

INSPECTION REPORT

**ST PAUL'S CHURCH OF ENGLAND PRIMARY
SCHOOL**

Salford

LEA area: Salford

Unique reference number: 105928

Headteacher: Mrs M Munday

Reporting inspector: Ted Wheatley
10013

Dates of inspection: 6th - 9th May 2003

Inspection number: 246539

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Nevile Road Salford
Postcode:	M7 3PT
Telephone number:	(0161) 7929474
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Appropriate authority:	The governing body
Name of chair of governors:	Miss Janet Wood
Date of previous inspection:	30 th April 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10013	Ted Wheatley	Registered inspector	Science Information and communication technology Design and technology Equal opportunities English as an additional language	How high are standards? How well are pupils taught? How well is the school led and managed?
19720	Deborah Granville Hastings	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24031	Iris Idle	Team inspector	Foundation Stage Mathematics Music Religious education	
25203	Bob Cooke	Team inspector	English Art and design Geography History Physical education Special educational needs	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's Church of England Primary School is a voluntary controlled school in Salford. It has 180 pupils, slightly more girls than boys and 23 of whom are in the nursery. It is smaller than similar primary schools. The percentage of pupils who have English as an additional language is small, none of whom is in the early stages of learning English language. There are very small numbers of pupils from several ethnic minority groups but none have learning difficulties associated with their backgrounds. The proportion of pupils who have statements of special educational needs or who are on the school's register of special educational needs is below average. The percentage of pupils entitled to free school meals is above average. Although the socio-economic backgrounds of pupils are mixed, many pupils come from areas of social deprivation and from families moving into the area. The school is in an Education Action Zone (EAZ). Attainment on entry to the school is broadly average, but varies from year to year; in 2001 and 2000 it was below average. A significant number of pupils leave because their parents leave the area for employment reasons and a similar number join the school during the year, many of whom have learning or behavioural difficulties.

HOW GOOD THE SCHOOL IS

This is a good school which is much improved since it was last inspected. It is well led and managed with very good priorities for improvement. Teaching is generally good, although a small amount is unsatisfactory. The needs of all pupils are met and overall pupils achieve well. The atmosphere for learning is good and pupils' attitudes to school are good. The capacity for further improvement is good and there is a high level of commitment to continue improvements. The school gives satisfactory value for money.

What the school does well

- Pupils achieve well.
- Teaching is good overall and some is very good.
- Standards are above average in physical education and religious education.
- Provision for moral and social development are very good and contribute significantly to the very good relationships and personal development of pupils.
- Provision for special educational needs is very good.
- Procedures for monitoring and promoting good behaviour are very good.
- Procedures for assessing pupils' attainment are very good.
- The quality and range of learning opportunities in the Foundation Stage are very good.
- The range of extra-curricular activities is very good.

What could be improved

- Standards in information and communication technology in Years 1 and 2 and in art and design throughout the school are not high enough. Pupils' spelling is sometimes inaccurate.
- The school has too many temporary staff leading to lack of continuity in management of some subjects, especially mathematics and art and design.
- There is a small amount of unsatisfactory teaching.
- The accommodation is unsatisfactory; there is insufficient storage for physical education equipment and, particularly, there is no library and this restricts opportunities for pupils' independent learning.
- The school has a deficit budget which has restricted spending on staffing, accommodation and resources.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 2001 and since then it has made good progress. It is no longer a school with serious weaknesses. Standards have risen overall as a result of improved teaching, the use of information and communication technology in most subjects, improved assessment and continuation of the professional development of teachers. Leadership and management have improved; roles and responsibilities are suitably delegated to staff and governors, although there was no mathematics or art and design co-ordinators at the time of the inspection. The work of the governing body has improved and the school has up-

to-date information on its financial situation. Relationships among staff have improved. Links with parents have increased and there is a high level of involvement of parents in pupils' education.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	E	D	C
Mathematics	E	E	D	C
Science	E*	E*	D	C

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

Pupils in the Nursery and Reception classes make good progress and by the time they enter Year 1 their levels of attainment are broadly average.

In the national tests in 2002 the attainment of seven-year-olds was well below average in writing, reading and mathematics. Results have fluctuated over recent years. In teachers' assessments in science attainment was well below average. Overall results were below the average of similar schools. Standards seen during the inspection are broadly average, though standards are below average in art and design and in information and communication technology (ICT). Individually, pupils achieve well against their prior attainment.

In the end of Year 6 national tests in 2002, the attainment of pupils was below the national average overall. Results have improved in recent years. Compared with similar schools, attainment was average overall. Taking into account the movement of pupils into and out of the school, pupils' achievement is good. Inspection evidence shows that standards are broadly average, though they are above average in physical education and religious education and below average in art and design. Literacy skills are broadly average though some pupils' spelling is inaccurate. The school achieved its targets overall, though these were changed downwards during the year.

Attainment in national tests has been lower than expected because of the high level of pupil movement into and out of the school – about a quarter of pupils in both Years 2 and 6 arrived after the start of the school year, most with lower levels of attainment than those who left. Individually, pupils achieve well because of the high quality support provided by teachers and classroom assistants. Standards seen during the inspection are higher than in the end of Year 2 and Year 6 national tests as a result of the good support and also the increasingly effective use of assessment to identify learning difficulties.

Pupils with special educational needs, pupils with English as an additional language and those who enter the school after the start of the year all achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy being at school and respond well to the activities prepared for them.
Behaviour, in and out of classrooms	Behaviour around school and in lessons is good and often very good.
Personal development and relationships	Relationships between pupils and between pupils and staff are very good and everyone works together in harmony. Pupils respond very well to the opportunities to be independent and responsible for themselves and others.
Attendance	Satisfactory. It is broadly in line with the national average and there is no unauthorised absence. Few pupils are late and registers are taken efficiently, ensuring that the day gets off to a prompt start.

TEACHING AND LEARNING

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

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

Teaching and learning are good overall. Nearly three-quarters of teaching seen was good or better and teaching in about one in six lessons was very good. Teaching in English and mathematics is good overall. The small amount of unsatisfactory teaching seen was mainly because lessons were not planned well enough.

The best teaching is well planned and includes a variety of activities matched to the learning needs of pupils and designed to interest and involve them. The relationships teachers establish are very good and provide a secure atmosphere in which pupils enjoy their learning, show initiative and develop independence. Teaching is challenging and pupils respond well to this. Teachers assess pupils' work well and provide useful advice and guidance to help them learn better. Learning is good overall and pupils have a good understanding of how well they do and what they need to do to make further progress. The teaching of literacy and numeracy is generally good, though there is inconsistent focus on ensuring pupils spell accurately.

The school meets the needs of all of its pupils, whatever their backgrounds or prior attainment, and classroom assistants work effectively to support pupils where individual learning needs are identified.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There is a very good range of extra-curricular activities and provision for personal, social and health education is good. Elements of ICT and art and design are not fully covered.
Provision for pupils with special educational needs	Very good. Learning difficulties are identified early and are supported well. Work is carefully planned to match the needs of individual pupils. Gifted and talented pupils are also suitably challenged.
Provision for pupils with English as an additional language	Good. The school analyses the performance of pupils with English as an additional language and those from minority ethnic backgrounds. Suitable work is planned where necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall and has improved since the last inspection. Provision for pupils' moral and social development is very good and provision for spiritual and cultural development is good. As a result, pupils have a good range of experiences which broaden their horizons and encourage them to live and work together well.
How well the school cares for its pupils	The school provides a very good level of care for its pupils based on very good relationships and very good support for individuals and groups who need extra help to ensure their learning continues. The quality of assessment is very good. Assessment information is used well generally to guide pupils, though there are some inconsistencies arising from the high turnover of staff in some classes.

The school now has a good partnership with parents and is constantly looking for ways to improve this further. As a result of involving parents more and better communication, the school enjoys the confidence of parents and is well supported.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good direction for the school's work and is well supported by staff. All staff are committed to raising standards and carry out their responsibilities well.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the school's strengths and areas for improvement and play an active role in planning development. They meet all of their statutory requirements.
The school's evaluation of its performance	Good. The school has effective strategies to evaluate its performance, and detailed plans to increase the level of observing and evaluating teaching. Priorities for development are very good and reflect the school's needs.
The strategic use of resources	Good. The school plans its expenditure carefully and has effective strategies to ensure it receives good value for what it spends. The deficit budget is reducing due to careful monitoring and planning of expenditure.

Accommodation overall is unsatisfactory. The lack of a library area is directly affecting pupils' literacy skills in that their library and research skills are limited. Staffing is unsatisfactory, because there are too many temporary teachers disrupting pupils' learning and there is no co-ordinator for art and design. Resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress. • Behaviour is good. • The amount of homework is about right. • Teaching is good. • The school has high expectations of pupils. • School deals with parents' problems and concerns well. • The school is well led and managed. • Children become mature and responsible. • There is a good range of extra-curricular activities. 	<ul style="list-style-type: none"> • A small proportion of parents feel they are not well enough informed about children's progress. • A small proportion of parents are not happy with the amount of work children take home.

Inspectors are in agreement with the strengths that parents identify. Inspectors found little evidence to support parents' concerns. Generally, parents are well informed about their children's progress and the quality of reports sent home is good, though there are some minor inconsistencies. The amount of work pupils do at home is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school in 2002 was average but varies from year to year; in the previous year it was below average. The situation is complicated by the large proportion of pupils leaving and joining the school after the start of the school year. Families move out of the area because they gain employment or promotion elsewhere. Families coming into the area frequently do so without a prospect of employment and, on balance, the pupils joining the school late in the year have lower levels of attainment than those leaving. In Years 2 and 6 in 2002 about a quarter of pupils had arrived during the year. This led to the school's targets for end of Year 6 national tests in 2002 being significantly reduced.
2. When the present Nursery children started school, their attainment was in line with that expected for their age. This was because the children in that year, generally, were older and quite mature. When the present Reception class entered Nursery, they were less mature and a much younger group of children. The majority of this group began school with below average communication, language and literacy skills. Their personal and social skills were also below those normally found. These children, including those with special educational needs, made good progress in speaking and listening and in their personal, social and emotional development. They made satisfactory progress in the other areas of their learning. The great majority of children are in line to achieve the standards expected nationally by the time they enter Year 1.
3. Attainment in the national tests taken by seven-year-olds in 2002 was well below average but reflected the prior attainment of these pupils, many of whom had entered the school late. Attainment was well below average in writing, reading and mathematics. In teachers' assessments in science attainment was well below average. The percentage of pupils obtaining higher levels in writing was above average, it was average in reading and below average in mathematics and science. Compared with similar schools results, were below average overall. However, all results have to be treated with some caution because the number of pupils taking the tests was small and those pupils arriving at the school after the start of the school year generally depressed the results. Those pupils who had been in the school from the start of Reception performed well and, in terms of their starting point, those pupils joining the school late performed well too. Overall, girls performed better than boys and there was no difference in the attainment of the small numbers of ethnic minority pupils.
4. The attainment of 11-year-olds in the national tests taken in 2002 was below average overall. The percentage of pupils obtaining level 4 and above was below average in English, well below average in mathematics and average in science. The percentage of pupils obtaining the higher levels was average in English and mathematics and below average in science. The school met its targets which were changed downwards from originally published ones to take into account the pupils joining the school whose levels of prior attainment were lower than those leaving and on which the original targets had been based. Compared with similar schools, attainment was average overall. The percentage of pupils obtaining the average level or higher in English was average compared with pupils in similar schools, below average in mathematics and above average in science. Girls performed better than boys but the performance of pupils from ethnic minorities was similar to that of other pupils. Overall, results have improved over recent years. Pupils' progress against their prior attainment is generally good, though official published figures indicate that this is unsatisfactory, but these figures do not take into account the high level of movement of pupils into and out of the school. Based on pupils' individual levels of attainment at the age of seven, the great majority of them make good progress.
5. Inspection evidence shows that standards are broadly average by the end of Years 2 and 6 and that pupils achieve well overall. By Year 2 the standards obtained by pupils in most subjects are average, though in art and design and in information and communication technology (ICT) they are below average. In art and design this is because the curriculum is not covered in enough depth, particularly the work of other artists. In ICT, it is because there is too little work on the control element of the subject, though in the other areas standards are broadly average. Pupils achieve well in English,

mathematics, science and physical education. Their achievement is satisfactory in design and technology, geography and history, music and religious education. Achievement is unsatisfactory in art and design and in ICT. By the time pupils are 11 standards are average, though they are below average in art and design. In ICT standards are average because they cover all the aspects of the subject to suitable depth. Pupils achieve well overall. They achieve well in English, mathematics, science, geography and history, physical education and religious education. Many pupils achieve very well in English and mathematics. Achievement is satisfactory in design and technology, ICT and music. It is unsatisfactory in art and design because the curriculum is not covered in enough depth, as is the issue in Years 1 and 2.

