

INSPECTION REPORT

HOLDEN CLOUGH COMMUNITY PRIMARY SCHOOL

Ashton-under-Lyne

LEA area: Tameside

Unique reference number: 106216

Headteacher: Mrs C How

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 3 - 6 March 2003

Inspection number: 246575

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:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	St Albans Avenue Ashton-under-Lyne Lancashire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J Reid
Date of previous inspection:	19 - 20 March 2001

INFORMATION ABOUT THE INSPECTION TEAM

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23004	Christopher Taylor	Registered inspector	Science Geography History Music	What the school should do to improve How high standards are How well pupils are taught How well the school is led and managed
9895	Roger Williams	Lay inspector		Pupils' attitudes, values and personal development How good curricular and other opportunities are How well the school cares for its pupils How well the school works in partnership with parents / carers
25509	Judith Clarke	Team inspector	Educational inclusion English Religious education	
11510	Keith Oglesby	Team inspector	Special educational needs Mathematics Information and communication technology Physical education	
28686	Elizabeth Walker	Team inspector	The Foundation Stage English as an Additional Language Art and design Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holden Clough Primary School is a community school catering for boys and girls aged three to 11 years. The school is bigger than most primary schools, with 298 full-time pupils and 26 children attending the nursery part-time. The school serves an area of private housing on the northern outskirts of Ashton-under-Lyne, though some pupils live farther afield. Numbers have increased slightly since 1998 following the opening of the nursery in September 2002. Five per cent of pupils - below the national average - are known to be eligible for free school meals. Most pupils join the school with levels of attainment above average for their age. Nineteen per cent of pupils - close to the national average - are on the special educational needs register. Two pupils have statements of special educational needs. Pupils with special needs include those with specific learning difficulties (dyslexia), autism, visual impairment, communication difficulties and behavioural problems. Eighty four pupils - nearly a third of the school - are from ethnic minorities, the majority being Pakistani or Indian. Most speak English fluently as an additional language, and only a few are at an early stage of English acquisition.

HOW GOOD THE SCHOOL IS

Holden Clough Primary is an effective school. It has improved greatly over the last four years. Teaching and learning are now good. Pupils' attitudes to learning and their behaviour are very good and relationships are excellent. Consequently, pupils make good progress, overall, and standards are above the national average in English and science and well above average in mathematics by the end of Year 6. Attendance is above the national average. The school benefits from very good leadership and a strong shared commitment by the staff and governors to improve the school further. Expenditure per pupil is close to the national average and the school provides good value for money.

What the school does well

- By the end of Year 6, standards are good in English and science, and very good in mathematics.
- Teaching is good, overall, and is particularly good in the nursery and reception classes and in Years 3 to 6.
- Pupils' attitudes & behaviour are very good and relationships are outstanding.
- Provision for pupils' moral, social and cultural development is good.
- Procedures for ensuring pupils' personal welfare are good and the school's links with parents are effective.
- Leadership and management by the headteacher and the governing body are good.

What could be improved

- Standards in Years 1 and 2 are broadly in line with national expectations, but could be higher if more of the teaching was good or better.
- There are not enough classroom assistants to provide the support needed by lower-attaining pupils and those with special educational needs, especially in Years 1 and 2.
- The accommodation is poor. There is not enough room in some classrooms; there is little space for teaching small groups of pupils or for storing teaching resources; the playgrounds are too small for children to run around and quickly become flooded when it rains; library facilities are poor; access to the school for disabled pupils is very poor.
- The management role of subject co-ordinators does not include sufficient monitoring and evaluation of teaching and learning.
- There are not enough resources to assist teaching and learning in most subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in 2001, the school has made very good progress, overall, in improving the areas identified in the last inspection report. It has made good progress in improving pupils' standards of attainment throughout the school, and particularly in older classes. It has worked hard to improve the amount of good teaching that pupils experience. It has made good progress in ensuring that the curriculum provides a range of work, including plenty of investigations, that enables all pupils to make brisk progress. It has made significant

progress in developing the role of subject co-ordinators, although their role still needs developing further. In addition, pupils' attitudes and behaviour have improved further and are now very good. Assessment of pupils' skills is now generally used well to set work appropriate to pupils' needs, especially in English, mathematics and science. Accommodation, however has not improved, and, together with a lack of resources for teaching and learning, has become a serious hindrance to raising standards further.

