

INSPECTION REPORT

**HOLY TRINITY CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY
SCHOOL**

Littleborough, Rochdale

LEA area: Rochdale

Unique reference number: 105814

Headteacher: Mr D Hargreaves

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 18th – 21st November 2002

Inspection number: 246524

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Victoria Street Littleborough
Postcode:	OL15 9DB
Telephone number:	01706 378061
Fax number:	01706 378061
E-mail address:	office@holytrinity.rochdale.sch.uk
Appropriate authority:	Governing body
Name of chair of governors:	Mr T Wallis
Date of previous inspection:	22 nd – 25 th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28076	Mr D Byrne	Registered inspector	Foundation Stage English Design and technology Physical education English as an additional language	The school's results and pupils' achievements. How well are pupils taught? What could the school do to improve further?
9981	Mr S Hussain	Lay inspector	Educational Inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20326	Mr P Clark	Team inspector	Science History Information and communication technology Music Special educational needs	How good are the curricular and other opportunities offered to pupils?
17543	Mr R Coupe	Team inspector	Mathematics Art and design Geography	How well is the school led and managed

The inspection contractor was:
Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	24
HOW WELL IS THE SCHOOL LED AND MANAGED?	25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	29
PART C: SCHOOL DATA AND INDICATORS	30
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	35

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a Voluntary Aided Church of England school situated in the town of Littleborough in the local education authority of Rochdale. Children start school with levels of attainment that are broadly in line with the expectations for their age. The size of the school is smaller than average schools with 128 pupils from Reception to Year 6. Although the percentage of pupils eligible for free school meals is broadly average, there is a predominance of socially disadvantaged pupils. The proportion of pupils with special needs is broadly in line with the national average and includes pupils with a variety of needs, including emotional and behavioural difficulties. There are three pupils with a statement of special educational needs. A very low level of ethnic mix exists in the school with virtually all pupils being of white British origin. There are two pupils who live in homes where English is not the mother tongue. Around a quarter of families choose the school because of its close connections with Holy Trinity, Church of England Church. The school has received two achievement awards from the DfES in recognition of its improved end of Key Stage 2 test results.

HOW GOOD THE SCHOOL IS

This is an effective school that provides pupils with a good education within a warm and caring ethos. Pupils make a very good start to their education in the Foundation Stage and make good progress overall by the time pupils leave school at the age of 11. Attainment in English, mathematics, science, art and design and geography at the end of Key Stage 2 is above the national average. Pupils develop very good relationships with others and mostly behave well and display good attitudes in lessons. Very effective leadership by the head teacher supported by a good senior management team and governing body keeps the school moving forward and improving. The school currently provides good value for money.

What the school does well

- Children make very good progress in the Foundation Stage and by the end of Key Stage 2 attain standards that are above average in English, mathematics, science, art and design and geography.
- Very good provision is provided for pupils with special educational needs.
- There is good provision for personal, social, health and citizenship education and pupils develop good attitudes, behaviour and levels of personal development.
- Good provision for spiritual, moral and social development.
- Very good procedures for child protection and pupils' welfare.
- Good links exist with supportive parents and the local community.
- The head teacher provides very good leadership with effective support by the governing body.
- Good financial management makes sure that the school gets the best from its budget.

What could be improved

- Standards in information and communication technology and physical education across the school and science in Key Stage 1.
- The progress made by pupils in lower Key Stage 2.
- The use of assessment in subjects other than English and mathematics.
- The provision for developing pupils' awareness and understanding of cultures different than their own.
- Aspects of the accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good improvement since the last inspection in June 1998 as a result of the strong, effective leadership of the head teacher supported by an effective governing body. Standards have risen in English, mathematics, science and geography across the school and in art and design and music in Key Stage 2. The quality of the school management has been strengthened and the overall quality of teaching is better overall. Significant improvements have occurred in the curriculum including a better programme for personal, social, health and citizenship education. The quality of the accommodation and the range of resources have been improved. The role and impact of subject co-ordinators is much better and the procedures for assessing the attainment and progress of pupils are more effective. There is a better balance of time given to teaching and learning in Key Stage 2. The school no longer has serious weaknesses and, given the maintenance of the current good quality of leadership and management it has a good capacity to continue to improve in the future.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	D	B	A	well above average A above average B average C below average D well below average E
mathematics	C	A	A	A	
science	C	A	B	B	

The trend in the school's end of Key Stage 2 results has been above the national trend over the last four years. In 2002, pupils' performance at the end of Key Stage 2 was above the national average in English and science and well above the national average in mathematics. In comparison with similar schools, pupils achieved standards that were well above the average in English and mathematics and above the average in science. At the end of Key Stage 1, attainment was well above both the national average and the average for similar schools in reading and in line with the national average and the average for similar schools in writing. Standards at the end of Key Stage 1 in mathematics were in line with both the national average and the average for similar schools. Teacher assessments for science showed that attainment at the end of Key Stage 1 was well below the national average and the average for similar schools. Attainment in the National Curriculum tests in both key stages has risen significantly since the last inspection. Teacher assessments show that attainment in science has declined by the end of Key Stage 1. The improved levels of attainment are as a result of more effective teaching overall, improvements to the curriculum, the impact of better resources for learning and higher expectations and better training and support by the senior management team. The school sets targets for attainment at the end of Key Stage 2 in English and mathematics, but they have been exceeded each year and are too low. They do not reflect the improved standards being achieved.

Inspection evidence supports the picture given by the end of Key Stage 2 National Curriculum tests of good standards in English, mathematics and science but standards at the end of Key Stage 1 at the moment are not as high as those in the 2002 tests. At the end of Key Stage 1, attainment is currently in line with the national average in English and mathematics whilst

attainment in science is below average. The reason why standards at the end of Key Stage 1 are lower than the most recently published test results is that the teacher is recently appointed and inexperienced and is in the process of getting to know the class.

In other subjects, pupils achieve standards that are above national expectations at the end of both key stages in geography and at the end of Key Stage 2 in art and design. Standards in physical education and information and communication technology are below national expectations at the end of both key stages. The low attainment in information and communication technology is because the school has not had suitable resources and in physical education it is linked to weaknesses in confidence of teachers. In all other subjects, pupils make satisfactory progress and achieve standards at the end of both key stages that match the national expectations. Insufficient evidence was available to judge standards in music at the end of Key Stage 1.

In the Foundation Stage, children make a very good start to their education and make very good progress achieving almost all of the Early Learning Goals for their age by the end of the Reception class. The exception is in physical development where the lack of a suitable secure outdoor play area with appropriate play equipment reduces children's progress and achievement.

Pupils make good progress overall by the time they leave school at the end of Year 6 although the rate of progress varies between classes. After very good progress in the Foundation Stage, progress slows to being satisfactory in Key Stage 1. In Key Stage 2, overall progress is too slow in lower Key Stage 2 because of weaknesses in the quality of teaching but in upper Key Stage 2, and especially in Year 6, the quality of teaching improves significantly and progress increases rapidly. Pupils with special educational needs are very well supported, and most make good progress towards their individual targets, especially in literacy. The very small minority of pupils with English as an additional language are making good progress overall. Girls do better than boys in English in Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Pupils' attitudes to learning, and to other pupils, is good overall although where teaching is weak, they are restless in lessons and show disaffection. This reduces pupils' levels of concentration. Children in the Reception class make very good progress in their personal, social and emotional development and display good social skills.
Behaviour, in and out of classrooms	Good overall. Pupils are mostly mature and well behaved and take responsibility well but at times some pupils in lower Key Stage 2 are boisterous enough to distract other pupils from learning.
Personal development and relationships	Throughout the school, relationships are very good. Pupils confidently and competently take responsibility and use their initiative.
Attendance	Attendance is good being above the national average.

TEACHING AND LEARNING

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

Quality of teaching	Very good	Satisfactory	Satisfactory
---------------------	-----------	--------------	--------------

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

All teachers are hard working and committed to the general welfare and care of all pupils. Teaching and support staff work together very well in making sure that all pupils are included in all aspects of school life. Despite this high level of commitment, the quality of teaching varies across the school. It is very good in the Foundation Stage where a very stimulating and well organised and managed range of learning activities give children a very good start to their education. Throughout the Foundation Stage, children make very good progress. In Key Stage 1, teaching is satisfactory and pupils make sound progress. In lower Key Stage 2, there are weaknesses in teaching. The pace of lessons is too slow and pupils are not always given work that matches their ability and pupils do not always make enough progress. In upper Key Stage 2 teaching is good overall with some very good teaching in Year 6. In these classes, pupils work hard, set high standards for themselves and respond well to challenging expectations. The teaching of literacy and numeracy in Key Stage 1 and Key Stage 2 is satisfactory overall with strengths in Upper Key Stage 2 and weaknesses in lower Key Stage 2. In science, teaching has been unsatisfactory over time in Key Stage 1 and standards are too low whilst in Key Stage 2 teaching is satisfactory overall with better teaching in Year 6. In other subjects good teaching occurs in art and design and geography and satisfactory teaching in design and technology, history and music. In information and communication technology, physical education and in science in Key Stage 1 weaknesses in teacher's knowledge and confidence mean that pupils do not do as well as they could. The quality of teaching for pupils with special educational needs is very good and at times excellent. Teachers and support staff are an effective team making sure that pupils with special educational needs make at least good progress towards the targets in their individual education plans. The small minority of pupils with English as an additional language are given good support in lessons so that good progress occurs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is very good and provides a rich and stimulating environment for learning. In Key Stages 1 and 2, the curriculum is satisfactory and meets statutory requirements. Suitable attention is given to teaching the basics of literacy and numeracy, but not enough time is given to information and communication technology and the development of investigative skills in mathematics and science. A good policy and scheme for personal, social, health and citizenship education benefits pupils' education.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Each pupil has a succinct, well written individual education plan that guides what is taught to these pupils.
Provision for pupils with English as an additional language	Good overall. The very small number of pupils with English as an additional language are given good support by teaching and support staff
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made to promote the spiritual, moral and social development of pupils and to promote pupils' awareness of local and regional and traditional British culture. The planned provision to prepare pupils for living in the modern multi-cultural society in which they live is unsatisfactory.
How well the school cares for its pupils	The school is very caring and pupils are happy and secure. There is a strong family ethos. Procedures for assessment need improving in each subject except English and mathematics.

Parents have good views about the school. They are supportive of the education the school provides and value the good efforts of the school to keep them informed about all that is going on. Whilst communication is generally good, the quality of the Annual Reports in Key Stages 1 and 2 is weak, lacking in evaluative comments and setting suitably sharp targets for improvement. In the Foundation Stage, good induction procedures establish good relationships with parents early on in their school life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership of the head teacher is very good and has gained high levels of respect from pupils, staff and parents . A caring ethos has been successfully established throughout the school coupled with a recognition of the need to achieve high academic standards. The senior management team is effectively contributing to the school's development although the role and impact of the deputy head teacher could be better. Standards are improving and effective strategies are in place to sustain this improvement in the future. The management of special educational needs and of the Foundation Stage is very good.
How well the governors fulfil their responsibilities	Good. The governing body is well informed and is supportive of the school. Governors constantly ask challenging questions of the head teacher and monitor how effectively the school development targets are being met.
The school's evaluation of its performance	Good. The school compares its performance with similar schools, uses assessment data to set targets for pupils' performance and constantly challenges the effectiveness of its spending. Consultations with pupils and parents add to the information used to make decisions.
The strategic use of resources	Financial management is very good and all procedures benefit from the skills of a very effective school bursar. Good procedures are established for ensuring that the school spends all funds to give best value to pupils and children. All resources are wisely used to benefit pupils.

The accommodation is unsatisfactory overall because of two significant weaknesses; there is no suitable provision for the outdoor physical development of children in the Reception class and access for pupils requiring a wheelchair is unsatisfactory. Resources in all subjects are adequate with the exception of resources to promote multi-cultural awareness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of the Foundation Stage provision. • The caring, family ethos. • Good test results and overall progress. • The leadership and guidance of the head teacher and governing body in improving the school. • The way teachers are approachable. • The way the school encourages pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The quality of the accommodation • The way in which homework is used. • Behaviour. • The range of extra-curricular activities. • The way they are kept informed.

