groups. The school set challenging targets for its pupils' results in English and mathematics. In 2002, it successfully reached its target in mathematics but not in English. The development of pupils' literacy skills is correctly identified as a priority in the school's improvement plan.
8. Inspection evidence finds that current standards in Year 6 are below average in English but above average in mathematics and science. There has been a slight improvement in standards in English since the national tests last year as the impact of the recently introduced National Literacy Strategy takes effect. While the proportion of pupils working towards the higher standard, Level 5, is similar to that found nationally, fewer pupils are likely to achieve the expected standard, Level 4, by the end of the year. The standards in

² National Benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.

mathematics and science remain above average. Most pupils are on target to reach the expected standard in these subjects by the end of the year. A larger proportion than found nationally, though slightly less than 2002, are on target to achieve Level 5. These good standards are the result of good teaching in these subjects.

9. Pupils in Year 6 reach the expected standard for their age in art and design, design and technology, geography, history and physical education. Because of very effective teaching by the subject co-ordinator throughout the juniors, standards in music are above those expected. Pupils' standards in information and communication technology are below those expected. Recent improvements to the teaching and resources for this subject have not had sufficient time to fill the gaps in pupils' knowledge and understanding in all aspects of this subject. Standards in religious education are similar to those expected by this age. Pupils have a satisfactory understanding of Christianity and other world religions, including Judaism and Islam.
10. Overall, pupils with special educational needs make sound progress in relation to their prior attainment. These pupils make good progress towards their literacy targets as support in small withdrawal groups specifically focuses upon their reading and spelling skills. Progress towards targets in other areas specified in their individual education programmes is satisfactory. Progress in lessons is variable. In some lessons, support staff are well briefed and activities are clearly based on the pupils' needs. In a small number of lessons, this is not the case and activities are insufficiently adapted to ensure good levels of interest and behaviour. The provision for higher-attaining pupils is satisfactory. By the end of Year 6, the most-able pupils achieve levels of attainment comparable with higher achievers nationally in mathematics and science. However, the proportion achieving the higher standard in English is slightly low. Pupils from different minority ethnic groups in the main make similar progress to their classmates. The majority of pupils who speak English as an additional language make sound progress. However, the small number who are new to the school and are at a very early stage of acquiring English are given insufficient support to ensure they make satisfactory progress.
11. The use of reading and writing skills in subjects other than English is overall satisfactory, though inconsistent. For example, pupils use different forms of writing to record their work in science and geography but in other lessons opportunities are often missed. Pupils make appropriate use of their mathematical skills when measuring in design and technology. They use measurement increasingly accurately in their scientific investigations and successfully represent findings on charts and graphs. Pupils' use of their information and communication technology skills is improving. They satisfactorily use computers to support the development of their writing skills in literacy and use control technology in their design and technology models.
12. Pupils, who enter the school with low levels of attainment, reach good levels of individual achievement by the time they leave the school. This good progress in their learning is the result of good teaching. However, the rate of progress is not consistent through the school.

Pupils' attitudes, values and personal development

13. Parents state in the questionnaire that their children like school and the inspection team found this to be the case. Pupils themselves explain that there are lots of things to do, they like their teachers very much and like the children in their class. Nine out of ten parents thought that behaviour was good. Overall the team found it satisfactory but recognised inconsistencies in different classes and contexts.
14. Apart from behaviour, pupils' attitudes and values bear a close resemblance to those remarked upon at the last inspection. Attitudes are very good. Older pupils enthusiastically explain how things about school have changed for the better. They appreciate the

modifications to the playground and the greater range of activities provided which make playtimes so much more enjoyable because there is less unacceptable behaviour for them to put up with. They particularly enjoy the lessons and activities where they can become physically involved, such as music, science and art and most are willing to commit themselves totally. This enthusiasm for school is typified by the number of pupils who arrive at school at 8.00 a.m. in the morning to take part in computer activities or choir practice. A large group volunteered to stay for a couple of hours after school to plant young trees in the pouring rain. Pupils who have not been successful in other schools have found East Ward School quite different and now have a positive attitude to school. Pupils new to life in England, including those who are not able to speak English, also demonstrate a positive attitude to their new school.

15. Children in the nursery, show very positive attitudes. They come into the nursery happily and confidently and quickly select an activity. The different routines in the reception class mean that much more time is spent listening to the teacher and as a result, children are often over-enthusiastic when involved in practical activities, especially if there is no adult near to channel their energy.
16. This positive attitude continues throughout the school. In most classes, pupils are enthusiastic and work well together, although this eagerness can also be a potential source for disruption, lack of attention and some immature behaviour. Pupils concentrate best when the activity is not only practical but also well thought out so that whilst challenged, they understand what to do and how to do it. Pupils in the Years 5/6 classes show total commitment in their English and mathematics sessions because they are drawn into very active participation in all elements of the lessons and they feel that their ideas and efforts are greatly valued by the teachers. Across the school, pupils work well together in pairs on the computer, with language partners discussing ideas before sharing them with the class and in their science groups. Pupils with special educational needs are satisfactorily integrated into lessons. In lessons where activities are well adapted to suit their needs, they are eager and work conscientiously. They are confident and keen to answer questions. Pupils receive positive feedback from teachers, which encourages them to work hard.
17. Behaviour is satisfactory, overall. When groups of children go to some outside venture or participate in events, their behaviour is good and is frequently praised. Pupils' behaviour in lessons varies considerably, ranging from unsatisfactory to very good. In the year prior to the inspection, there were four fixed-period exclusions. Two pupils, both boys were involved. There is a significant minority of pupils who find it difficult to abide by the rules, routines and general expectations of the school. All teachers have to take account of this element and for some, it takes an inordinate amount of time and effort, detracting from the focus on what is to be explored and learnt. In the best lessons, there is no evidence of the potential problems because the pace, the range of strategies used and the appropriateness of individual tasks are such that all can succeed. The most successful teachers are also those who are most effective in implementing the school's assertive approach to discipline³ consistently.
18. Pupils' playground behaviour is acceptable most of the time. The strategies and activities adopted by the school are having a positive impact but there are some inconsistencies in the degree to which this positive approach is successfully implemented, especially at dinnertime. The school policy makes it clear that there should be regular weekly slots for pupils to discuss and consider the impact of their actions on others or share with others problems that they have in managing their feelings. There is considerable inconsistency in the frequency with which these sessions occur, and often those groups that need it most, miss out.

³ Assertive discipline has three main parts: clear unambiguous rules; continuous positive feedback to pupils when they are successfully keeping to these rules; and a recognised hierarchy of sanctions which are consistently applied when rules are broken.

19. Pupils have an open and engaging manner. They are polite but confident in their conversations with visitors. They delight in explaining about recent changes and the anticipated events involving their school. They are curious enough to ask plenty of questions. They show a pride in the appearance of the school, the gardens and the displays in classrooms and corridors. Through the school council, they requested mirrors for the toilet areas to make them nicer. Older pupils provide a good model for the youngest, when they help out in the nursery on a Friday afternoon. The playground friends have helped new children settle in at playtime. Pupils are proud to be given responsibility and welcome the initiative to run their own charity collections, a happening that parents commented on most favourably.
20. Pupils listened and watched intently as individuals contributed to an assembly - singing a solo, playing the piano and recorder. A prayer written by a pupil to fit with the assembly topic of friendship and the celebration of talents was read. These efforts were all very warmly received. Success for teams or in the 'behaviour raffle' was greeted with applause. In the best lessons, pupils listen carefully and respectfully to the ideas of others and then add their own views. Year 2 pupils attempted to comment critically but positively on the writing that others had produced during a lesson. They found it very hard but were keen to try. This valuing of others efforts is just a part of pupils' personal development but the degree to which it happens in all classes varies considerably. Its success is for the most part dependent on the very good relationships between adults and pupils and the good ones between pupils.
21. The level of attendance at the school is slightly below the national average and has remained comparatively stable in the last three years. Daily classroom registration meets the statutory requirements. The level of unauthorised absence is above the national average and has risen in the last year. The rise in unauthorised absence is mainly due to a few pupils who have now left the school and remained on role until the school is ensured that they are placed on the role of another school. A considerable number of parents take their children out of school for holidays in term time. Parents are aware of the school's requirements in reporting absence. A significant minority of pupils arrive late to school but lessons start promptly and finish on time.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good overall, which is similar to that found at the previous inspection, but it presents a mixed picture. There is good and very good teaching across the school, but the quality of teaching is not consistent. During the inspection, teaching ranged from unsatisfactory to excellent. Over a quarter of the lessons were very good, including some that were excellent. This is more than were found at the last inspection. In a further quarter of lessons, teaching was good. Most of the remaining lessons were satisfactory but there was a small amount of unsatisfactory teaching. There have been a good number of changes of staff in the last two years and three class teachers out of eleven are temporary but the wide range of quality exists throughout the school, across permanent and temporary staff alike. Very strong teaching exists in Years 2 and 6 and learning accelerates at a very good speed in Year 6 where two-thirds of the lessons were very good or better. Consequently, pupils make good progress overall and reach good levels of achievement.
23. The better lessons are more effective because teachers have good subject knowledge, have very clear aims for pupils' learning in each lesson, prepare resources very carefully, have high expectations of achievement and behaviour, manage pupils well and motivate them. The school makes very good use of some teachers' subject skills by specialist teaching in Year 6 for literacy and numeracy and throughout the school for music. Lessons in the nursery are very well organised. This aids purposeful teaching with clear aims, good

interaction and questioning. Activities support all areas of learning and children are given very good opportunities in both reception and nursery to make choices and decisions.

24. Challenging questioning is important. In an excellent Year 6 lesson in science, the superb use of questioning consolidated learning and constantly challenged the pupils' thinking, thus constantly pushing learning further along. Questions such as, 'What does prediction mean?' and 'Is it just a guess?' led to pupils becoming more precise in their thinking about the meaning of prediction and explaining that 'You work it out from what you know'. Relationships are very good overall but in this Year 6 lesson, the relationships were excellent. Pupils were confident that their views were respected and they felt secure in expressing them. Time limits were set and adhered to which promoted a good speed to the lesson, giving a sense of urgency and purpose to the tasks and inspiring the pupils to work at a good pace. As a result of the structure of the lesson, pupils' responses and attitudes were excellent. In a Year 4 science lesson on friction, the teacher's subject knowledge was very good and was shared with the pupils so that they realised that it is harder to walk through water than air. During this lesson, the teacher's constantly challenging and skilful questioning extended learning about what makes a fair test and how the experiment could have been made different.
25. Much of the best teaching was observed in Year 6. In an English lesson, aims for the lessons were clear and constantly referred to. The teaching skilfully drew in all the important factors in an engaging and relevant way, resulting in highly motivated and hard-working pupils. Management of pupils is aided by gaining their interest right from the start of a lesson, and then, later on in the lesson, in giving them work which is very well matched to their individual or group needs. In a good religious education lesson in Year 6 about the different festivals of light, the very careful preparation and use of resources and the teacher's good knowledge of Judaism led to interesting work that enthused the pupils and made them listen and take in new facts. The vast majority of pupils were fascinated by the story of Hanukkah and the artefacts and nightlights used to illustrate it. The good and unobtrusive management of the class led to busy and purposeful work. The final session was very well used for the pupils themselves to realise and explain what they had learned; for example, 'I know why the Jews have Hanukkah. I did not know why they had 8 candles but I know now'.
26. In an excellent lesson on art in Year 2 in which pupils made excellent progress, the daily and weekly planning showed that the teacher had absolutely crystal clear aims for what she wanted the pupils to learn. These included skills that pupils were to practise. Individual pupils' attention was drawn to these repeatedly throughout the lesson. The final session of the lesson related back to the aims. The teacher asked challenging questions in order to elicit pupils' opinions of their own achievements and to check their understanding. They then had to make a decision as to whether they had met the aims of the lesson and so pupils learned to evaluate their own gains in learning. In all these lessons there was a high level of rigour, which kept pupils concentrating on the task in hand.
27. In the small number of unsatisfactory lessons, they were judged to be so for similar reasons. These centred on pupils' unsatisfactory behaviour and responses and the contributory factors. A small number of otherwise satisfactory lessons also tended to have similar elements, but to a lesser degree. In these lessons, pupils' behaviour was inattentive with a small minority being badly behaved. Often, in these less effective lessons, pupils do not know or fully understand what is expected of them. Teachers do not make the objectives of the lessons clear enough to pupils. Often, this is because the daily and weekly planning is not sharply focused and so teachers themselves are not sufficiently clearly focused on what it is they want the pupils to have learnt by the end of a lesson. This leads to a lack of rigour, slow lessons and restless, noisy behaviour because pupils have limited success and so do not sustain their concentration.