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	C	A	B
mathematics	B	C	A	A
science	A	D	A	A

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

There was an exceptional number of able pupils in Year 6 who were well above the national average in 2002. Inspection findings show that attainment in the current Year 6 is above the national average in English and science, and well above the national average in mathematics. Standards are in line with national expectations in all other subjects except in religious education, design and technology, and art and design where standards are above expectations and in music where standards are below expectations. Attainment at the end of Year 2 was in line with the national average in reading, writing and mathematics in the national tests in 2002. Standards were broadly in line with the average in the teachers' assessments in science. In the current Year 2, standards are above average in reading and writing, and close to average in mathematics and science. Standards in all other subjects are close to those expected nationally except in art and design and religious education where standards are higher than expected. Pupils with English as an additional language do as well as other pupils. Older pupils with special educational needs make good progress because of the additional support they receive, but younger pupils do not make as much progress as they could in some subjects because there are not enough classroom assistants available to help them. Suitable targets have been set to improve standards in English and mathematics in the national tests at the end of Year 6 in 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and are well motivated. They are enthusiastic and well involved in all school activities.
Behaviour, in and out of classrooms	Very good. Pupils are polite and helpful and behave well in class and around school. There were no exclusions during the last year.
Personal development and relationships	Very good. Relationships between pupils and with members of staff are excellent. Pupils are given opportunities to take initiative and to carry out responsibilities around the school.
Attendance	Attendance is above the national average. Punctuality is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	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 is good, overall. It is very good in the nursery and reception classes, satisfactory with much good teaching in Years 1 and 2, and good in Years 3 to 6. The teaching of literacy skills in English and across other subjects of the curriculum is good throughout the school. Numeracy skills are taught very well in Years 3 to 6, and are satisfactory in Years 1 and 2. Strengths in teaching include very good class management and effective planning throughout the school. As a result, pupils make good progress during their time at the school. Pupils with special educational needs receive good assistance, but there are not enough classroom assistants available, especially in Years 1 and 2. Where teaching is occasionally less successful, this is because teachers lack specific subject expertise or work is over-directed. Homework is used effectively to reinforce pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and benefits from the addition of a pilot course in Spanish in Year 5. All the requirements of the National Curriculum and the Agreed Syllabus for religious education are met. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good in the nursery and reception classes. Elsewhere, pupils receive good assistance from teachers and classroom assistants, but there are often not enough assistants available. Consequently, pupils do not always make as much progress as they could towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Good. Most pupils with English as an additional language make good progress. Additional teacher support is used extensively but is not always targeted closely enough on the needs of individual pupils, some of whom have other learning difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for pupils' moral, social and cultural development is good, with clear teaching of right and wrong, and a wide range of visits to the theatre, art galleries and places of historical interest. Provision for pupils' spiritual development is sound, but not all assemblies meet the statutory requirements for collective worship.
How well the school cares for its pupils	Good. Procedures for the personal support and guidance of pupils and for promoting good behaviour and attendance are effective. The school has sensible strategies in place to check how well pupils are doing. Teachers generally use these assessments well to plan work that is appropriate for pupils of different abilities and different ages.

The school encourages good parental involvement and receives the valuable support of a very active parent-teacher and friends association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, overall. The headteacher provides very good leadership. Supported by an acting deputy headteacher and a senior teacher, she ensures that the school moves forward with clear educational direction. Subject co-ordinators check teachers' planning and pupils' work regularly, but are not given sufficient time to observe and evaluate teaching in their subjects.
How well the governors fulfil their responsibilities	Good. Governors carry out all their statutory duties well. They play an effective role in helping to shape the direction of the school.
The school's evaluation of its performance	Good, overall. The headteacher and governors monitor and evaluate the school's performance well and have a good grasp of its strengths and weaknesses. Subject co-ordinators do not have such a good understanding of the shortcomings in their subjects.
The strategic use of resources	Good. The school supports educational priorities well through good financial planning. Specific grants, including the Standards Fund and funding for pupils with special educational needs, are used well. The school applies the principles of best value by comparing itself with other schools, consulting widely, and ensuring competition through tendering. The accommodation, however, is poor and, together with a lack of sufficient resources in many subjects, is a serious hindrance to raising standards further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • They make good progress in their work. • Behaviour in the school is good. • The teaching is good. • Parents feel comfortable about approaching the school with a problem. • The school expects children to work hard. • The school is well led and managed. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • Just over a half of all parents responded to the questionnaire. Nearly a fifth of those who responded felt that their children do not get the right amount of work to do at home. • One in seven felt they are not kept well informed about how their children are getting on. • A fifth of parents who responded felt that the school does not provide an interesting range of activities outside lessons.