6. Pupils' literacy skills are broadly average and the school has done much to support individual pupils to help them achieve well. Most pupils read and write competently, though spelling is often inaccurate. Writing skills are reinforced in most subjects because there are planned opportunities for pupils to write independently. Pupils enjoy reading, though absence of a school library restricts the choice of reading material. Nevertheless, there are small collections of books in classrooms that pupils have access to. Numeracy skills are also average overall. Pupils have sound mental computational skills and the highest attainers show considerable adeptness in working with tables, addition and subtraction. There are opportunities in most subjects to develop numeracy skills. Consequently pupils are confident in using numbers. Cross-curricular skills in ICT are broadly average and word processing skills are frequently above average. Pupils use computers regularly in most subjects and their skills develop quickly. Computers play a significant part in developing pupils' literacy skills.
7. Pupils achieve well overall because the school makes considerable efforts to identify their individual learning needs. In particular, the school uses its learning mentor, funded by the EAZ, very effectively to work with those pupils entering the school after the start of the school year. Many of these pupils arrive with learning difficulties and are at lower levels than average for their age. The quality of sympathetic support, guidance and help they receive is very good and the great majority of these pupils settle into the school quickly. However, although these pupils are assessed carefully and make good progress, they do not always reach the levels achieved by other pupils and this affects the overall levels of attainment reached by the school. The progress made by all pupils with special educational needs is good because their difficulties are identified early, they have good adult support and the work set matches their individual needs. The great majority of pupils with special educational needs achieve the targets in their individual education plans. Higher attaining pupils achieve well. The school has identified their particular needs and provides extension work and alternative work where necessary to challenge them.
8. Standards have improved since the last inspection. While there are still several temporary teachers they are well integrated into the staff and work closely with them on planning and ensuring that the curriculum is fully covered. Assessment procedures have improved considerably and assessment information is used to identify pupils' learning needs and to plan lessons. Consequently, even though the situation still exists where there is some disruption to teaching, it is more stable than it was and pupils' learning is good.

Pupils' attitudes, values and personal development

9. Pupils' personal development is very good which is an improvement since the last inspection and their attitudes and behaviour continue to be good as reported in the last inspection. This area is a strength of the school.
10. Pupils' attitudes to learning are good. Pupils enjoy coming to school and are happy being there. Pupils who join the school during the school year settle in quickly and adopt the attitudes of the pupils around them. All pupils have complete trust and confidence in their teachers. In lessons, pupils show a desire to learn and are eager to ask and answer questions and share their experiences. They mostly work hard and concentrate well, enjoying the stimulating tasks prepared for them with gusto. For example, during the inspection the Life Education Centre caravan visited the school and all classes had the chance to learn more about how their bodies work. They all thoroughly enjoyed the activities and songs, taking great delight in showing what they knew already and eager to learn more in an exciting and different environment. Year 6 pupils were preparing well for their forthcoming

national tests and, particularly in a mathematics lesson, they worked very hard visualising 3-dimensional shapes from 2-dimensional drawings and calculating the perimeter and area of shapes. They were very clear about their own weaknesses and wanted to make sure they 'got it right' before the tests.

11. Behaviour of pupils around school and in lessons is good overall and often better. In lessons, pupils' behaviour ensures that learning takes place at a good rate and pupils achieve well as a result. Indeed, a strength is the way in which pupils live and work together overall. Breaks and lunchtimes are relaxed and comfortable with pupils playing easily together. Pupils have a clear understanding of the high standards expected of them and usually respond accordingly. No aggressive behaviour was seen at all during the inspection and pupils are very aware of how their own behaviour can affect people around them. The poor behaviour of a very small number of pupils was dealt with swiftly and promptly through short period exclusions.
12. Relationships between staff and pupils, and between pupils themselves, are of a very high quality and create a supportive and caring atmosphere in which pupils flourish. These very good relationships have a positive impact on pupils' response and attitudes in lessons and to school in general. Pupils are valued both as individuals and for their contribution to school life and there is a feeling of harmony throughout the school. These very good relationships are one of the reasons pupils arriving during the school year fit in and settle in so quickly. Pupils go through the school day happily and love having visitors to talk to. They are friendly and polite and very keen to talk about themselves, their work and their school. From the beginning of the nursery onwards, all pupils quickly learn to live and work alongside others. They share resources willingly, listen to each other in lessons and show respect for property, resources and for each other.
13. Throughout the school, teachers expect pupils to be independent and responsible and pupils respond to this well. As they get older, pupils can take on more responsibility within the school and they love the chance to do so. The recently formed school council takes the job very seriously as they are representing the views of their classmates. At lunchtime, Year 6 pupils are a big help in the nursery and dining room, helping staff with the younger pupils. The annual sports day is a super event where pupils are put into groups of mixed ages and move around a variety of activities. Older pupils have the job of organising and looking after the younger pupils and points are awarded not only for how well they do the activity but how well they work together as a team. In many lessons, pupils are expected to work in small groups and they do so in a mature way. They work quickly and with effort, and are keen to show what they have achieved within a lesson.
14. Children under the age of five make good progress in their personal, social and emotional development. They work together and share toys and equipment. They are aware of the needs of others and understand the need to take turns. Their behaviour is very good. They help each other when working at the computer and when creating imaginary play objects from cardboard boxes.
15. Overall, attendance is satisfactory. It is consistently in line with the national average and there is no unauthorised absence. Few pupils are late and registers are taken efficiently, ensuring that the school day gets off to a prompt start.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is good overall. It was good in about seven out of ten lessons and very good in one in twelve. It was mostly satisfactory elsewhere and was unsatisfactory in a small number of lessons. The quality of teaching in the Foundation Stage is good overall, with a good proportion of very good teaching seen. Teachers' planning in the Foundation Stage is very good and very good assessment ensures that the activities planned match the individual needs of the children. Throughout the school teaching has improved overall since the last inspection. In particular, teachers' planning and use of assessment information to guide pupils on how to improve their work has improved considerably. The amount of unsatisfactory teaching remains broadly the same.
17. Where teaching is best, teachers' planning takes into account the learning needs of all pupils and provides a wide range of activities that challenge and interest pupils. Pupils are encouraged to think for themselves and to ask questions. As a consequence pupils learn well – they do ask questions,

they discuss what they do with their classmates and they acquire confidence in seeking answers themselves. For example, in a Year 6 science lesson pupils discussed how they could conduct an experiment on friction and what measurements they would need to make and how they would use the results to come to a conclusion. In these lessons the sequence of activities is well planned, the learning objectives are clear and they are shared with pupils. Where there is a small amount of unsatisfactory teaching, the teacher does not organise the lessons well enough and pupils are not always clear about what they are intended to learn.

18. Learning support assistants play a large part in lessons. They work closely with teachers and have a marked effect on how well pupils learn, because their work is planned carefully and they are fully aware of pupils' learning needs.
19. Teachers' subject knowledge is good and staff work together closely to support each other where necessary. Teachers' expertise in teaching literacy, numeracy and ICT is good. Teachers' management of pupils is very good overall and is a result of the very good relationships that teachers establish. They are sensitive but firm in handling pupils and make their expectations of pupils' behaviour clear. Almost all pupils respond well to this approach and take part in activities readily, treat each other with consideration and listen carefully to what they are asked to do.
20. Teachers' use of day-to-day marking is good. They acquire a great deal of information about how well pupils perform and work hard with individual pupils to help them improve their work. In several classrooms details of how well pupils are performing are displayed in informative and amusing ways that encourage pupils. The great majority of pupils rise to the challenge of this approach. They know how well they are doing and they know what they need to do to improve. As the atmosphere for learning is positive and they are encouraged to 'have a go', they learn well and receive pleasure from their successes. Teachers' expectations are good and are based on the detailed knowledge they have of pupils. This means that they set work they are confident pupils can deal with and, as a result, pupils learn well.
21. Provision of homework is satisfactory overall. Some parents were concerned about the quantity given, but the school has established a sensible, balanced policy that does not overload pupils but ensures that pupils have opportunities to work at home. This helps them develop independent learning skills.
22. The teaching of literacy is good overall. Teachers provide many opportunities for pupils to read and write and improve their literacy skills. In science, for example, pupils write about the life cycle of plants from their own research and information provided by the teacher. Pupils learn effectively through this method and their literacy skills improve. The teaching of literacy is well-planned into all subjects, though monitoring of pupils' spelling and helping them spell accurately is inconsistent. The teaching of numeracy is good, with teachers providing opportunities for pupils to consolidate their numeracy skills in many subjects. Teachers use ICT frequently, often to help pupils improve their literacy skills. ICT is used in most subjects and helps consolidate skills taught in ICT lessons. ICT is used effectively to improve pupils' research skills, to draw and explore the use of colour and to handle numerical information.
23. Teachers work hard to meet the learning needs of all pupils. Although there is no distinct policy on teaching the gifted and talented pupils, all teachers identify the highest attainers and provide suitably challenging work, and there is an increasing range of activities designed for these pupils. The teaching of pupils with special educational needs is good as the learning opportunities are matched carefully to the individual pupil's need. Teaching assistants work well to support these pupils during the start and end of literacy and numeracy lessons but this is not consistent throughout school. Pupils are included well in all class activities. Pupils with English as an additional language and the small number of pupils from minority ethnic backgrounds are monitored closely by the school to ensure they learn well. However, their learning needs are generally no different from those of other pupils.
24. The school's approach to working with a high proportion of temporary teachers has been effective in maintaining the quality of teaching. Temporary staff are well supported and permanent colleagues have worked hard to include them as part of the school team. The headteacher has observed and evaluated their teaching and provided valuable guidance where necessary. As a result, there has been

a little disruption in pupils' learning but this has been kept to a minimum and in the long term has not adversely affected learning.

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

25. The school offers a good range of learning opportunities of good quality to all pupils. This is a marked improvement since the last inspection when the curriculum was unsatisfactory. An appropriate curriculum is now in place and there is a clear, overall plan for the teaching of the National Curriculum throughout the school. Some subjects are taught for a period of weeks during a term instead of on a weekly basis. Appropriate time is allocated to each subject in each year group, but there is no rigorous process for checking that time allocations are appropriately used. There are also elements of some subjects that are omitted, such as aspects of geography in Years 3 to 6, art throughout the school and aspects of ICT in Years 1 and 2. The school is aware of these shortcomings and plans are in place to focus on a review of these areas in the coming year. Policies and guidelines are now in place for all subjects and these are linked to National Curriculum requirements. Long-term plans for the curriculum are reviewed at the end of the summer term and plans for the year ahead include time allocations for special events such as Harvest, Christmas and Easter.
26. The provision for children in the Foundation Stage is very good and provides for all the areas of learning. Planning has been thorough and includes all aspects of the early learning goals. Activities are well organised and pupils are monitored and guided to ensure they experience all areas in sufficient depth so that they make suitable progress.
27. There are effective strategies in place for the teaching of basic skills in literacy and numeracy. Additional time is given for individual reading for pupils in Years 1 and 2 and additional handwriting and spelling time is allocated in classes throughout the school. Nevertheless, there are still some inconsistencies in teaching pupils to spell accurately. In planning lessons for literacy, teachers give emphasis to reading and writing on different days of the week. The school has been effective in identifying areas for improvement and there is currently an appropriate focus on handwriting, spelling and shared and guided reading in literacy and on the use of ICT in mathematics.
28. The school provides a very good range of extra-curricular activities that are well attended by pupils throughout the school. These take place during the lunch hour and after school and include provision for pupils aged five to seven. Through Educational Action Zone (EAZ) funding a specialist sports teacher provides activity programmes that focus on health and physical skills. Four learning assistants provide extra-curricular sports that include football, cricket, rounders and netball and the school takes part in local competitions and friendly fixtures. A range of indoor activities is offered to pupils during the lunch hour. These include games, art and a chess club. Lunchtime activities have been effective in helping to resolve behavioural issues. A dance club meets after school in the Spring term and the pupils participate in the Lowry Dance Festival and in a summer production for parents and the other pupils. Peripatetic music is offered according to demand, with saxophone and flute lessons currently taking place, as well as music therapy for two younger pupils.
29. The school offers a very good range of curriculum enrichment opportunities such as visits to museums and art galleries. Visitors to the school include a Buddhist priest, grandparents and stained glass specialists. In 2001 there was a whole school theatre visit to see "Joseph." A performance and workshops with a Zulu dance troupe have been arranged for the autumn term. Residential trips to North Wales are organised on an annual basis and pupils develop their social skills when they attend.
30. The school is effective in ensuring equal opportunity for all its pupils and ensures that where attainment varies between boys and girls or between different groups of pupils the reasons are analysed and addressed.
31. The school makes good provision for personal, social and health education and there are policies to address all relevant issues. The sex education policy is dated, but plans for its review are in place. A school council has been recently established, with two representatives from each class. The members are effectively involved in developing the school environment, raising money for projects and

planning a buddy system to support pupils during playtimes. Visits of the “Life Education Caravan” provide very good opportunities for pupils to learn about issues such as health, smoking, drugs and relationships.