28. Unclear and hurried explanations lead to some pupils becoming fussy and disruptive through a lack of understanding of the tasks they are being asked to carry out. At other times, this happens because the work is not well matched to the differing levels of understanding of all the class. Teachers do not always plan carefully enough on a daily basis. In a mathematics lesson on fractions, pupils were not really engaged in the task. There was too big a jump from the lesson the previous day and so the lesson was pitched at the wrong level for many of the pupils.
29. Some teachers are very good at involving all pupils and at managing them in different ways. Effective methods and strategies are not used consistently across the school by all teachers and are not used consistently throughout individual lessons. Pupils' understanding of how they should behave and respond is not consistently taught and encouraged on a weekly basis. Expectations of behaviour are not always made clear enough. In a physical education lesson, the teacher did not set the expectations of behaviour high enough for the walk to the school hall. By the time the class arrived there, they were very excited and noisy which affected the start and tone of the lesson. In other lessons in a range of subjects, management of pupils in group or independent activities was ineffective.
30. The teaching of literacy is satisfactory and the teaching of numeracy is good. The implementation and development of the National Literacy and Numeracy Strategies are still progressing. There are examples of links between some subjects. For example, between science and history, when the pupils wrote an explanation of how the Ancient Egyptians used filtration to obtain clean water. There are links between history and art and between science and music and English. However, literacy, mathematics and information and communications technology are not consistently well used in the teaching of all subjects.
31. The teaching of pupils with special educational needs is satisfactory overall. The effective use of support staff and provision of modified activities is inconsistent. There is good support for pupils in withdrawal groups, which specifically focus upon literacy. They follow structured programmes to develop reading and spelling skills. In good lessons, teachers are sensitive to pupils' needs and differentiate questioning and activities. As a result, pupils understand the requirements of the task and make good progress. Support assistants are clear of their roles but are often insufficiently briefed as to the range of strategies they should employ. Individual education plans are good. They provide a detailed overview of all aspects of a pupil's needs, their learning objectives and activities to be pursued. However, they are not always reflected in teachers short-term planning and infrequently in the in-class provision. Teachers use a limited range of strategies to meet the needs of pupils identified in individual education plans and Statements of Special Educational Need.
32. The teaching of pupils who speak English as an additional language is satisfactory overall but requires development. The pupils who have a sound understanding of the English language are given sufficient support in lessons so that they make similar progress to their classmates. The school is currently receiving a small amount of support from a bilingual support assistant to help the small number of pupils who are at an early stage of acquiring English. However, teachers are unsure how best to support these pupils in lessons. There is confusion between ensuring these pupils share in the same type of activity as the rest of the class and having to cope with the same vocabulary other pupils use.
33. Learning support assistants are usually well deployed and make an effective contribution to lessons. For example, in the reception class, there is timetabled provision for the teacher and class assistant to observe children and to make assessment notes. Assistants in other classes make assessment notes too. This good method of assessing is used to improve teaching and learning. Teachers make sound use of homework, which provides support for pupils' learning particularly in reading.

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

34. The school provides its pupils with a broadly balanced and relevant curriculum. The school meets the statutory requirements of the National Curriculum and complies with the requirement to have a daily act of worship. The time allocated for each subject meets national requirements for pupils in Years 1 to 6. The staff have addressed the key issue from the last inspection about the need to provide schemes of work in all subjects. These are now in place. The school uses National Curriculum guidelines for work in subjects other than art and music. The quality and range of learning opportunities and provision for pupils with special educational needs, is satisfactory. However, there are weaknesses in the curriculum for children in the nursery and reception.
35. The Foundation Stage curriculum is planned to address all areas of learning. The environment in the Foundation Stage is stimulating, with the exception of the outdoor provision. This hinders the development of learning because the outdoor activities do not support the rest of the early years' curriculum. Opportunities are limited in the nursery and the reception class has no access to this kind of provision at all. The planning for lessons and topics, which last for a few weeks, is sound. It includes important key questions for teachers. In the reception class, planning for daily and weekly lessons in communication, language and literacy and mathematical development is sound. Daily and weekly planning for knowledge and understanding of the world, creative development and independent activities is less secure because the teaching aims are not clear. This lack of clear aims affects the development of the curriculum for children's spoken language.
36. In Years 1 to 6, literacy lessons now follow the general guidelines of the national strategy. There are variations in the way in which activities are planned to meet pupils' individual needs. As a result, the quality of pupils' learning and the progress they are making in speaking and listening, reading and writing is variable. Literacy skills are inconsistently developed in other subjects. The school has satisfactorily introduced the National Numeracy Strategy and it is beginning to have a positive effect on improving standards. In Years 1 and 2, there is insufficient emphasis on the investigative and problem solving elements of work in mathematics. There are good examples of the use of mathematics to support science in Years 3 to 6. For example, pupils in Years 5 and 6 developed a graph to show the pulse rate of different pupils in the class. They also made a tally chart to demonstrate the time it takes for saturated solutions to dissolve.
37. The provision for information and communication technology has improved since the last inspection. The new computer suite is used to develop pupils' information and communication technology skills and is being used satisfactorily to support their learning in other subjects. Pupils in Year 6 develop spreadsheets, using formulae, to calculate area and perimeters. In Year 2, pupils develop work on shape based on the work of the artists Klee, Mondrian and Kandinsky. However, overall cross-curricular work is insufficiently well developed.
38. The schools strategies for inclusion are satisfactory. They ensure that all pupils, regardless of age, ability or gender have equal access to the curriculum and activities within school. Pupils value and respect each other. The provision for pupils with special educational needs is satisfactory. The school has invested highly in additional staffing, both teaching and non-teaching staff, to support pupils with special educational needs. Individual education programmes are good and they detail specific objectives and provide clear guidance on the steps needed to help pupils. Most additional teaching support focuses upon literacy and pupils make steady progress through highly structured programmes. However, there are inconsistencies in the range of teaching methods and activities provided by teachers. As a result the provision specified in statements and individual education programmes is not always fully met.

39. Resources from within and outside the school are used very effectively to enrich the curriculum. The school offers a very good range of clubs and other out-of-school experiences. Sporting activities include boys' and girls' football, gymnastics, netball, rugby, rounders, swimming and cross-country. The school celebrates sporting achievements by awards, certificates and photographs displayed in corridors. Pupils enthusiastically attend the computer club and choir before and after school. They are offered many opportunities to learn by visiting places of interest. For example, last year, pupils enjoyed visits to environmental sites, an outdoor adventure centre, libraries and parks. Work in music, dance and art has been extended by visiting theatre groups, musical players and dance companies.
40. The provision for pupils' personal, social and health education is satisfactory. Whole-school guidelines suggest topics to be covered in different year groups, mainly through physical education and religious education. However, these are not developed on a regular and consistent basis so as to provide sufficient opportunities for pupils' personal and social development. Visitors from the local community, such as the police and health services, are used to raise pupils' awareness on drugs, personal safety and sex education. A healthy eating project and improvements to the school playground and field have fostered the concept of the school as a centre of healthy living. Community links have been used well to support this initiative. Pupils visited a local allotment and staff from a local garden centre advised on planting bulbs and shrubs. Good partnerships have been established with the local business community as part of a local 'Adopt a School' project. Very good links have been developed with the local high school and pupils frequently visit to make use of their facilities. The two schools work closely to enhance curriculum continuity and effective transition from primary to secondary education.
41. The provision for pupils' personal development is good overall. The provision for spiritual development has improved since the last inspection and is now good. The attractive displays celebrating pupils' achievements and activities immediately create an impact, reflecting a school that values both talent and effort. Staff provide a good example in the way that they value the talents and skills of their colleagues and share moments of excitement with pupils in their class. A teacher took time to enjoy the delight and fascination that Year 2 pupils expressed when, for example they mixed paint to create new colours and generated striking computer patterns with warm or cold colours. Pupils are expected to enter and leave assemblies and hymn practices in a quiet and thoughtful way. Quiet music and candlelight in a darkened hall created an atmosphere conducive to quiet reflection. Most of these school celebrations provide time for pupils to reflect on the moral of the story, the beauty of a singer's voice, the talent involved in playing an instrument or a team's sporting success. Pupils are encouraged to write their own prayers. At their best, these are moving experiences that celebrate achievements of fellow pupils and thus play an important part in raising pupils' self-esteem and reinforcing the values that the school seeks to establish.
42. The school's provision for moral development continues to be good. The school has made it a priority to develop strategies to address the inappropriate behaviour of a minority. The 'Assertive Discipline Policy' and focus on developing interesting activities for playtimes and dinnertime are two strands in the approach to helping pupils to understand not only the difference between right and wrong, but to get the message across by rewarding those who make a positive effort to conform. There is tremendous interest in assembly on Monday mornings in who is going to win the raffle for good behaviour in the yard. Dinnertime supervisors are encouraged to award 'good behaviour raffle tickets' to those they see playing well. The class awarded the accolade of 'best behaved' for the week is likewise rewarded. These rewards are important to the pupils and they understand the reasoning behind them. The most effective teachers consistently praise thoughtful, kind and good behaviour. Selected individuals act as 'playtime friends' supporting those who feel more

alone or vulnerable in the yard. The school's personal, social, health and citizenship policy indicates that there is a 'planned process by which pupils acquire knowledge, skills and understanding and attitudes necessary in developing social responsibility and morality'. Timetabled slots known as 'Circle Time'⁴ are intended to provide class opportunities for pupils to think and discuss related issues but as parents commented, in most classes these are not a weekly occurrence. In class, geography and science create opportunities to think about moral issues connected to our planet and the local environment. In history, for example, Year 6 pupils were outraged at the idea of babies who appeared weak or ill-formed being intentionally thrown to their death in ancient Sparta.

43. The provision for social development is also good. Staff encourage pupils to play a full and active role in the life of the school. There are many clubs and team opportunities through which pupils learn to work as a part of a team. The girls' football team had its first success in the inspection week. Those who sing in the choir learn not only the importance of working together, but also the need to strive for ever greater perfection. They have the satisfaction of singing in one of the large arenas in Manchester, joining with many other choirs in a huge joint endeavour. The school organises a number of short study visits. Some, such as those to waste disposal sites, open pupils' eyes to the complexity that lies behind daily life. Photographs illustrate the maturity, intensity and interest with which the oldest pupils respond to the experience, which provides them with first-hand evidence with which to consider relevant moral issues. The school seeks to link pupils' moral understanding with their social development. For example, pupils in school were much involved in discussing what to do to improve their school environment. Considerable team work and industry were needed to transform the playground with planters and seating, to tend the flowerbeds in the front of the school and most recently to plant a coppice of young trees at the far end of the field. The school council provides the context in which council members consider further the needs of the school as a community and weigh up the feasibility of achieving some of the suggestions. Members take their role very seriously, seek ideas from every class and report back on decisions made. In this way, the school promotes pupil awareness of responsibility and gives them the opportunity to take the initiative. This is most evident in the way that pupils set up games and competitions to collect money for charity and decide which will receive the collection. Older pupils in particular take responsibility for younger ones, and act as monitors or helpers in many different school situations, in assemblies, for example. However, there is far less evidence that in lessons pupils have much opportunity to take the initiative in their work by suggesting how elements might be approached or by undertaking research projects. On the other hand, most teachers ensure that there are many opportunities for pupils to work together collaboratively. This is particularly evident in science investigations, with discussion partners in English and in the computer suite.
44. The provision for cultural development remains only just satisfactory. The religious education lessons are successful in introducing pupils to an understanding of some elements of other religions. For example, they explore the meanings and ceremonies associated with Diwali and Hanukkah. A parent comes to school to talk about Moslem family life. However, across the school as a whole there is little evidence of such religious understanding extending into an appreciation of the rich cultural mix in the locality. Likewise in art, whilst pupils gain knowledge and understanding of a western artist, such as Mondrian and the way in which he used line and colour, there is very little exploration of say Islamic or Nigerian Art. Music most successfully provides pupils with an opportunity to explore and participate in music from different cultures. They experience first hand the delight of different musical styles and effects and deepen their understanding by using instruments from other parts of the world. Music is also a context for pupils to join with other schools in big local events. History throughout the school provides little scope for