The inspection team agrees with the positive comments. The quality of the Foundation Stage curriculum is very good, the school does provide a caring, family atmosphere, results are good and the quality of leadership and management is effectively improving the school. Teachers make every effort to meet parents and provision for this is better than in many schools. Pupils are encouraged to become mature and responsible. Inspectors agree with two of the negative views but disagree with the other three. The quality of the accommodation needs improving and there are inconsistencies in the way homework is given out and used. Behaviour, on the other hand is good overall except when pupils are not challenged in lessons. The range of extra-curricular activities is satisfactory and typical of a small school and the levels of communication are satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment is broadly in line with expectations when children start school in the Reception class. In their first year in school the majority make very good progress. and by the end of the Foundation Stage they exceed the Early Learning Goals for each area of learning i.e., in their communication, language and literacy, in their mathematical development, in their knowledge and understanding of the world and in their creative development. In physical development the lack of suitable accommodation for outdoor activities reduces the progress overall. In Key Stage 1, pupils make steady and satisfactory progress overall although girls do better than boys. This is mainly because the behaviour of the girls is better than that of the boys. In Key Stage 2, progress slows in Year 3 and Year 4 and is unsatisfactory overall but it picks up in upper Key Stage 2 and pupils rapidly make up ground. By the end of Key Stage 2 pupils have made good progress from the time they started school. There is no difference between the progress or attainment of boys and girls in Key Stage 2.
2. At the end of Key Stage 1, standards in the 2002 end of key stage National Curriculum tests in reading were well above both the national average and the average for similar schools and in line with the national average and the average for similar schools in writing. In mathematics standards were in line with both the national average and the average for similar schools. In science however, standards in 2002 as shown by teacher assessments were very low. Inspection findings show that attainment is in line with national expectations in reading, writing and mathematics but below them in science. The discrepancy between the inspection evidence and the most recent end of key stage National Curriculum tests is explained by the fact that the class size is small, the nature of the class is different and there is a new, inexperienced teacher in post in Year 2. At the moment higher attaining pupils in Year 2 are not always challenged enough and their progress is only satisfactory.
3. Standards are improving at the end of Key Stage 2 and are higher than they were at the last inspection in English, mathematics and science, art and design and geography. In the 2002 National Curriculum tests the performance of pupils at the end of Key Stage 2 in English and science was above the national average and in mathematics it was well above. In comparison with similar schools, standards were well above average in both English and mathematics and above the average in science. These results are confirmed by the inspection evidence as being an accurate reflection of standards at the end of Key Stage 2. The trend in improvement the school's end of Key Stage 2 results has been above the national trend over the last four years.
4. The improved standards in English and mathematics at the end of Key Stage 2 are a direct result of a much better curriculum and the good implementation of the national strategies for literacy and numeracy. Strong but sensitive leadership by the head teacher that has developed a culture of expecting higher attainment has had a positive effect on learning. Better use of assessment data to inform planning and better use of classroom support assistants for all pupils, but particularly those with special educational needs has added to the better quality of education. The school has much better ways of identifying staff's training needs and this is improving teachers' confidence and subject knowledge, enabling better planning and organisation of most lessons. Progress across Key Stage 2 is good overall but in lower Key Stage 2, the quality of teaching is weak and at time unsatisfactory and progress is unsatisfactory

overall. Good teaching in upper Key Stage 2 picks up pupils' learning and progress increases rapidly, especially in Year 6.

5. The rising standards in English and mathematics have resulted in the school's targets for attainment at the end of Key Stage 2 in English and mathematics being outstripped by the pupils. The current targets are not now a true reflection of standards achieved and they need increasing to add more challenge and expectation.
6. Pupils with special educational needs across the school receive very good support to meet their individual needs, and so make good progress in developing their literacy skills and behaviour modification targets, which are the main targets of the majority of individual education plans. These plans are very comprehensive, and written in a style that is very easy to follow and monitor progress against clearly achievable targets. Class teachers and support staff provide pupils with English as an additional language with good support so that the pupils make good progress in improving their knowledge and understanding of English.
7. In subjects other than English, mathematics and science, there have been improvements in attainment and progress in art and design, geography, and music in Key Stage 2. In art and design pupils make good overall progress across the school and after achieving standards at the end of Key Stage 1 that are in line with national expectations, attainment at the end of Key Stage 2 is better than expected. By the end of Year 6 pupils develop a good knowledge of the art and techniques of famous artists and pupils produce good quality work in the style of artists such as Picasso and Jason Pollock. In design and technology, pupils make steady and satisfactory progress across the school and at the end of both key stages reach standards that are in line with national expectations. Good links with other subjects in Key Stage 2, for example, history and science, add meaning to the design and technology work carried out. Attainment in geography is above the national expectations at the end of both key stages. By the end of Key Stage 1 pupils develop a good understanding of the immediate locality and have the skills to use simple maps and to compare and contrast different places. By the end of Key Stage 2, map reading skills have developed and they are good overall. A good knowledge has also been gained about other countries as well as key features of the United Kingdom. In history, pupils make satisfactory progress as they move through the school and by the end of both key stages, they reach standards that are in line with national expectations. Pupils acquire a secure sense of the past and the chronology of major events in British history and develop a good knowledge and understanding of life in Victorian times. In music attainment and progress has improved since the last inspection. Pupils make satisfactory progress across Key Stage 2 and achieve standards by the end of it that are in line with national expectations. There was insufficient evidence to judge standards in music at the end of Key Stage 1.
8. Attainment in both information and communication technology and physical education are below the national expectations at the end of both key stages. In information and communication technology, the school has lacked suitable resources to teach the subject effectively and staff training funded by government grants has been delayed. The school is frustrated by this and is working hard to rectify the situation. In physical education, staff lack confidence and the impact of the lack of suitable outdoor provision for children in the Foundation Stage reduces the attainment of pupils in Key Stage 1 in particular.
9. Pupils are achieving well at the end of Key Stage 2 in English, mathematics and science and also in art and design and geography. There is still some room for

improvements in some subjects i.e. science by the end of Key Stage 1 and information and communication technology and physical education across the school. The head teacher and staff recognise the need to raise standards here and have included these subjects in the school development plan. Good attention has been given to raising standards in the core subjects of English, mathematics and science since the last inspection and despite some difficulties arising from the prolonged absence of the head teacher, good progress overall has been made in rectifying the serious weaknesses in attainment the school had in 1998.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour and personal development are good overall and make a significant contribution to their achievements.
11. Attitudes to the school are good. This is a similar picture to that of the last inspection. Pupils show high levels of interest and involvement in lessons and other school activities. For example, in a Year 6 literacy lesson about the differences between fact and fiction, all pupils were keen to answer questions to show what they knew to start off with. Pupils also show much interest and enthusiasm in extra-curricular clubs such as choir as demonstrated when pupils in Year 5 explained how important practice was as they prepared for a performance in the community. Pupils in the Foundation Stage show very good attitudes, behaviour and personal development. They are developing positive habits in their learning. They raise their hands to speak to adults and willingly share equipment and learning resources with each other. Although there are some weaknesses in the school's provision to promote awareness of the cultural diversity of British society, pupils have positive attitudes to differences in others and there is no evidence of racism or racist behaviour.
12. Behaviour is generally good and this marks an improvement since the last inspection where behaviour was judged as good in the Foundation Stage and satisfactory elsewhere. The pupils at this school are well mannered and polite towards others. The great majority of pupils behave well in lessons, assemblies, at break-times and as they move around the school, especially on the stairs. However, behaviour is sometimes unsatisfactory when teaching is weak. A small number of pupils, especially in Years 3 and 4 can get a little boisterous when they become restless and this distracts others from learning. Pupils discuss classroom rules at the start of each school year and make suggestions for changes. This indicates that they have a good understanding of the impact of their actions on others. Pupils' good moral development is evident in their views about bullying and discrimination of any kind. There were no exclusions at this school in the last academic year.
13. Relationships between adults and pupils, and also between pupils, are very good. This represents a considerable improvement since the last inspection. Pupils collaborate very well in tasks with their peers. For example, in a Year 5 dance lesson pupils worked very effectively in their groups to develop dance steps and sequences. The presence of a Year 6 pupil at every table at lunchtime contributes to the strong family ethos and pupils' good social development. Pupils show high levels of respect for the feelings, values and beliefs of others. This was evident during an excellent lesson in the Reception/Year 1 class. Pupils showed exceptional patience and respect listening to each other as they decided whether certain objects were "old" or "new", and why.
14. Pupils' good spiritual development is reflected in their learning and their feelings about trust and fair play. Although pupils feel strongly about equality and respecting others, generally they show poor awareness of other cultures in our society, a factor in their

overall unsatisfactory cultural development. Virtually the same issue was raised at the last inspection.

15. The school successfully promotes an ethos that values and includes all pupils equally in school life. Pupils with special educational needs have a good self image and display a very positive attitude towards life in school, and their work, which is clearly reflected in good quality teaching sessions. The small minority of pupils with English as an additional language are fully integrated into school life and have good relationships with others.
16. Personal development is good on the whole. This is a similar picture to that of the last inspection. Pupils respond well to responsibility and use their initiative. For example, Year 5 and Year 6 'buddies' are helpful and caring towards younger pupils. A 'reading buddy' from Year 5 commented that she enjoyed her work because it "helps other children and makes me feel good".
17. As at the last inspection, attendance is good and is above the national average and this contributes to the good standards being achieved. Unauthorised absence is broadly in line with the national average and punctuality is satisfactory.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The overall quality of teaching has improved since the last inspection but some weaknesses remain in teaching in one part of the school. The quality of teaching in the Foundation Stage is very good and satisfactory in Key Stage 1. In Key Stage 2 teaching is satisfactory overall with good teaching in Year 5 and Year 6 resulting in pupils making good progress overall across Key Stage 2 in upper Key Stage 2. In lower Key Stage 2 there are some weaknesses and pupils in this part of the school are not making progress at rate that they could.
19. In the lessons observed during the inspection, the quality of teaching was excellent in 5% of lessons, very good in 18% and good in 50 %. Unsatisfactory teaching was seen in 5% of lessons and poor teaching in 5%. The interpretation of such figures needs to be treated with caution because of the small nature of the school and the fact that one lesson represents almost 3% of lessons observed.
20. Across the school all teachers are hardworking and care about both the personal and academic development of the children and pupils. All staff work together to make sure that all pupils are included in all aspects of school life. Very good teamwork exists with the skilled and effective classroom support assistants and teaching and support staff successfully providing an education that promotes amongst pupils mostly good behaviour and attitudes, a desire to learn and the confidence to take risks and try out new ideas. From the time pupils start school in the Reception class, they make very good progress in the Foundation Stage and good progress overall by the time they leave school at the end of Year 6, where the majority of pupils achieve standards that are above the national average or better in English, mathematics and science and exceed the national expectations in art and design and geography.
21. The quality of teaching is good overall in art and design, geography and history in upper Key Stage 2. Teachers generally have a secure knowledge and understanding of each subject of the National Curriculum and this contributes to lessons that are mostly well managed and organised. There are some areas where knowledge is weak and could be better. Most teachers lack enough knowledge to use information and communication

technology and there is a lack of confidence in the teaching of aspects of physical education for example, gymnastics and dance. In Key Stage 1, a weakness in the way science is taught and the subsequent levels of attainment have adversely affected the attainment and progress of pupils in science. Across the school, teachers effectively share the intentions of each lesson with pupils and in the better lessons, but not all, these intentions are discussed with pupils at the end of the lesson to establish how much has been learnt. In upper Key Stage 2, especially, this process helps pupils to develop an understanding of how well they have done and this generates amongst many pupils a determination to do as well as they can.

22. The quality of teaching in the Foundation Stage is very good and at times excellent. Very good teamwork between the class teacher and NNEB qualified classroom support assistants and additional support from a special educational needs assistant and adult helpers adds to the overall quality of provision. Lessons are planned very well to match the needs of all children. A lively and creative classroom environment exists with a wide range of stimulating displays successfully designed to entice children to learn. Very warm relationships are built up between the children and the adults and this contributes to children settling in quickly to school life and rapidly developing very good personal, social and emotional skills. A rich and stimulating range of materials to promote reading, writing and a love of books promotes very good progress in communication, language and literacy and a similar provision for mathematical development contributes to rapid development of mathematical ideas and knowledge. The teacher is very skilled at managing time and whilst maintaining a relaxed and friendly manner is constantly moving children forward. Activities to promote children's knowledge and understanding of the world and creative development make significant contributions to the children's development in these areas. Good use of the community and real objects adds to learning for example, the use of a real quilted blanket intrigued and motivated children to have a go at making their own! Physical development is promoted in terms of fine skills such as cutting, and using a pencil or paintbrush, but the weakness in the accommodation reduces the ability of the class teacher to provide suitable outdoor physical activities.
23. In Key Stage 1 the quality of teaching is satisfactory overall. The teaching of literacy and numeracy is satisfactory with the implementation of the national strategies for both subjects having a positive impact on standards. There is good teamwork between the staff in Key Stage 1 and the issue of dealing with the demands of mixed aged classes are being dealt with well in some subjects. The recent introduction of a part-time teacher to teach Year 1 each morning in literacy and numeracy is a potentially effective strategy to reduce the demands of teaching mixed Year 1 and 2 classes. The teacher in Year 2 is very new to the school and is inexperienced and still getting to know the pupils. Whilst lessons are managed satisfactorily, there are times when the needs of higher attaining pupils are not picked up and in some aspects of English, mathematics and science the level of challenge needs to be higher. In subjects other than English and mathematics, planning is brief and it is not always apparent that the needs of each group are planned for. The school is in the process of tackling this issue. Overall, pupils respond satisfactorily to teachers and behave well in lessons in Key Stage 1 although at times, there is some challenging behaviour in Class 2 that is managed satisfactorily. Resources are used well to add interest to lessons, for example, a large book about soup was used successfully to focus pupils' attention on a design and technology task of planning and making a real winter's soup. When such resources are used, the pupils' attention is captured and they listen well and participate in their work with enthusiasm. In science, weaknesses in the past have existed with a particular weakness in the teaching of basic investigational skills and a lack of attention to the quality and range of work recorded by pupils. Expectations in science are still too low. A

lack of access to suitable information and communication technology resources means that at the moment the use of information and communication technology across the curriculum in Key Stage 1 is not as good as it should be. Teachers generally mark work promptly, often with the pupils, and the sharing of the purpose of each lesson helps pupils to become aware of what is expected of them so that they can start to consider how well they are doing.