32. The local community makes a good contribution to the pupils' learning. This includes talks about past experiences from grandparents and residents at a local residential home. Visits are also arranged with local fire officers and a local policeman. The school nurse provides sex education talks for the older pupils. The local vicar takes assemblies half termly. School Harvest, Easter celebrations and Christmas Carol concerts have taken place at the local church. There are also useful links with local sports clubs.
33. Links with partner institutions are satisfactory, but as the older pupils attend a range of secondary schools there is no marked link with one particular school. Some friendly sporting fixtures such as a fun run are a result of good links with other local primary schools. Links with a nearby “Beacon School” have provided useful staff training and advice on a variety of curriculum and management issues.
34. The curriculum provision for pupils with special educational needs is good. These pupils have full access to all subjects and are helped and guided in their learning by caring support assistants. The targets identified in pupils' individual education plans are clear and manageable.
35. Overall, the provision for pupils' personal development is good and has improved since the last inspection.
36. Provision for pupils' spiritual development is good. Through its ethos and philosophy, the school promotes a set of values, principles and beliefs which encourages pupils to grow spiritually and emotionally. Individuals are valued and appreciated for the contribution they make to the school. Since the last inspection, the school has adopted a new mission statement. Staff, pupils, parents, governors, the church and the diocese were all involved and everyone feels that it suits their school and embodies their philosophy. A Christian youth group often take assemblies and also hold a weekly lunchtime activity which pupils enjoy. Collective worship is Christian in faith and pupils enjoy the sharing of stories, prayers and singing together. A central theme is followed and developed through the week. During the inspection the theme was fear and trust and the assemblies seen were mostly good. On days when there is not a full or key stage assembly, class teachers are expected to incorporate collective worship into their day. A timetabled time for this would ensure that this happens consistently. In religious education, pupils learn about other faiths in the world and enjoy celebrating their festivals as in their recent celebration of Eid.
37. Provision for pupils' moral development is very good. The school has developed a clear expectation of behaviour which is promoted consistently throughout. Pupils regularly review and discuss their golden rules and think they are fair. Golden Time is a reward that is relished and pupils think carefully before acting in a way that may reduce their Golden Time. The very good relationships throughout the school and the excellent role models provided by the staff ensure that pupils live in an atmosphere of trust and respect which enhances their self-belief and respect for others. The developing use of circle time helps pupils to express themselves whilst understanding the need to listen to the views and feelings of others. The circle time technique is used very well by the learning mentor and headteacher with small groups to help them learn how to deal with their own feelings and sort out differences and conflicts with others. This is greatly helping many pupils to manage their own behaviour, begin to believe in their own abilities and qualities and also to learn that life in general is a question of give and take and learning to live alongside others.
38. Provision for pupils' social development is also very good. The school has created an environment in which everybody is equally important and valued. There is a real sense of living and working together which makes it easy for new pupils and new teachers to fit into the way of working. The school has a very clear stance on socially acceptable behaviour and there is a significant lack of aggressive or oppressive behaviour, with pupils from a range of social and ethnic backgrounds mixing together well. There are many opportunities for the staff and pupils to work and celebrate together. The Good News assembly is enjoyed by all and Christian festivals are often celebrated in the church. The residential trip to Lledr Hall for Year 6 pupils is always a success, with many photographs recording their

activities. For the recently formed school council, every pupil in the school wrote his or her own manifesto and, on election day, everyone voted by filling in their voting slip in a polling booth and putting it in the ballot box. In many lessons, pupils work in groups to discuss and come to joint decisions. In a Year 5 geography lesson, pupils were discussing the advantages and disadvantages of closing Neville Road to traffic. Their suggestions were practical and relevant and showed that they could appreciate the situation from other people's perspective. At lunchtime, a play leader helps pupils play together in a constructive way and there is an indoor club with quieter activities for those that need a different environment. These initiatives have greatly reduced the number of behaviour incidents at lunchtime and breaks.

39. Provision for pupils' cultural development is good. Through many parts of the curriculum and a good range of visitors and trips, pupils gain experience of a wider cultural world. In religious education, pupils learn about the religious beliefs of others. They jointly celebrate the festivals of other religions and enjoy doing so. In music, pupils study the music from other cultures and, in particular at the moment, instruments from Africa and India. A string quartet and music group from the church have visited school. Next term, in a project arranged by the Education Action Zone Year 6 pupils will be taking part in Zulu music and dance workshops. Visits to Wigan Pier, Hope Carr Environmental Centre, Museum of Science and Industry, Drinkwater Park and the Lowry Centre are all regular events in the school year and help to widen pupils' perspectives and broaden their experience. The visit of the Life Education Centre caravan totally enthralled pupils, bringing gasps of delight from reception pupils when the veins in the life-size model lit up to show how the blood flowed through.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides a very good level of care for its pupils which is highly appreciated by parents. The overall wellbeing and development of each pupil is of paramount importance and evident throughout the school.
41. The school pays very good attention to the physical care of its pupils. There is an effective child protection policy which follows the local authority procedures. The headteacher and learning mentor ensure that all staff are aware of the procedure and that guidelines are followed correctly. Very good use is made of outside agencies to provide specialist support and lines of communication are clear. There are effective arrangements for dealing with first aid, sickness and fire safety. The health and safety policy is clear and the approach to health and safety checks and risk assessments is well controlled and effective.
42. The school is an exceptionally caring place where pupils feel safe and confident. Staff have a very detailed knowledge of all their pupils and a genuine concern and interest for their welfare and progress. The very good relationships are the basis upon which much of the personal support is built and this contributes to pupils' ability to get the most out of every day. The school is a very happy place and pupils, staff and visitors enjoy being there. There are good procedures to make new pupils feel welcome when they enter the school. There is good collaboration with parents and opportunities for pupils to visit the school before they start. Arrangements for transition to secondary schools are also good, with planned visits to receiving schools and visits from teachers at those schools to speak to pupils. The high number of pupils who arrive after the beginning of the school year are welcomed into school effectively and appreciated for the contribution they can bring to school life.
43. Through developing a climate of high expectations, honesty and trust the school has very good procedures for promoting and monitoring good behaviour. All staff act as excellent role models for children, treating everyone with respect and friendliness. Behaviour problems are dealt with imaginatively and on an individual basis which helps build pupils' confidence and self-esteem. The learning mentor is used very effectively to help all pupils get the most out of their lessons and the school day.
44. Development of pupils' social and personal skills are an intrinsic part of school life and pervade the whole day. This dedication to raising pupils' confidence, self-esteem and aspirations is a strength of the school and is instrumental in the progress pupils make. All staff in the school – teaching and non-teaching – work as a close team which ensures that pupils always encounter the same

approach, standards and philosophy which allows them to grow academically, personally and emotionally.

45. The procedures for monitoring and promoting attendance are currently satisfactory and improving. The recent availability of computerised data is allowing quick and detailed analysis which is being put to good use by the learning mentor. The good relationship with parents ensures that parents keep the school well informed and, where problems are identified, the school is quick to help and work with parents at home.
46. The school makes good provision for pupils with special educational needs. Individual education plans are up to date, action points are clear, support staff are fully involved and parents are well informed. Relationships between these pupils and adults are good and learning takes place in a purposeful and inclusive atmosphere. Pupils are fully included in all lessons and in the life of the school. The parents of these pupils are closely involved in their child's progress, they attend reviews each term and the views of pupils are also recorded.
47. At the time of the last inspection arrangements for assessing pupils' performance and using outcomes in planning were unsatisfactory. The school now has very good procedures for assessing pupils' attainment and progress. Overall there is good use of assessment to guide curricular planning and good procedures are in place for monitoring and supporting pupils' academic progress. There are some constraints, however. The high mobility of pupils causes difficulties when making predictions and setting long-term targets; analysing results for strengths and weaknesses has limited effectiveness when the group of pupils for whom actions are taken is changed and a high staff turnover and use of temporary staff causes inconsistencies in the application of procedures.
48. Throughout the school there is good tracking of individual pupils' progress in reading, writing, spelling and numeracy, with half-termly checks to ensure that progress for individuals is being recorded. Reading is tested twice yearly, in January and July: this is appropriate. The pupils' progress in literacy and numeracy is effectively tracked from a baseline at entry to the end of Year 2 and from entry to Year 3 to the end of Year 6. In the Foundation Stage teachers and classroom assistants assess children's performance and progress, keep records and plan future teaching carefully.
49. In Year 6 each pupil has individual target statements linked to National Curriculum levels displayed in the classroom for literacy and numeracy. These targets are also recorded in the pupils' work books where they are shared with parents on parents' evenings. The pupils are involved in recording their own targets and are very clear about where they are and what they need to do next in order to make progress. This process is very effective and is being extended to other years. The overall targets for the school are realistic and are adjusted appropriately as the intake or cohort of pupils changes. Teachers know their pupils well and most have clear expectations about levels the pupils are expected to achieve, especially in Year 2 and Year 6. The school makes effective use of optional tests in Years 3, 4 and 5 and uses these to track the pupils' progress as they move through the school. Standardised tests taken in Years 2 and 6 are suitably analysed for strengths and weaknesses. These are addressed through teachers' half termly and weekly planning. The school also analyses information from the annual PANDA report and addresses any issues that arise with regard to gender and ethnicity. Analysis of test results in other years is not yet fully established.
50. Through formal and informal processes the pupils who need extra support are identified. The school is very effective in providing support for pupils with special educational needs throughout the school and for groups of pupils in Years 1, 3, 5 and 6 who it is felt will benefit from specific programmes of extra support.
51. There are very good systems for the tracking of pupils' progress where appropriate in other subjects, for example in history, geography and ICT. Some teachers use the progress statements to indicate National Curriculum levels, but the practice is not consistent. However, levels achieved at the end of each year are used to ensure that all pupils are making progress. The use of individual "golden books" in which samples of work are kept from each unit of work is an effective method of providing evidence to support the teachers' assessments and for raising standards.

52. Teachers throughout the school plan well to match work to the needs of different levels of attainment and use informal assessment effectively in most lessons, adjusting the pace of the lesson and the work set for different groups and individuals where appropriate. Daily assessments are recorded on lesson plans and in teachers' diaries and are used to modify the work that follows.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school has a good relationship with its parents and this has improved greatly since the last inspection. The school genuinely wants and seeks the support and involvement of parents and has worked hard to achieve it.
54. Parents have positive views overall about the school. Through the pre-inspection questionnaire and meeting and the school's own survey, parents are particularly pleased with the quality of teaching their children receive and feel that the school is promoting good values and behaviour. A small percentage of parents have concerns about the work pupils do at home and about the information they receive about pupils' progress, but inspectors found no evidence to support them. Parents are very comfortable approaching staff with problems and feel that their children are very happy at the school. A recent proposal to amalgamate the school with another sparked a strong and impassioned campaign by many parents who clearly appreciated and understood the many qualities of St Paul's.
55. Parents receive good quality information about the school in general. The prospectus is detailed and lively, giving parents a good idea of what they can expect from the school. The half-termly newsletters from each class are a very good way of keeping parents in touch with what their children are doing and learning and how parents can help at home. Letters and leaflets that go home are useful and informative. For example, the leaflet on attendance clearly states the relationship between good attendance and achievement by answering common questions often raised by parents.
56. Parents also receive good quality information about the progress their children are making. They are invited to two parents' evenings and receive a written report in the summer term. The reports are very detailed and very individual and specific to each child. The comments clearly explain what pupils can do well and often what they find more difficult. Most teachers make constructive suggestions as to what pupils need to do to improve but not all, and these suggestions are not in the form of a clear and distinct target. Also not all teachers indicate whether pupils are attaining what is expected for that age. Developing the reports in this way would give parents a very good picture of progress and also provide a target for pupils and parents to aim for.
57. In the Foundation Stage, parents support children's learning well. They hear them read on a regular basis and help them develop their early word recognition skills. They are very pleased with their children's progress in the Foundation Stage and show a keen interest in the work they do.
58. The school has worked hard to involve parents more in school life and in their child's learning. Such things as a parents' survival course, workshops, half-termly drop-in sessions with class teachers, home/school record books and reading records have helped parents to understand what is being taught at school and what they can do at home to support and supplement lessons. Contact between home and school to deal with specific problems is very good and many parents value the interest and help of the staff. The school sees the child and home as a package and is dedicated in its aim to care for all aspects of its pupils' development. In this way, they provide guidance and support for many parents whose difficulties at home are affecting their child at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school is well led and managed and the issues identified at the last inspection have been effectively dealt with. The headteacher provides good direction for the school to improve and the school development plan has very clear priorities for improvement. These take into account the large numbers of pupils leaving and joining the school during the year. Pupils' achievement is the major focus of the school's work and is apparent in all aspects of school life. Consequently, the atmosphere for learning throughout the school is good.