⁴ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

pupils to develop any real understanding of their own cultural heritage whether it be the way life for the ordinary person changed with the industrial revolution or the great heritage of architecture, music and literature.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Overall, the school provides appropriate care of its pupils within an environment where very good relationships are a strength of the school and the staff are very caring towards their charges.
46. Arrangements for child protection, safety and welfare are soundly in place. The school complies with the 'Local Area Child Protection' guidelines; procedures and routines for dealing with child abuse are in place. The child-protection policy is adequate and the requirement to have a designated child-protection person with responsibility for this area is met. The designated person with responsibility has undergone training in child protection and in turn has provided training for staff who work in the classroom. When appointed, non-teaching staff are told whom to approach with concerns, but in practice some are unaware of the designated person but others are very clear on the school procedures. When necessary, the school receives support from outside agencies.
47. The school has an appropriate health and safety policy. The site manager has a good overview of the school, attends the governors' premises committee and provides full reports for the governors; adequate training in the safe keeping of cleaning materials is in place. The school promotes an awareness of health and safety through the personal, social and health education lessons, for example in Year 5, pupils take part annually in the 'Crucial Crew'⁵ programme, involving the roles of the emergency services. A 'life caravan' visits biannually to demonstrate to older pupils, how to take care of themselves by looking at the effects of using drugs, such as cigarettes on the body. The local police play an active part in the school, visiting and talking to pupils about crime. The provision for first aid and supervision at mealtimes is satisfactory. Members of staff are fully trained in first-aid procedures and the school has sound procedures for dealing with accidents and emergencies. Fire procedures are adequate, regular testing of fire and electrical equipment takes place. The school is currently reviewing its procedures for risk assessments.
48. Overall, the procedures for monitoring and promoting good behaviour are satisfactory. The school's policy for promoting positive behaviour is appropriate and school rules are prominently displayed throughout the school. The school rewards good behaviour by the achievement of house points and receiving merit certificates in assemblies. Lunchtime supervisors' award raffle tickets with prizes drawn weekly for good behaviour. The majority of pupils behave well and are very happy to be in school. However, in the classroom and at lunchtime occasionally the policy is not consistently applied and a few pupils' behaviour can be inappropriate. The procedures for monitoring and eliminating oppressive behaviour are satisfactory. An anti-bullying policy is in place and misbehaviour is handled satisfactorily by the school. Records of pupils' behaviour are well kept and good recording systems for any acts of bullying and harassment are in place.
49. The school has satisfactory procedures for the educational and personal support of pupils. Although the school does not have a formal policy in place for the recording of personal development, detailed records are kept of attendance, behaviour and health problems. Permanent teaching staff know their pupils and some information appertaining to pupils' personal development that is specific to individual pupils is reported in the annual progress reports to parents. The school provides a variety of extra-curricular activities, for example the school visits a nearby country park for outdoor pursuits, which enables pupils to build confidence and develop their social understanding.

⁵ Crucial Crew – this is a series of problem solving activities often organised by the local emergency services that help pupils understand what to do if approached by strangers or in an emergency. It often includes simple first-aid training.

50. Overall, the way in which the school monitors and promotes regular attendance is satisfactory, but with some weaknesses in the monitoring of attendance. Registration is completed at the beginning of the morning and afternoon and complies with the statutory requirements. The use of codes by the class teachers to denote absence in the registers is not consistent throughout the school. Attendance at the school is close to the national average; the school has an expectation of good attendance and the enrichment of the provision in the curriculum ensures pupils enjoy school and want to be there. The percentage of pupils with unauthorised absence for last year is above the national average and is mainly due to a few pupils who have now left the school. The school does all it can to inform itself of the whereabouts of pupils on the first day of absence. The headteacher and the educational welfare officer monitor pupils who are a cause for concern. A new computerised system of recording absence has recently been put in place. Tracking of individual pupil absence from the data the system produces will enable the school to monitor absence more closely in the future. A significant number of parents take holidays in term time and a few pupils take extended holidays to other countries. Some parents are authorising their children's holidays in term time by informing the school when they are to take a holiday instead of asking the headteacher to consider their requests.
51. The school's procedures for assessing pupils' standards are satisfactory. This reflects the findings of the previous inspection. The school's use of assessment to build on the pupils' previous knowledge and plan work that increases their learning is unsatisfactory. This is particularly noticeable in English and is not helping to raise standards. Its use is better in mathematics and science by Year 6 where standards exceed expectations. The school does not tell pupils what they need to do to improve their learning and achieve more. The recently appointed teacher responsible for assessment has introduced clear systems for assessment. They are very new, and have not had a positive effect on standards. There are clear policies for assessment and marking but not all teachers use them effectively to improve standards and attainment.
52. The school analyses the results of national tests and tasks but does not have a clear overview of how assessment informs planning. The school is beginning to track pupils' progress and achievements as they move through the school. This gives indicators of the next level of achievement but does not say what needs to be done to achieve the next level. The systems for monitoring achievement and progress in developing skills in information and communication technology do not give a clear picture of standards by the age of 11 years. The monitoring of achievement in subjects other than English, mathematics and science is in the early stages of development and does not give a consistent picture across the school. There is inconsistent use of marking across the school. This means that not all pupils are able to use marking to improve and correct their work.
53. There are satisfactory systems in place for checking the achievements of children when they enter and leave the nursery and reception classes. This gives useful information about individual children's progress and achievement. All members of the Foundation Stage staff use this data effectively to plan work that extends children's learning. Systems and procedures for assessing children's progress through the Foundation Stage are in place but are at an early stage of development. Records of achievement in the nursery are illuminating but are not linked to the nationally recognised stepping stones of the early years' curriculum. Very good opportunities are given in the reception class for staff to observe children and note progress.
54. Procedures for the identification and assessment of pupils with special educational needs are good. Annual reviews for those pupils with Statements of Special Educational Need are effectively managed by the special educational needs co-ordinator. All pupils who have individual education programmes are reviewed on a termly basis. Review reports are written by class teachers and are inconsistent in quality. Good reports specifically evaluate

pupils' progress towards their specified targets. Unsatisfactory reports are not based on clear information about the pupils' progress and are insufficient to inform future planning. Procedures to monitor and track pupils' progress over time in the school are not fully in place. Currently, teachers do not have the knowledge nor access to appropriate procedures to assess at what stage pupils who speak English as an additional language are at or to assess the progress they make.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school has now developed good links with its parents and has improved the relationship since the last inspection. Parents' views are mainly positive; they feel welcome in the school and able to discuss any concerns or problems with the teachers. A few parents feel that the school could improve the amount of homework given. The inspection found that homework satisfactorily supported pupils' learning but the information on homework could be improved because parents were not always aware of when and how much homework had been given. Procedures for considering views are good; a suggestion box for parents enables the school to have regard for their proposals and opinions. Home visits take place before children start in the nursery, which helps the school to take account of parents' knowledge of their own children.
56. Parents' involvement in the work of the school is good. The school endeavours to establish links through curriculum evenings and inviting parents to come into school to help in the classroom. Not as many parents as the school would wish attended the educational evenings, but parents support the school well at events and attendance at open evenings to discuss pupils' work is good. Parents help in Years 5 and 6 with spellings, art and listening to reading. Visits from parents succeed in broadening pupils' knowledge of societies and customs. For example, a mother talks to pupils about the practices and beliefs of Islam and another brought her newborn baby for younger pupils to see and talk about. A successful parent, teacher and friends association raises considerable funds for the school from their events. Parents and pupils are appreciative of the benches and planters in the playground that the association has provided and agree that the environment is much improved. Refrigerators, library books and transport for the choir also enhance the provision for the pupils. Parents willingly help in transporting pupils for the extra-curricular activities that the school provides. The home/school agreement is signed by an about two-thirds of the parents and the school feels that it can be a useful document.
57. Overall, the information provided to parents by the school is satisfactory. Monthly newsletters ensure parents receive information on school events and activities. Each term, a newsletter, with easy to read information for parents on the taught curriculum enlightens parents and assists them in helping their children with their work. The homework policy is clear in the type of homework given, but does not explain when or how often, though some class teachers provide further information on homework. The prospectus is a useful document, which gives a good overview of the school and fully assists in helping parents to prepare their children for the next step in their education. Home visits and visits to school before children start in the nursery help to familiarise the parents and children with the staff and surroundings. The last governors' annual report to parents has a few omissions, such as the professional development of staff, and the reporting of special educational needs provision and the school's arrangements for pupils with disabilities is too brief. However, the school is aware of this and the next report will meet requirements fully. As identified in the last inspection, pupils' annual progress reports do not give a clear view of their abilities or targets for improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. At the time of the last inspection, the school was well led and managed though there were weaknesses in the monitoring of the work of the school and in the roles of the governors

and subject co-ordinators. Since then, the school has undergone a period of change, including the appointment of a new headteacher in 1999. There have been staffing difficulties and a large turnover of teachers; at present there are three temporary classroom teachers. Currently, the school is soundly led and managed.

59. The school has a clear mission statement that highlights the development of the whole child in a secure environment with a broad and balanced curriculum. It aims to develop good citizens within a caring community. The school is making steady progress towards achieving its aims. It has satisfactorily addressed most of the issues raised at the time of the last inspection and as a result, standards are beginning to improve.
60. The headteacher has, in a relatively short time, successfully managed some important changes in the school, including its amalgamation onto one site. She has introduced the national strategies for the teaching of literacy and numeracy, and national guidelines for most other subjects. She has satisfactorily addressed the need for better learning resources identified at the previous inspection. These initiatives are beginning to have a positive impact on pupils' learning. She has introduced more effective procedures for monitoring the work of the school but progress has been slowed because of staffing difficulties and a large turnover in staff in recent years. However, through her sound leadership, she is developing a good staff team. She has gained the respect and confidence of governors, staff, parents and pupils.
61. The effectiveness of subject co-ordinators in promoting high standards was an issue for the school at the last inspection. Although procedures for delegating responsibilities to subject co-ordinators have improved, their contribution to school improvement remains overall unsatisfactory. The school has identified this as an important area for improvement. The turnover of staff and the large number of temporary teachers have adversely affected developments in this area. The headteacher has introduced the system of co-ordinators monitoring planning, reviewing their subject and then presenting an annual action plan for it. In the main, these focus on policies and resources. This is an improvement but the system lacks a clear focus on raising standards so as to be fully effective.
62. The headteacher has introduced satisfactory procedures for monitoring teaching and learning. At present, this new initiative involves the headteacher in regular monitoring of teaching. Other senior teachers are also involved as part of the school's satisfactory strategy for performance management. The English co-ordinator has observed all classes and this has led to improvements in the teaching of the literacy hour. Currently, the knowledge other co-ordinators have of what happens in other classes is limited, though it is intended to develop this and some have begun to monitor pupils' work throughout the school. While the current procedures for monitoring teaching are satisfactory, they do not ensure the better sharing of effective practice amongst the teachers.
63. The co-ordinator for pupils with special educational needs satisfactorily manages their provision. Administrative procedures are efficiently managed. The governor with responsibility for special educational needs has an up-to-date knowledge of special educational needs issues. She pursues all opportunities to attend training appropriate to her role and responsibilities. The co-ordinator is aware of the requirements to bring policy and procedures in line with the requirements of the revised 'Special Educational Needs Code of Practice'⁶. It is intended that these will be in place at the beginning of the next term. There are no formal procedures to monitor and evaluate the provision. The special educational needs co-ordinator does not monitor teachers' planning or in-class provision. The co-ordinated system to monitor and track pupils' progress through the school is not fully effective. The school has invested highly in increasing the number of teaching and non-teaching staff. It has made good use of additional funding and Standards Funds to support

⁶ The new special educational needs Code of Practice was introduced during the school year 2001-2. There are now four stages of support – School Action, School Action Plus, Statutory Assessment and Statemented.

these pupils. However, the school does not evaluate the impact of this additional support on their attainment and progress.