24. In Key Stage 2, the quality of teaching and learning is satisfactory overall but good in the upper part of the school. Some unsatisfactory teaching was observed in lower Key Stage 2. The reason for this is that there is weak subject knowledge, and lessons are taught with very slow pace. At times very low expectations are set for higher attaining pupils and this results in these pupils making very little progress. The challenging behaviour of pupils is poorly managed and many pupils are disaffected with learning and gain more satisfaction by being naughty. The misbehaviour impedes the progress of both those performing it and the progress of other pupils trying to work hard. The reasons why some pupils misbehave are that they are bored and are not given stimulating work presented with a sense of urgency and suitable pace.
25. In the upper part of Key Stage 2 pupils benefit from well prepared and organised lessons that identify the needs of different ability groups matched to suitably challenging work. The teaching of literacy and numeracy is good overall in upper Key Stage 2 and very good in Year 6 where the quality of teaching is of a particularly high standard. Expectations for pupils in upper Key Stage 2 to present their work neatly are very high and this reflects in pupils developing a sense of pride in their work and a self-knowledge of "standards". Lessons proceed with good pace and pupils are set time-targets that make sure no one wastes time. Relationships between teachers and pupils in upper Key Stage 2 are good and at times very good. Pupils feel secure, know where they stand and are given stimulating and interesting work that respects their growing maturity, as a result everyone works hard and does their best. In one of the upper Key Stage 2 classes where there is a high percentage of pupils with special educational needs, very good management by the teacher supported by high quality classroom support assistants makes sure that there are only occasional problems and most of the time the rate of learning is good. The way pupils are given the purpose of each lesson is developing amongst them a good sense of how well they do in each lesson so that they are able to evaluate for themselves ways of getting better. Teachers in upper Key Stage 2 make effective use of the end session of each lesson to review what has been learned and identify ways of progressing next.
26. The quality of teaching for pupils with special educational needs is generally good in class and at times very good. In sessions where pupils are withdrawn for individual or group support by the member of staff responsible for special educational needs, often very good and excellent teaching enables most to make good progress in developing their literacy and behaviour modification skills, which are the main targets in their education plans. The needs of those pupils with English as an additional language are met by a good combination of support by the class teachers and support staff.
27. Across the school the teachers make good use of assessment in English and mathematics to identify groups of pupils requiring additional support or challenge but in other subjects, whilst procedures are satisfactory for assessing pupils teachers are not yet making use of assessment to gauge progress. There are inconsistencies amongst the way that teachers use homework and the opportunity to use it to improve standards and broaden ways of learning are not always taken. Whilst marking is satisfactory, the overall use of it to set targets and point out ways of improving pupils' work is not consistently taken.

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

28. The school ensures that all pupils regardless of background, ability or gender are given equal entitlement to each part of the curriculum by providing a broad and balanced curriculum. Statutory requirements are met in all subjects, with particular strengths in English, mathematics, art and design and geography across the school and science in Key Stage 2. The standards being achieved today are better than they were in 1998 in most subjects, and this reflects the sound cohesion within the curriculum. A comprehensive programme has been introduced for the development, monitoring and reviewing of all areas of the curriculum resulting in well-focused and appropriate plans that have guided good improvement.
29. The curriculum for children in the Foundation Stage is very good, providing very well planned activities that enable the majority of children to get off to a very good start in their education. However, a scarcity of outdoor play equipment and access to a defined outdoor play area hampers their physical development. In Key Stage 1 and Key Stage 2 schemes of work have been implemented for all subjects. Policies have been written for all subjects and schemes of work implemented that reflect recent government guidelines, including social and health education and citizenship. Individual subjects are planned within a two-year cycle ensuring adequate subject coverage for pupils in mixed age classes. However, the school is aware of the need to develop an overall curriculum plan, showing how and when which subjects are taught, in which sequence and the length of time designated to each subject. At present there is insufficient monitoring of both subject material that is actually taught and the length of time that individual teachers allocate to different subjects in their planning. As a consequence, standards in information and communication technology are lower than they should be. Planned opportunities to include information and communication technology across the curriculum are very limited.
30. The national strategies for teaching literacy and numeracy have been implemented successfully throughout the school, and these have had a good effect on raising standards. These lessons are supported by links with other subjects. For example in Year 6 literacy lessons, pupils are encouraged to write extensively to make illustrated books relating to the history topic being studied. This good practice supports efforts being made to raise overall standards in English, and it also encourages independent learning through development of research skills. However, overall there are too few planned opportunities for pupils to write for a range of audiences and at length and they are limited both in English and other subjects. The school knows this and is implementing good strategies for rectifying the situation.
31. There is a good personal, health, safety and citizenship programme of work that provides a range of useful experiences for all pupils. There is an agreed policy for sex education and drugs misuse. Pupils have good opportunities to develop their social skills through group and paired work in the classroom, for example the organisation of games equipment at lunchtime to support outdoor play activities. A satisfactory range of extra-curricular activities, including football, netball and choir enhances the curriculum. Pupils are able to use the experiences gained to further develop their social skills.
32. Provision for pupils with special educational needs is very good, and they enjoy access to the full curriculum. For those who need individual or small group teaching in order to

improve basic skills this is organised in a way that is least likely to cause disruption to learning and curriculum. Pupils with special educational needs, including those with statements are very successfully integrated into groups within the class, and are appropriately included in any additional activities undertaken by the school. The curriculum is adapted where necessary to meet the needs of the small number of pupils with English as an additional language so that they can understand the content of lessons.

33. Provision for pupils' spiritual, moral and social development is good but for cultural development it is unsatisfactory overall. The school places great emphasis on appreciating and valuing the individual. Although provision is not formally included when teachers are planning their lessons, the school holds a very strong set of values that filter through everyday school life. The majority of pupils respond well to this environment and are being given every opportunity to become good citizens.
34. The provision for pupils' spiritual development is good. The strong Christian ethos of the school gives a positive contribution to this development. The assemblies, which all staff attend, are well led by the head teacher and have a good effect on pupils, providing opportunities for prayer and reflection. Pupils are encouraged to think about important events in their lives, both happy and sad, as well as special moments in their lives. For example, in a display of artwork, pupils were encouraged to show their feelings, successfully using a range of colours and patterns to illustrate a 'happy mood'. Pupils are clearly valued by the majority of adults in the school. The parish priest and curate are regular visitors to the school, thus adding well to the overall spiritual development in the school. Music plays a valued part in the spiritual life of the school, both in singing and the music played in assemblies. This further enhances the opportunity for a moment's reflection. However, the school is aware of the need to further develop pupils' respect for the faiths and cultures of their local community.
35. The provision for pupils' moral development is good. The school has a clear moral code that is promoted at all times by the majority of staff. Most teachers have appropriately high expectations of pupils' behaviour; although these are not consistently applied throughout the school. There are good policies to encourage appropriate behaviour and to prevent oppressive or intimidating actions, and these are implemented well at lunch and play times. Pupils are positively encouraged to live lives in which they care and share through respect and tolerance based on Christian principles. There are weekly awards in assembly where children from each class are selected, and the school celebrates together the good things that have been achieved by these children. Most pupils are visibly proud of their skills and take their respective roles very seriously when opening doors, or explaining arrangements to visitors for collecting lunch at lunchtimes. Well-planned opportunities are provided in lessons for pupils to discuss moral issues and this promotes opportunities for the pupils to practise moral decision-making.
36. The provision for pupils' social development is good. The aims of the school in its 'Pupils' Charter' are reflected effectively in all activities. The school develops a good 'family' atmosphere and sense of community with common values that include all pupils, irrespective of a pupil's age, gender, achievement and background. All pupils are effectively encouraged to work together co-operatively and to respect each other for who they are. Children in the reception class are given good opportunities to initiate activities such as developing games or taking responsibility for clearing away at the end of a session. Assemblies make a positive contribution to pupils' social development. For example, 'badges' are awarded to pupils who have made especially good efforts in improving their behaviour. The constant reinforcement of the importance of moral

principles and respect, and the acknowledgment of appropriate behaviour occurs throughout the school, underpinned by well-targeted individual plans to assist those pupils who find consistently behaving well a problem. Pupils are given good opportunities to participate in the community life of the school, and are also given chances to work with the wider community in social and sporting events such as singing at lunchtime musical concerts held in the locality. Older pupils assist as 'Best Buddies' during wet playtimes and lunchtimes, also arranging chairs in the hall prior to assembly, and organising the outdoor play equipment used at lunchtimes. Opportunities for 'Reading Friends', for example, positively encourage older pupils to support younger pupils reading for enjoyment and also assist quality friendships and co-operation. Such events contribute very positively to improving pupils' self esteem and their ability to co-operate with others. Further opportunities for promoting social skills are made through visits, extra-curricular activities and competitive sports. During recently held fund raising events, pupils raised money via a variety of football skills events to aid further sporting opportunities in the community. This has a positive influence on their sense of social responsibility.

37. Unsatisfactory provision is made for the overall development of pupils' cultural development. Pupils are given satisfactory opportunities to learn about their own culture and heritage through visits to such places as the local library, and places of interest to support class work in history. Opportunities for cultural development in art and design and music are generally well represented through mainly European artists. In history pupils learn about life in Victorian times, comparing in detail food, education and transport with that of today. Visitors also make a satisfactory contribution to the enrichment of the curriculum. However, there are too few opportunities to develop pupils' awareness of the multicultural makeup of society in Britain today. The school is aware that more emphasis needs to be given to enhancing pupils' understanding of race issues as part of the developing personal, social and health education programme.
38. Extra-curricular provision is satisfactory for a school of this size. This represents a slight improvement since the last inspection where provision was said to be limited. There are two lunchtime clubs and three after school clubs. These include sports, recorders, chess and a Christian fellowship group. However, there is hardly any opportunity for the younger pupils. Pupils go on many school trips and visits each year and this positively supports their studies and topic work.
39. Provision for pupils' personal, social and health education is good. This includes 'citizenship' and represents significant improvement since the last inspection. The school has developed a broad ranging written policy and detailed lesson plans. The school nurse makes a good contribution to sex education and the police service supports drugs education well.
40. The school has good links in the community, making a good contribution to pupils' learning. Some improvements have taken place since the last inspection. The vicar from the Parish Church normally takes weekly assemblies in school and this supports pupils' spiritual development and religious education. The Church itself is well used as a learning resource. The school takes part in the community football initiative whereby coaching is available through Manchester United and Rochdale football clubs. Littleborough Library is well used by Years 3 to 6 and this effectively promotes literacy and research skills development. School trips are varied and plentiful. For example, pupils visit the Heritage Centre when there are art exhibitions and also when they are studying 'the Victorians'. Other trips include Hollingworth Lake, Clarke Hall and the Royal Armouries Museum.

41. The school has good, constructive relationships with partner institutions. For example, best use is made of the Local Education Authority Advisory Service to develop the school. As at the last inspection, there are good links with other schools. For example, there are effective arrangements to ensure a smooth transfer for Year 6 pupils to the secondary school of their choice. Initiatives with Wardle High School include a 'summer school' for Year 6 pupils who have achieved very well in their learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Procedures for promoting pupils' welfare are very good. This is a very caring school where pupils are happy and relationships are very good. Parents are rightly pleased with the strong family and caring ethos. The educational and personal support and advice given to pupils are good and ensure that all pupils are included in all parts of school life. These factors are effective in supporting pupils in their learning. The school has made several good improvements in this area of its work since the last inspection. The school has addressed the key issues identified at the last inspection, concerning the implementation and use of assessment, although some aspects of this are not as well developed as others.
43. Arrangements for Child Protection and for ensuring pupils' welfare are very good overall. The minor issues mentioned in the last inspection report were fully addressed. The designated officer for Child Protection is appropriately trained and deals with any issues effectively. The school also has another member of staff fully trained and there are appropriate written guidelines available for all staff about the school's procedures.
44. Procedures for maintaining the health and safety of pupils are good and effective. Members of the governing body, senior staff and the caretaker regularly carry out a broad range of health and safety risk assessments. These are effective in identifying potential hazards so that action can be taken to remove them. Accident and emergency procedures are effective in dealing with problems. Many staff are trained in basic first aid and two are comprehensively trained. Fire drills are carried out each term and recorded. A strong feature of the school is how closely and effectively it works with external agencies in raising awareness of health and safety matters. For example, visitors attend the school to talk to pupils about road safety, rail safety and water safety. Year 6 pupils are able to take part in the 'crucial crew' project where they learn about safety through many activities and role-plays. They are also able to undertake safe cycling training.
45. Procedures to monitor and improve attendance are satisfactory. The school produces a useful attendance report each term that highlights any issues. The Educational Welfare Officer attends the school frequently and gives effective support where necessary. Newsletters regularly give reminders to parents about the importance of good attendance and punctuality in their children's learning.
46. Procedures for monitoring and promoting good behaviour are good. The school has developed more consistency in promoting good behaviour since the last inspection. Staff maintain detailed records of any problems. There is a good system to monitor the behaviour of individuals where there are concerns to ensure that improvements take place. Good use is made of rewards such as merits, badges, and certificates. Celebration assemblies are held each week and these include presentations of certificates and special mentions for kindness, good deeds and achievement.