60. The school has several temporary staff, and an acting deputy headteacher from the permanent staff, but despite this, responsibilities are mostly allocated sensibly and are carried out effectively. There are currently no co-ordinators for mathematics and for art and design, but there are plans to fill these gaps by September 2003. The relationships between staff and the support that staff provide for each other are impressive and are a marked improvement on the unsatisfactory situation at the time of the last inspection. The headteacher makes sure that staff taking on responsibilities are suitably supported. All staff are committed to raising standards and to supporting the school's plans for improvements and they work closely together to ensure that pupils receive good opportunities to do their best.
61. The headteacher has a very good understanding and overview of the needs of pupils with special educational needs. The governor with responsibility for special educational needs consults with the school on a regular basis and knows the school well. The headteacher reports to governors regarding these pupils three times a year. Records are kept for all pupils for whom the school has concerns. These are updated each term and this is particularly important to ascertain the needs of the many pupils who join the school during the school year. Pupils move off the register as they make good progress and achieve their targets. All teachers have copies of the information for pupils with special educational needs within their class. Parents also have copies of IEPs if their child is on the School action or School action plus stage of the register. The school works very closely with parents and with a range of other outside agencies in order to give good support to these pupils.
62. Governors play an important role in the school's development. There have been many new appointments to the governing body since the last inspection and there is a high level of commitment to working with the school to sustain improvements. Most governors are regular visitors to the school and have a good understanding of the school's strengths and areas for improvement. They are fully involved in the school improvement planning process and link expenditure closely to planned improvements. They monitor the headteacher's work and how well the school deals with addressing its priorities for improvement effectively.
63. The school's procedures to monitor and evaluate its work are good overall and there is a sharp level of awareness of the areas for development. The observation and evaluation of teaching is satisfactory overall and the strategies to observe teachers and set performance management targets are good. Currently, the focus of observation and evaluation is on English, mathematics and science but there is a detailed programme of observation and evaluation planned for other subjects. It is to teachers' credit that, while there have been some restrictions due to financial difficulties of taking time out of lessons to observe colleagues teach as part of subject monitoring and evaluation, they have established some strategies to ensure the quality of provision in all subjects is monitored. They have looked at pupils' work, teachers' planning and resources, undertaken some training of their own and established effective contacts with colleagues so that there is open debate about the quality of subject provision and how it might improve.
64. Staffing is unsatisfactory overall, mainly because of the disruption caused by temporary staffing and also because there is no art and design co-ordinator. Mathematics is being managed by the headteacher temporarily because of staff absence. Under the circumstances, the headteacher manages the situation well. She monitors teachers' performance, she has accurately identified weaknesses and provided support for staff where necessary, with some, but not complete success. However, she continues to provide support where improvement has been slow. The procedures to support new staff entering the school, whether as permanent members of staff or as temporary teachers, are good. There is a high level of professional support and new arrivals are rapidly incorporated into the life of the school and adopt its Christian ethos. The school is well staffed with learning support assistants who are deployed effectively and play an important part in working with pupils to help them raise levels of attainment. The school is funded for a learning mentor and 'out of hours' co-ordinator tutor through the local Education Action Zone (EAZ). These funds are being effectively used: the learning mentor works successfully with pupils joining the school during the year and the 'out of hours' co-ordinator plays an active part in raising pupils' motivation at being in school by organising a wide range of sports and other activities.
65. Overall, the accommodation is unsatisfactory. The school has worked hard to convert an open-plan building into one more appropriate to suit the needs of its pupils. It has managed to create teaching areas, which lessen the distraction of noise and people passing through, but there are still some

areas where the openness makes it difficult for some pupils to concentrate. To combat this, staff often use the small 'base' areas to begin a lesson, helping to focus pupils on what is to follow. A new computer suite is a valuable addition but at the expense of a central library area. Currently there is no provision for a library and this is severely limiting the development of pupils' non-fiction research skills and the extent to which pupils value reading as a source of pleasure and information. Throughout the school, there is a lack of suitable storage space, particularly for physical education.

66. The quality of resources is satisfactory overall; those for numeracy are good. Review of resources is underway in several subjects. They are adequate in Years 1 and 2 but are insufficient to support the units of work in Years 3 to 6. Resources, to enable pupils to develop their control skills using ICT, are not in place and some computer programs do not allow pupils to save their work. The interactive whiteboard is used well in Year 6, but not often enough by other teachers when Year 6 pupils are being taught elsewhere. Both the black and whiteboards, used for class teaching, are of poor quality and are often too small.
67. The school makes good use of its resources. All funds available to the school are used well. Financial planning is good and is leading to steady reduction of the overspend due to unexpected costs brought about by supply staff and falling numbers. The governors and headteacher explore different ways of spending funds effectively, with close attention to obtaining good value for money. They are generally successful in this. The cost of learning support assistants is high, but they are generally used effectively, working closely with pupils to help them learn well. The learning mentor, funded through the EAZ, works very effectively with pupils who arrive after the start of the school year and who, in many cases, have learning and behavioural difficulties. The school's records show that the majority of these pupils benefit from this support, they settle into the school well and generally achieve well, considering their low starting points. EAZ funds are also used effectively to widen the range of sports and other activities that pupils' experience.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. To improve, the school now needs to:
- i. Raise standards in:
 - information and communication technology in Years 1 and 2 by ensuring all elements of the National Curriculum are fully covered;
 - art and design throughout the school by:
 - ◆ monitoring teaching to ensure all aspects of the subject are fully covered;
 - ◆ providing leadership of the subject so that there is effective support for staff; and
 - ◆ spelling, by establishing strategies to help pupils spell accurately.

(Paragraphs 5, 6, 22, 99, 122, 126 and 138)
 - ii. Endeavour to establish permanent staffing to provide continuity of teaching for pupils and leadership of some subjects, especially art and design.

(Paragraphs 60, 64, 113 and 122)
 - iii. Improve teaching by providing support and advice on lesson planning where there is unsatisfactory teaching.

(Paragraphs 17 and 64)
 - iv. Improve accommodation by:
 - establishing a permanent base for the library, in line with the school plans,
 - identifying an area in the school that can be used for storage of physical education equipment; and

- improving the outdoor play area for the Foundation Stage pupils so that it no longer floods.

(Paragraphs 65, 89, 100 and 152)

- v. Continue to work with the local education authority to reduce the school's overspend.

(Paragraph 67)

Minor issue the school should also address:

- I. Provide opportunities for all staff to use the school's two interactive whiteboards.
- II. Ensure that collective worship takes place in class on those days that there is no full assembly.
- III. Ensure that reports to parents consistently reflect the practice of the best to give clear targets for pupils to improve their work and consistently indicate levels pupils have reached.
- IV. Devise a strategy to monitor effective use of the time allocated to subjects.
- V. Encourage reading particularly amongst older pupils.

(Paragraphs 25, 36, 56, 66 and 100)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	8	26	10	3	0	0
Percentage	0	17	55	21	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two 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)	23	157
Number of full-time pupils known to be eligible for free school meals	0	47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	10	18	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	13	13	17
	Total	22	22	26
Percentage of pupils at NC level 2 or above	School	79 (80)	79 (85)	93 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	9	9
	Girls	10	12	14
	Total	17	21	23
Percentage of pupils at NC level 2 or above	School	61 (85)	75 (90)	82 (85)
	National	85 (85)	85 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	11	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	18
	Girls	11	8	11
	Total	22	19	29
Percentage of pupils at NC level 4 or above	School	69 (63)	59 (57)	91 (63)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	17
	Girls	11	10	11
	Total	21	23	28
Percentage of pupils at NC level 4 or above	School	66 (67)	72 (67)	88 (70)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
125	2	0
0	0	0
1	0	0
3	0	0
1	0	0
1	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
2	0	0
1	0	0
0	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	19.6
Average class size	22.4

Education support staff: YR – Y6

Total number of education support staff	7.5
Total aggregate hours worked per week	215

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	24

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	503,693
Total expenditure	518,489
Expenditure per pupil	2,567
Balance brought forward from previous year	-3,545
Balance carried forward to next year	-14,796

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	4.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	3	0	0
My child is making good progress in school.	65	30	3	0	2
Behaviour in the school is good.	44	52	3	0	0
My child gets the right amount of work to do at home.	41	38	8	5	8
The teaching is good.	63	35	0	2	0
I am kept well informed about how my child is getting on.	56	33	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	67	30	0	0	3
The school works closely with parents.	54	40	5	0	2
The school is well led and managed.	49	38	3	3	6
The school is helping my child become mature and responsible.	57	41	2	0	0
The school provides an interesting range of activities outside lessons.	56	27	8	0	10

Other issues raised by parents

Overall parents are pleased with the school. A very small number of parents raised an issue of poor management by the headteacher. Inspectors agreed with parents' overall satisfaction with the school and found no evidence at all of poor management. Inspectors' judgement was that the headteacher manages the school well and has addressed all of the issues of management and poor relationships identified at the last inspection.

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

69. Twenty-three children attend the Nursery full time and 18 children attend the Reception class. When the present Nursery children started school, their attainment was in line with that expected for their age. This was because the children, generally, were older and quite mature. When the present Reception class entered Nursery, they were less mature and a much younger group. The majority of this group began school with below average communication, language and literacy skills. Their personal and social skills were also below those normally found. These children make good progress in their speaking and listening skills and in their personal, social and emotional development. They make satisfactory progress in the other areas of learning. The great majority are in line to achieve the standards expected nationally by the time they enter Year 1.
70. The provision for children in the Foundation Stage is very good. Teachers' planning is very thorough and focuses clearly on interesting activities that give the children good quality experiences in all the areas of learning. These are closely linked to the early learning goals designed for children of this age. Children with special educational needs are identified early and make good progress towards the targets set for them. They are well supported and included in all activities that take place. The quality of teaching is good overall and a considerable amount of very good teaching was seen in both classes. This is an improvement since the last inspection.
71. The Foundation Stage is very well led and managed by a Foundation Stage co-ordinator. Both teachers and the support staff have a very good understanding of how young children learn and this is reflected in all the work they do. The team work very well together and their relationships with the children are very good. Very comprehensive assessment records are in place and ongoing assessment is used very effectively to guide future learning. All staff received training in the use of the new Foundation Stage Profile and this is now in place. Reception staff hold parent/child conferences and parents understand the targets, set for their child, in the profile for communication, language and literacy and for mathematical development. Relationships with parents are very good. Parents speak very highly of the quality of learning provided for their children and talk happily with teachers and support staff at the start and end of each day. They appreciate the staggered start at the beginning of the Nursery year and the quality of the information they receive throughout their children's time in these two classes. Parents add written comments in their child's reading record. They really enjoyed the family challenge of creating a caterpillar by fixing 10 circles together in as many different ways as they could find.

Personal, social and emotional development

72. The level of personal, social and emotional development of the majority of children in the present Reception class, when they started school, was below that expected nationally. The quality of teaching in this area is very good and children's very good relationships with adults enable them to make good progress. The great majority are in line to achieve the expected standards in this area by the time they reach Year 1.
73. Children come to school confidently and are happy and secure in both classes. They know the routines well and confidently select tasks themselves, staying on task for an extended period of time. They show a keen interest in all activities and are confident to talk to adults and visitors. Children have good opportunities to work in groups of different sizes according to the task and the level of support they need. In both classes, children show good social skills. For example, Nursery children create a speedboat together using large cardboard boxes while children in the reception class work well together as they develop their skills when controlling footballs.
74. The children's behaviour is very good and they have very good attitudes to learning. This is due to the very good relationships they establish with their teachers and the support staff that help them to work very well together. Nursery children respond quickly when they hear classical music being played. They know that this is the sign for clearing away and do this very well without being reminded by the

teacher. They know where to find materials and show good independent skills. During snack time, children are polite, take turns, share well and listen to others carefully. In the Reception class, the teacher encourages co-operation very carefully through role-play. For example, aggressive conversation between “mother” and “daughter” was sensitively discussed and very skilled interaction between the teacher and the children resulted in “the mother” being more gentle and persuasive in her approach to “the daughter.” Children show good understanding of the needs of others. They help each other when working at the computer and move around school quietly so that they do not disturb other classes.