64. The governing body is very supportive of the school. It fulfils its statutory responsibilities well by ensuring that all legal documents are in place, including a school prospectus. The governing body meets regularly and has an appropriate structure that includes committees for finance, premises, personnel and curriculum. The chair of governors ably carries out his various duties, including liaison with the headteacher. Governors see questioning policy and practice as an important part of their role. They monitor spending well and ensure it supports their priority of maintaining good levels of staffing and improving learning resources and the accommodation. They have sensibly used funds carried forward from previous years to ensure that staffing levels can be maintained in the coming year against a background of a falling roll. The school makes effective use of specific grants, particularly those available to support training for teachers and for special educational needs. It has made good use of additional grants for sports equipment and to develop pupils' skills in information and communication technology. The governors satisfactorily apply the principles of best value to their decision making. The school office is efficiently run and makes satisfactory use of modern technology to store pupil data. These initiatives are having a positive impact on supporting the work of the school.
65. Governors play a satisfactory role in shaping the direction of the school. They receive useful information from the headteacher. Some gain further knowledge of the school through informal visits. This is an improvement since the last inspection. However, their visits do not have a clear focus that would provide more effective information to support their decision making and monitoring of the work of the school. Consequently, their understanding of the strengths and weaknesses of the school is limited.
66. There is a good team spirit amongst the staff and the governors. There is a shared commitment to further school improvement and a growing capacity to succeed. The school's improvement plan is a lengthy document and to some degree its impact is lost because of this. The plan contains reviews of the previous year by the headteacher and subject co-ordinators and short-term plans for each subject. These tend to focus on developing documentation and improving resources rather than improving standards. The overall plan identifies six main priority areas, including literacy, information and communications technology and assessment but does not clearly show how these are to be developed. Overall, the plan does not provide a sufficiently focused guide to whole-school priorities to give a strong lead to school improvement.
67. The school has a more than adequate number of qualified staff to meet the demands of the curriculum. Most teaching staff have an area of subject responsibility. The teaching staff as a whole have sufficient knowledge and expertise to teach the National Curriculum. The school has five classroom assistants, a nursery assistant and two special educational needs assistants, which benefits the teaching staff and gives additional support to the progress of the pupils in the classroom. The school has good procedures for the induction of new staff and the newly qualified teaching staff employed in the school feel well supported by not only their appointed mentor but from the headteacher and subject co-ordinators. The school is not involved at with initial teacher training
68. The school's recently extended accommodation is overall satisfactory for the number and age-range of pupils. Most classrooms are spacious and adequate for the needs of the curriculum. The school has recently undergone extensive refurbishment, roofs and corridors replaced, new windows and doors installed and ceilings suspended. The school playground has been enhanced with the addition of attractive seating areas and flower baskets and planters that are tended by the pupils. The playground has a lack of shaded areas for the summer months but the school has plans to address this. Pupils, staff and parents are appreciative of the changes and feel the environment is much improved. The inside of the building is clean and adequately maintained, but there is a lack of children's

work displayed on the walls to show that the school celebrates their achievements and to add character to the school. The outdoor accommodation for the Foundation Stage is unsatisfactory. The outdoor area by the nursery provides an adequate space for physical activities but lacks features to support other areas of learning. The new reception classroom has no access to a suitable outdoor area and this has a negative impact on the children's learning.

69. Overall, there is an adequate range of learning resources in the school. This is an improvement since the last inspection. In science, physical education and religious education, resources are good. Improvements have also been made in design and technology, mathematics, music and information and communication technology resources and resources in these subjects are now satisfactory. Minor weaknesses still exist such as, in design and technology more resistant materials are needed and there is an inadequate range of measuring tools and a limited range of two-dimensional and three-dimensional shapes in mathematics. At the time of the last inspection, library resources were unsatisfactory and they remain so with an inadequate range of non-fiction books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. To further develop the quality of education provided and to raise standards, the governors, headteacher and staff should now:
- (1) improve planning for school improvements so as to provide a stronger educational direction to guide and focus the work of the school, by:
 - using the school development plan to provide a clearer focus in guiding whole-school priorities for school improvement;
 - developing the role of subject co-ordinators in monitoring, evaluating and improving the standards of teaching and learning within their subjects;
 - developing the role of the governing body so that governors play a more effective role in monitoring and evaluating the work of the school in order to play a greater part in shaping the direction of the school;(paragraphs: 61-62, 65-66)
 - (2) raise pupils' standards in English throughout the school, by:
 - ensuring a more consistent whole-school approach to the teaching of literacy by sharing those strategies that are most effective in raising standards;
 - developing better assessment procedures, including marking, in order to match activities more closely to the needs of the pupils;
 - increasing staff subject knowledge through relevant in-service training;
 - improving strategies for the teaching of reading, spelling and punctuation;
 - increasing the opportunities for pupils to apply their newly acquired writing skills in other subjects;
 - improving the standard of handwriting and presentation;
 - developing the school library and its use in supporting pupils' research skills;(paragraphs: 85-99)
 - (3) raising the overall standards of pupils' behaviour to a more consistently high standard, by:
 - providing regular and frequent opportunities for pupils to discuss and consider the impact of their actions on others or share with others problems that they have in managing their feelings;(paragraphs: 17-18, 27, 40, 42)
 - (4) improving the opportunities for outdoor activities for children in the nursery and reception classes, by:

- investigating ways for children in the reception class to access an appropriate outdoor area and resources in order to support their learning;
- improving the resources for outdoor education for children in the nursery.
(paragraphs: 3, 35, 72, 82)

In addition to the key issues above, the following minor issues should be considered for inclusion in the school's action plan. They are indicated by the following paragraphs:

Area for development	Paragraph/s
Standards in information and communication technology by the age of 11 years	9, 134-140
Assessment procedures, so as to provide teachers with better information when planning activities to meet the needs of all pupils	51-54
Better information for parents – in pupils' annual written reports and in the governors' annual report to parents	57
Provide more effective support for those pupils who speak English as an additional language and are at an early stage of acquiring English.	10, 32, 54

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	12	12	20	2	0	0
Percentage	6	24	24	41	4	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	14.5 FTE	260
Number of full-time pupils known to be eligible for free school meals	-	70

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	7
Number of pupils on the school's special educational needs register	1	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
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
	2002	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	14
	Girls	13	16	17
	Total	23	27	31
Percentage of pupils at NC level 2 or above	School	66 (86)	77 (86)	89 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	13
	Girls	15	17	16
	Total	27	32	29
Percentage of pupils at NC level 2 or above	School	77 (86)	91 (81)	83 (100)
	National	85 (85)	89 (89)	89 (89)

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

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
	2002	21	18	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	20
	Girls	9	14	14
	Total	24	33	34
Percentage of pupils at NC level 4 or above	School	62 (67)	85 (65)	87 (70)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	20
	Girls	12	13	14
	Total	28	32	34
Percentage of pupils at NC level 4 or above	School	72 (70)	82 (72)	87 (72)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
225	4	0
0	0	0
1	0	0
11	0	0
0	0	0
0	0	0
0	0	0
0	0	0
17	0	0
0	0	0
0	0	0
2	0	0
1	0	0
0	0	0
3	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	20.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	174.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	14.5

Financial information

Financial year	2001-02
	£
Total income	719,125
Total expenditure	697,992
Expenditure per pupil	2,259
Balance brought forward from previous year	22,096
Balance carried forward to next year	43,229

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
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 16.3%

Number of questionnaires sent out	295
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	48	2	0	0
My child is making good progress in school.	52	46	2	0	0
Behaviour in the school is good.	35	52	8	2	3
My child gets the right amount of work to do at home.	27	52	15	2	4
The teaching is good.	54	40	2	0	4
I am kept well informed about how my child is getting on.	40	46	8	4	2
I would feel comfortable about approaching the school with questions or a problem.	62	34	0	0	4
The school expects my child to work hard and achieve his or her best.	50	40	4	0	6
The school works closely with parents.	42	38	6	2	12
The school is well led and managed.	46	52	0	2	0
The school is helping my child become mature and responsible.	42	54	2	0	2
The school provides an interesting range of activities outside lessons.	35	48	4	4	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Most children attend the nursery on a part-time basis and enter full-time education in the reception class at the beginning of the academic year in which they are five. Children come into the nursery with standards that are well below those expected for their age, especially in spoken language, but overall they make good progress through the Foundation Stage. By the time they start Year 1, they are still below the expected standards in communication, language and literacy, mathematical development, physical development and in creative development, and are well below in personal, social and emotional development and knowledge and understanding of the world. Children in the Foundation Stage with special educational needs make sound progress. Those children who speak English as a second language make satisfactory progress in their overall development, though some require more support in the development of their English language skills.
72. Since the last inspection, there have been a number of changes to the school's provision for the Foundation Stage. The combining of the whole school onto one site has seen the reception class recently moving into new accommodation. As a result of staff illness, the temporary teacher in the reception class is new to the school. Numbers of children entering the nursery have reduced because of the rebuilding of houses in the local area. These factors have necessitated adjustments in the organisation of teaching. Given these changes, it is a tribute to the school that the quality of teaching is good overall. The quality of teaching in the nursery in all areas of learning is consistently good and sometimes very good. Currently, teaching is satisfactory in all areas of learning in the reception class. All staff work as a team but management of the Foundation Stage is made more difficult by the physical position of the two classes at opposite ends of the building. The environment in both the nursery and reception classes is bright and stimulating, reflecting the enthusiasm for and interest in school of both staff and children. In both classes, the organisation supports all areas of learning. However, the provision for outdoor learning is unsatisfactory.

Personal, social and emotional development

73. By the end of reception, the children do not achieve as well in this area of learning as others and few achieve the expected early learning goals. The organisation and the environment in the nursery ensure that children have a positive approach to school and to new experiences. The children are accustomed to the well-established routines, and the calm, purposeful working atmosphere aids the development of their concentration. Management of the children is good. For example, when the children needed to get their coats, they had to answer a question from the teacher about their baby's name. This prevented all rushing at once. Children learn good manners at snack time when they have to say please after they have chosen milk or orange juice. The good use of praise encourages the children to become confident and to take a pride in their work. In both the nursery and the reception classes, the children show increasing confidence in selecting and carrying out activities. They display a high level of involvement in activities and increasingly initiate play within a framework of organised activities.
74. In both year groups, relationships are very good and friendly. In the reception class, the children have good, real opportunities to make their own decisions about their work in the independent activities. They are interested and join in enthusiastically and work hard. The teacher has good control of the class. The children, however, become very noisy when they move to the independent activities and this level of noise tends to continue. The weekly and daily planning does not give a sharp enough focus to some of these activities to make sure that children's learning progresses further. The teacher and class assistant both have focus activities at the beginning of each lesson and in these activities, the children's progress is good in all areas of learning because the teaching is good. This means,

however, that both members of staff intervene and interact with children in the independent activities at later points during each lesson. They do not interact in the independent activities continuously, throughout lessons, in order to aid children's language development. Opportunities to make it more purposeful by questioning the children's thinking are missed. Staff do not always evaluate the effectiveness of their own planning of the work. Over long introductory sessions, especially in literacy and numeracy contribute to the restless behaviour.

Communication, language and literacy

75. Progress in this area of learning is good in reading and writing but less so in speaking and listening. In the nursery, the children enjoy books and recognise a sequence of pictures in the right order. Their knowledge of how books work is developing. Some children are beginning to form recognisable letters. Most children understand the link between reading and writing and even those whose writing is still emerging, explain to an adult what their writing means. They listen to stories avidly because of the very good ways that staff read to them. Staff speak with clear diction and use questions to encourage children's spoken language. Most children, however, do not speak in full sentences and do not remember to speak clearly. They are not always able to explain what they are doing.
76. In the reception class, children's love of books continues to develop and children choose to 'read' books in the reading corner when independent activities occur. They know what the books are about. They also recognise the characters from the school's reading scheme and many children recognise and sound a good number of letters of the alphabet. Children's formation of letters is progressing well, as is their liking for writing. A good number of children joined the support assistant to learn to write labels for objects around the room. The development of speaking and listening is slower. There are good examples of opportunities for children to learn to express themselves. For example, a few children were given the chance to speak to the class individually, about their toys that they had brought from home. These children on this occasion spoke clearly and understandably. However, children do not listen well in introductory sessions when they are too long or too inactive. There are many missed opportunities in the independent activities to develop speaking and listening because of a lack of focus on this aspect of language in the planning. By the end of reception, literacy and language skills are low as few children achieve the early learning goals for this area of learning.