47. The school has very good procedures in place to assess and monitor the progress of pupils with special educational needs. On a termly basis the teacher responsible for special educational needs evaluates with the class teacher the progress made in achieving the targets set out in the individual education plans. The pupil is assessed and decisions made regarding the next stage. This may be reduced into smaller stages or, if the pupil needs a different approach, the strategies may be changed. The school clearly recognises the importance of monitoring the pupils' views of their successes and their needs. Pupils are invited to write their comments at the bottom of their individual education plan. This is usually in the form of 'I have made progress in ...', 'I still need help with ...'. The new individual education plan is then sent home and parents requested to visit school to share their child's progress and needs. The individual education plans written by the special needs co-coordinator and class teachers are well written to a good standard.
48. Assessment in the Foundation Stage of children's education is very good. Very effective use is made of the local education authority baseline assessment to identify the needs of each child. Progress during the children's time in the Reception class is measured through a test towards the end of the year and this is used to evaluate the effectiveness of the quality of teaching so that improvements can be considered. In Key Stage 1 and Key Stage 2, good procedures are established for the assessment of English and mathematics. The school is very successful at collecting and storing information gained from national and recognised tests that are undertaken by pupils at various stages throughout the school year. This material is used very effectively to monitor pupils' achievements against fellow peers. The compulsory standardised national tests for pupils aged seven and eleven and the optional tests for pupils in Years 3, 4 and 5 provide good information about their achievements that is used to set targets for pupils and staff to aspire to. Additional standardised testing in English, mathematics, spelling and reading are also used and the resulting information combined and analysed to find areas of strengths and weakness for groups and individuals. The gathered knowledge is then focused upon and used to inform future curriculum planning to raise standards. Assessment procedures for science and for information and communication technology are not as well developed as they should be. Procedures for assessing art and design, design and technology, geography, history, music and physical education are now established, but because they have only recently been implemented, it is too soon to judge the impact made by them upon pupils' learning.
49. Pupils are very actively involved in reviewing their own progress against agreed targets, especially behaviour modification targets. Learning targets in mathematics and English are regularly shared between teachers and pupils at the start of lessons. Very often when marking work, teachers indicate in pupils' workbooks whether the targets have been achieved. This is a useful tool in involving pupils in their own development and in helping them assess their own progress. Further benefits to pupils should follow by the extension of this good practice into other subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has good links with parents, who have mainly positive views of the school. This represents an improvement since the last inspection. Replies to the inspection questionnaire, and responses given at the parents' meeting show that parents have much confidence in the school and the quality of education provided. There was a very high return of the questionnaire. Virtually all parents replying said that the school is well led and managed. The vast majority are pleased about: how the school is helping their

children become mature and responsible, the high expectations for their children and how approachable the school is regarding any problems. Most are pleased about: teaching, how much their children enjoy school, behaviour and the progress made by their children. A considerable number of parents are disappointed at the range of extra-curricular activities on offer, the consistency of homework and the quality of information they receive about their children's progress. The inspection team judges that the range of extra-curricular activities is satisfactory for a school of this size but better communication could exist about homework. The quality of information provided by the school is satisfactory overall but inspectors state that the quality of annual reports to parents about their children could be better. However, the school does provide much other good quality written information including: a booklet about induction procedures in the Foundation Class, the school prospectus and 'curriculum newsletters' each term.

51. Links with parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good. These factors represent improvement since the last inspection. A strong feature of the school is its provision for parents' workshops. There is good attendance at the annual 'reading' workshop for parents of the youngest pupils and workshops in literacy and numeracy for others.
52. Parents are promptly informed if their child is identified as having special needs, or if their child is to be moved to a different stage of the school's special educational needs register. Individual education plans for pupils with special educational needs are sent to parents; however, the number of parents who attend the regular planned interviews is small. Links with the parents of those pupils with English as an additional language are very good and regular communication occurs to keep parents in the picture about their children's progress. Parents of pupils with special educational needs are effectively involved in regular reviews of progress and also in target setting.
53. The Parent Teachers' Association provides very good support for the school through organising many successful social and fund-raising events. The group raises a considerable amount of money each year and this is used to buy additional learning resources such as books, and computer and audio equipment. They also support school trips very well. Many parents help with school activities on a regular basis. They give their time generously in supporting pupils in design technology, dance, generally in the classroom and listening to readers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Leadership and management of the school is good overall with very good leadership provided by the head teacher. Despite his absence for the last academic year, the head teacher has ensured that significant improvements have occurred since the last inspection even though it is accepted that further improvement is needed in some areas. The head teacher has successfully created a strong team spirit amongst staff and shared commitment to raise standards across the school.
55. The governors, the head teacher and staff are committed to improving all aspects of the school and to further raising standards. Everyone in the school is committed to providing an education that includes all pupils regardless of social, economic or ethnic background whilst maintaining a Christian perspective fitting the Voluntary Aided nature of the school. The differing needs of boys and girls are considered so that everyone is treated equally and despite the better performance of girls than boys in Key Stage 1 end of key stage National Curriculum tests, inspection evidence shows that both girls

and boys are given equal access to all aspects of education provided by the school. The head teacher and staff are committed to ensuring the school's Racial Equality policy is implemented effectively.

56. The head teacher has a very clear vision for the future good development of the school and he consistently incorporates this to provide considerate but purposeful leadership. There is a good school development plan that reflects an accurate appraisal of the strengths and weaknesses of the school. As a relatively new head teacher at the last inspection, he has used the experience and information gathered from it to good advantage. Since the last inspection, the areas for development arising from the inspection report and the ensuing Action Plan have been his main focus for the effective, all round improvement and the raising of standards, whilst maintaining and improving the school's strong Christian ethos. Despite the head teacher's enforced absence, the school has improved at a good rate.
57. Good procedures have been established to ensure that standards in mathematics and English have improved. These include the empowering of the subject leaders with the training, time and opportunity to manage their subjects properly and an increase to the length of the school day. There is an effective system for the monitoring and evaluation of lessons to raise the quality of teaching. Through this, strengths are celebrated and good practice shared; weaknesses are identified and any required support or in-service training is provided. Furthermore, the school has introduced good procedures to assess pupils' progress and the information provided is used well to inform and implement the next stage of pupils' development. It is recognised that the monitoring role of other co-ordinators will be given a focus when their subjects feature as a school development plan priority.
58. Management systems have been improved since the last inspection and there is now a clearly defined management structure. A senior management team, consisting of the head teacher, the deputy head teacher, the Year 6 teacher and the teacher in charge of the Foundation Stage, maintains an accurate and honest view of how well the school is doing and where it needs to do better. Good strategies have been developed that are having an effective impact on the developing work of the school. The effectiveness of the role of the deputy head teacher as a senior manager has been unsatisfactory in the past. This is recognised by the school and the head teacher is implementing good strategies to work with the deputy head teacher to improve the contribution to the school's management. Subject leaders are clear about their defined roles, but in other than the managers of English and mathematics, only those with responsibility for humanities have had the opportunity to monitor teaching. The decision to focus on these subjects was appropriate because of the need to raise standards in the core subjects arising from low levels of attainment in the past.
59. The quality of leadership in the Foundation Stage is very good. The liaison between the teacher and class assistant is extremely good. They are very focused in their work so that the management of the school day ensures exciting, stimulating and effective learning. Use of assessment is very good with the result that pupils make very good progress in an extremely well run unit.
60. The management of special educational needs is also very good. The very good subject knowledge and understanding of the pupils' needs, by the teacher in charge, is a strength of the school. Consequently there is very good provision and very effective procedures are established. The recommendations of The Code of Practice are fully integrated into the routine management of this aspect of education. Pupils' education plans are very precise and pertinent to their individual needs. Because of these

systems, the specialist teaching provided for these pupils is sometimes of excellent quality. The provision for English as an additional language is effective and matches the needs of the small number of pupils and the head teacher makes sure that the pupils are given suitable levels of support.

61. The school has invested considerable time to the development of pupils' personal, social and health education and their understanding of citizenship. Consequently procedures are good and staff are able to provide appropriate time and resources to its successful delivery. The school has also introduced very good procedures for the care and safety of its pupils. However, provision and procedures for pupils' multicultural education are not so secure.
62. The governing body is effective and plays an important role in the strategic management of the school. It ensures that all statutory duties are fulfilled including the implementation of a Racial Equality policy. Governors are knowledgeable, supportive and active. Several have curriculum responsibilities. For example, nominated governors visit school to discuss with individual subject leaders issues concerning English, mathematics and special needs and often sit in on relevant lessons, before reporting back to the full governing body. Regular meetings of the governors are held, in addition to smaller sub-committee meetings. Governors are fully involved and committed to the support of the head teacher. In turn, he depends upon and respects governors' individual and collective expertise.
63. The school has good systems for checking on how well it is doing and identifying where it needs to do better. In addition to gathering first hand information by visiting the school the governing body works closely with the head teacher to make good use of assessment data to track attainment and progress. Governors monitor the data comparing the school's performance with similar schools and uses it to seek ways of doing better for example, the need to improve aspects of progress in lower Key Stage 2 and of standards in science in Key Stage 1. It is this sense of openness and self-evaluation that has enabled the school to move forward since the last inspection so that the serious weaknesses present four years ago have been removed.
64. The financial management of the school is very good. This is partly due to the close and effective monitoring of the budget by the governing body and head teacher but primarily because of the very good contribution made by the school bursar. Excellent office systems ensure that each element of the school's finances is scrutinised and meticulously recorded. Excellent use of office computer systems makes it easy to check on expenditures and the existing budget surplus. The governing body and head teacher have a good strategic view of how to maintain a healthy surplus but make sure that each pound is spent wisely. Recent improvements to the internal fabric of the building are testament to their careful, strategic nature and the decision to spend on a part time teacher of Year 1 is good in principle, even though the impact on standards in Years 1 and 2 is not yet evident. Governors make decisions about spending only after careful consultation with staff and with parents. Resources are used wisely and this has contributed to rising standards at the end of Key Stage 2.
65. Governors know the limitations of the budget, use all available data to predict income and work closely with the head teacher and staff to ensure that the budget is wisely spent in accordance with the priorities in the school development plan. Where necessary, the governors and bursar ensure that the school gets the best possible economic return for its spending and is not afraid to seek tenders for work to get better deals. All grants are spent effectively with money for such things as special educational needs, staff training and improved information and communication technology facilities

being very well targeted towards improving the quality of pupils' education. The current surplus is healthy and above the recommended 2-5% range but the governors have earmarked this to make further improvements in the quality of accommodation and teaching.

66. The school has an adequate number of appropriately qualified teachers and teaching assistants for the number of pupils on roll. This is a similar picture to the last inspection. The school has recently placed more emphasis on training and the level of training carried out overall is high. Generally, there are sound arrangements to induct new staff to the school. They are provided with sufficient written information about the school's policies and procedures.

67. Accommodation is unsatisfactory overall although there have been a number of improvements recently. The major weaknesses are in the lack of a suitable and secure outdoor area for children in the Reception class and the lack of access for people with mobility problems. The three floors are not served by a lift and this makes it difficult for adults or pupils with difficulties with mobility to gain access to all parts of the school. Classrooms are generally of adequate size to meet the needs of the curriculum with the exception of the Foundation Stage classroom that is very cramped. Space is used creatively and improvements in facilities for teaching music, supporting special educational needs and for the needs of the staff have all improved since the last inspection. Outdoors, the playgrounds are small but effectively used by pupils. The separation of the school playing fields from the school building adds to the level of organisation and planning for teachers in physical education and is one factor in the below average standards in this subject. The hall is used for many things and the lack of storage space for furniture gets in the way of some physical education activities. Resources are adequate overall and have been improved significantly since the last inspection. A small library has recently been established and the range of books within the school is adequate overall. The resources for all subjects enable each part of the National Curriculum to be taught and existing weaknesses in information and communication technology will very soon be rectified.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Improve the progress in lower Key Stage 2 by:

- improving the quality of teaching so that lessons are planned and taught to challenge all pupils including higher attaining pupils;*
- providing lessons that have good pace;*
- improving strategies for managing the challenging behaviour of a small but influential group of pupils.*

(See paragraphs 1, 4, 12, 24, 96, 97, 103, 143)

2. Raise standards in science at the end of Key Stage 1 by improving the knowledge and understanding of teaching and support staff so that:

- the planned curriculum includes work that matches the National Curriculum expectations for level 3 so that higher attaining pupils are challenged;
- better use can be made of assessment to monitor pupils' progress and attainment.

(See paragraphs 21, 23, 105 - 111)

3. Raise standards in information and communication technology and physical education by:

- implementing the existing plans for staff training in each subject to raise teachers knowledge and confidence;*
- making sure that effective assessment procedures are established that inform teachers about how effectively the curriculum and quality of teaching affects pupils' progress;*
- in information and communication technology, promoting amongst staff the way information and communication technology can be used to extend learning in all subjects.*

(See paragraphs 21, 130 - 137, 142 - 146)

4. Develop and extend the provision for developing pupils' awareness and understanding of cultures different than their own by developing a clear policy and accompanying guidance about how the existing curriculum can be used to enhance pupils' knowledge and understanding of the range of cultures and beliefs within society.