The inspection findings support the parents' very positive views. The amount of homework set by the school is broadly in line with national guidelines. It is the inspectors' judgement that parents are generally kept well informed about their children's progress, and there is a good range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the school, attainment is above average for their age. All children, including those with English as an additional language and those who have special educational needs, make good progress towards the early learning goals for young children. By the end of the reception year, most children have exceeded the levels expected for their age in personal and social development, communication, language and literacy skills, mathematical understanding, knowledge and understanding of the world, creative development and physical development. This is an improvement on the previous inspection when standards were reported to be in line with national expectations.
2. By the end of Year 2, inspection findings show that the overall attainment of pupils is in line with the national average in mathematics and science, and above average in English. Attainment was found to be close to the standards expected nationally in all other subjects except in art and design, and religious education, where standards are higher than expected. This is an improvement in English, mathematics and art and design, and similar to standards in all other subjects at the previous inspection. Standards have improved in English and mathematics because of better teaching. Overall, standards in English are an improvement on the national tests in 2002 when attainment was average in reading and writing. Standards in mathematics and science are similar to those shown by the national tests and teachers' assessments in 2002. There are no significant variations in attainment by gender or by ethnic background. Pupils with special educational needs generally make good progress when they receive ample support from classroom assistants in English, and make satisfactory progress in mathematics and science. In other subjects, there is often no classroom assistant available to provide support, and pupils do not make as much progress as they could.
3. In English, inspection findings indicate that attainment in the current Year 2 is above the national average in all areas. Pupils' speaking and listening skills are better than those expected for their age and most pupils make good progress in developing confidence when speaking. Teachers use questioning well to encourage pupils to speak in whole class situations. In reading, standards are above average for their age. Most pupils make good progress because they are taught effectively and have plenty of opportunities to read at school and at home. Standards in writing are above average as teachers show pupils how to write for a variety of purposes. Most pupils use appropriate punctuation, though spelling needs to be improved for some pupils. Handwriting is neat, and suitable attention is given to overall presentation. Extra assistance for pupils with special educational needs helps them to make good progress.
4. In mathematics, inspection findings indicate that attainment in Year 2 is in line with the national average. There is a good focus on basic numeracy, counting and mental calculation skills, as well as solving simple word problems. In science, inspection findings indicate that attainment by the end of Year 2 is in line with national expectations. Pupils have a good understanding of materials and living things, and are given plenty of opportunities to carry out their own investigations. All pupils, including those with special educational needs, make sound progress in science. Pupils' attainment in information and communication technology (ICT) is in line with standards expected nationally at the end of Year 2, and pupils use the mouse and the keyboard with increasing confidence.

5. Inspection findings show that, by the end of Year 6, standards are above the national average in English and science and well above average in mathematics. Attainment was found to be close to the standards expected nationally in all other subjects, except in art and design, design and technology and in religious education where standards are above expectations, and in music where standards are below expectations. Standards were slightly higher in the national tests in 2002 when an exceptional number of able pupils were well above the national average in English, mathematics and science. Most pupils, including those with special educational needs, make good progress, and there are no significant variations in attainment by gender or by ethnic background.
6. Inspection findings indicate that, in English, pupils make good progress in their reading as there is a well-structured programme and pupils take books home regularly. Pupils make good progress in developing their speaking skills and often join in discussions, drama and role-play to develop their confidence. Standards in writing are better than usual as pupils are encouraged to use idioms and to develop expressive vocabulary in their written work. Standards of handwriting and presentation are generally good.
7. In mathematics, inspection findings indicate that attainment in Year 6 is well above what is expected nationally. The adoption of the National Numeracy Strategy throughout the school has ensured that teaching is focused well on appropriate skills. In science, standards are above national expectations. Pupils make good progress in their understanding of physical processes and the properties of materials, and they are given ample opportunities to carry out their own investigations. Attainment in ICT is in line with national expectations. Pupils develop their keyboard skills and learn to use spreadsheets, databases and graphics programs to assist their work.
8. Pupils with English as an additional language generally make good progress. This is because they work hard and have well-developed language acquisition skills. They are encouraged to use a variety of strategies in order to assist with specific subject terminology. Lower-attaining pupils for whom English is an additional language are supported well by being set appropriate, simpler tasks during literacy lessons. Pupils who speak conversational English well often use only a limited range of technical vocabulary in science and mathematics. The support they are given in these subjects does not always extend their specialist vocabulary sufficiently.
9. Suitable targets have been set for English and mathematics in the National Curriculum tests for pupils in Year 6 in 2003. To achieve these targets, the school has focused on improving writing skills and more effective use of mathematical investigations.