Mathematical development

77. From a very low starting point, children make good progress in their mathematical development. In the nursery, children learn to use mathematical language; they learn how to sort by shape and colour and how to order sizes in simple interesting activities, such as ordering different sized shoes. They know simple shapes and are learning to count and recognise numbers up to five. Staff make good use of opportunities to teach and reinforce counting. For example, when children were having snack time the teacher deliberately produced too many glasses. A little boy understood the concept of 'too many' and told the teacher, 'We only need ten'.
78. In reception, children build on the work done in the nursery. They learn to count beyond 20 and to recognise and count with coins to 20p. The clear, correct formation of numbers is progressing well. There are missed opportunities to develop mathematical language in independent activities. Fewer children achieve the early learning goals for mathematical development than is normally found.

Knowledge and understanding of the world

79. Progress in this part of the early years' curriculum is satisfactory but attainment is still well below that expected for the children's age. Children in both classes learn about a range of aspects. In the nursery, the children learn about caring for babies and about significant events in families. They know what babies need and why, for example, they need to be washed and kept warm. They take notice of the weather and locate the appropriate picture record of weather that day. They learn about mini-beasts, planting bulbs and about animals. In both classes, children use a mouse on the computer and click and drag the pictures. In the nursery, they know how to operate simple equipment, such as toy mobile phones, calculators and tools such as hammers, connectors and pliers.
80. In the reception class, the children bring their toys to school. They are learning to understand the difference between the past and present through old and new toys. They see that ingredients change when they bake or cook. Children's slow progress in developing spoken language hinders their progress in this aspect of the curriculum. They are not able to form the right questions to express their curiosity about why things happen, or to explain themselves when they plan to find out things. The lack of sharp focus in the independent activities slows down their learning in this aspect. Only a few pupils achieve the early learning goals for this area of learning.

Physical development

81. Attainment in physical development is below that expected for their age as few achieve all of the early learning goals. Children's achievements in the control of small movements progress well. Children use and control small tools, such as pencils, brushes and scissors with care. They spread glue with a reasonable amount of precision and use malleable materials quite skilfully for their age. It was not possible to make a judgement about the achievements in the development or control of children's large movements because the reception class was not observed having a physical education lesson. Nursery children benefit from outdoor play on larger apparatus and show that they can control their movements confidently around a large area, making allowances for each other's activities.
82. The development of this aspect of learning is very limited by the unsatisfactory outdoor provision for both nursery and reception. The nursery has an outdoor area but its layout and the provision of limited resources restricts its use to physical development rather than the wider use of developing and supporting all aspects of the early years' curriculum. The reception children do not have any access to this provision at all because of their position at the opposite end of the building to the nursery. This is unsatisfactory.

Creative development

83. Progress in this aspect of learning is good. Children become confident to use colour and by the time they are in reception, they choose particular colours for a purpose and paint recognisable figures. Children in both nursery and reception experiment with collages and different materials. They construct enclosures and create spaces by stacking blocks vertically and linking them horizontally. They sing simple songs from memory. They use their imaginations in role-play but their limited use of spoken language hinders their progress. About half of the children achieve the early learning goals for this area of learning, which is fewer than is normally found.

ENGLISH

84. Overall standards are below average at the end of Year 2 and at the end of Year 6. By the age of 11, the proportion of pupils achieving the higher standard, Level 5, is similar to that found nationally but fewer pupils achieve the expected standard, Level 4. Currently, standards are lower than those found at the time of the last inspection. The nature of the school is very different from what it was at the last inspection and comparisons are not helpful. School evidence shows that in the intervening years, pupils' prior learning and progress has been adversely affected across the school by a range of factors. These include a declining level of language skills on entry; more pupils with special educational needs, a radical turnover of staff, lack of staff expertise and a failure to implement the literacy hour effectively until very recently. The new subject co-ordinator, with the support of a local education authority advisor, has identified where to focus attention in order to raise standards. There has been a slight improvement in standards since the national tests last year.
85. Children come into the nursery with very limited speaking skills and when they move to Year 1 these are still below those expected for their age. This has a significant impact on the progress pupils make with their reading and writing skills. Listening skills are better, especially if the teacher captures their attention. For example, pupils were riveted in a junior assembly as the deputy headteacher told them the story of *James and his grandfather*. Nearly all pupils find it terribly hard to express their ideas and thoughts clearly. They draw on a limited range of vocabulary and expression though this does not inhibit their willingness to talk informally or offer answers. Pupils in Year 2 tried to explain what they liked about a classmate's writing, especially the words used but could not get beyond, 'It's good because there is a lot of punching', or the opposite if a girl was replying. In Year 3, pupils could not explain the difference between 'sail' and 'sale' but were comfortable in providing a sentence that used the words correctly.
86. Pupils in Year 6 enjoy exploring a descriptive vocabulary, building on the class teacher's model. They use her suggestions but have few of their own to draw upon. They understand how words evoke an atmosphere. They thought, 'a mist *swirled* around a street lamp' was particularly effective for their haunted house story. In the best teaching, the pupils benefit from hearing the teacher use and repeat frequently a wide range of vocabulary whose meaning is carefully explored and illustrated in a way that does not interrupt the flow of the poem or story. This repetition is also of particular importance for those pupils who are acquiring English as an additional language.
87. All teachers ensure that pupils understand the technical vocabulary about reading and writing and use it effectively to focus teaching and learning. Pupils in Year 2 recognise and respond appropriately to 'first phoneme' and 'last phoneme' when describing sounds in words. In Year 4, pupils were comfortable about using the new technical words that describe the structure and appearance of instructional texts. Their learning was well focused and their comments, explicit and accurate. Teaching in this area is sound throughout the school, however, overall standards are below average as pupils find it difficult to clearly express themselves using a wide range of suitable vocabulary.
88. Reading standards were well below average last year as writing became the principle focus but are currently improving in Year 2, though not across the school as a whole. Many pupils say that they enjoy reading and settle well to their books in quiet reading time. In the best lessons, pupils are encouraged to explore a wider vocabulary, to think about how sentences sound and to talk about what sort of words they are looking for. All this has an impact on their reading skills. Although the infants make a slow start with their reading, as a result of very good teaching in Year 2, pupils explain about and use an appropriately wide range of strategies. They have been shown how to use their growing understanding of sounds and letters, rhyming words and picture information. The best readers already

recognise a considerable number of words. Having changed the reading scheme for the younger children during the last nine months, the co-ordinator is pleased at how much enjoyment pupils get from it and sees this as an additional motivator for reading.

89. All pupils take books and reading diaries home but the latter contain no more information than the title and page of the book. Teachers' weekly reading records are the same, making no reference to what pupils can do and what needs addressing. As a result, teachers do not have a clear picture of what skills to target explicitly. In Years 3, 4 and 5, pupils too often stop at an unknown word or, if they use their knowledge of 'sounding out' strategies, they are unable to match their approximation with an actual word. They may ask for help or gloss over the problem. This is particularly true of the less confident readers. As one boy in Year 4 said, 'I am not a very good reader. I get stuck on a lot of words'. Those reading in their second language often sound out a word but have no idea of its meaning. By Year 6, the average or better readers have little need to 'sound out' words in their school readers. Many are reading accurately but at a level below that expected for their age. Their independent reading choice presents a far greater challenge for understanding.
90. As the literacy hour was ignored or inappropriately implemented until very recently, systematic opportunities to develop strategies for reading in 'text, sentence and word work' have been largely missed. 'Guided' reading was not understood and only recently has the school acquired sufficient numbers of appropriate books for this group reading activity. There is still considerable variation and uncertainty about how to implement the group reading sessions really effectively. Teachers are insufficiently precise in identifying the learning intentions and as a result the ensuing teaching lacks rigour. Records do not list the strengths and weakness of each pupil's response. One result of this is that strategies to help pupils appreciate the use of figurative language, 'read between the lines' or draw inferences, are missed. Most pupils do not read at this level and so phrases such as 'lashings of mint sauce' and the 'sky's the limit' are not properly understood. This has a significant impact on the quality of their enjoyment and understanding. One girl said she enjoyed the Harry Potter books, but definitely preferred the films.
91. Pupils have enjoyed their systematic work on the purpose and organisation of instructional texts. They know that the markers in the text enable them to adopt a different reading approach to that used for a story. Their understanding is secure, and demonstrates the power of well-focused teaching to raise standards. However, they are not so well focused when it comes to reading instructions on work sheets or questions in science and mathematics. As a result, time is wasted and inappropriate answers given.
92. The school's efforts to stimulate reading have a mixed impact. A strong interest is fostered by the 'Book Week'. Individuals use the small book collections in class to a limited degree. The school library is poor. Layout and organisation are off-putting, with no place to sit in comfort and sample books before making a choice. Walls and display do not 'shout aloud' about authors and their books. Classes have access to the library only when they are timetabled for the computer suite, which shares the library accommodation. More confident readers prefer books from home or borrowed from the public library. They said that it was hard to find a book by a favourite author, as books are not in alphabetical order on the shelves. Non-fiction stock is colour coded rather than classified by the Dewey system, as in a public library. As a result, staff cannot use this very limited resource to teach library access skills. Although most pupils are confident about contents pages and index and can find information in one text, there is very little evidence of them using a range of books to research a topic in say history or science. The range is poor and much is uninviting. The library has been under-resourced for years. The decision to target the infant reading stock was good and here the range and quality is very acceptable.
93. Writing standards are below those expected for each age group. The school put a lot of effort into developing pupils' writing last year and this accounts for the rather unusual fact

that writing, even with the disappointing results, came out better than reading in the national tests. Years 2 and 6 pupils clearly enjoy writing although for many it is a struggle to get words on paper or white boards. They are developing an understanding that the writing style has to be different for each type of writing. Thus story, poems, recounts, plays, newspaper reports and letters have a different organisation and the type of language and the way it is used are also different. Their ability to demonstrate this knowledge is hindered by their narrow vocabulary. Good teaching encourages pupils to make use of stylistic elements, such as 'first', 'next' and 'then' when appropriate. Opportunities to use different purposes for writing and the stylistic elements are in the main underused in other areas of the curriculum.

94. Handwriting, spelling and punctuation are a constant problem and are factors in the low standards. The school is trying to address these factors systematically. The most effective teachers ensure that joins and letter formation are correctly and thoughtfully practised in handwriting sessions. The best handwriting at the top end of the school is well formed, flows and is easy and pleasing to read but for a significant minority, handwriting is laboured, cramped, spidery and difficult to read. The poor quality of the handwriting makes it more difficult for pupils to check and correct their punctuation and spelling.
95. In Year 6, very good teaching provides the structure and inspiration for good story writing but also encourages and reminds pupils to keep re-reading and thinking about what they have written. Interestingly in this year group, pupils were keen and enthusiastic commentators on the adult writer's efforts, joyfully pointing out spelling mistakes and missed punctuation, such as full stops and capital letters. But, when they wrote themselves all these errors constantly occurred and they failed to spot them. This is typical of the school as a whole and is apparent in all books in all subjects.
96. Spelling is now systematically addressed and spelling books provide clear evidence of progress achieved through the 'read, cover, write and check' strategy. Pupils in all classes demonstrate an awareness of spelling patterns and in word work, suggest how a certain sound may be spelt in a variety of ways with each resulting word having a different meaning. However, pupils are not consistent in applying this knowledge or checking their work for slips. There are also many unacceptable errors in the spelling of historical names and technical terms.
97. Marking is inconsistent. There is a tendency for teachers to respond, with almost excessive enthusiasm, to the pupils' efforts. However, although they may share the evaluation of the work with the pupils themselves, there is nothing in most books for pupils to look back on to remind them of these important presentation skills. In the very best teaching, the comments are encouraging but are also well focused on an aspect that would lead to better writing. Pupils are told how to improve. Over time, these books provide very good insight into both the quality of the teaching and the progress each pupil has made.
98. The overall quality of teaching is satisfactory, though it ranges between satisfactory and very good. There is the potential for the most effective teachers to act as role models for less experienced staff. Classroom assistants are used mostly to support the less able and their presence helps keep these pupils focused. However, in designing the tasks, teachers do not always plan and select the range of vocabulary, a suitable text or the structured support for writing, in a way that supports particular groups. If it is not right, pupils become frustrated, restless and behaviour deteriorates. The tasks designed for those pupils at an early stage of speaking English as an additional language are not appropriate to their current needs and thus their learning is slow. Teacher knowledge of literacy is inconsistent and the less secure often plan in less detail and thus miss opportunities to move pupils forward.