Communication, language and literacy

75. On entry to the Nursery, a significant number of children, in the present Reception class, had below average skills in speaking and listening. Many children receive speech therapy and this, plus the good teaching they receive, helps them to make good progress. This enables the great majority to achieve the standards expected nationally by the time they enter Year 1.
76. Many opportunities are planned in activities to extend speaking and listening skills. Children develop these well through role-play in the “Laughing Teacup Café.” They ‘read’ the menu, make suggestions about the soup of the day and interact well with ‘customers.’ Teachers speak very clearly when teaching initial letter sounds and make sure that children watch and listen carefully to recognise and speak the sound accurately. Good questioning by the teacher encourages children, in the reception class, to describe what they find when they smell, feel and taste a variety of different fruits. They describe the fruit as “sweet to eat” and know that these words rhyme. Children develop their understanding of unfamiliar language when this is used skilfully by the teacher alongside familiar language. For example, in a mathematical activity, children in the reception class begin to understand the phrase ‘what is the difference’ when this is used with ‘more than’ and ‘less than’ to encourage them to compare one group of toy animals with another.
77. The majority of children recognise their own name and identify correctly the first letter sound. Many of the children in the Nursery class write their own first name with a good degree of accuracy. In the Reception class some children can also add their surname successfully, though a small group of boys have poor fine motor skills and find it difficult to hold and use a pencil. Although children in both classes have plenty of good opportunities to practise writing their letter and number shapes, their letters and numbers are not always clearly recognisable. Teachers are clearly aware that this is an area that needs further development. Children in Nursery begin to understand how writing is used as a means of recording when they help the teacher to make a class list of instructions to make a fruit salad. Very good assessment of previous learning takes place when children identify ‘largest’ and ‘smallest’ cards correctly. They also match the name cards to the correct vegetable. Most of the children in the Reception class identify the first and last letter of simple words correctly and many read the words accurately. They use the computer well to develop their sentence writing, linked to their story of The Gingerbread Man. The very good planning ensures that appropriate links are made to learning in other areas. For example, after using their senses to learn about different fruits, children use this knowledge well to write a class fruit poem and include the words they offered to describe the taste, feel and smell of the fruits.
78. Children in both the Nursery and Reception classes enjoy looking at books. They listen well, offer their own ideas and identify the fruits correctly in the story “Handa’s Surprise.” Children in the Reception class are beginning to read individually with increasing confidence. They are beginning to use their knowledge of letter sounds to build up words correctly. They understand that pictures help them to read the text and can distinguish between pictures and text. Parents of children in the Foundation Stage appreciate the opportunity for children to take their reading books home on a daily basis and support this work well.

Mathematical development

79. Children make satisfactory progress in this area of their learning and are in line to achieve the expected standards by the time they enter Year 1.

80. In the Nursery, the majority of children successfully count from one to five and many count beyond this. They count on from a given number to ten and many know how more they need to make ten. Number songs are used well to reinforce their understanding of taking away in ones and twos. They understand 'biggest' and 'smallest' when comparing fruits. Children also order successfully eight carrots using 'longest' and 'shortest' as their measure. Some children accurately match the length of their roll of play-dough to that of the longest and shortest bean. They use non-standard measures well when they work with the Nursery Nurse measuring objects outdoors. Children show their counting skills well when they decide that 12 wooden blocks measure the double doorway. Opportunities for further developing their understanding of number are maximised in the wide range of activities provided. For example, they successfully count the eight instructions on the whiteboard for making the fruit salad.
81. In the Reception class, children count back correctly from 10 to one and begin to understand how a tally chart is used to record numbers. The higher ability children record the numbers correctly on whiteboards and begin to understand how to write simple number sentences but many children find this more difficult to work out, even when not asked to record. They find it hard to explain how many animals are left when some have been taken away. Very carefully planned activities help them to understand in a very practical way 'what the difference is' when one card has three bears and another has six giraffes. The majority of children count with confidence beyond ten and name common two-dimensional shapes accurately. They are beginning to use mathematical ideas in their role-play. For example, they give the price of a cup of tea and give change when the 'customer' pays the bill. They are beginning to use the appropriate language to explain time as a result of teachers and support staff using mathematical language very well when explaining aspects of their work.

Knowledge and understanding of the world

82. Children make satisfactory progress in this area of their learning and are in line to achieve the expected standards by the time they enter Year 1.
83. Nursery children show a sound understanding of how plants grow and sequence pictures to show this successfully. They have very good opportunities to grow and care for bean plants in their "garden centre." They know that the seeds are 'inside the bean pod' and that 'you can eat them when they have been cooked'. They really enjoyed deciding which part of a plant is eaten. For example, you eat the stalk of the celery, the leaf of a lettuce and the root of a carrot. Carefully selected stories and songs such as 'The Enormous Turnip' and 'Fruit Salad' help children to extend their understanding of fruit and vegetables further.
84. Although children in Nursery do not use the computer suite, the classroom computer is always in use and children show good skills when using the mouse to move the cursor around the screen. They are familiar with simple text, drawing programs and number games. They use a range of construction materials to create fences to keep rabbits away from the vegetables and work well with toys relating to a construction site with gravel and bricks. They demonstrate well how cranes lift small objects.
85. In Reception, children learn about their senses and use these to explore a range of different fruits. They identify the texture, taste and smell of a range of fruit. The choice of fruits is linked well to the theme of Africa. Very good opportunities are provided for children to dress in African clothes and learn about animals who live in Africa. Children remember having caterpillars in the classroom and "they changed into butterflies and that's how I know how to draw a butterfly." Children further extend their skills when using the computer by working in small groups on the computer in the classroom and using the computer suite each week. They use remote controlled vehicles successfully and programme a robot to move forwards and backwards. The majority of children have computers at home and this is clearly seen in the way they select programs for themselves from the desktop. They load CDs independently, save onto floppy discs and navigate through simple programs. Children create their own pictures and complete jigsaws by using 'picking and dragging' to move pieces into their pictures. They use a simple publishing package to draw their own pictures and write simple sentences about the Gingerbread Man story. Children print out their own work confidently and choose examples to keep in their work file. The majority talk freely about the monitor, printer, mouse and keyboard. They use telephones with confidence to talk to each other in the "doctor's surgery" and listen to stories and music using the listening station independently.

86. The visit of the Life Education Centre mobile classroom to the school during the inspection gave all children in the Foundation Stage the opportunity to further develop their understanding of the needs of the human body and the different parts of the body. The very good teaching in an exciting environment enriched children's knowledge and understanding of their own bodies. Children in Reception linked this work very quickly to their learning in physical development and showed very good understanding of the importance of food and water to create energy. They identified the different parts of the body well and knew that the body had a bone structure and muscles that was held together by a covering of skin. There was real excitement when "the magic dust" they had been given helped one child to light up the heart on a model of the human body. Children showed a keen interest, listened very carefully, responded well and contributed with confidence. This was due to the lively way in which the visiting teacher presented the lesson, the good pace and the awe and wonder she created.

Physical development

87. Children make satisfactory progress in this area and are in line to achieve the expected standards by the time they reach Year 1.
88. The outdoor play areas provide children with a good range of opportunities to develop their physical skills. A wide range of small and large play apparatus is available and children make good use of this. They use space well when riding their wheeled vehicles, keeping to the painted 'roadway', responding to traffic lights and using the petrol pump well to fill their vehicle with fuel. They work together well when they create imaginary structures using large cardboard boxes and plastic crates. They begin to develop good eye-hand co-ordination when using plastic rackets to hit balls hanging from a line. Children use a small blossom tree to climb on to the low branches and swing safely, quite close to the ground. Teachers interact very well with children to extend learning opportunities and extend language skills. Children always have a quiet area outside where they can write, draw and look at books. They use water to practise letter formation on the school wall and on the paving stones. Chalks are a favourite material to create rainbow patterns on the floor.
89. Unfortunately, for many years, the outdoor play area has flooded badly during wet weather and there are times when it is not available for use. All children in the Foundation Stage have been provided with wellington boots but several attempts to improve these conditions have not yet been successful. The proposed amalgamation of two schools is no longer being considered and this has hindered further progress. Plans are in place for further work to be undertaken and it is hoped that, when finance is available, this area will be greatly improved to create a covered area free from sludge and water. There is well-documented evidence of the problems with this area and it is hoped that this difficulty will soon be resolved.
90. Reception children move confidently in their own space when using the school field. They stop, start, change direction, run and even manage to stay still! The lesson seen was very well planned with clearly structured activities to enable children to develop their control of a football and begin to be aware of simple game rules. They are aware of the changes that occur in their bodies as a result of exercise and showed this understanding clearly when working with the visiting teacher in the mobile classroom. Children follow instructions very quickly, listen carefully as they are introduced to the "Beckham" game. When "Beckham" commands, they touch the ball with a different part of their body; children show good ball control. This was their first lesson on the field and, though it was windy and there were other distractions, they concentrated well. They demonstrated good levels of independence, good social skills, worked well together and appreciated simple rules within a game. The very good relationships created a very good atmosphere in which everyone participated fully.
91. Children's fine motor skills are developing well through a range of activities. They use rolling pins and cutters when working with play-dough, show good brush control when painting and the majority of children hold their pencils correctly. Staff plan a wide range of good opportunities to develop these skills through the use of different fixing methods when using a range of construction materials and through model making.

Creative development

92. Children make satisfactory progress in this area of their learning and are in line to achieve the expected standards by the time they enter Year 1.
93. Children develop their fine motor skills, working towards pencil control, by learning to form their letters and numbers. They begin to understand a range of fastenings when they explore small construction materials and work with collectable materials to make their own models. Very good provision is made for them to use crayons, pencils, glue and paint on a regular basis. The very good learning environment and the good teaching stimulate them to want to express their own ideas in their creative work. Children have free choice where to work in these areas and use these opportunities well. They develop their knowledge of shapes further when they print interesting patterns using shapes on shaped paper. They use shapes of paper, fabric and circular tops to make colourful collages and this work is linked to their work on reflections. The younger children observe Spring flowers carefully to draw pictures. They begin to understand the meaning of symmetry when they create symmetrical paintings such as butterfly pictures. Their work is carefully planned to link their learning about living things to their creative work and they use coloured pencils well to draw bugs that visited the Nursery.
94. Older children look carefully at Spring colours and create a class wall hanging using these colours. They weave plastic, fabrics, sponge and cellophane to create a very interesting texture for their hanging. Children experience mixing paint and know that "red and blue will make purple." Paint is available each day and children create their own pictures, sometimes linked to work in the classroom but sometimes just for the pleasure of using colours and finding new colours. They begin to develop simple sewing skills by creating patterns as they sew fabric shapes onto corrugated card.
95. They have good opportunities to clap simple rhythms in time to words and songs. They sing a range of songs linked to their language, number and topic work. A very good range of dishes, tins and baking utensils is attached to the outdoor fence for them to create their own sounds and rhythms.

ENGLISH

96. In the national tests taken by seven year olds in 2002, the proportion of pupils obtaining the average National Curriculum level or better was below average in reading and well below average in writing. The percentage obtaining the higher levels was average in reading and above average in writing. Compared with schools in similar contexts, attainment was average in reading and below average in writing. Results have fluctuated in writing and have fallen in reading over the last recent years. In the tests for 11-year-olds in 2002 the proportion of pupils obtaining the average National Curriculum level or above was below average and the proportion reaching the higher levels or above broadly average. Compared with similar schools, results were broadly average. There have been some fluctuations between year groups but overall the trend is one of improvement in standards. Overall girls performed better than boys. The performance of the small numbers of ethnic minority pupils was in line with that of other pupils. All pupils achieve well, whatever their prior attainment.
97. Standards seen during the inspection are better than those indicated in the national tests taken by pupils in Years 2 and 6 in 2002 and are broadly average. This is partly because learning difficulties are quickly identified and appropriate support given and partly because of good teaching. The school makes good provision for targeted groups of pupils who receive extra support through structured programmes in Years 1, 3 and 5. These pupils make good progress and attain standards that are in line with those normally expected. Despite a high level of pupil movement and increasing number of new entrants with learning difficulties, pupils make good progress overall. Good progress was seen in lessons in Years 2, 5 and 6 and never less than satisfactory progress elsewhere.
98. At the age of seven and at the age of 11 standards in speaking and listening are average. There is a number of very good, articulate speakers throughout the school, but many pupils lack confidence in speaking in front of large groups. There is often an eagerness to respond to teachers' questions and most teachers try to include all pupils in question and answer sessions. However, the answers given are frequently brief, quietly spoken and sometimes difficult to hear. Pupils are generally more articulate in small groups, such as guided reading groups where some very good dialogue takes place. Where teachers demand more detailed answers some good responses are given. Good strategies are used in a Year 5 debate on issues about the suggested closure of Nevile Road to traffic. The teacher waits until most hands are up in order to engage the attention of the majority of

pupils. She then selects a pupil to reply and draws out the response by asking the question “Why?” or “Would you like to say a bit more about it?” In almost all lessons pupils listen well to instructions and to what other pupils and adults are saying.