Pupils' attitudes, values and personal development

10. Pupils have very good attitudes to the school. They are enthusiastic and keen to learn, and are very willing to talk about their favourite subjects and club activities. The school's nurturing and encouragement of its pupils, and its high expectations for everything they do, have led to a significant improvement in pupils' attitudes since the last inspection. The school provides a good variety of activities to broaden the scope of pupils' interests and this is very much appreciated by them. Pupils show great interest in their work in class. They concentrate well on tasks and contribute to discussions and debates enthusiastically.
11. Behaviour at the school is very good. This, too, has improved considerably since the previous inspection. There have been no exclusions in the past two years, and the positive, rewards-based behaviour system is clearly understood by both staff and pupils. Although the behaviour policy

includes a variety of sanctions, they are seldom used. Instead, the staff use a variety of classroom-based reward systems to underline the school's high expectations for good behaviour. These are carried out with admirable consistency by all staff, including lunchtime supervisors, and this works well to increase pupils' self-esteem. This very good discipline is achieved despite the restricted and unsatisfactory playground facilities that significantly limit opportunities for play and energetic games for all pupils.

12. There is very little bullying, racism or sexist behaviour at the school, and this very good feature ensures continuing racial harmony among pupils. Whenever an incident occurs it is dealt with swiftly and sensitively, and parents are informed immediately and suitably involved.
13. Pupils, generally, are considerate and polite. They have a very good understanding of the impact of their actions on others. Many instances of good manners and politeness to other children and to adults occurred during the inspection. Pupils usually apologised if they bumped into one another, and held doors open for others without prompting. Such behaviour, actively fostered by the school, occurred in all age groups.
14. Throughout the school, pupils with English as an additional language have very good attitudes to their work. They behave very well and work well with other pupils. All pupils in the school display a good deal of respect for the feelings, values and beliefs of others. This is a very positive feature of the school's multi-racial community, and is crucial in maintaining the excellent relationships that have been developed. Pupils with special educational needs have good attitudes towards their work, both in their own classrooms and when they are withdrawn from classes to work in small groups. They attend school regularly, and undertake their full share of classroom responsibilities. Other pupils are particularly appreciative of the gains made by pupils who find learning difficult.
15. The school has high expectations for all pupils to take initiative and personal responsibility in their own lives, and has achieved a good improvement in this area since the last inspection. However, the personal development and responsibility systems are relatively informal. There are insufficient role models for pupils within the school, and there is, as yet, no school council, though an Eco Council has recently been set up. Nor is there a consistent whole-school policy on developing independent learning, to encourage pupils to blossom personally and academically.
16. Relationships at the school are excellent, both among pupils and between pupils and staff. This is a major strength of the school and is one of the keys to its success in raising standards over the past few years. This has been achieved through the hard work of the staff and pupils and the caring leadership and prominent example of the headteacher.
17. Attendance is good. It has reduced slightly since the last inspection, but is still above the national average. The school's analysis points to an increase in extended term-time holidays abroad as the main reason for the drop. Punctuality is very good and there is very little lateness.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching is good, overall. It is very good in the nursery and reception classes, satisfactory, overall, with much good teaching in Years 1 and 2, and good in Years 3 to 6. During the inspection, it was at least satisfactory in nearly all lessons and was good or better in seven out of ten lessons. This is a good improvement on the previous inspection, when teaching was reported to be good or better in a third of all lessons. Where teaching was very good or excellent, in nearly a third of all lessons, this often involved very good subject knowledge, effective teaching

methods, very good class management and good use of assessment to ensure that work was well matched to pupils' needs. Where aspects of teaching were occasionally unsatisfactory, this was because the teacher lacked specific subject expertise or work was over-directed and, consequently, time was wasted. As a result, pupils did not make as much progress as they could.