99. The school is now moving literacy teaching forward in a systematic way. The co-ordinator is working with local education authority advisors to decide priorities, ensuring a consistent whole-school approach. Spelling and handwriting figure prominently. It is intended that additional training will support staff. A factor pertinent to all elements is the quality of assessment, which is very underdeveloped and is currently not informing decision making. Overall assessment is weak. It is not common practice to identify the criteria that determine effective reading or writing at a particular level or use this knowledge to analyse systematically what pupils can and cannot do in national tests and ongoing work. This limits the effectiveness of target setting and planning and results in uneven progress across the school as a whole. Although national tests are analysed to show general standards and different patterns of performance for boys and girls, there has been no detailed analysis of individual questions to highlight precisely what causes pupils most difficulty.

MATHEMATICS

100. Currently, standards of pupils aged 7 years are below the national expectations because of their low starting point but standards of pupils aged 11 years are above. The results of the national tests at the end of the last school year for 7-year-olds show that pupils' attainment was well below the national average. However, the results of 11-year-olds were well above the national average and compared favourably with similar schools. Standards at the time of the last inspection were above national standards at both 7 and 11 years.
101. By the age of 7, almost all pupils have a secure knowledge and understanding of numbers to 100. They accurately count, order and write numbers to 100, and understand the place value of digits. Pupils recognise sequences in numbers, such as counting in fives and tens. They satisfactorily apply their knowledge of numbers when solving simple money problems. More-able pupils add up the cost of three items totalling up to £1. In other areas of mathematics, such as shape, space and measure, pupils have a sound knowledge. They measure distance using non-standard units, including hand spans, and standard units, including centimetres. In a Year 2 lesson, pupils worked well in pairs to correctly position the hands of a clock to the hour and half-hour position. More-able pupils could confidently move the hands to one hour later or earlier. Pupils name, discriminate and sort two-dimensional and three-dimensional shapes. Pupils find it difficult to apply their knowledge of number in practical activities. The school has correctly identified the need to further develop pupils' problem solving and investigative skills in mathematics as a key to raising standards.
102. Pupils in Year 6 take great pride in their abilities to think mathematically and apply their knowledge and skills. They have good knowledge of number facts, including multiplication tables and use a range of strategies to calculate accurately, often checking solutions by using alternative methods of calculation. For example, when undertaking vertical addition of four- and five-digit numbers, Year 6 pupils checked their answers using inverse procedures. Most pupils use addition, subtraction, multiplication and division to solve problems involving money, measurement and shape. They find the perimeter and area of squares and rectangles and describe the properties of two-dimensional and three-dimensional shapes. Less-able pupils use a number line or number square to support their computation. All of Year 6 pupils are achieving standards that reflect their mathematical ability.
103. Whilst overall the quality of teaching is good, this ranges from excellent to unsatisfactory. Teaching is best when lessons are well planned, with clearly defined learning objectives that are shared with pupils. In such lessons, teachers demonstrate a sound subject knowledge, which they use to skilfully question pupils to develop thinking and improve understanding. In a Year 6 lesson, the teacher carefully explained each step of vertical addition using four- and five-digit numbers. Consequently, pupils understood the computation involved and accurately completed their calculations. Similarly, in a Year 2

lesson, a demonstration of moving the hands of a clock to the hour and half-hour positions helped pupils to understand this particular concept of time.

104. Oral mathematics provides a stimulating beginning to lessons, successfully engaging and motivating pupils. Teachers set a brisk pace and use this time as an opportunity to consolidate work previously taught. In good lessons, teachers plan a range of activities appropriate to pupils' individual needs, which help them to develop skills and support their learning. This ensures that time is used effectively and pupils know the teachers' expectation of them. In lessons that are satisfactory or less, teachers do not explain clearly the purpose of tasks. Activities are not carefully planned to enable pupils to achieve the specified learning objectives. This results in pupils becoming restless and poor behaviour develops. At the end of all lessons, teachers recap on the main teaching points and ask pupils to assess and evaluate their own understanding of the lesson topic. Homework is used satisfactorily to support learning.
105. As a result of good teaching, pupils make good progress in lessons. Well-balanced and structured lessons enable pupils to recall earlier learning and extend this to a new skill. Pupils in Year 1 worked hard on their own to subtract numbers up to 20, demonstrating that they understood the different words for subtraction. In good lessons, pupils put considerable effort into their work and apply themselves conscientiously to tasks. Throughout the school, pupils are developing a range of mathematical language when talking about their work and explaining their strategies. Pupils are confident and eager to answer questions. Most pupils exhibit good behaviour in lessons and show interest and positive attitudes to their work. Good teachers employ a range of strategies to ensure high standards of discipline. Unsatisfactory behaviour occurs when teachers do not make clear expectations of behaviour and standards of work.
106. The National Numeracy Strategy has been satisfactorily introduced in the school and all classes follow the three-part lesson format. The strategy provides the basis for the scheme of work and ensures that pupils are building upon previous learning experiences as they progress through the school. Pupils satisfactorily use their numeracy skills in other subjects. There are some good examples of the use of mathematics, such as in science, information and communication technology, design and technology and art but this is inconsistent throughout the school. Teachers make insufficient use of information and communication technology to support learning in mathematics.
107. The subject co-ordinator has sound subject knowledge. However, he is new to this post and his role in monitoring teachers' planning, pupils' work, and teaching and learning has not developed. Ongoing assessment and verbal feedback is used effectively in most lessons. All work is satisfactorily marked in line with the school policy.

SCIENCE

108. Standards in science are similar to those at the time of the previous inspection. By Year 2, the pupils' standards meet the expectations for most pupils of this age. Pupils' standards, by Year 6, exceed those expected from most 11-year-olds. These standards result from the improvement in the quality of teaching and the current focus on increasing pupils' enquiry skills. The school checks test results for trends in attainment and differences between boys and girls. For example, it has identified the lower achievement of girls. As a result, the school is making science more practical and making sure the work interests girls. This action is proving successful and now there is very little difference between the performance of girls and boys. The recently introduced assessment procedures give a clear picture of each pupil's achievement at the end of each unit of work. They do not give the teachers a bank of pupils' work against which to judge standards. This, and the lack of recording that reflects the development of enquiry skills, is restricting greater progress. There is a significant improvement to the resources for science, particularly for the younger pupils,

since the previous inspection. They are easily accessible for use, suitable for the pupils' needs and ages and support learning very well. This makes a positive contribution to the standards pupils achieve.

109. In Year 2, pupils have a satisfactory understanding about the process of change as they grow. The teachers use carefully planned discussion sessions to develop this understanding. For example, a group of Year 2 pupils look at and ask pre-prepared questions about a toddler. Well-planned discussion sessions help the pupils to understand the difference between being healthy and happy. They understand that toddlers need milk 'to keep their bones healthy and to make them grow'. Some pupils know that toddlers like toys as shown when they wrote, 'They (toys) make them happy and learn things'. They move on to discuss why they have different toys and eat different food. Skilful teaching ensures that all the pupils are interested and eager to learn. It helps them reason and think their ideas through and come to their own decisions. The teacher makes sound links with English as the pupils practise their skills of writing and spelling. Lower-attaining pupils and those who have special educational needs achieve success because of the level of support from the teacher and support assistants. This good-quality support ensures that all the pupils work without disruption. An analysis of pupils' work indicates that pupils of all abilities in the infant classes make good progress in learning about the properties of materials. They use simple criteria to sort materials into categories and the higher-attaining pupils understand that some changes cannot be reversed. Pupils investigate the properties of building materials and identify what is suitable for building a house; 'A brick is good to build a house because it's strong'. This makes sound links with their work in design and technology. The marking of pupils' work is not consistently constructive. This does not help pupils to improve their work and restricts learning and progress.
110. By Year 6, the majority of pupils have a good grasp of scientific vocabulary and an increasingly secure knowledge base. For example, in Years 5 and 6, they use their knowledge to give a definition of 'predict'. 'It's a guess'. Very skilful questioning by the teacher gets the response, 'No. You work it out from what you know'. This makes good links with the pupils' work in English. The pupils explain and answer questions about their findings and develop their learning very effectively. They have a clear understanding of the effect of heat on paper, food and candles and correctly identify reversible and irreversible changes. The teacher's very high expectations of behaviour and achievement ensure that all pupils are eager to learn, work hard and are very well behaved. The careful explanation of the meaning of scientific language gives good support to those pupils who speak English as an additional language. It enables them to work alongside their classmates and achieve similar standards.
111. There is a variation in standards in other classes in the junior part of the school. This reflects the quality of teaching and management of behaviour. For example, learning slows in one class when the pupils become very excited and noisy as they investigate change. In another class, careful organisation and clear explanation of the task ensures quiet and purposeful work. This enables the pupils to draw scientific conclusions about the effect of water as a resistant force. The analysis of work shows that, by Year 6, pupils achieve above average standards in all areas of science. Most marking of pupils' work gives little information as to how the pupils can improve their work. Some basic scientific words, such as 'reversible' are spelt incorrectly ('reversible') and not corrected. This does not give the pupils enough support for revision purposes.
112. Pupils in the junior classes with special educational needs make satisfactory progress in developing their scientific skills and understanding. The teachers plan work carefully to ensure that tasks meet the pupils' identified needs. The support for pupils who speak English as an additional language enables them to achieve well. It is not, however, as effective for the pupils who are at an early stage of English acquisition.

113. Pupils make satisfactory use of their literacy and numeracy skills to support their work in science. They understand the specific scientific meaning of words, such as 'reversible' and present their findings clearly and logically. The pupils use measurement increasingly accurately in their scientific investigations. They represent findings on charts and graphs. Their information and communication technology skills are developing satisfactorily as they learn to collect, record and display information.
114. The overall good quality of teaching ensures that pupils achieve well and make good progress in their learning. Teaching in three out of four lessons is very good or better. This is an improvement since the previous inspection. Where teaching is of a high quality, teachers are secure and confident. They use their subject knowledge effectively to develop pupils' thinking. For example, in a lesson in Year 4, the very good teaching ensured pupils were totally engrossed in the activity. Their work on water resistance is above the expectations for this age group. The teacher supported them very well in developing their ability to discuss, reason and raise questions. Where teaching is satisfactory, the time taken to deal with noisy pupils limits learning and progress. There is not enough targeted support to ensure that teaching is not interrupted. The teachers have realistically high expectations of what the pupils can achieve. An example of this was seen in an excellent Year 5/6 lesson where the pupils were asked to be precise in writing their predictions. A profitable question and answer session enabled the pupils to explain their reasoning logically and gave the teacher a clear insight into what the pupils knew.

ART AND DESIGN

115. Pupils in Year 2 and Year 6 achieve standards that meet the expectations for their age. Progress is satisfactory throughout for all pupils, including those with special educational needs and English as a second language. This is an improvement since the previous inspection when progress was inconsistent. Two lessons were observed during the inspection, one in Year 2 and one in Year 6. Other artwork in folders and around school was analysed. The quality of teaching is satisfactory overall but in the lessons observed it was excellent and very good.
116. In the lesson in Year 2, pupils know the difference between warm and cold colours. They use paint confidently and carefully, painting in spaces and around lines with fine brushes very competently. They mix colours sensibly and with the purpose of creating any particular colour they want. This work is encouraged by the excellent interaction of the teacher; for example, 'That's interesting – you have three shades of green – olive, sage and emerald – how did you make those?' Pupils in Year 2 learn about the characteristics of famous artists, such as Mondrian and Pollack. They have satisfactory experiences with textiles and designing patterns for sewing.
117. Progress in Years 3 to 6 is much more rapid. By the time pupils are in Year 6, they talk about how pattern and line have been used by other artists. They plan their work, and create and represent textures with increased accuracy. The work on blending colours to create tints and tones for silhouettes against an African desert type background were very effective. The colour, tint and shape work in wave pattern paintings created an illusion of texture. In other year groups, modelling with clay and other malleable materials was carried out with care and attention to detail, and pupils learn to paint with textures such as salt and sand. Pupils' skills in using different media, such as pastels and charcoal, are steadily increasing. Drawing skills are also improving. They show movement and expression when drawing human figures and create three-dimensional effects when drawing buildings. Sketchbooks, however, do not appear to be used very much to aid drawing skills and this slows the rate of progress.
118. Teaching in the two lessons seen was successful because learning aims, objectives and organisation were well thought through. Very good attitudes and responses were fostered.