(See paragraphs 37, 99, 115, 141)

5. Improve the accommodation by:

- vigorously pursuing existing plans to improve the facilities for promoting the outdoor physical development of children in the Reception class;*
- seeking ways of improving the access to all parts of the school for people using a wheelchair.*

(See paragraphs 67, 71, 85)

**The school has this area for development in its existing development plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	6	16	2	2	0
Percentage	5	18	18	50	5	5	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 almost three 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)	0	128
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	95.0
National comparative data	94.1

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	4	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	6
	Girls	4	4	4
	Total	11	10	10
Percentage of pupils at NC level 2 or above	School	92 (69)	83 (85)	83 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	4	4	4
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	83 (69)_	83 (92)	83 (85)
	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	14	7	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	7	6	7
	Total	18	18	20
Percentage of pupils at NC level 4 or above	School	86 (76)	86 (86)	95 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	11
	Girls	4	4	6
	Total	14	16	17
Percentage of pupils at NC level 4 or above	School	67 (62)	76 (67)	81 (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	121	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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)	6.5
Number of pupils per qualified teacher	19.69
Average class size	25.6

Education support staff: YR-Y6

Total number of education support staff	6
Total aggregate hours worked per week	90

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	367610
Total expenditure	329588
Expenditure per pupil	2828
Balance brought forward from previous year	-10810
Balance carried forward to next year	27212

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

128

Number of questionnaires returned

102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	5	0	0
My child is making good progress in school.	74	16	10	0	0
Behaviour in the school is good.	55	34	6	0	5
My child gets the right amount of work to do at home.	21	61	14	3	1
The teaching is good.	73	22	4	0	1
I am kept well informed about how my child is getting on.	33	42	25	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	18	3	0	0
The school expects my child to work hard and achieve his or her best.	63	34	2	0	1
The school works closely with parents.	35	52	13	0	0
The school is well led and managed.	79	20	1	0	0
The school is helping my child become mature and responsible.	60	37	2	0	1
The school provides an interesting range of activities outside lessons.	32	30	20	8	10

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

68. The provision for children in the Foundation Stage is very good and is a significant strength of the school. The quality of teaching and learning has improved since the last inspection in 1998 and the co-ordinator is knowledgeable, energetic and manages the provision for the Foundation Stage very well.
69. At present, the school has no Nursery provision and accepts children into the Reception class in the year of their fifth birthday. When they start school in the Reception class, the attainment of most children is at the expected level for their age. Inspection evidence shows that by the end of the Reception class, the large majority of children achieve the Early Learning Goals in their personal, social and emotional development, in their development of communication, language and literacy, in their mathematical development, in their knowledge and understanding of the world and in their creative development. In physical development, weaknesses in the accommodation mean that children do not reach the expectations for out door physical development. A significant number of children exceed the Early Learning Goals at the end of their Reception Year in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and in their creative development.
70. The teaching of children in the Reception class is very good. Very good use is made of the local education authority's baseline assessment procedures to identify what individual children do well and where they need particular support. The use of the assessment data helps teaching and support staff to adapt planned activities to meet each child's needs. The assessment process is very effectively used to identify those with particular difficulties so that consideration can be given to providing special educational needs support where necessary. Good records are kept of each child's progress and good assessment procedures are used to assess how far the children have progressed in their Reception class year, just prior to them moving on to Year 1.
71. There are weaknesses in the accommodation. The indoor space is small and cramped and the provision for outdoor physical development is unsatisfactory. Although teaching and support staff are inventive in their use of accommodation, the lack of any dedicated secure outdoor learning area coupled with no direct access from the Foundation Stage room and poor outdoor resources, present considerable barriers to the children's development of physical skills.
72. The quality of teaching and learning across the Foundation Stage is very good. The teaching is inspiring, energetic and very caring and lessons are managed and organised very well. Very good support is offered by a full time NNEB qualified classroom support assistant and also a very effective special educational needs support assistant. Additional help offered by members of the local community, adds to the number of adults available to work with the children. All the activities of the adults are very well co-ordinated by the class teacher and this makes sure that children benefit from very good quality support.
73. The very good curriculum is planned carefully so that each area of the Foundation Stage curriculum is regularly taught and full attention is given to the recommended curriculum. A good balance is struck between giving children directed teaching for example, to establish an understanding of numbers up to five in mathematical

development, and in giving children the choice of what interests them. The very good organisation of the classroom, with dedicated areas for role-play, painting, writing and reading as well as some space for sand and water play and for creative play, makes sure that choice activities are educational and improve the children's knowledge and understanding.

74. Very close links with parents add to the children's education because parents are well informed and encouraged to take part in what goes on in school. The school offers very good communication to prospective parents and the quality of subsequent information about the children's progress is very good as well. Foundation Stage staff are always welcoming to parents before and after school if parents have any concerns.

Personal, social and emotional development

75. Very good teaching makes sure that by the end of the Foundation Stage, the majority of children exceed the Early Learning Goals in their personal, social and emotional development. Children make very good progress in this area of learning in the Reception class.
76. Children enjoy coming to school. They respond very positively to the very warm and welcoming atmosphere created by the class teacher and her staff. The secure, caring and stimulating ambience within the class helps less confident pupils to settle in quickly to school life and very rapidly, children form healthy and caring relationships with others. Children are motivated to succeed and they love sharing their achievements with others. They are tolerant and respectful of others. Children rapidly develop their ability to work on their own but are still aware of the needs of others. When playing in the class "shop", children shared the different roles very well and quickly and maturely played their roles with respect and sensitivity to each other. Children are confident to try out new activities, tidy up afterwards and make decisions for themselves. During whole class activities, children listen and concentrate well and in small group work, they respond enthusiastically to the directions and guidance of the class teacher and support staff.
77. Children enjoy the range of activities provided for them and try very hard to fulfil the expectations set for them. In using the computer, high levels of concentration are evident, but once the task is completed children happily move on to another task and work hard to complete that as well as they can. The staff have established a clear code of behaviour in the Reception class and children behave very well. A very good foundation is laid for the way the children are expected to behave and conduct themselves in school life.

Communication, language and literacy

78. Very good teaching results in children making very rapid progress towards achieving the Early Learning Goals in their speaking and listening, reading and writing and the vast majority exceed the Early Learning Goals before they start Year 1. The teaching and support staff have a very good knowledge and understanding of how to develop confidence in children to speak in front of others, to listen, to attempt to read and to start to write. The whole classroom environment promotes a love of language. Books are displayed to encourage children to pick them up and classroom displays have a range of words and carefully presented written labels to raise the children's awareness of written language. There is a writing area with a selection of cards, postcards and envelopes to encourage children to model real writing. The additional support of members of the community enables additional time to be given to children starting to

share books and start to recognise sounds and letters which has a positive effect on learning.

79. The staff use every opportunity to extend and enhance the children's listening and speaking skills. The majority of children communicate satisfactorily. They use speech effectively and apply a reasonable vocabulary to say what they think and feel. During group and whole class discussions most children are confident to ask questions and in shared tasks with other children, they initiate and maintain conversations with some higher attaining children being fluent speakers. The children recognise most and, in some cases all, of the letters on their name cards and are developing a good understanding of sounds of the alphabet and how they can combine to make simple words. Many children like books and some read short sentences and words. Children are given lots of opportunities to become familiar with everyday words. The labels attached to toys in the "shop" are read and organised by children. A good range of opportunities is also given to encourage pupils to start to write. Children regularly visit the writing corner as part of their choice of activities and when they do, they start to make marks and some use letter shapes to create their own "writing".
80. Throughout the Reception class, the strategy of combining directed teaching with providing a good range of "choice" activities very successfully develops amongst children a love of language. Children improve their vocabulary through the very good quality of activities led by adults that challenges the children's existing language and develops a curiosity in books and the way written words can communicate thoughts, feelings and events. Good use is made of assessment information to assist in the planning of lessons and activities best suited to the children's needs. By the end of the Reception class, the majority write letters accurately, write short words and many use full stops and are starting to use capital letters. Resources are satisfactory overall. The majority of children recognise and read common words and enjoy reading simple books. In the last term of the Reception class, children are introduced to the National Literacy Strategy and this prepares them very well for adjusting to the start of the National Curriculum in Year 1.

Mathematical development

81. Very good teaching and learning in mathematical development mean that the majority of children make very good progress and exceed the Early Learning Goals by the end of the Reception class with many children exceeding them. Teaching and support staff work very closely together to provide children with a very good range of stimulating learning activities that develops the children's knowledge and understanding of mathematics. There is a good practical focus to mathematical activities with a good emphasis on developing mathematical language. A good balance between whole class activities and group and individual tasks makes sure that children benefit from direct instruction whilst being able to apply their knowledge and understanding on their own. Activities such as those in the sand and water, cutting and sticking, jigsaws and playing simple mathematical games offer children good opportunities to experience mathematical thinking. A good range of displays around the Foundation Stage room reinforces children's knowledge of number. A "washing line" of numbers 0-20 and a number frieze to 10, a number square of 100 and a range of number of games, such as jigsaws and floor dominoes, reinforce children's sequencing skills. The combination of good planning, very good teaching and astute use of resources make sure that children learn rapidly and extend their knowledge and understanding of mathematics and mathematical language.

82. Most children count and use numbers reliably up to 20 and some count beyond this. During a whole class activity, children showed that they know and understand terms such as less than and more than and can use their fingers and counters to solve problems such as two more than three or one less than four. Some higher attainers are starting to add and subtract numbers up to ten and beyond. All pupils confidently recognise numbers up to 10 sequence and order them correctly. Most children are familiar with the value of common coins. During play in the role-play area, children show a good understanding of how numbers are used to display the price of an object. A boy and girl, were totally involved in acting as shopkeepers as they accepted four pence for the toy car and even gave change from five pence. Children use their knowledge and understanding of simple two dimensional shapes with most recognising and naming a square a triangle and a circle.

Knowledge and understanding of the world

83. Very good teaching helps children to rapidly develop and extend their sound levels of knowledge and understanding of the world when they start school in the Reception class. By the end of the Reception class the majority exceed the expectations of the Early Learning Goals. As far as possible, children are given hands on activities that engage their interest and spark their curiosity about the world around them. Good use is made of the limited space available in the class room and very good planning offers children a chance to explore a range of ideas related to design and technology, science, geography, history and information and communication technology. Due attention is given to the development of children's ideas about religious education through the close links with the local Church.
84. Group activities are very well organised and led and are set up to engage pupils' interest. As part of some investigations into the way toy vehicles move down a slope, children are introduced to ideas about forces. Terms such as push and pull are used confidently to explain the way things move down a slope. Discussions excellently led by teaching and support staff constantly build and extend the children's knowledge and understanding. In group work involving exploring fabrics, good directions by the class teacher focused children's thinking about the quality of the fabrics but also good attention was given to raising children's knowledge and understanding of the past by pointing out that some materials are old and others new. This idea of new and old is further developed by looking at old and new materials for example wood versus plastic, looking at examples of new and old cars and describing the differences. Children are encouraged to explore their immediate environment and they develop a good knowledge and understanding of where they live and the basic geography of the school and its immediate area. The computer is a feature of the classroom. Children regularly play simple mathematics games for example and children are developing a secure knowledge and understanding of the way the computer is used to aid learning and recreation. A satisfactory range of construction materials for example, wooden blocks, enables pupils to develop an early knowledge and understanding of structures and the way things connect.

Physical development

85. The restrictions of the unsatisfactory accommodation for the children in the Foundation Stage mean that the progress made by children in their outdoor physical development is unsatisfactory. Even though the class teachers and support staff make every effort to improve the progress, this is not enough to overcome the lack of direct outdoor experiences. The ability of children to climb, slide and crawl and to, develop skills of using large play resources such as bicycles and tricycles are below what is expected for their age. In terms of their indoor physical skills, very good progress is made so that by the end of the Reception class, the majority of children are well co-ordinated and generally competent at manipulating everyday tools such as paint brushes, scissors, the computer mouse and pencils.
86. The quality of teaching and learning is very good in developing fine motor skills. The staff plan and provide an exciting range of activities which offers lots of opportunities for children to develop their physical skills. The writing corner encourages children to use a pencil carefully, the painting area allows children to use a paint brush properly and aspects of the water and sand trays extend opportunities for children to develop their levels of co-ordination. Children enjoy using play dough to roll and cut and use pastry cutters to create a variety of shapes. Pupils are encouraged to thread beads and good access to a range of construction materials improves the pupils' fine manipulative skills

Creative development

87. The very good teaching and planning of the Foundation Stage promotes very good progress in the development of children's creative abilities. By the end of the Reception class children have exceeded the expectations of the Early Learning Goals for creative development.
88. Despite the limitations of the small classroom the teaching and support staff work very effectively to provide a rich and stimulating range of creative activities. Children are encouraged to use paintbrushes to express their feelings and ideas. Pupils are developing ways of using primary colours to mix new colours. One child knowledgeably explained in one lesson, how red and blue made purple and then confidently went on to explore other possibilities. This example of confidence and curiosity typifies the quality of teaching because the children are confident to explore new ideas and seek imaginative solutions. In the role-play area, high levels of imagination exist with children participating fully in their agreed roles, to the point of even telling each other off for not being polite to customers! Children are given good opportunities to learn songs and rhymes, and to enjoy poetry. As part of work appreciating the poem, "Hairy MaClary", children have created paintings to represent the cat. By the end of the Reception class, the majority of children have developed a good range of creative and artistic skills and achieve the Early Learning Goals for creative development.