99. At the age of seven and at the age of 11 standards in writing are in line with those normally expected of pupils of both ages. At the age of seven most pupils produce sequences of logical sentences and the high attainers produce substantial pieces of writing across the curriculum. Much of the handwriting is not joined, however, and some monosyllabic words such as “stuk” for stuck and “brak” for “break” are misspelt by pupils who are above average attainers. Overall, letter formation is average, but some writing by lower attainers is difficult to decipher. By the age of 11 some writing is of a very high standard with a variety of writing for different audiences and different purposes. In a Year 6 class some outstanding descriptive writing was produced when the pupils were asked to write a description of Gandalf in the style of Tolkein. By the age of 11 the most able pupils routinely use good vocabulary, direct and indirect speech, good punctuation and simple and complex sentences in a variety of ways. Handwriting varies, but there are some good examples of well-controlled cursive script especially among middle attainers. There is some misuse of full stops and capital letters by below average attainers and some below average pupils struggle with joined writing and spellings such as “boddy” for body and “askes” for asks. Overall standards at the age of 11 are in line with those normally expected of pupils of this age. There are, however, inconsistencies in the standards of individual pupils’ writing across the curriculum and in the setting out of work.
100. Standards in reading at the age of seven and at the age of 11 are average. There are satisfactory strategies in place for the teaching of reading and most pupils read at home on a daily basis. Pupils are directed to read books that are at an appropriate challenging level and many read with confidence and fluency. Lower attaining readers are well supported by learning assistants and less confident readers in Year 3 are effectively supported by enthusiastic readers from Year 5. While Year 2 pupils indicate that they have a variety of reading material at home, older pupils do not show the usual familiarity with modern classics that is often found. Although there is an awareness of the works of Roald Dahl, Tolkein, JK Rowling and Jaqueline Wilson many older pupils refer more readily to pop magazines, joke books and “Sabrina books.” The lack of a school library is unacceptable and deprives pupils of essential skills and access to information. Few pupils use local libraries and there is a significant number of homes where Internet access is not available. Although the school is beginning to raise the profile of books and reading through book fairs and book days, there is not yet the general enthusiasm for books and reading that is often found in pupils of this age.
101. Behaviour is good overall, at least satisfactory and sometimes very good. There are good relationships between teachers and pupils throughout the school and between the pupils themselves. Pupils work well together, respond very well to instructions and show interest in their work. In classes where there is inattentiveness the teachers use appropriate strategies to motivate pupils and keep them on task. Unacceptable behaviour only persists on rare occasions where instructions or expectations of appropriate behaviour are not clear.
102. Teaching is good overall throughout the school and rarely unsatisfactory. In most lessons seen teachers plan well and provide activities that are appropriately challenging for pupils of different attainment levels. In the infrequent unsatisfactory lessons, planning of activities does not provide a sufficiently organised way for pupils to learn. Most lessons have good pace. Learning objectives are shared with pupils at the beginning of most lessons and clear instructions are given so that pupils are clear about what is expected of them. Teachers take care to ensure that all pupils are engaged in answering questions. They use appropriate vocabulary to take pupils’ learning forward. For example in a Year 2 lesson the teacher uses “suffix, prefix, synonym and antonym” several times so that the pupils are familiar with the terms and understand them. Good use of the teacher’s voice, in a Year 3 lesson, and good probing questioning helps pupils to put themselves in the place of the characters in the story so that they can change text from the third to the first person. A well prepared lesson and good classroom management in Year 5 produces an in-depth debate and some good written work using a well-prepared writing frame. In Year 6 a well prepared lesson, using DVD material, an overhead projector and an interactive whiteboard leads to an enthusiastic response by pupils and some written work of a high standard. Pupils with special educational needs are well supported with appropriate work set and teachers target particular groups for extra support or circulate during lessons so that all pupils remain on task and behave and learn well. The marking of pupils’ books is

generally thorough with good use of encouraging and constructive comments that are appropriate. When commenting on pupils' work teachers often use a good level of vocabulary, which challenges pupils and takes the learning forwards.

103. Provision for writing across the curriculum is good. There are opportunities for a variety of types of writing in history and geography, religious education and science and there is good use of ICT for word processing in most classes. Extended writing based on other aspects of the curriculum often takes place effectively during the Literacy hour. For example in a Year 5 lesson letter writing is linked to work in geography on the local area. There is a good display of poetry in the school hall resulting from a whole school focus on a particular topic. Year 1 has effectively linked Literacy with art in writing about Cinderella and their favourite characters and history displays contain good descriptions by pupils in Years 2 and 4.
104. Arrangements for the teaching of literacy throughout the school are fully in place and the subject well led and managed. Teachers have received appropriate training and support and teachers in Year 2 and Year 6 are well trained in assessment and pupil tracking processes.
105. Leadership and management are good. Because of staffing difficulties it has not been possible previously to establish a systematic process for the monitoring of teaching throughout the school, but classroom observations and support are arranged where there is need. There are very good arrangements for the sampling of pupils' work and for written feedback and advice for staff. There are sound arrangements for the tracking of individual pupils' progress throughout the school and individual targets are established for pupils in Year 6. National test results are appropriately analysed for strengths and weaknesses and these are addressed in the following year. The school has an appropriate action plan in place and has identified areas for development. Resources are unsatisfactory and the absence of a library is the main reason for this. However, providing a library is an identified priority. Plans with costs have appropriately been drafted and presented to governors. Pupils' work in literacy is well displayed around the school with a literacy display area in each classroom. Teachers effectively use displays of key words to support the pupils' learning in classrooms. The school uses opportunities to support the English curriculum by the use of school book days, book fairs, theatre visits, carousel reading days and days on which there is a focus on poetry throughout the school.

MATHEMATICS

106. In the national tests taken by seven-year-olds in 2002, the proportion of pupils obtaining the average National Curriculum level or above was broadly average and the percentage obtaining the higher levels was well below average. Compared with similar schools, results were well below average. Results have fluctuated over recent years. In the tests taken by 11 year olds in 2002 the percentage of pupils obtaining the average level or above was well below the national average, while the percentage obtaining the higher levels was broadly average. Results have improved over recent years. Compared with similar schools in 2002, results were broadly average. Girls performed better than boys. There was no difference in attainment between pupils from different ethnic backgrounds. Overall, results have improved since the last inspection.
107. A high level of pupil movement affects the school's results. Pupils leaving the school tend to be higher attainers than those joining. These pupils frequently come from deprived socio-economic backgrounds and are often of lower capability. The school quickly identifies their learning difficulties and provides good support. They make good progress, but do not always achieve the high levels obtained by other pupils. As a result of this, the school has had to review and lower its end of key stage targets.
108. Standards seen during the inspection at the end of Years 2 and 6 are average for pupils aged seven and 11. This is generally an improvement on national tests taken in 2002 and is a result of the improved assessment procedures which result in early identification of pupils' learning needs, followed by careful planning of work to meet those needs. Pupils with special educational needs achieve well and make good progress towards their targets.
109. By Year 2, the higher attaining pupils show a good understanding of doubling and halving numbers to at least 15+15 when working mentally. They use a range of strategies when adding two digit numbers

together and explain accurately how they achieve the answer. Their books show good estimating skills and confident work using time, weight and standard and non-standard measure. They show a sound understanding of simple fractions. They write three digit numbers, as words, accurately and use their mathematical knowledge well when working out problems. For example, they select correctly three items that total £1 and work out missing numbers in $60-40=20+?$. They work quickly and confidently. Most pupils show a sound understanding of the properties of 2-dimensional and 3-dimensional shapes. Some pupils struggle to read instructions and need considerable help. The lower attaining pupils find recording their work more difficult but have plenty of opportunities to consolidate their understanding of number patterns.

110. In Year 6, there is a wide range of attainment. The high pupil mobility and the fact that pupils entering the school are often of lower capability exaggerate this. The teacher's very good knowledge of individual pupils ensures that the work set matches carefully the needs of all pupils. The very able pupils are suitably challenged and supported well by the learning mentor. During the inspection, discussion took place with staff from the EAZ about access to additional computer programs: to be funded to extend the work of the gifted and talented pupils further. The higher attaining pupils successfully visualise 3-dimensional shapes from 2-dimensional drawings and calculate the perimeter and area of compound shapes that can be divided into triangles and rectangles. For example, they explain that to find the area of a triangle within a circle, you add another triangle to make a square. Work out the area of the square and halve the answer to give the area of the triangle.
111. Pupils in all groups are encouraged to work together, discuss their ideas and share their explanations and this is helping to build the confidence of hesitant pupils very well. Although, in the lesson seen, all pupils work on areas and perimeters, the average and lower attaining pupils have less complex examples and all are able to achieve success with very good support from the class teacher and support staff. Analysis of pupils' books shows a very wide range of work covered, a good match of task to the needs of all pupils, a good balance between the four areas of mathematics and evidence of good progress. All Year 6 pupils know clearly the level at which they are working. They understand the next step to improve their work. The practice of dividing this class into three attainment groups for some lessons, with good support for each group, is working well. In this class the level of pupils' concentration and effort is very high, the teaching is very good and pupils make very good progress.
112. Overall the teaching is good with a very small amount of unsatisfactory teaching. Teachers' good subject knowledge and their clear understanding of their pupils' needs, their effective use of assessment and support staff in the main part of the lesson, and the very good relationships, promote learning well. However, there are some inconsistencies in the use of marking and target setting. Not all pupils are aware of the additional skills needed to raise the levels of their work and sometimes there are insufficient comments to help pupils know how well they are achieving or what they need to do to improve. Teachers make good use of the analysis of the National Test results to identify weaknesses and adjust their planning to ensure that this work is covered. Pupils with special educational needs are supported well and fully included in all lessons. Overall, teachers have a good working relationship with support staff but do not always use them effectively in the first part of lessons, when the teacher works with the whole class. Where teaching is unsatisfactory, lessons are not planned well enough and learning objectives are not shared with pupils.
113. At the moment there is no co-ordinator for mathematics or numeracy due to the absence of a temporary co-ordinator. The headteacher has a very good overview of the subject and, although the post has been advertised three times, no suitable applicant has yet been appointed. Assessment procedures are very good and are used well to guide pupils and plan teaching. The school's strategies for raising attainment are being successful and the implementation of the National Numeracy Strategy is having a positive impact on pupils' numeracy skills. This is due to sound leadership, a very clear focus of what is needed to raise standards, good teaching and the high level of commitment to succeed shown by all staff, including the three temporary staff.
114. Provision for numeracy across the curriculum is good. Teachers include numeracy work in all areas of the curriculum and reinforce pupils' number skills where possible. Opportunities to count, measure, calculate, present numerical information in tables and graphs and to interpret information are included in many lessons throughout the school. As a result pupils learn to use number skills confidently and with increasing competence.