This resulted in pupils being very involved and engaged in the activities. They sustained concentration for long periods and discussed their work freely. In the final sessions of both lessons, the teachers encouraged pupils to evaluate their own work and to identify problems and make decisions as to their preferences, which lent purpose and rigour to the lessons.

119. The co-ordinator has written the school's own scheme of work, which covers a wide range of experience and skills, and ensures breadth and balance in the subject. This is an improvement from the previous inspection. The role of the co-ordinator, however, is not fully developed. Assessment procedures for the subject are at an early stage and are not related to national levels of attainment. The co-ordinator is not certain of standards at the end of Years 2 and 6. There is no school portfolio and school staff do not meet to judge and award levels of attainment to pupils' work. The co-ordinator monitors termly planning but not teaching. Planning and timetabling of art and design is not consistent across all classes. Some staff teach blocks of art at certain times during the academic year based upon one topic. Others teach all aspects of art and design throughout the whole year. This makes the progressive development of skills more difficult to monitor.

DESIGN AND TECHNOLOGY

120. Pupils in Year 2 and Year 6 achieve standards that meet the expectations for their age. This reflects the findings of the previous inspection. The analysis of work, discussions with pupils and the scrutiny of the co-ordinator's file form the basis for this judgement. There is insufficient evidence to make a secure judgement on the quality of teaching. The co-ordinator is developing the profile of design and technology throughout the school and has already improved the range and quantity of resources. This is an improvement since the previous inspection. Teachers' planning indicates suitable provision for pupils with special educational needs. There is, however, no specific mention of support for pupils who speak English as an additional language. The school uses an adaptation of a nationally recommended scheme of work and the associated assessment procedures. This is a recent initiative that has not had time to have a positive effect on standards.
121. The quality of the pupils' planning and their ability to evaluate finished products is satisfactory. Their workbooks show that teachers place a correct emphasis on the designing element of the subject. This ensures that most pupils meet expectations in their ability to plan, label parts and list components. This is clearly apparent when pupils in Year 2 design and make glove puppets. They label the different parts and list the materials they will need. They do not, however, give clear instructions for making a puppet. This is because they have limited skills in writing. All the pupils take care over the finished product, evaluate it and suggest improvements. For example, in response to the question 'How could I improve my puppet?' a pupil writes; 'It's the best I can do'. Another pupil writes; 'It's good but I cud do better'.
122. Pupils continue to use their skills in planning, designing, making and evaluating as they move into Year 3. They design, make and evaluate pop-up books but do not write instructions for making the books. The marking does not give pointers for improvement. All pupils increase their skills and techniques as they move through the school to Year 6. For example, pupils in Year 5 use cogs and cams to design and make turning mechanisms for fairground equipment. Discussion with some of these pupils, now in Year 6, shows they understand their previous work clearly. For example, they explain how they made Ferris wheels and stress the need for accurate measurements. Further discussion provokes amazement as the pupils realise how their work links with other subjects. The work from Year 6 shows that most pupils write clear instructions for making objects that use electricity. For example, some pupils follow instructions to make a clown. They use control technology to make both eyes light up, wink the left eye once and the bow tie spin for four seconds. Higher-attaining pupils plan and make a lighthouse with a working light. The use of control

technology is an improvement since the previous inspection. This work indicates careful teaching that ensures the pupils build on their previous experience and use accurate measurements in their designs. All pupils write simple evaluations of their product. The less-able pupils make accurate lists and give acceptably clear instructions. They have less well-developed skills in finishing products. Pupils of all abilities take care over sequencing their instructions accurately. This indicates that teachers have a secure understanding of the links between design and technology and English.

GEOGRAPHY

123. Standards meet those expected by Year 2 and Year 6. This is an improvement since the last inspection when attainment was below national expectations. Pupils, including those with special educational needs make satisfactory progress. There are no significant differences in attainment between boys and girls.
124. By the age of 7, pupils have a satisfactory knowledge of geography and geographical terms. Pupils in Year 2, for example, use such terms as 'physical' features and 'human' features and identify the different types. Pupils compare two different locations. They satisfactorily compare and contrast the differences between Bury and the Island of Struay. They looked at maps and photographs of each locality and illustrated differences in buildings, houses and transport. Pupils are beginning to develop a basic knowledge of scale and distance and to draw simple maps.
125. By the age of 11, pupils describe the differences between hills and mountains. They have a sound knowledge and understanding of a mountain environment in terms of weather, vegetation, animals and human activity. They name and locate mountain ranges on an atlas in different countries and continents. Pupils in Year 6 establish simple links between physical conditions and human activity. For example, they study the link between weather and location and the tourist industry in different parts of the world. From Years 1 to Year 6, pupils use a range of source materials to gather information and to support geographical enquiry. However, further opportunities should be provided for pupils to develop skills in mapping and different ways of recording information in order to develop these skills fully.
126. The quality of teaching and learning is satisfactory. Teachers have adequate subject knowledge and use the recently developed scheme of work, based on national guidelines, to support their planning. In a lesson for Years 3 and 4 pupils, the teacher stated the learning objectives very clearly at the beginning of the lesson which ensured that pupils had a good understanding of the topic they were going to study. She drew upon personal experience, photographs and pictures to describe what the Brazilian rainforest was like before and after forest destruction. Pupils found the topic interesting and worked purposefully. They were able to identify the effects of forest destruction upon animals and people. Pupils demonstrated good listening skills and were eager to answer questions.
127. The contribution of geography to pupils' literacy development is satisfactory. Pupils have opportunities to learn a satisfactory range of geographical vocabulary and teachers display key words in classrooms. Their speaking and listening skills are developed successfully in geography. Pupils confidently put forward arguments on topics, such as the effect of human activity on the environment. The subject's contribution to numeracy is insufficient, there is limited evidence of the use of graphs and tables to interpret and produce information. The assessment of pupils' attainment and progress is currently unsatisfactory. Few teachers currently use the end-of-unit assessment sheets. The subject co-ordinator samples pupils' work but does not assess the level of attainment.

HISTORY

128. Standards in history by the end of Year 2 and Year 6 meet those expected for pupils of their age. This is similar to the findings of the previous inspection. The quality of teaching is satisfactory in both parts of the school. Progress is satisfactory for all pupils, including those who speak English as an additional language. Pupils with special educational needs are given sufficient support in lessons to ensure that they make sound progress. Resources are satisfactory and this is an improvement since the previous inspection.
129. Pupils in Years 1 and 2 make satisfactory progress in acquiring factual knowledge. They have some knowledge of famous people and events beyond their living memory but the range of this knowledge is limited. They remember a lot about Florence Nightingale and explain that she made hospitals cleaner. They realise that there are big differences between conditions in hospitals now and in the past. For example, they describe how beds were different and not as comfortable or as clean as at present. The pupils know that Guy Fawkes tried to kill King James but do not explain why. Pupils in Years 1 and 2 are interested in history when it is brought to life. Year 2 pupils, who watched a video of Remembrance Day in London, remembered some of the details when they were in the local town with their parents. One child saw the wreath of poppies at the local cenotaph and informed her mummy that the Queen had laid it. Pupils' knowledge of the different ways in which the past is represented, however, is very limited. They understand that dinosaurs lived a very long time ago, but do not know how we find out about them now. They think history is 'writing'!
130. In Years 3 to 6, teachers build on the work done previously and pupils have a greater knowledge and understanding of what history is about. They recognise that the past is divided into different periods and use the appropriate language. For example, they understand the meaning of BC. They are beginning to form some idea of the types of societies in certain periods of history. They use generalised information and are beginning to develop reasoned preferences. For example, they explain why they would not like to have lived in Sparta. However, their knowledge of how the past has been represented and interpreted in different ways is less secure as are their skills in researching. The variety of resources used for researching is limited.
131. Relationships are very good and pupils feel comfortable enough to be able to ask questions, such as in a lesson on the Battle of the Marathon. One pupil thoughtfully asked, 'How do you win wars?' The school makes various visits both locally and further away to support the teaching of history. Pupils enjoy history when they are involved actively, such as when dressing up as Ancient Greeks and then answering questions from the rest of the class. Some pupils enjoy reading stories about the past at home. One pupil in Year 6 is reading about the Aztecs at home simply because she enjoys history.
132. The school has adopted the national scheme of work for history, but different teachers use it in different ways. Some teachers for part of the time select sections from the topics being taught which slows the progress of skills. The organisation of the blocks of time allocated to teaching the subject annually not only differs across years, but within year groups, and so pupils do not always cover the same knowledge and skills. Sometimes, there is a too large a gap between the blocks of history which then interferes with pupils' continuity of learning. The daily and weekly lesson planning does not allow for different tasks to match pupils' differing levels of knowledge and understanding. Assessment follows the school systems and the national scheme of work but does not have reference to the national standards.
133. The co-ordinator is new and temporary to the post. In a short time, however, she has begun to get to grips with some of what is required, by monitoring resources and planning, and a few samples of work. The role is not fully developed to include the planning and monitoring of the history curriculum as a whole and the monitoring of teaching. Pupils make

only limited use of their literacy skills in history. They record factual information but do not often write so as to show the possible feelings of people in the past or to argue a particular point of view. Pupils make little use of their information and communication technology to record their work or to research information on people or events on the Internet or on CD-ROMs.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. At the time of the previous inspection, standards throughout the school were below national expectations. The school has done much to improve the provision for this subject. Currently, pupils in Year 2 are working at an appropriate level for their age. At the end of Year 6, pupils will not quite reach the level for their age as they have a deficit of skills, knowledge and understanding from previous learning that hinders their progress. They are currently working at a level below that expected for their age but are making good progress.
135. The school has recently acquired a good scheme of work which ensures that pupils address all the required elements over the six years of schooling in such a way that skills are developed incrementally. In the last month or so, the school has acquired sufficient software to meet the requirements of the National Curriculum. The new computer suite is extensively used ensuring that every class has both the opportunities to develop information and communication technology skills in one session and apply these to an appropriate curriculum area in the other. The older computers are now placed in the classrooms and networked to the suite but technical link-up problems have put all of these out of use temporarily. Besides the usual audio equipment, the school has a digital camera, digital microscope and a sensor. They have useful software for control. The school has addressed all the shortcomings noted in the last inspection but many of these improvements are very recent and thus the older pupils have not benefited sufficiently to raise their standards to those expected for their age. Teachers have received professional development, get good support from their subject co-ordinator and now demonstrate good subject knowledge. They make effective use of the overhead projector connected to a computer for class teaching.
136. Pupils in Year 2 are competent in the basic skills. They log on, access a program and use the mouse and icons to select specific tools with confidence. They understood that they could retrieve their work and refine it. They were enthusiastic in their use of a graphics program, which allowed them to explore through a different medium some of their ideas about the work of the artist, Mondrian. Pupils demonstrated understanding and confident mouse control as they created patterns using pre-formed shapes. They happily explored what effects were created with the 'in-fill tool' when several shapes were overlapped. They were extremely focused, enthusiastic and keen to initiate ideas for themselves.
137. Pupils in Year 6 used spreadsheets to reinforce their understanding of area and perimeter of rectangles. The class teacher emphasised the use of correct technical language such as 'cell'. She drew from the pupils' mathematical knowledge and challenged them to suggest how to write the formula. They quickly grasped the process of entering this in the formula box and were shown how to speed up the action for a range of measurements by using the copy and paste tools. Pupils have acquired the basic skills necessary to access the computer independently. Their keyboard skills are variable but the data was entered reasonably quickly so that the focus on the new learning took precedence in the lesson. Pupils learnt from experience that the computer was only as good as the data that they put in so checking was important. They were delighted at the speed with which they could arrive at an answer. Some less confident pupils took longer to master the copy and paste routine and some had difficulty compiling the formula for the perimeter, but this was more a mathematical difficulty than lack of computer skills.

138. Pupils in Years 3, 4 and 5 likewise demonstrated their independence. They are secure in logging on, accessing programs, saving and printing their work. In all the lessons observed, the emphasis was on the skills inherent in the program and these were effectively taught in a context that was of interest and relevance to the class. Thus Year 3 used a simple database to present data in a graphical form. They learnt and applied the necessary routines and were delighted with the outcomes. In Year 4, pupils polished their word-processing skills as they adapted the layout of a text using the 'bold' tool, entered their own subheadings and rearranged text, using bullet points. Pupils in Year 5 selected shapes. They practised using 'hangers' to size these and the 'rotation' tool to change their orientation. They satisfactorily used these skills to map the furniture arrangement in their classroom.
139. Teaching ranges from unsatisfactory to very good and is good overall. Whilst all teachers are clear about the information and communication technology skills that they are teaching, the success of the lesson and the quality of pupils' learning is dependent on the teacher's classroom management skills. In the less successful lessons, the management of behaviour, pace and the appropriateness of task to suit the range of needs in the class were not sufficiently addressed.
140. Although there is a shortfall in standards in the current Year 6, the outlook for the subject is good. Already it makes a positive impact on learning in some other subjects. The co-ordinator has identified the need to extend the use of computers in literacy and numeracy lessons and to implement the assessment procedures built into the scheme of work.