19. Teaching for young children is very good in the nursery and reception classes. The teachers and nursery nurses have a very good understanding of how young children learn, and make learning enjoyable. They have very high expectations and constantly encourage the children in order to build their confidence. The curriculum is very well planned and lessons have clear learning objectives that lead towards the early learning goals for young children. This is a good improvement on the previous inspection, when the curriculum for the reception class was not fully documented. Class teachers and other adults have excellent relationships with the children and provide good role models. They place a strong emphasis on developing children's social skills, and often help them to make choices and to take decisions by providing a range of free-choice activities. They frequently check children's knowledge and understanding, and provide tasks that are well matched to individual children's needs. They provide good support and guidance for children with English as an additional language and for those with special educational needs, and these children make good progress as a result.
20. Teaching is satisfactory, overall, in Years 1 and 2. It is good in English, mathematics, art and design, physical education and religious education. No teaching was seen in design and technology. Teaching is good, overall, in Years 3 to 6. It is good in English, mathematics, science, art and design, design and technology and religious education, and satisfactory in geography, history, ICT and music. No lessons were seen in physical education in Years 3 to 6. Teaching that is good or better is a major factor in ensuring that pupils make good progress.
21. Teachers' subject knowledge is generally good, especially in Years 3 to 6. This ensures that pupils acquire good techniques and accurate information. In a Year 3 and Year 4 lesson, for example, two teachers used their excellent knowledge of native Australian culture to stimulate pupils' interest in the techniques of Aboriginal art. Occasionally, however, a lack of expertise results in less effective learning. This occurred, for instance, in a Year 2 music lesson when the teacher confused the terms *rhythm* and *pulse*.
22. The teaching of literacy skills is good throughout the school. Numeracy skills are soundly developed in Years 1 and 2 and are taught very well in Years 3 to 6. Teachers' planning is generally effective in English and mathematics and benefits from following the guidelines in the National Literacy Strategy and the National Numeracy Strategy. Teachers usually make the learning objectives clear at the start of lessons, and review what pupils have learned at the end. This helps pupils to consolidate their learning. Teachers' planning usually uses the results of assessments to ensure that work planned for all pupils matches their individual needs. In an English lesson in Year 1, for example, average pupils correctly punctuated sentences telling the story of Yim Sung, while lower-attaining pupils cut out printed sentences and stuck them below the correct pictures. Work for higher-attaining pupils is usually challenging, and, as a result, these pupils make good progress. This occurred in a mathematics lesson in Year 6, for example, where pupils of higher ability had to think hard to devise a formula to describe the surface area of a cube. In most subjects, planning follows national guidelines and this helps to ensure that teaching builds on earlier work in a logical order.
23. Teachers employ a good variety of teaching methods. They usually commence lessons by referring to the previous lesson to reinforce pupils' learning. Teachers make good use of searching questions to make pupils think, and develop pupils' vocabulary by using the correct

mathematical, scientific or musical terminology. In a Year 3 and 4 music lesson, for instance, pupils learned the terms *pitch* and *octave* and practised using high and low-pitched voices. In science, there is a good emphasis on pupils carrying out their own investigations. In Year 3, pupils sorted a sample of materials according to their own criteria, while in Year 1, pupils identified a range of different sounds around the school. Teachers often use pupils' skills to demonstrate good practice to the rest of the class. In a Year 2 dance lesson, for example, pupils with good expertise demonstrated how to use their hands to perform a variety of movements. This helped other pupils to improve their own work.