ENGLISH

89. The results of the 2002 National Curriculum tests at the end of Key Stage 2 are above the national average and well above the average for similar schools. At the end of Key Stage 1 attainment is well above both the national average and the average for similar schools in reading, and in line with the national average and the average for similar schools in writing. Since the last inspection standards have improved at the end of Key Stage 2 and at the end of Key Stage 1 standards are better in reading. Inspection evidence is that standards are currently above average at the end of Key Stage 2 and

average for pupils at the end of Key Stage 1. The difference between the most recent test results and the inspection findings for pupils in Key Stage 1 is that a different teacher than last year teaches the present Year 2 group of pupils and the current class has a number of pupils with learning difficulties. In Key Stage 1 girls do better in the end of key stage National Curriculum tests than boys but by the end of Key Stage 2, this difference is not apparent.

90. Pupils make satisfactory progress as they move through Key Stage 1. In lower Key Stage 2, progress slows and is unsatisfactory but in upper Key Stage 2 it improves significantly and by the end of Year 6, the overall rate of progress made between the end of Key Stage 1 and Key Stage 2 is good. Pupils with special educational needs make good progress towards the targets in their individual education plans as do those with English as an additional language.
91. Standards of speaking and listening are good overall by the end of Key Stage 1 and Key Stage 2. In the majority of lessons, pupils listen attentively and politely but in lessons that are not managed effectively particularly in lower Key Stage 2, pupils are not fully engaged in lessons and many pupils show poor listening skills. By the end of Key Stage 1, pupils speak with good levels of clarity and diction. They talk confidently to each other during group work and most will speak in front of others in whole class situations. By the end of Key Stage 2, pupils speak well. During a Year 6 history lesson, pupils showed good debating skills in their work involving the creation of a play based upon a Greek Myth. In upper Key Stage 2, pupils are articulate and provide thoughtful, reasoned contributions to class and group discussions. The way teachers expect pupils to share their ideas as part of lessons contributes to the development of speaking skills. Other activities such as drama and “hot seating” when pupils play a role and others ask questions about the role they are playing, add to the opportunities for pupils to develop their speaking skills.
92. Standards in reading are satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. Pupils start Year 1 with good basic reading skills acquired in the Foundation Stage. The majority of pupils in Key Stage 1 are making steady and satisfactory progress and achieving standards that are similar to those expected for their age. Pupils read competently at times effectively pausing to improve their expression. Pupils have a good knowledge and understanding of the main features of fiction books, they can describe the significance of the main characters of a story and when recounting events of their reading book, show a secure knowledge and understanding of the main events of the book. Although pupils in Key Stage 1 are not regular users of the school library, they know the difference between fiction and non-fiction books. Pupils in Year 2 are enthusiastic about reading and talk positively about the events and characters of the reading scheme. Pupils with special educational needs in reading progress well in response to the very good quality of support given by classroom support assistants.
93. By the end of Key Stage 2 pupils read well, at a standard that is above the national expectations for their age. The majority of pupils in Year 6 have a good knowledge and understanding of all sorts of books and are confident and competent to use the library to locate information. Pupils have a wide knowledge of contemporary authors with many having quite definite opinions about those they like and those they dislike. The impact of the National Literacy Strategy is evident in their knowledge of what constitutes a good book. Pupils know that there is a need for a strong character or characters and some higher attainers use their knowledge of books such as Lord of the Rings and Harry Potter to describe in detail the features of the “Muggles” and “Gandolph”. Pupils read fluently and make good use of expression to add meaning and create a sense of

suspense or of sadness. Pupils are enthusiastic readers and have a good depth of reading experience.

94. Standards in writing are not quite as good as they are in reading. By the end of Key Stage 1, although the majority of pupils write competently at the standard expected for their age, they could do better. Pupils form letters correctly and can string letters together to create short pieces of text, but the majority of pupils are not using full stops and capital letters as well as they should and at times work is too untidily presented. Spelling is comparatively weak with some careless errors. Opportunities for pupils to build up their confidence in writing on their own are too few and when they are presented, the quality of guidance and support from teaching staff is only satisfactory and not as good as it could be. In lower Key Stage 2, the quality of writing improves slowly but is still not as good as it should be because teaching lacks focus and the expectations of pupils to write on their own are not high enough. In upper Key Stage 2 however, and especially in Year 6 the quality of writing improves significantly. Better teaching that plans more opportunities for pupils to write extended pieces as part of lessons other than literacy enables pupils to apply and improve their writing skills. Despite these improvements in the teaching of writing, standards could still be better by the end of Key Stage 2. Pupils write non-fiction pieces better than fictional, narrative writing. Pupils write in sentences, make satisfactory use of speech marks and Standard English to communicate effectively but most pupils lack the flair and ability to use exciting words to bring stories alive. Spelling could be better but is generally satisfactory.
95. The quality of teaching is variable. Whilst it is satisfactory overall across the school and good in upper Key Stage 2 being particularly good in Year 6, it is unsatisfactory in lower Key Stage 2. The National Literacy Strategy is successfully implemented and this has contributed to improving standards. All teachers and support staff successfully ensure that all pupils are included in all aspects of English lessons. In Key Stage 1, the majority of pupils are taught satisfactorily and pupils with special educational needs are well taught, but there are times when the expectations for higher attaining pupils are not high enough. The current inexperience of the Year 2 teacher is not getting the best out of the pupils. Whilst lessons are generally conducted satisfactorily, expectations are sometimes too low for higher attaining pupils consequently the quality of written work could be better.
96. In Key Stage 2 the quality of teaching and learning varies. In lower Key Stage 2, weak management of pupils and low expectations mean that pupils do not progress as well as they should. In lessons, there is a lack of a clear focus and the pace sometimes is so slow that pupils become restless and lose concentration. Although pupils do have some opportunities to develop extended writing skills for example in writing about Littleborough as a place they know, the range of extended writing is limited and does not enable pupils to develop a full range of writing for different purposes. In upper Key Stage 2, the quality of teaching is good and in Year 6 very good. The recent increase in time given to writing skills has started to improve the quality of writing. Pupils in Year 6 have a broad range of writing experiences including conventions of writing play scripts, diaries, writing in styles such as those of a journalist, formal and informal letters and comparing and contrasting two angles of a story presented through a film version of a book. Pupils are familiar with planning stories and are aware of the need to have a lively beginning and to end paragraphs that leave the reader in suspense (termed cliff hangers). Play scripts based upon Alice in Wonderland demonstrated that most pupils are aware of the difference between writing in direct and indirect speech and, in writing about the "Dreadful Death Disease", a good knowledge and understanding of journalistic style was shown. Teachers in upper Key Stage 2 demand correct use of

Standard English and by the end of Year 6 and pupils have a good grasp of grammar, use of punctuation and conventions such as using paragraphs and speech marks.

97. Across the school all teachers share the purpose of each lesson with pupils and this helps pupils to know what is expected of them. In good lessons, teachers make good use of the time at the end of lessons to encourage pupils to think about what they have learnt and how well they have achieved. The management of behaviour is satisfactory in Key Stage 1 and good in upper Key Stage 2 whilst in lower Key Stage 2, there are times when pupils are restless and do not concentrate. Work is usually well matched to the needs of pupils with good attention in upper Key Stage 2 to challenging higher attaining pupils and across the school in supporting those with special educational needs. Marking varies across the school and although it is always satisfactory marking is only occasionally used to set higher expectations for pupils and only rarely are corrections followed up. Assessment is used effectively in upper Key Stage 2 to establish groups of pupils according to their needs so that work can be matched but in lower Key Stage 2 and Key Stage 1, the needs of higher attaining pupils are not always met. Very good teamwork exists between teachers and support staff and this makes a valuable contribution to all pupils but especially those with special educational needs.
98. Teachers use English well to contribute to the spiritual, moral, social and cultural development of pupils. Good standards of reading contribute to pupils' knowledge and understanding of a range of moral issues through discussions about the actions and consequences of the events of stories and characters within them. Group tasks in lessons, successfully encourage social skills with pupils sharing ideas, discussing and respecting the views of others. Pupils' knowledge and understanding of the cultures of the UK and Europe are developed through the use of books and the choice of reading material but with the exception of the characters in the reading scheme, representing minority ethnic people, the use of reading to promote an understanding of other cultures is weak.
99. Two newly appointed co-ordinators representing Key Stage 1 and Key Stage 2 satisfactorily lead and manage English. A good start has been made in identifying the strengths and weaknesses of the subject and good strategies are being adopted to raise attainment and progress in lower Key Stage 2. Procedures for monitoring the quality of teaching and learning are satisfactory and are being developed and improved as the new management systems develop. Procedures for assessing and recording pupils attainment and progress in English are good and the information gathered is used to monitor how well English is taught across the school. Resources for English are satisfactory with the exception of resources to extend pupils' knowledge and understanding of other cultures. The library is small but adequate.

MATHEMATICS

100. The results of the 2002 National Curriculum tests at the end of Key Stage 2 were well above the national average and the average for similar schools. At the end of Key Stage 1, attainment was close to the national average and the average for similar schools. Since the last inspection standards have improved at the end of both key stages. Inspection evidence is that attainment is currently above the national average at the end of Key Stage 2 and in line with it at the end of Key Stage 1. Pupils make good progress overall across the school by the time they leave at the end of Year 6. In Key Stage 1 satisfactory progress occurs whilst in upper Key Stage 2 progress increases significantly and is very good overall. There is no significant difference between the progress of boys and girls and pupils with special educational needs and English as an additional language make progress at the same rate as other pupils.
101. In Key Stage 1, pupils make steady and satisfactory progress but it could be better. This is primarily because the recently appointed teachers are new to this age group and are only just coming to terms in matching their pupils' needs to the demands of the curriculum. Pupils can count forwards and backwards to fifty in ones, twos, fives and tens, although a significant number lack confidence and rely on number squares or other similar props when doing this. Most are beginning to understand basic multiplication and whilst higher attainers can show that three lots of four is the same as four lots of three, lower attainers struggle with this concept. Most recognise coins to 50p and solve shopping problems requiring change. Pupils know and can estimate "longer and shorter," in metres, and they can measure carefully in centimetres. They can identify the number of faces corners and edges on pyramids, cubes and cuboids as well as pointing out some of the properties of 2-D shapes such as hexagons, squares, rectangles, triangles and circles. Elements of data handling are graphically displayed when pupils show their birthdays on a pictogram and when they answer simple questions about them.
102. By the end of Key Stage 2, pupils have satisfactory mental arithmetic skills and have acquired a good mathematical vocabulary. However, their instant recall of number facts is not as fast as it could be and should be further developed to enable them to become more confident and arrive at answers quicker. Pupils are very secure with place value of numbers up to 10,000 and also of tenths and hundredths in fractions and when following the decimal point. Their good levels of competence in the use of the four rules of number are sensibly and logically applied to help them to solve computation problems in their lessons. They can add and subtract a combination of positive and negative numbers, skills that are sometimes extended through working with four quadrant co-ordinates. Pupils are very confident when identifying and talking about a wide variety of two and three-dimensional shapes. They have produced a range of graphs and pie charts, which demonstrate their understanding when using, handling and interpreting data. Pupils have a satisfactory understanding of calculating the perimeter in regular and irregular shapes, but many pupils find it hard to calculate the area of irregular shapes.
103. Teaching overall is satisfactory and has shown improvement since the last inspection. Teaching is satisfactory in Key Stage 1. In Key Stage 2 it varies from being good in Year 5 and Year 6 to being weak in Year 3 and Year 4. In Year 6 the teacher's enthusiasm, subject knowledge and careful preparation provide pupils with challenging activities. Pupils respond by working hard and sustaining concentration, which results in their good progress and achievement. An example of good teaching in Year 6 was observed when the teacher modified her plans to ensure that the needs of less able pupils were met. The weaker and less exciting lessons lack sufficient challenge and

pace and result in pupils' loss of interest and focus. On the whole however, teachers plan their work methodically. They make good use of learning resources and in particular of the support staff, who, in turn, make a very good contribution to the progress of pupils with special educational needs. Ongoing assessment is usually effective, although in some cases marking is minimal and does little to support pupils in their next stage of development. Teachers take satisfactory opportunities to develop numeracy across the curriculum, for example the use of time lines in history, co-ordinates in geography and graphical representation of statistics in science. Computer programs are sometimes used to support learning in lessons, but many opportunities are lost for pupils to use computers to apply mathematical skills.

104. The overall quality of the leadership and management of the subject is good because there is a good overview of the strengths and weaknesses in the subject. The subject is effectively monitored and the national numeracy strategy has been successfully implemented. Established teachers have received the necessary training and support. Good assessment procedures have been introduced and on the whole are used effectively to check and record school and individual performances, and to set targets for improvement. Learning resources are appropriately matched to meet the needs of the curriculum and are much improved since the last inspection.