SCIENCE

115. In teachers' assessments at the end of Year 2 in 2002, the proportion of pupils obtaining the average National Curriculum levels was well below average overall and the percentage of pupils obtaining the higher levels was below average. Pupils did best in the life and living processes aspect of the subject and worst in the properties of materials aspect. Compared with schools in similar contexts, attainment was below average. In the national tests for 11-year-olds in 2002 the percentage of pupils obtaining the average level or better was broadly average and the percentage reaching the higher levels was below average. Results were better than in 2001 and part of an improving trend. Attainment has improved significantly since the school was last inspected. Compared with similar schools, results were average overall. The performance of boys and girls was similar. The small number of pupils from minority ethnic backgrounds, higher attainers and pupils with special educational needs achieved well.
116. Pupils achieved well in the national tests. Taking into account the pupils who left the school and others who have joined during the school year, mainly with attainment lower than those leaving, the school's results were good.
117. By the time pupils are seven, standards are broadly average. The majority of pupils have a sound understanding of the properties of materials, indicating the school has dealt with low attainment in this aspect of the subject shown in the 2002 teachers' assessments. Higher attaining pupils sort out materials according to the properties they identify through investigation and show a good understanding of the importance of choosing the right material for a specific purpose. In practical work, pupils work well together and are very enthusiastic. They listen carefully to the teacher and follow instructions. In a lesson on 'mini-beasts' and different environments, they kept a clear record of where they found different living creatures. In response to the teacher's directions they treated small living creatures with respect, handling them carefully when picking them out of leaf litter or from under stones and wood. Pupils are observant. They describe body parts of small creatures accurately and recognise what the body has to do to make it go higher on playground swings. Overall, pupils of all capabilities achieve well because teachers recognise their particular learning needs and plan interesting activities to motivate and involve pupils.
118. By the time pupils are 11, standards are broadly average and pupils achieve well. In Year 6 pupils have a good understanding of the factors that cause and affect friction and plan investigations to investigate these. The highest attainers evaluate the results they get effectively, rejecting sets of results that do not fit in with other results they have, but repeating the experiment just to make sure that their decisions are wise. Nearly all pupils express experimental results graphically, carry out simple calculations accurately and write lucid experimental reports using technical language. Examination of pupils' work shows a sound knowledge of the parts of plants, the role of microbes in disease, magnetism and electrical conductivity and circuits. However, pupils' spelling of common words and sometimes technical vocabulary is occasionally careless. Fair testing skills are good; pupils of all capabilities know that it is important to identify factors that affect the outcome of experiments and as far as possible control them. Generally, all pupils achieve well whatever their levels of prior attainment. This is predominantly because of the particularly effective work of learning assistants and other adults supporting individuals and groups of pupils.
119. Standards seen are better than the national test results of 2002. This is because the school has established its assessment procedures so that the learning needs of all pupils are identified. Teachers use this information to plan their lessons and to work with classroom support assistants to support individual pupils where necessary.
120. Teaching and learning are good. In all but one lesson teaching was good, otherwise it was satisfactory. Teachers' subject knowledge is good. In nearly all lessons the quality of teachers' planning is good and shows a close attention to providing activities that involve, interest and are matched to the capabilities of all pupils. This has a significant effect on the response of pupils who feel that the work is challenging, that they are enjoying themselves and that they are learning. On the rare occasion that planning is not so well focused, pupils are not aware of what they are expected to do next and time is wasted in maintaining the direction the lesson should be moving in. Teachers'

expectations are generally high and are based on very good knowledge of how pupils perform. Teachers monitor pupils' performance well, make sure that pupils know how well they are doing and what they need to do to improve. For example, in one class a pupil was aware that he had not been using scientific terminology in his writing and that he had to do so if he wanted to do well in the end of Year 6 national tests. Expectations of pupils finding out for themselves are high. In one lesson, pupils were expected to read about the effects of smoking and then to explain them; they learnt well because of this. In another lesson, the expectation that pupils should explain the results of their friction experiment to the whole class made them pull all of their ideas together so that their own understanding was clear before they presented it to the class. Occasionally, materials are not available. For example, in one lesson resources were not provided to help pupils identify the small creatures they had found, which would have enhanced their otherwise good learning even further. The absence of a library makes it difficult for teachers to assemble suitable resources to support lessons. Teachers manage pupils very well. They treat pupils maturely and respect their ideas and contributions to lessons. Consequently pupils respond well, feel confident in their learning and their attempts to engage in independent learning. They behave and work well and acquire a high level of independence. Where suitable, teachers use ICT to expand on pupils' experiences. Teachers work closely with learning assistants to ensure the needs of pupils with English as an additional language and those with special educational needs are fully met.

121. The subject is led and managed well. The direction for improvements is very good and the co-ordinator has established a good way of working that is leading to improvements. She has observed and evaluated some teaching and provided a good level of support and advice for colleagues which has been followed up to ensure planned improvements have taken place. Planning is advanced to ensure that all teachers are observed teaching. She provides support to improve the quality of investigative work, is developing work to meet the needs of pupils of all capabilities and planning more opportunities to develop pupils' literacy skills through science. Resources are satisfactory overall and improvements are planned, particularly in the acquisition and use of ICT equipment. Since the last inspection there have been significant improvements, particularly in pupils' attainment but also in the quality of teaching.

ART AND DESIGN

122. Judgements are based on the display of work around the school, work in pupils' books and observations in a lesson for 10 and 11 year olds. There is no co-ordinator for art at the present time and there is no art specialist in the school. Because of staffing difficulties and the need to focus on other aspects of the curriculum standards at the age of seven and at the age of 11 are below those normally expected of pupils at this age. There is an adequate policy and guidelines are available in school for the teaching of the curriculum. However, the pupils are not currently developing the skills and experience necessary to make satisfactory progress.
123. There are some examples of satisfactory work, but these are limited. A Year 5 class has produced some Greek urns using papier-mâché and in Year 2 there are some acceptable drawings of the Isle of Struay where some pupils have effectively drawn illustrated maps and diagrams showing buildings, water features and mountains. In some books in Year 6 diagrams of plants are well drawn and coloured with effective shading. Some Year 1 work shows that the pupils have experienced a limited range of materials, such as coloured card for paper weaving. They have produced collage work representing people using tissue and a variety of materials for clothing. This and other collage work seen is not, however, of the standards normally expected of pupils of this age. A display of Egyptian fans in Year 3 is colourful, but lacking in individuality. Most pupils are at an early stage of using ICT for work in art and design.
124. In the teaching observed the teacher had taken care and time in planning and preparing resources. Pupils were given the opportunity to work together in groups and to work with a variety of materials. However, despite the teacher's enthusiasm that motivated the pupils well, the subject was artistically uninspiring and the pupils did not have the necessary skills to produce any outstanding results.
125. There is a very limited amount on display around the school. What is shown is often overshadowed by printed materials such as word lists, posters, charts and diagrams. This does little to inspire others to produce good art and design work. Sketch books are given scant attention and do not show

the owner's progress as he/she moves through the school. No work was seen to indicate that pupils study the work of other artists.

126. The school has recognised the need for advice, training and management of the subject and a review of the curriculum has identified gaps in the curriculum; art and design is a priority for development later in the year. Assessment procedures are unsatisfactory. Progress since the last inspection has been unsatisfactory; standards have not improved. However, there is a clear commitment by staff to improve and some examples of good practice that are not yet appropriately shared.

DESIGN AND TECHNOLOGY

127. Two lessons were seen and judgements are based on these, displays around school, pupils' written work, teachers' planning and discussions with staff. Standards are broadly average for pupils age seven and 11. This is an improvement since the last inspection when standards were below average by age 11.
128. By the time pupils are seven standards are average overall. Pupils design competently and have a wide range of practical skills which they apply to making models in wood, plastic, card and paper. They use many recycled materials – cotton reels, boxes, tubes and plastic items – to supplement materials the school buys. Their evaluations of moving model beetles are detailed and show some understanding of the need for energy for movement. Overall, pupils' achievement is satisfactory. They learn about the importance of designing, making and then evaluating the items they make. From Year 1 to Year 2 pupils progress well, building on early skills in making pop-up cards to using hard materials and cutting, shaping and fastening them.
129. By Year 6, standards are broadly average. Pupils design and make bridges, after first researching different kinds of bridge structure. They use a similar wide range of materials as younger pupils but they use more sophisticated means to cut and shape them before fastening them together in complex shapes. Practical skills are generally good and pupils' adeptness at using tools has improved from Year 2. For example, in making bridges, they cut wood and other materials to length accurately before assembling them. Designs are quite detailed and pupils choose whether to use glue, sellotape, staples, string or paperclips to hold the models together, based on the strength of the type of join required. Pupils write well about the processes they have used and evaluate their work. Generally, their reports are detailed with suggestions for improvements, but they do not include diagrams to help explain their evaluations and improvements more clearly.
130. The teaching seen was good and over time is broadly satisfactory. Teachers have satisfactory subject knowledge and plan lessons well. Work is challenging and there is a reasonable expectation that pupils should carry out some research before starting their designs. This helps motivate pupils to improve their independent learning skills, including the use of the Internet for research, and to encourage them to work hard. Teachers also expect pupils to evaluate their outcomes and work well with them to do this. Teachers assess pupils' work effectively and give useful feedback and advice on how to improve. Activities are varied and interest pupils; learning is satisfactory.
131. Leadership and management are satisfactory overall. The co-ordinator is new to the post and is not a subject specialist but has done much to improve her own knowledge of the subject. Plans for improvement are good and there is a high level of commitment to raise standards. While observation and evaluation of teaching have not yet occurred, plans are advanced to ensure that this will happen soon. The co-ordinator has reviewed teachers' planning and assessments and has planned improvements, many of which have been discussed amongst staff. The curriculum covers statutory requirements. Resources are satisfactory, though opportunities to use the local church, which has many examples of different structures and building materials, are missed. Overall, improvement since the last inspection has been satisfactory.

GEOGRAPHY and HISTORY

132. Standards in geography and history at the age of seven and at the age of 11 are broadly average. This marks a satisfactory improvement since the last inspection, when standards at age 11 were unsatisfactory. In the majority of lessons throughout the school pupils make good progress.

133. At the age of seven most pupils can label the parts of the British Isles and show some understanding of how to produce a labelled map and diagram of an island. High attainers show a good understanding of a route from Manchester to a Scottish Island. Most pupils know something of time sequence by studying a time line from 1666 to the present day. In Year 3 pupils recognise that maps of different scales are used and that different types of maps are used for different purposes. High attainers are able to work independently in recording information brought to them by other pupils. Most year 5 pupils are able to produce good reasons why the road outside the school should or should not be closed to traffic. By the age of 11 pupils show that they are able to use the Internet for research. Year 6 pupils can work independently at all levels of attainment and have produced booklets on their own topics in history. Average and above average attainers show a good understanding of river systems and use vocabulary such as erosion, deposition, meander and flood plain with confidence. Standards are unsatisfactory in a very small minority of lessons where ineffective classroom management results in time being wasted.
134. Teaching throughout the school is good. Teachers plan their lessons well, display good subject knowledge and have high expectations of pupil behaviour. In a Year 3 class, for example, the teacher arranged a variety of activities involving routes using maps of different scales. The lesson was well planned with appropriate support for different levels of attainment and opportunities for independent work by higher attainers. All pupils were enthusiastic, worked well together and made good progress. In Year 5, a confident approach by the teacher, good class control and clear, precise instructions kept the pupils focused so that they contributed well to discussion and learnt well. Good sharing of lesson objectives, clear planning, good subject knowledge by the teacher together with very good ICT skills produced good learning in a Year 6 class where pupils researched comparing the Olympic Games past and present using the Internet. In a minority of lessons, where instructions were not clear and there was no insistence on pupils paying attention, time was wasted because the class teacher had then to circulate explaining what had to be done, such as in a lesson where pupils were learning about India.
135. Books throughout the school show a satisfactory balance between pupils' own illustrations and printed pictures that are cut out and used. Teachers take care to ensure that loose material is tidily attached to pupils' books, but standards of presentation are inconsistent. With older pupils there is a lack of insistence on the use of ink or cursive script in written work. While there are opportunities for independent research and frequent setting of homework tasks, the same work is generally set for pupils of all levels of attainment. With some less able pupils this results in the copying of text, indicating a lack of understanding. Most pieces of work are well marked with constructive as well as encouraging comments. There is no indication, however, that the teachers' comments are followed up to take the pupils' learning forward.
136. In most lessons the pupils listen well and are well motivated. They work well together in pairs and groups. Pupils are well supported by support staff and teachers who circulate appropriately or work with groups during main activities.
137. Leadership and management are satisfactory. The management of geography was unsatisfactory at the time of the last inspection and there was no co-ordinator or policy in place. A co-ordinator has now been appointed and a policy has been produced. Geography has been appropriately identified as an area for review and development in the coming year. Sampling of work takes place half-termly in history and there is good written feedback to teachers. Good plans are in place for the monitoring of the subject in the future including plans for pupil interviews. The co-ordinator keeps very good records of pupil progress including National Curriculum levels achieved. Good use is made of the local community and educational visits to support the history curriculum, but the school environment and local area are not yet fully utilised to support either subject. Resources for history are satisfactory, but not those for geography. There is a lack of basic supportive classroom materials such as globes, maps and time lines in many rooms.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. By the age of seven standards are below average overall and achievement is unsatisfactory. In word processing, handling and presenting information in a range of ways, standards are broadly average.

However, pupils do not receive enough opportunities to develop control technology skills and their knowledge and skills in this area are below average. By the time pupils are 11, standards are broadly average in all aspects of the subject. Standards have fallen behind for younger pupils since the last inspection, but have improved for older pupils.