24. Excellent relationships between teachers and pupils produce a cheerful and productive atmosphere. Very effective class management is reflected in high standards of behaviour and very positive attitudes to work. As a result, most pupils are very keen to learn and usually concentrate well. This was clearly evident in a Year 5 design and technology lesson where pupils were inspired by the teacher to evaluate their own design briefs and then set to work enthusiastically producing individual patterns from which to construct their own pencil cases.
25. Teachers generally use time and resources well. They usually time activities well to keep lessons moving at a brisk pace and to maintain a good rate of learning. Teachers and support staff work closely together and provide good assistance to pupils with special educational needs. They provide them with work, especially in English and mathematics, which closely matches their needs. As a result, these pupils generally make good progress in these subjects. However, there are often not enough support staff available to provide additional help in other subjects, especially in Years 1 and 2, so pupils do not make such good progress. Conversely, some pupils with English as an additional language receive more individual help than they really need, as very few pupils are not fluent in English. Where other pupils with English as an additional language have additional learning difficulties, however, these are not always taken into account and these pupils do not make as much progress as they could. The tasks they are asked to do are often too similar to those done by the rest of the class and are not always appropriate to their needs.
26. Teachers make good use of a wide variety of teaching resources, and this helps to maintain pupils' interest and concentration. In a history lesson in Year 2, for instance, the teacher made very good use of contemporary photographs of London to locate the source of the Great Fire, while the teacher in a Year 5 science lesson used a list of foods eaten on holiday in Spain to good effect. There is increasing use of ICT by class teachers to assist teaching and learning across different subjects of the curriculum. In a Year 6 geography lesson, for example, pupils used the Internet effectively to study the latest weather maps. Teachers mount attractive displays of pupils' work in classrooms to stimulate pupils' thinking. Homework is used well to reinforce and extend learning, while marking encourages and motivates pupils, and often includes helpful comments on how the work can be improved.

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

27. The quality and range of learning opportunities are good. There is a wide and balanced curriculum in the nursery and reception classes that leads towards the early learning goals for young children. The curriculum is broad, balanced and relevant and there is good provision throughout the school. The time allocated for teaching is greater than the nationally recommended levels for all age groups. The curriculum for older pupils is enhanced by the inclusion of Spanish lessons in Year 5. The curriculum meets all the statutory requirements of the National Curriculum and the Agreed Syllabus for religious education.

28. Teachers' planning is thorough and includes clear learning objectives that are usually matched well to pupils' abilities. The National Literacy Strategy has been implemented well and is now embedded into school practice. Teachers are beginning to use the framework flexibly to meet the individual needs of their pupils. In Year 6 literacy lessons, for example, pupils are grouped according to their ability and are set work that is carefully matched to their level of attainment. In Year 2, pupils have an extended writing session each week where they have the opportunity to apply the skills they have developed in literacy lessons to their own writing. The Additional Literacy Strategy is being used well to give specific help to those who need extra guidance. Pupils' literacy skills are developed well across other subjects of the curriculum, including descriptive and analytical writing in history and geography, and accounts of investigations in science. The National Numeracy Strategy has been adopted very effectively for pupils in Years 3 to 6. In Years 1 and 2, the strategy is also used satisfactorily, though in some classes there is too little emphasis on the development of oral and mental mathematics. Pupils use their numeracy skills well in other subjects, for example, when they record and analyse the results of science experiments on spreadsheets or explore the concept of symmetry in the computer suite. However, the use of numeracy skills could be extended further in other subjects.
29. The school tries hard to ensure that all pupils are offered equal opportunities across the whole curriculum. All pupils are fully included in lessons and all receive the same chances and opportunities. Tasks set in class are well matched to pupils' abilities and teachers give individuals good help and support. Staff make every effort to include pupils of all abilities, cultures and backgrounds. Although there is a draft policy for gifted and talented pupils, there is currently no additional provision made specifically for them.
30. Provision for pupils with special educational needs in the nursery and reception classes is good. While individual assistance provided for pupils with special educational needs is good in Years 1 to 6, there is often insufficient support available. This is in contrast to the extensive provision made for pupils with English as an additional language. These pupils are integrated well into classes and work on the same tasks as other pupils. The work they are asked to do, however, is not always appropriate to their needs and sometimes they tackle exercises that other pupils are doing without understanding the task or its purpose. The school uses mixed race and gender groups well, but sometimes the strategy used to withdraw pupils from lessons is not necessarily to their advantage. This occurs, for example, when pupils regularly miss lessons in design technology and in ICT.
31. Since the last inspection, the school has improved significantly. The curriculum in the reception class is now fully documented and suitable strategies to encourage pupils' own investigations and individual research are now in place across the whole curriculum.
32. There is a satisfactory programme of personal, health, social and citizenship education that is taught as separate lessons as well as through other subjects such as religious education and science. This programme helps to develop pupils' abilities to relate to others, to co-operate, accept challenge and responsibilities, to take opportunities offered, and to cope with change. There are effective policies for sex education and drugs awareness.
33. The school continues to provide a good level of extra-curricular activities that encourage valuable additional interests, motivate pupils and make a significant contribution to their learning. Activities at lunchtime or after school include lacrosse, cross-country running, football, an environment club, choir, computers, art, music and French. All activities are very well attended. The *Happy Club* provides before and after school care, and an ecology school project involves pupils on its council. There is a varied programme of educational visits related to topics studied in