MUSIC

141. By Year 2, standards in music match what is expected for most pupils of this age. Standards exceed the expectations for pupils by Year 6. This is an improvement since the previous inspection. The improvement is a direct result of the knowledge and enthusiasm of the subject leader.
142. The subject leader makes sure that pupils have opportunities to develop their musical skills and talents; for example, talented pupils are encouraged to perform to the whole school. Teachers have clear aims about the purpose of lessons and make sure pupils understand what they are expected to learn. The improvement to the quality and number of musical instruments makes pupils want to use them. It increases their interest and enjoyment. There is clear guidance and support for teachers in the recently implemented scheme of work. This is increasing teachers' knowledge and confidence in planning and teaching music. Assessment of achievement is a new development and does not give consistent information about standards and progress across the school. The school's range of non-western instruments is limited. This restricts the pupils' awareness of cultural diversity. There is an increase in the opportunities for pupils to use computers to support their work in music but these are limited. The range of extra-curricular activities is better than at the previous inspection. Improvement since the previous inspection is good.
143. The teachers ensure that, by the age of 7, all pupils have opportunities to increase their ability to sing melodically. This was evident in a singing practice where pupils sang *Whoops-a-daisy Angel* sweetly, rhythmically and with enthusiasm. The pupils increase their ability to recognise and maintain a rhythmic beat as they move through Year 2. An example of this is when they discuss their achievements at the end of the lesson. One pupil said, 'two beats is not so good'. This is an accurate evaluation of their ability to keep in time when playing one beat at the beginning and two at the end of a line. Skilful questioning helps the pupils to decide what they could do to improve their work. The classroom assistants' sensitive and timely support enables pupils with special educational needs to start and stop on time. The teacher makes sure that all pupils take part in the planned activities and share their work with each other. This increases the pupils' confidence and

self-esteem. All pupils enjoy their work. They behave well, sing enthusiastically, and hold and play instruments correctly.

144. This sound rate of learning increases as the pupils progress through the school. It accelerates rapidly by Year 6. The very skilful and enthusiastic teaching gives all pupils interest and enjoyment in music. Evidence of the pupils' interest is demonstrated by the numbers who attend the before school choir practices. This shows a high level of commitment and enthusiasm. The school is rightly proud of the choir's achievements and its participation in a range of music festivals increases skills and self-esteem. Very good teaching increases the pupils' ability to play tuned instruments and collaborate to compose graphic scores. The teacher uses the time at the end of lessons very effectively to help pupils understand what they have learned. For example, the teacher asks; 'What have you learned that you didn't know before?' Pupils reply, 'I've learned how to make up a musical composition' and 'I've learned about teamwork'. This makes a positive contribution to pupils' social development. Carefully targeted questioning ensures that all the pupils have opportunities to join in discussions. This increases the self-esteem of pupils with special educational needs and ensures they make progress similar to their classmates. The teacher insists on silence as pupils listen to music and to each other's compositions. This improves their ability to listen critically and evaluate compositions. The pupils maintain correct pitch and clear diction in their singing in lessons and assemblies. This consistently good quality of teaching has a positive effect on pupils' interest, enthusiasm and achievement. The teachers are confident, make their expectations clear and ensure the pupils understand the tasks. As a result, pupils work with a clear sense of purpose and take pride in their achievements. These achievements are an improvement since the previous inspection.

PHYSICAL EDUCATION

145. Physical education continues to enjoy the high profile noted at the previous inspection. The subject, particularly the wide range of extra-curricular activities that take place, makes a very positive contribution to pupils' social development. By the ages of 7 and 11, pupils achieve the expected overall standards for their age. There is no difference in the standards achieved between girls and boys. Pupils with special educational needs are given sufficient help in lessons to enable them to make satisfactory progress.
146. In the infants, pupils make steady progress in developing their practical skills in gymnastics and dance. They progressively develop their control and co-ordination because teachers give them appropriate opportunities to practise their movements and develop sequences. In Year 1, pupils perform simple balances by holding shapes in which their feet and hands are in contact with the floor. They perform rolling movements and jumps with appropriate control for their age. By Year 2, pupils are beginning to match their movements to a musical beat. They, for example, run to the beat of percussion instruments and perform slow and quick chopping movements to taped music when acting out a story about a Victorian Christmas. These dance activities also satisfactorily develop pupils' listening skills and, by performing in pairs, their co-operative working.
147. In the junior classes, pupils make satisfactory progress in developing their games' skills and by Year 6 good progress in gymnastics. Pupils develop suitable ball skills for their age in a range of sports. Boys and girls in the lower junior classes satisfactorily use hockey sticks to control and pass a light plastic ball. They throw, bounce and catch a football and are beginning to control it by heading it back to their partner. Older boys develop an appropriate positional sense through practices that involve passing a football so as to avoid it being intercepted by an opponent. Girls satisfactorily develop their netball skills by jumping to catch the ball and pivoting on one foot before passing it on to the next player. In gymnastics, pupils work hard at developing their movements and perform sequences with a good level of skill and co-ordination. Younger juniors move carefully on the apparatus and

successfully perform short sequences that include a balance, a jump and a twist. They hold their balances with a good level of control and some pupils end their sequences by coming up into a neat finishing position. Older juniors perform sequences of a good standard because of the teacher's very high expectations. They move confidently on the apparatus and many successfully include a change of speed and direction to their movements.

148. The school operates an adequate swimming programme for pupils in Year 5. They attend a course of daily lessons at a local swimming pool over a period of four weeks. In the second half of the year, they continue the programme with weekly swimming lessons. Pupils develop their confidence in water and begin to use recognised arm and leg actions on their front and back. By the end of the programme, the majority of the pupils swim unaided for a distance of 25 metres, the expected standard for 11-year-olds. A minority of pupils remain at an early stage of developing their swimming skills while some go on to swim greater distances and achieve life saving awards. The school makes effective use of a local activity centre for outdoor and adventurous activities, including opportunities for pupils to participate in canoeing and windsurfing.
149. The overall quality of teaching is satisfactory. The lessons observed during the inspection ranged from satisfactory to very good. Teachers begin lessons with an appropriate warm-up, which helps pupils understand how exercise affects the body in the short term. In the better lessons, teachers are enthusiastic and manage the pupils very well. Consequently, the pupils are keen and eager to join in. For example, at the start of their gymnastics lessons, junior pupils join in the aerobic exercises with great enthusiasm. The teachers ensure there is an element of fun as they lead the movements to the lively music used. Little time is lost in dealing with disruptions and there is a brisk pace to all the activities. Pupils respond well to the teachers' clear expectations of behaviour and their very effective use of praise. Consequently, they are attentive and work hard and quietly at improving their performance. For example, older pupils very sensibly demonstrated their apparatus work taking care not to bump or disturb others. The teachers' very effective use of pupil demonstrations and the careful development of activities during a lesson result in pupils making good progress. The pupils' response in a Year 6 lesson was exemplary. They showed great respect for others and watched with interest as their classmates demonstrated their gymnastic sequences. Relationships were very good and pupils showed high levels of concentration as they worked.
150. In lessons where the teaching is satisfactory rather than good or better, too much time is spent on managing the pupils' behaviour. This often leads to too many stoppages, which spoil the flow of the lesson and cuts down the time pupils are involved in practical activities. The teachers' choice of activity, at times, does not help to create a calm and sensible atmosphere. As a result, pupils become too boisterous and noisy. Group activities or games that involve large numbers of pupils result in pupils queuing or taking a less active part in the game. This reduces their involvement and so slows their development. Teachers' planning identifies the activity, such as using a range of body actions, but does not show how these skills are to be improved. Consequently, teachers do not sufficiently highlight how pupils can improve their performance.
151. The subject benefits from a very enthusiastic and knowledgeable co-ordinator. He has monitored planning and teaching and provides good levels of support to staff. There is a very good range of good-quality resources, though access to them by pupils is difficult. The subject, including the very good extra-curricular activities that take place, makes a positive contribution to pupils' social development. The awarding of certificates for activities, such as swimming and gymnastics, the high levels of participation in after school clubs and inter-school matches and the celebration of the teams' successes in photographic displays all support the pupils' social development.

RELIGIOUS EDUCATION

152. Standards meet those expected for most pupils by Year 2 and Year 6. This reflects the findings of the previous inspection. There have been improvements to the quality of teaching and resources since the previous inspection. This is because the teachers have received further training and the school has bought new resources to support pupils' learning. These make a positive contribution to the improvement in pupils' learning about different religions. The school uses a recently introduced system for assessing pupils' achievement. It does not measure their progress against the outcomes defined in the locally agreed syllabus. This means that the teachers do not have a clear picture of standards across the school.
153. By Year 2, the standards of most pupils meet the requirements of the locally agreed syllabus. The teacher's carefully prepared resources interest and motivate pupils to learn. They gasp in wonder at the Advent crown and look at it in absolute silence. This makes a positive contribution to their spiritual development. The teacher explains the meaning of Advent carefully and clearly. This helps most pupils to understand how and why Christians prepare for Christmas. For example, by the end of the lesson a pupil explains, 'Advent gets us ready for Jesus' birthday'. Some pupils have difficulty in separating the religious and secular elements of Christmas, but understand that it is about the birth of Jesus. All pupils listen attentively, with enjoyment, and have good relationships with each other and adults. Pupils' written work shows that they have a secure knowledge of the different ways in which harvest is celebrated. They retell miracle stories accurately and higher-attaining pupils have a suitable level of understanding. For example, a pupil writes about Jesus calming the storm; '...the friends said wow he said trust me'. Pupils do not apply their learning in literacy very well; there are no full stops, only one capital letter and no speech marks.
154. Pupils continue to make good progress in learning about different religions as they move through the school. They increase their knowledge of Christianity and their ability to realise how people felt. For example, in Year 3, pupils explore how the birth of Jesus affected the shepherds. They put themselves in the place of the shepherds and the angels and respond well to the teacher's questions. By Year 6, most pupils know that different religions celebrate a festival of light. Pupils' written work shows that they have a secure knowledge of celebrations that are important to Christians, Jews and Muslims. They identify similarities and differences between Christianity, Judaism and Islam. In lessons, the teacher creates a calm and reflective atmosphere. This enables the pupils to think about their work and raise and answer questions. For example, the teacher asks the pupils what they have learned during the lesson. Pupils reply thoughtfully, 'I know why Jews have Hanukkah'. 'I didn't know why they had eight candles, but I know now'. The learning support assistant explains the story simply to pupils who have English as an additional language. This helps them learn and make progress at a similar rate to their classmates. The pupils make good progress in their learning about religions at both key stages. Their understanding of how religion affects people's lives is limited and restricts their achievement. Pupils with special educational needs receive effective support in the classroom. This enables them to learn well and make good progress in their work.
155. Pupils enjoy their work in religious education. The teachers make the lessons interesting and ensure they are relevant to pupils' needs. This ensures that the vast majority of pupils work hard and achieve well. Some pupils in Year 3 have immature attitudes to their work. The teacher has to spend time dealing with behaviour and this slows progress in learning. The older pupils have very positive attitudes to their work. They show a good level of respect for the ideas and opinions of others and are confident in sharing their thoughts. These pupils respond well to the good teaching and are enthusiastic and eager to put forward their own ideas. This is an improvement since the previous inspection.
156. The school's scheme of work gives teachers clear guidance and suggestions to assist their teaching. Teachers keep records of the areas of work that pupils cover. They do not keep systematic records of pupils' attitudes towards religious education. The procedures for

assessing pupils' achievements are satisfactory. It is an area that the school intends to improve. The school's resources for the teaching of religious education are good. There is a relevant collection of a wide range of artefacts and a good supply of quality books. The pupils and teachers make effective use of these resources. This is an improvement since the previous inspection.