SCIENCE

105. The results of the 2002 National Curriculum tests at the end of Key Stage 2 are above the national average and in line with the average for similar schools. At the end of Key Stage 1, teacher assessments indicate that levels of attainment are well below both the national average and the average for similar schools. Inspection findings confirm that attainment is above average by the end of Key Stage 2 and below average by the end of Key Stage 1. Pupils make good progress in Key Stage 2 but in Key Stage 1 it is unsatisfactory. Pupils with special educational needs make similar progress to their peers, and pupils in Year 6 make good progress, clearly reflecting good quality teaching. There is no significant difference in the attainment of boys or girls.
106. Standards at the end of Key Stage 2, have improved significantly since the previous inspection. Pupils make particularly good progress in acquiring scientific ideas and knowledge. Their investigational skills are satisfactory overall and pupils develop the ability to perform their own simple scientific investigations involving planning fair tests and carrying them out to find answers to their questions. Pupils develop a good knowledge and understanding of living things including the way plants and animals have similar needs to survive, the way the main organs of the human body work and humans' needs for healthy living. Pupils develop a good knowledge and understanding of materials and their properties including the ways solids, liquids and gases change and how some reactions are permanent whilst others are not. Terms such as evaporation and condensation are understood. Pupils know about basic electrical circuits and are aware of the way forces are seen in everyday life in the context of movement and structures. Pupils explain how light and sound moves and know about the different sources of light and the fact that vibrations generate sound waves. Most pupils' writing in Key Stage 2 records simple facts and experimental occurrences in precise detail. Scientific explanations about why events occur are less well developed, with methods of recording usually indicated by the class teacher, which restricts the development of individual recording skills.
107. Standards in Key Stage 1 have declined since the previous inspection, when they were judged to be average. Standards are now below national expectations in all aspects of the subject. Progress is unsatisfactory. Examination of pupils' work, lesson

observations and discussions with pupils indicate that the quality of teaching is unsatisfactory. Teaching does not take account of what pupils have undertaken previously and work is pitched at too low a level. All pupils, irrespective of abilities, complete the same prescriptive worksheets that do not give them the opportunity to put forward their own ideas; consequently higher attaining pupils fail to be challenged. Teachers' subject expertise in delivering practical 'hands on' experimental sessions is unsatisfactory. The presentation and recording of results is unsatisfactory, with limited quality control present to ensure all work is presented in a readable manner.

108. Teaching in Year 1 and Year 2 is unsatisfactory overall because not enough attention is given to the teaching of practical investigational skills. Whilst appropriate attention is given to teaching facts and scientific ideas, the low expectations for higher attaining pupils reduces the overall progress. Weaknesses in the planned curriculum in the past have resulted in some gaps in pupils' knowledge and understanding by the end of Key Stage 1. Teachers usually adopt a lively approach and work hard at preparing their lessons with a clear focus on what they want their pupils to learn. The good relationships between teachers and pupils create a fairly secure learning atmosphere. As a result, pupils are keen to learn and, when interested, work conscientiously. Nevertheless the lack of challenge for higher attaining pupils creates a vacuum of learning in which noise levels increase and work rates fall. For example the organisation of items to be 'tested' with a magnet created a minor disturbance as the time taken to 'pass around' the resources slowed learning.
109. Teaching in Key Stage 2 is satisfactory overall with good teaching in upper Key Stage 2 that results in pupils making good progress overall in developing their knowledge and understanding of science. In lessons where teachers give too much instruction to pupils, learning is limited and teaching is only satisfactory. In those lessons where the teachers give pupils only a small basis of information and opportunity to explore their own ability to solve problems, teaching is good. These are vibrant lessons where pupils' attitudes rise, where phrases like 'oh, I see how it works now' as the candle flickers and gradually diminishes as the oxygen is burnt. They represent good teaching and this provides fruitful learning as pupils achieve self-reliance. A good lesson observed in Year 6 created an atmosphere of enjoyment and learning for all pupils. Using very good motivational and organisational skills, the teacher enabled learning to move briskly as she carefully demonstrated that a candle burning needs oxygen. Pupils showed a good understanding as the lesson progressed. Teachers in upper Key Stage 2 skilfully challenge pupils for ideas for similar experiments. Subtle differences in the tasks mean that all pupils develop the ability to tackle recordings of experiments at their own levels. Teachers make appropriate references to health and safety issues relating to fires and associated dangers. Teaching is good when the learning objectives are specific and shared with the pupils. When additional support is available, teachers use it well to help pupils with special educational needs.
110. There are good opportunities for pupils to practise and consolidate literacy and numeracy skills in science. They make records using charts, and frequently use specific scientific terms in their spoken and written language, for example in a Year 5 lesson related to the naming and functions of body parts and their interdependence. However, teachers could do more to develop pupils' speaking and listening skills when pupils are presenting their findings to the rest of the class. Nevertheless, as practical work in many instances is undertaken as a whole class activity, pupils do not have enough opportunities to collect their own data. Unsatisfactory use is made of computers to enable pupils to develop their information and communication technology skills. The subject makes a very good contribution to pupils' social development. Pupils have some opportunities to work in groups or pairs while carrying out practical

activities. During such activities pupils co-operate well and value the ideas and expertise of others.

111. The management of the subject is satisfactory overall but in upper Key Stage 2 it has been responsible for raising standards by the end of Year 6. Monitoring of planning is undertaken at regular intervals, however rigorous monitoring of standards achieved in Key Stage 1 has not occurred. Assessment of pupils' work occurs at the end of each topic taught but the school is aware of the need to evaluate the present assessment systems to give a clearer shared focus in order to raise standards still higher throughout the school. The school is aware of the need for additional subject training in Key Stage 1 to boost teachers' confidence in their delivery of the subject, and the need to improve the way that practical work is planned to help pupils to develop scientific understanding.

ART AND DESIGN

112. By the end of Key Stage 1 pupils achieve standards that are in line with national expectations, whilst at Key Stage 2 standards are above national expectations. The standards have improved since the last inspection and all pupils of different attainment, including those with special educational needs and English as an additional language, make good progress.
113. In Key Stage 1, pupils enjoy learning to experiment with colour and a wide range of materials. The quality of work they produce and see displayed is often vibrant and cheerful. They know how to mix colours from an early age and know that by doing this they can create another colour. Experiments in tone and shade are carried out as they make patterns in black and white, using thick and thin lines. Self-portraits are well proportioned, bold and realistic. In collage pupils avail themselves of a wide choice of fabrics and materials that include paper, wool, felt, plastics and shells. These form the background and contents of a well-displayed seascape, which is enhanced by careful use of wax crayons. Year 2 pupils produce some good pictures in the style of Van Gogh's "Sunflowers and Starry night." In order to emulate the raised texture of Van Gogh's oils, pupils' mix sawdust with glue and paint. Good brush work and choice of colour result in accomplished achievements. Only limited pencil work was seen. However, pupils' attempts to work in three-dimensional materials enable them to create pots and other similar products.
114. In Key Stage 2, pupils make good progress building on their previous learning. They enjoy the opportunities provided to continue studying and developing skills and techniques of famous artists. For instance, paint dripping similar to the work of Jason Pollock, cubism in the style of Pablo Picasso and studying and copying the work of The Impressionists. Good quality work in all of these styles is produced by pupils, and is very well displayed by teachers, providing opportunity for the celebration, appreciation and discussion of their efforts. Pupils use sponges and rollers for printing, such as shapes and patterns in Year 6. Experiments with textiles enable them to produce "Rag-rug," effects. Monochromic designs of guitars and other musical instruments in Year 5 are effective. Good pencil control enables pupils to display good line and form when drawing objects such as trainers, but the use of shade is not as well developed as other aspects of art. Sometimes artistic skills are developed in other aspects of the curriculum. For instance, 3-dimensional Roman pots and Greek vases are made in history lessons and papier-mâché face masks are made to dramatise Greek Tragedy.

115. There was no teaching observed during the inspection. However, the evidence of good teaching is seen through the good quality of work produced by the pupils. The provision of pupils with sketch books in which to practise skills is very inconsistent. Indeed, where they are available, they are used as class teaching aids and do not inspire pupils to revisit, expand and develop their original thoughts and ideas. Leadership is satisfactory. The subject leader has been very successful in ensuring that standards have risen. A comprehensive scheme of work has been introduced, which gives very good support to teachers. European art features heavily, but there are too few planned opportunities to raise pupils' awareness to the art of other cultures. Resources are plentiful and fully support teaching and learning in the classroom. Assessment procedures have just been introduced, but have not yet had sufficient time to impact upon further improvements.

DESIGN AND TECHNOLOGY

116. Standards achieved by pupils at the end of both key stages are in line with national expectations, broadly reflecting the standards indicated at the time of the last inspection. Pupils of all abilities make satisfactory gains in their knowledge and understanding of design and technology throughout the school and learn at a satisfactory rate. Pupils enjoy learning design and technology and develop a secure understanding of the process of planning, designing and evaluating. The provision for design and technology has improved since the last inspection with a much broader and carefully planned curriculum. Design and technology is taught regularly to all pupils across Key Stage 1 and Key Stage 2 and satisfactory teaching ensures that pupils are introduced to all suitable ideas and skills identified as part of the National Curriculum programmes of study.
117. By the end of Key Stage 1, pupils have developed a satisfactory understanding of mechanisms, structures, textiles and food. They have acquired first hand experience of using a range of equipment such as utensils to make a real fruit salad and a winter soup, fabrics to identify the best material to make a rain coat, card to make pop-up greetings cards and a moving book and reclaimed materials such as old boxes to design and make moving vehicles. Pupils acquire the ability to evaluate real objects, disassemble them and then start to use their knowledge to design and make their own. In Key Stage 2 the skills and knowledge and understanding developed by the pupils are satisfactorily extended. Pupils improve their ability to design and make in each of the relevant contexts. Good links are made with other subjects. Links to science are made when pupils design and make a greenhouse for plants and also design and make alarms and torches using electricity. Pupils' skills are developed to make use of wood to make photo frames and moving toys. Some aspects of control are practised including designing and making a fairground. Food technology linked to the study of the Greeks includes making Greek biscuits and other historical links are made when pupils design and make Victorian Sweets with further studies being made of food through the study of bread. Whilst pupils develop good skills of making, their skills of evaluating and recording their practical tasks are not as good as they should be and are unsatisfactory overall.
118. The quality of teaching and learning is satisfactory overall. Pupils are given effective guidance in developing and improving their knowledge of materials and how to evaluate real objects and then use this knowledge to make their own designs. Lessons are planned with suitable attention to the school's scheme and lessons conducted satisfactorily. In a Key Stage 1 lesson, good use was made of a large book about soup to reinforce literacy links and prepare the ground for pupils to plan and then prepare

vegetables for a winter soup. In Year 6, pupils enthusiastically tested out their “Greek Biscuits” made as part of their history topic. Pupils enjoy design and technology and take great pride in their work, but the lack of attention given by teachers to recording what they do, reduces the lasting benefit of their work. Opportunities for pupils and staff to use a design book to evaluate the level of achievement and progress over time are reduced by the lack of such a book.

119. Overall, the subject is well managed by the head teacher although the impact of this management on standards at the end of each key stage is yet to be seen in above average attainment. The quality of provision for design and technology is much better than at the time of the last inspection. A suitable policy and a good scheme of work based upon national guidance and schemes of two other local education authorities guides teaching and learning. Sufficient time is given to design and technology as part of the pupils’ curriculum and there are enough resources to support teaching and learning. Procedures for assessing pupils levels of attainment and for monitoring pupils’ progress are satisfactory although pupils are not as involved in reviewing their own progress as they could be.

GEOGRAPHY

120. Attainment in geography is above national expectations for pupils at the end of both key stages. Pupils of all abilities, including those with special educational needs and English as an additional language, make good progress. The school has made very good improvement in raising standards since the last inspection, which were then identified as being below national expectations.
121. Pupils in Key Stage 1 have gained a good understanding of geographical skills. They look at plans of the school and identify where they are. They talk about the route they take from place to place, either in school or to and from home. In doing this they provide clear instructions about turning left or right and describe who or what they will expect to pass on the way. Pupils can describe the weather conditions accurately in terms of cold, sunny, cloudy or bright. They understand that some countries are hotter than England and know how that kind of weather can affect one’s choice of clothing. They illustrate hot countries by naming Spain, Egypt, Turkey and Portugal. Their knowledge of their own locality is firmly embedded so that in a study of the Scottish island of Iona, they make sensible comparisons between Iona and Littleborough. They know and describe the terms Physical and Human Geography, explaining the latter as man-made things.
122. In Key Stage 2, pupils effectively build upon and expand their geographical understanding and knowledge. Map reading skills have developed so that they can use co-ordinates confidently to find a place or feature on a map. They can state directions using sixteen points of the compass and recognise the importance of symbols and how to use them. They show good skills when exploring geographical themes such as a study of the water cycle, rivers or the climate, and their vocabulary when discussing related issues is correctly applied. Pupils’ knowledge of other countries is good. They can identify most countries in the Common Market and name several capital cities. Knowledge of the British Isles is secure in terms of countries, places and rivers and how and why people make a living. Although Year 6 pupils do not study a contrasting location or country this year, they recollect considerable information to talk sensibly on perceived major differences and consequences.