class, including trips to a local mosque, church and library, and to the Lowry Centre. A residential visit to Winmarleigh Hall focuses on developing ICT skills, while there are more energetic activities at Lledr Hall outdoor pursuits centre in North Wales. Older pupils who have after-school commitments at the local mosque are encouraged to attend lunchtime clubs. Younger pupils are not expected to become involved in extra-curricular activities, as the school feels their day is sufficiently long and structured already. Inspectors agree that this is an appropriate decision in this context.

34. Links with the local community are satisfactory. The school choir has joined with other choirs in a regional event and there are good sporting links with other schools through football, lacrosse and cross-country running. Members of Manchester City Football Club visit the school to coach pupils, and community use of the school in the evenings includes brownies, beavers, keep fit classes and football. One teacher runs a five-a-side football competition for the local community and local police officers attend school to speak to the children. Ethnic minority parents have used the school premises to learn English. The school has a wide range of visitors. These have included grandparents who have shared their experiences during the Second World War, an astronaut, and a parent who demonstrated Mendhi hand painting. On World Book Day, a large number of visitors attended school, at the pupils' invitation, to read their favourite stories to them.
35. Links with other local schools are satisfactory. The nursery teacher and the nursery nurse visit other nurseries and the homes of all children prior to joining the school. There is a satisfactory programme of liaison with the local secondary school, including visits by pupils in Year 6, and suitable exchange of information by staff. There is a wide parental choice of secondary schools, however, and arrangements differ for each school. The school has also forged useful links with the nearby catholic secondary school and pupils occasionally visit the school for science lessons. Secondary school pupils join the school for work experience projects, as do students from Ashton College. The school provides opportunities for teaching practise for students from Bangor University.
36. The school makes satisfactory provision for pupils' spiritual development and good provision for their moral, social and cultural development. Overall, the provision is good. This is an improvement since the last inspection when provision was judged to be satisfactory overall.
37. The school's provision for pupils' spiritual development is satisfactory. Assemblies and discussions during religious education lessons make a significant contribution to raising pupils' spiritual awareness. School and class assemblies give pupils the opportunity to understand and reflect upon the beliefs of other people and different faiths. Most assemblies meet the statutory requirements for collective worship, but a few do not. The school is effective in promoting an atmosphere where pupils willingly listen to each other and respect the different ideas and beliefs of members of the school. Pupils quickly gain the confidence to put forward their own ideas so that self-esteem and understanding of others develop appropriately. Pupils are given suitable opportunities to express their thoughts and ideas through writing, poetry and artwork so they find an appropriate channel for their own insights. In this way the school provides pupils with an appropriate knowledge and awareness of different faiths and religions.
38. Good provision is made for pupils' moral development. Teachers and classroom assistants provide very good role models for pupils and have excellent relationships with them. Adults encourage pupils to behave responsibly because they want them to succeed and do well. Clear moral standards are introduced as soon as children start school and they are a clear part of the school's code of behaviour. Pupils' self-esteem and confidence are built up by giving praise and

encouragement. Pupils are encouraged to behave well and to become responsible members of the school and the wider community.