139. By age seven the majority of pupils have a wide range of word processing skills and their achievement in this aspect is satisfactory. They select a font style and size to use when writing and though many of them are slow, they use the mouse and keyboard to achieve the effects they want. The highest attainers recognise the mistakes they make and correct them using their mouse and keyboard skills. By Year 2 pupils are quite skilled and show considerable progress over the skills shown by Year 1 pupils. ICT plays an important part in helping pupils develop their literacy skills. Pupils use drawing and painting programs competently and by the time they are seven have considerable control over using 'paint' commands to achieve some pleasing results. The lowest attaining pupils make sound progress in the aspects of the subject they experience, often with the help of teachers and support assistants. There is too little work associated with developing pupils' skills in using computers, or other equipment, to control activities. For example, pupils do not learn how to use a simple controllable toy, or to use television or video remote controls.
140. By the time pupils are 11, their word processing skills are above average. They write text, edit and move text around the screen well. They conduct their own research on the Internet and on the school's Intranet competently. They download pictures and paste them into their own documents to illustrate their work. They use the mouse and keyboard effectively to use menus to alter the layout of what they do and to produce attractive, informative documents. For example, Year 6 pupils produced informative environmental brochures to support the work they did in science. Data-handling skills are broadly average. Pupils can enter numerical information into the computer to produce pie charts, pictograms and block graphs and then they evaluate which is the best format to use to illustrate the information most effectively. Pupils use a range of preloaded computer programs and the Internet to produce attractive work in art.
141. Teaching and learning are satisfactory. In the lessons seen teaching was occasionally good and never less than satisfactory. ICT is taught through most subjects and is planned well by nearly all teachers. Activities are related effectively to work in other subjects and teachers' own skills are generally good. The support, guidance and direction they give to pupils are good and pupils learn well most of the time. Occasionally, when waiting for help, pupils become bored and then their learning is a little slow. Overall, teachers' expectations are satisfactory and the work they provide for pupils is challenging and matched to their particular needs. Individually, teachers keep satisfactory records of pupils' achievement, but there is no whole school assessment policy. The good relationships teachers establish have a positive effect on helping pupils to learn confidently for themselves, to risk using menus and procedures even if they are not sure what the outcome will be.
142. Leadership and management are satisfactory. The co-ordinator took up post just before the inspection and has a good grasp of the issues for development – whole school assessment in particular, development of the control aspect of the subject and out of class activities. She has already identified new resources needed – a computer controlled toy to develop pupils' control skills, resources for Year 6 measurement in science and facilities for pupils to save the work they do. Overall, there has been satisfactory improvement since the last inspection and the capacity for further improvement is good.

MUSIC

143. Standards are in line with national expectations by the ages of seven and 11. These match the standards seen at the last inspection. The quality of teaching is satisfactory. Most pupils, including those with special educational needs, make good progress over time. There is a new policy and a nationally agreed scheme of work in place. The scheme is supported by additional guidance for non-musicians which teachers find very helpful. This scheme also introduces pupils to songs and music from different cultures. There is no evidence of ICT being used as part of the composing element of this subject but the school is aware of this and appreciated that other priorities have had to be addressed. Resources are satisfactory and sufficient to meet the needs of the units planned in each year group but more percussion instruments are needed. The many staffing changes have affected

the continuity of teaching in this subject. Some teachers lack confidence and need further training to support their work in music.

144. Pupils in Years 1 and 2 show a sound understanding of a range of percussion instruments, know their names and how to hold these correctly to create a pleasant sound. The younger pupils know the hand signals for play and stop and respond to these well. They know that some instruments make a long sound whilst other sounds are much shorter. Pupils listen well to each other and show a sound degree of responsibility when working with instruments. Older pupils know that if they hold the metal part of the triangle that 'it won't make a clear, sharp sound'. Pupils understand that one instrument can make more than one sound depending on the way it is played. They listen carefully to the sounds and comment that 'the wooden blocks sound like horses' hooves.' They identify higher and lower sounds, when played on chime bars, with a good degree of accuracy but do not use hand signals well to demonstrate this. Pupils have a sound understanding of rhythm and use their instruments well to play a simple rhythm. They enjoy their rhythm work and respond with enthusiasm. Their singing is closely linked to hymns sung in assembly and these are taught in a weekly hymn practice session. They have not yet developed the confidence to sing back a short melodic phrase when asked to do this individually.
145. As pupils move through the school, they make satisfactory progress. In Year 3, pupils compose different rhythms using their hands and feet. They use percussion instruments well to copy these rhythms. Pupils work well in pairs and use different instruments to develop their understanding of a range of different sounds and how to create these. Each pair of pupils has their own rhythm and all these are brought together as a performance at the end of the lesson. Pupils enjoy this and are conscientious, attentive and work hard to achieve a good result. They are encouraged to be imaginative in their work. Older pupils again explore rhythm when they clap the rhythm of 'Frere Jacques' to words about how they work in their classroom. They work in groups well and are able to create a four part round, holding their own parts successfully. Pupils experience some difficulty in singing in pitch but many of them offer to sing on their own and demonstrate that they have quite tuneful voices. The groups write another verse for this rhythm and perform this successfully.
146. No teaching was observed in Years 4 and 6. Through discussion, Year 6 pupils have built on their previous work on rhythms when composing and performing music using African drums, borrowed from the local High School. The Education Action Zone provided training for the class teacher and pupils developed their skills well over a period of eight lessons. Their music books show that they have studied composing with voices using pictures as sound symbols. These remind them when to use high and low notes, when to get louder and softer and when to go from low to high and back again in one breath. Their feelings about different composers and different styles of music are recorded in their music diaries. They clearly state what they like or dislike about different pieces and identify the type of music it is, for example, whether it is classical, popular, tribal or jazz. Their work in music has been closely linked to dance. Additional funding from EAZ was available for the Year 6 teacher to have training to teach Dis Dance. This is deliberately focused on boys who find music and dance difficult. Good opportunities were planned for them to listen and move to music and this was very effective in building their self-esteem. Although there is no pianist in school, taped music is used well.
147. A string quartet and a music group from church perform in school as part of their music provision. Peripatetic teachers visit the school to teach the flute and saxophone. Pupils' knowledge of a range of music and composers is not being developed as no music is used for pupils to enter and leave assemblies. There is no focus on 'A composer of the week' and this is not encouraging pupils to extend their musical repertoire. Nevertheless, pupils sing in assembly and there are some performances in the church. Management and leadership of the subject are satisfactory.

PHYSICAL EDUCATION

148. At the time of the last inspection standards at the age of seven and at the age of 11 were average. Standards at the age of seven are currently in line with those normally expected of pupils of this age and standards at the age of 11 are above expectations. Pupils throughout the school make good progress.

149. By the age of seven pupils show good control when exercising all parts of their bodies. They understand how exercise affects their breathing and know about blood circulation and that their bodies use oxygen. They show good control when bowling, batting with a variety of bats and fielding. Because of good eye contact with the ball a significant number of pupils show very good control for their age when using rounders bats. They can participate well in a simple game of rounders. In a Year 3 dance lesson the pupils can control their bodies in time to music. They are able to mirror the movements of a partner and follow the movements of another pupil in a group. They can work in groups to move in circles, squares and straight lines when imitating the shape and direction of a stick or a pole. In a Year 5 class many pupils show good skills in passing, intercepting and catching a large ball. They understand the importance of rules and can understand tactics and strategies for a team game involving passing and goal scoring.
150. Teaching and learning are good because teachers are good role models, plan their lessons well, set a lively pace and give clear instructions. Lessons are very well structured, beginning with the teaching of individual skills and leading to participation in group or team activities in which these skills are used. This takes the pupils' learning forward well. As a result pupils made good progress in all lessons seen. The pupils are given appropriate opportunities to reflect on their own performance and that of others. Discussions to which the pupils contribute suggestions for improving performance are followed by further opportunities to put these suggestions into practice. This is very effective. In a Year 2 lesson the teacher used good, probing questioning to engage all the pupils in thinking about their own performance. Good examples were selected for demonstration, which helped other pupils to improve. There was good pace and challenge throughout allowing pupils to achieve at all levels of attainment. In a Year 3 lesson the teacher used a "sitar" type instrument well when she was unable to obtain appropriate music for the lesson. The pupils responded well to the sounds produced. There was good support for pupils of lower attainment and support staff joined in with the activities, engaging the pupils well in all parts of the lesson. Very high standards were achieved in a Year 5 class where very clear instructions, high expectations and a lively pace kept all pupils focused and well behaved so that very good progress took place.
151. In all lessons the pupils behave well, listen well to instructions and work well in pairs and groups. Teachers ensure that there is good mixing of gender and ethnicity in group activities and that pupils of lower attainment are given appropriate support.
152. The subject is well led and managed by an enthusiastic co-ordinator who is well supported by a classroom assistant in school time. There is very good support for extra-curricular activities from school support staff and a teacher provided through Education Action Zone funding. The school has received appropriate advice about physical education from the one of the school's own classroom assistants with very good expertise. There is good dialogue between staff and appropriate strategies have been used for support and monitoring of the subject within the school's budgetary constraints. The school offers a very good range of extra-curricular activities that are well attended by pupils from Year 2 upwards. Older pupils are given opportunities for outdoor pursuits during an annual residential visit. There is a clear action plan for improving the subject and the school is working towards two sports awards. There are good links with Manchester United Football Club and with Salford City football and rugby clubs. Resources are satisfactory, but there is a lack of large lightweight equipment for the hall and storage facilities are limited. An appropriate curriculum is in place apart from a strategy for ensuring that all pupils are able to swim by the age of 11.

RELIGIOUS EDUCATION

153. Standards are in line with the expectations of the local agreed syllabus by the age of seven and above expectations by the age of 11. Standards in Years 3 to 6 have improved since the last inspection. Pupils make satisfactory progress in most classes with good progress shown in the work scrutiny of the permanent Year 4 teacher and in Year 6. Pupils with special educational needs make good progress because they receive good support, individually or in small groups.
154. Pupils in Year 2 know the most important events in the life of Jesus and stories from the Old Testament. They show a sound understanding of Christian festivals such as Christmas. Drama is used well to present the Easter story in church. Pupils know many of the miracles that Jesus performed and have sensitively considered the feelings of different characters in these stories. Their

attractive individual booklets, about their visit to the church, show a sound understanding of the special objects such as the cross, the golden eagle and the stained glass windows. Pupils show, in their writing, that they understand that Sunday is a special day and that special events, such as the communion and funerals, are part of the practices of the Christian faith. They use ICT, for example, to create a harvest poem. In a Year 2 lesson, pupils begin to understand the beliefs and rituals of Islam. They understand that the Qur'an is the Holy Book of the Muslims and that they treat this with great respect because it contains the words of Allah. They look carefully at Islamic patterns to use these to make a stand for their own very special book. Good links are made with design and technology but all pupils make the same stand and there is little opportunity to express their own ideas regarding the shape, size or materials used to make the stand. Analysis of pupils' books shows that pupils have limited opportunities to explore more experiences that make them wonder and question.

155. By Year 6, pupils have studied study God's relationship with his people and they know that these people were Jews and consider the trust, love, faith and obedience of Abraham. They compare their own feelings with those of Abraham when he is asked by God to sacrifice his son and know that God is challenging him. Pupils know a range of parables and link the meanings of these closely to their own lives. In Year 4 they think carefully about their own family and write very sensitive poems about the people who are important to them. For example, "my dad always has time to make me laugh" and "I love being part of my family because they are all stars." During the inspection, pupils considered what praying is about and why people pray. Older pupils study Sikkism and think carefully about why people become leaders. The quality of work in Year 6 is very good. Pupils have good opportunities to express their own feelings on a range of issues including charities, giving presents, luxuries and essentials. They think carefully about the feelings of others, particularly of fear and anxiety, for example, the feelings of a new pupil arriving at school on the first morning and how she feels by the end of the week. They compare the New English Bible with the revised standard Bible well, looking carefully at the different styles of language. Their written work is very closely linked to their work in literacy. They write newspaper accounts and a diary of Holy Week as though they were Jesus.
156. Teaching and learning are good overall. Teachers' marking is satisfactory overall. In some classes it is good. For example, in Year 4 the teacher uses marking to encourage discussion between pupils and the teacher. The quality of work in pupils' books is good indicating good planning by teachers. Work is generally challenging and includes searching questions. Pupils respond well to teachers' high expectations and achieve well. Teachers manage pupils well and pupils learn confidently and well.
157. Leadership and management of the subject are satisfactory. Analysis of coverage revealed some duplication of work but this has been rectified. The co-ordinator examines teachers' planning each half term and much of the work links well with other areas of the curriculum. No time yet has been available to observe other teachers teach but this is planned. More opportunities are needed to use ICT and time is needed to identify appropriate programs and web sites. Assessment is not yet in place throughout the school. Resources are satisfactory but there are insufficient Bibles and more big books are needed for the younger pupils.