123. The quality of teaching is good overall. Teachers' lesson planning is good and supports a good challenge for pupils. The work studied in class is often supplemented through well-planned field trips that provide the pupils with first hand experience of the topics they study. For example the younger pupils walk around the town to learn about various buildings and to consider direction. Older pupils will visit the canal and compare it to a river when measuring the rate of flow as part of their river study. Pupils' work is carefully displayed in classrooms and is well used both to stimulate and consolidate learning. Very good use is made of the classroom assistants who make a valuable contribution to the learning of groups of lower attainers. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development by providing pupils with opportunities to learn about aspects of British life and a limited insight into life in other countries.
124. Subject leadership is good. The subject leader has developed a good policy and scheme of work since the last inspection. It is very useful in guiding the staff as they prepare lessons. Teachers' planning is monitored to ensure appropriate curriculum coverage. Furthermore, some monitoring of teaching has been completed, but this is not yet a regular practice. Although some opportunities are planned in lessons for the development of other subjects, such as writing skills, and mathematics when recording weather graphs, there are some lost opportunities. For example, very little use of information and communication technology was seen and there more opportunities could be taken to develop pupils' understanding of other peoples, customs, traditions and practices. Teaching resources have improved since the last inspection and are now satisfactory. Procedures for assessing pupils' levels of attainment and for monitoring pupils' progress are satisfactory although pupils are not as involved in reviewing their own progress as they could be.

HISTORY

125. Standards achieved by pupils at the end of both key stages are in line with national expectations, broadly reflecting the standards indicated in the previous inspection report. Pupils of all abilities make satisfactory gains in their learning throughout the school, this being suitably enhanced by pupils' enjoyment of the subject. Enthusiastic teaching observed in Year 6, including the good use of resources and the pupils' very good levels of enthusiasm, interest and involvement, reflect the subject's growing profile throughout the school as it positively supports pupils' cultural development and local heritage.
126. By the end of Key Stage 1, pupils have a satisfactory understanding of the distinction between the past and the present. Pupils' research skills are satisfactory and during observations of toys and games of the past, pupils made informed judgements about differences between toys and games then and now showing a developing sense of chronology. Pupils use terms concerned with the passing of time, and recognise the ways in which their own lives differ from the lives of people in the past. Through studies of the local area, pupils gain a good insight into the heritage provided by the Victorians. Pupils are familiar with prominent people and significant events of the past for example the significance of Guy Fawkes and pupils in Year 2 know about the religious and historical significance of St Columba of Iona.
127. By the end of Key Stage 2 pupils have widened their knowledge and understanding of historical events and famous people. Their history study skills continue to develop at a satisfactory rate. Pupils in Year 5 talk confidently about life in Victorian times. They are aware of the impact that Queen Victoria's reign had upon nurturing the industrial

revolution and the subsequent impact of this on the way people lived. Writing clearly indicates pupils' understanding of different social groupings for example; one pupil described life as a dairymaid, 'I was sent away from home when I was ten', and the life and times of a chimney sweep. The majority of pupils use information books well and handle artefacts with care and interest. Pupils in Year 6 have a good knowledge and understanding of life in Greek times and have a good knowledge of the way their civilisation affects modern life. Pupils know about the way democracy originated from those times and can explain how the structure of Greek society was not too dissimilar to our own. When studying life in Ancient Greece pupils effectively handle the appropriately challenging questions of 'what?', 'when?' and 'why?' in relation to the discoveries made in relation to Greek gods.

128. The teaching of history is satisfactory overall with strengths in Year 6 good. Learning clearly reflects the quality of teaching for the majority of pupils. Good management and control of pupils enabled time to be well used. Secure subject knowledge contributes successfully to the satisfactory progress occurring in history. Pupils respond in a very mature manner and respect each other's contributions during well-orchestrated discussion times, ensuring that everyone feels confident to offer ideas and opinions. Pupils' confident speaking and listening skills enhance learning, for example, pupils in Year 6 describe key features of the Greek myths and the heritage that they have left in the form of language, mathematics, democracy and architecture. Some good links suitably linked literacy and design technology for example, pupils were encouraged to research the ingredients used in the manufacture of biscuits eaten during Greek times. Pupils respond well to well-focused, sensitive support given by the class teachers, as tasks are given with appropriately challenging work.
129. The subject co-ordinator is well organised and leadership and management is satisfactory overall. There is a detailed scheme of work for history that clearly follows national guidelines, and this helps to ensure continuity and progression in learning. Sound use is made of historical artefacts and local buildings, for example the church and local town, to enhance pupils' understanding of past and present. Procedures for assessing pupils' levels of attainment and for monitoring pupils' progress are satisfactory although pupils are not as involved in reviewing their own progress as they could be.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. The previous inspection found standards at the end of Key Stage 1 to be below average and at the end of Key Stage 2 to be well below average. There has been an improvement in standards since that time but present standards are still below national expectations for pupils at the end of both key stages. Although some progress has occurred since the last inspection, it has been too slow to keep up with the improvements that have occurred since 1998. Progress has been restricted by a lack of resources for information and communication technology coupled with delays in planned staff training.
131. The quality and quantity of computers available in school is now much improved, and the school eagerly awaits the installation of its new computer suite. The subject manager is the head teacher who has recently returned to duty after a year's absence. Staff training, undertaken via government funding, has yet to take place. Once training has been completed and the computer suite becomes operational, standards have the potential to improve from their present lowly status. The use of information and communication technology is not present in teachers' medium term planning to support ongoing skills across all subjects taught. Assessment is at an early stage of development, most teachers having a shared understanding about what needs to be assessed, but pupils' learning is not currently tracked or evaluated at sufficiently regular intervals to identify those who need more practice, as opposed to those who need to refine and or extend their skills further.
132. By the end of Key Stage 1, most pupils have learnt the basics of controlling the computer by means of a keyboard and mouse. They have had experience of basic operations, such as word processing and simple graphs, and how the computer can be used to find information. Their experiences in these areas are, however, fragmentary as they have long gaps between experiences.
133. By the end of Key Stage 2, pupils have continued to develop their understanding of different aspects of information and communication technology, but again their experiences do not build into a broad curriculum, especially in terms of controlling and modelling. In a Year 5 lesson, pupils were learning about the use of bold text and features of underlining. Although the lesson was soundly taught, the fact that it could not be done first hand at the computer restricted learning for most pupils, with behaviour becoming restless
134. Scrutiny of pupils' work shows relatively few examples of the use of computers to support work across the curriculum. Practise is inconsistent between different year groups. In discussions with pupils from Year 2 and Year 6, they indicate very positive attitudes to lessons and particularly enjoy using computers in classrooms. On the few occasions that pupils were observed using computers, they worked hard, concentrated well and their behaviour was good. They collaborated well in pairs, sharing ideas and equipment amicably. When they met problems they showed persistence and patience in attempting to solve them. Pupils of all abilities and backgrounds are making the same unsatisfactory progress as they move through the school, failing to build progressively on previous learning.
135. Teaching is unsatisfactory overall at both key stages. Many opportunities are missed to make use of computers to support work in different subjects. The contribution of electronic mail, for instance, to teaching basic literacy skills across the curriculum is underdeveloped. The issue of teachers' confidence in integrating information and communication technology into their work across the curriculum is an urgent one for

the school. When the new computer suite is fully functional, it cannot be used properly unless teachers are confident and aware of its opportunities.

136. The nationally recommended guidelines have been adopted, and these should now form the basis of the way in which teachers work, both in the development of information and communication technology skills and in its use across the curriculum. The provision of more up to date software should also be given a high priority. The aspect of the curriculum covering making things happen through computer control is unsatisfactory at present. Whilst pupils are given experiences that contribute to this area, these do not give sufficient depth of understanding, nor do they develop the pupils' skills and knowledge in a systematic manner.
137. The knowledgeable subject co-ordinator manages the subject well and has fought hard to improve the resources and has good strategies to rectify the limitations of teacher expertise once the computer suite is fully operational. Improvements are imminent and staff training is soon to occur to make sure staff confidence and expertise is improved. Although there is a good curriculum planned, the lack of computers has stopped its effective implementation. Procedures for assessing pupils' levels of attainment and for monitoring pupils' progress are satisfactory although pupils are not as involved in reviewing their own progress as they could be.

MUSIC

138. At the end of Key Stage 2, the attainment of pupils is in line with the national expectations for their age. It was not possible to judge attainment at the end of Key Stage 1 because of a lack of inspection evidence. Standards have improved at the end of Key Stage 2 since the last inspection. The previous report stated that attainment was below national expectations. The positive improvement is due to a higher profile being given to the subject and better teaching.
139. In the aspects of music that are given high priority, such as singing and playing brass instruments, pupils' attainment is at least that expected for their ages. Pupils enjoy the lessons and generally concentrate well. The school has a culture of performance that is helping to develop pupils' confidence and this enhances their self-esteem. A good range of Western music is used to encourage pupils' listening appreciation however insufficient emphasis is given to traditional music from countries around the world.
140. The quality of teaching and learning in Key Stage 2 is at least satisfactory and, when specialist teachers teach music, learning is good because the teaching is often of high quality. The attainment of pupils in performance is usually good, as observed during an assembly. In the lesson seen, pupils were well behaved and this helped their controlled performances. In singing, pupils of all abilities make similar progress in their learning to their peers. Pupils in Year 5, when taught by the subject co-ordinator, created a rhythm pattern and responded carefully to the signals from the conductor. Most can read simple musical notation and the use of an appropriate information and communication technology software programme suitably enhanced learning opportunities for all pupils. Pupils can sing very sweetly when they perform quietly. They displayed a certain level of confidence when performing as a choir during school assemblies and choir practice. In aspects of the curriculum, other than singing and performance, the picture is not as secure. Pupils have undertaken some composing, but are unfamiliar with many of the technical terms that should be known by the end of Year 6. Some teachers lack knowledge and understanding of some aspects of the subject and a tendency to reduce the time for music in individual classes restricts the rate of progress.

141. The management of the subject by the deputy head teacher is satisfactory. He has a good subject knowledge. An accurate evaluation of the strengths and weaknesses of the subject has been made and concludes that there are some deficiencies in the curriculum and teaching and some staff lack confidence in teaching music. The school is aware of the need to develop music to feature more prominently in the school's curriculum, thus enhancing more rigorously its planned contribution to pupils' cultural development. Procedures for assessing pupils' levels of attainment and for monitoring pupils' progress are satisfactory although staff are not as involved in using assessment data to evaluate how effectively music is planned and taught.

PHYSICAL EDUCATION

142. Standards in physical education are unsatisfactory at the end of both key stages and are not as good as they could or should be. Standards have not improved since the last inspection when they were also below expectations. The low standards are partly because of weakness in the accommodation and partly because of a lack of confidence of staff in teaching aspects of the physical education curriculum for example, dance and gymnastics. The lack of access to suitable outdoor provision in the Foundation Stage has a negative impact on the overall progress of pupils in Key Stage 1 and Key Stage 2 because pupils start Key Stage 1 with limited outdoor physical skills.
143. During the inspection, lesson observations showed that teaching was mostly satisfactory but pupils' attainment was below that expected for their age. In Key Stage 1, pupils have poor levels of co-ordination and in Year 2, they struggle to throw and catch a ball. Hand-eye co-ordination is poor and although a few pupils in one Year 2 lesson did very well, the vast majority struggled to see a ball and send it accurately. In lower Key Stage 2, the quality of teaching is poor and pupils are restless and lacking in enthusiasm or interest. The pace of teaching is very slow and directions unclear and not challenging enough. During a gymnastics lesson, pupils responded poorly and lacked enthusiasm and displayed poor skills of movement. In upper Key Stage 2, the quality of teaching is satisfactory but pupils are lacking in confidence and during a dance lesson, the majority were self-conscious and lacking in real co-ordination or a sense of movement to represent music.
144. The curriculum includes each element of the National Curriculum, games, dance, gymnastics and swimming but there is no provision for outdoor education. Pupils all achieve the expected standard for 11 year olds in swimming and there is a range of inter-school sports events that older pupils can become involved in for example, tournaments in soccer, netball and rounders. Close links with the nearby professional soccer team Rochdale AFC, as well as Manchester United FC adds to the sporting opportunities for all pupils. The school successfully operates an equal opportunities policy and ensures that all pupils, regardless of gender or ability, are able to participate in each sport.
145. The quality of teaching and learning is unsatisfactory overall. Teachers lack confidence in teaching physical education and this has a negative impact on the quality of teaching and the progress made by pupils. The accommodation is unsatisfactory with small, confined hard playing areas outdoors and a hall that is cluttered because of a lack of suitable storage space for furniture. Although there is a sports field nearby, its lack of direct access to the school, adds to the difficulties in teaching games and also outdoor adventure activities.

146. The lack of leadership in the subject has prevented standards from improving. Although there is a policy and scheme of work guiding teaching, the weaknesses in teacher's knowledge and understanding and confidence reduces the impact the scheme makes. Resources are satisfactory overall but weaknesses in the accommodation reduce opportunities for pupils to participate in physical activities.