39. The provision for pupils' social development is good. The excellent relationships in the school are the bedrock of the school's success. Pupils share their tasks willingly with their partners or in small groups and their good collaboration illustrates the effective co-operation throughout the school. Boys and girls, and pupils from different racial backgrounds, are encouraged to work together sensibly so pupils are equipped effectively to work with those from different backgrounds. Suitable opportunities are created for pupils to take initiative and responsibility. Pupils on the Eco committee, for example, recognise that they can have an impact on the way their school environment develops. Hard work and sensible efforts are praised at the end of lessons and, as a result, pupils recognise that responsible attitudes and hard work are valued.
40. The school's provision for pupils' cultural development is good. Pupils learn about other faiths and cultural traditions through literacy, history, geography, art and design and religious education. Most importantly, pupils learn about other faiths and traditions from one another and in this way, they learn to value the different cultures within the school. This is good preparation for pupils to live in a multicultural society. Although the school is effective in the way it encourages pupils to learn from each other, more opportunities could nevertheless be planned into the curriculum to make sure pupils understand the social and historical background to the rich mix of cultures within the school. Displays around the school heighten pupils' awareness and knowledge of a range of cultural festivals such as Chinese New Year. Older pupils have an opportunity to learn Spanish and this prepares them to be effective members of the European Community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has maintained the high level of care for its pupils found at the time of the last inspection. Procedures for child protection and welfare are good. Health and safety matters are well monitored and staff and governors regularly carry out risk assessments. Child protection is the responsibility of the headteacher and she has ensured that all staff are trained and are aware of their responsibilities. Protection and care of children constitute a high priority in the school and the headteacher takes a close personal interest in all pupils. As one of the first-aiders is now based in the nursery in a separate building, the school needs to increase the number of staff in the main school who are trained to administer first aid. The school is actively involved in the Healthy Schools initiative and is having success in promoting the eating of healthy snacks at break times, especially among younger children. Some older pupils have yet to be convinced of the benefits of healthy snacks, but the school is working hard to change their attitudes.
42. Procedures for monitoring and improving attendance are good. The school secretary and class teachers monitor absences carefully and follow these up the same morning where necessary. Registers are marked correctly by teachers and there is good liaison with the educational welfare service. However, the analysis of absences has to be done manually as the school does not have suitable software. Despite this, the school keeps good records including a late book and a record of pupils' medical and dental appointments during school hours.
43. The monitoring and promotion of good behaviour are effective. Serious incidents of poor behaviour are rare and are recorded by the headteacher. She ensures that parents and pupils are involved in devising solutions, which include sanctions where appropriate. There have been no recent exclusions at the school, and this is an indication of the success of the positive behaviour policy. The school relies on class teachers to negotiate and establish their own classroom-based rewards and sanctions, within the framework of the school's policy, and this includes keeping

informal records of minor infringements. This freedom to adapt to their pupils' needs assists teachers and leads to high expectations and very good behaviour by pupils.

44. Bullying, racism and sexism are not tolerated. The school has a clear policy on bullying which all pupils understand. Staff carry out the policy consistently, and the headteacher is always involved. There are very few incidents of this nature, and there have been none recently. The school has very good procedures for monitoring any such serious misbehaviour. As a result, the school community provides a good example of racial harmony.
45. The school has good procedures for monitoring and promoting pupils' personal development. Pupils are expected to take responsibility for themselves as soon as they start at school. Children in the nursery, for example, self-register without any help from parents and they are expected to tidy up after each activity. Older pupils are expected to take on an increasing range of extra duties and their confidence and self-esteem flourish as a result. The captains of football teams, for example, are expected to organise the details of competitions with other teams. The school does not yet have a school council in place, but it has high expectations for pupils to be responsible and well behaved, and this has led to a high level of self-discipline and very good behaviour by pupils.
46. In English, mathematics and science, the school has good procedures for assessing and recording what pupils know and can do. In these subjects, teachers use national and other standardised tests to check and record pupils' progress. This information, together with the results of teachers' own assessments, is then used to set realistic targets for individual pupils and to predict how well they will achieve by the end of the year. Since the last inspection, the school has put systems in place to track pupils' progress over several years. This gives teachers the information they need to see if pupils are learning at a fast enough rate and whether they need extra help. A strength of the school is the way that teachers share this information with older pupils. As a result, these pupils have a clear idea of their own strengths and weaknesses and know what they have to do to improve.
47. In other subjects, the procedures for assessment are satisfactory, overall, but inconsistent. Some subject co-ordinators have introduced useful and manageable systems based on national guidelines or from the local education authority. Information from these assessments enables teachers to prepare work at the right level for groups and individuals. However, in some areas, teachers spend too much time collecting evidence that does not add very much to what they know already. In some subjects, for example, there are large collections of pupils' work, each with notes by the teacher. These do not give useful guidance on how well pupils or classes are doing.
48. The progress of pupils with English as an additional language is monitored well. Procedures for assessment are good and their improvement is tracked on an individual basis. However, the information is held as central records and does not always influence the planning for teaching these pupils, some of whom have other specific needs in addition to English language development. Additional teacher support is used extensively but, as a result of concentrating on pupils' language needs, is not always targeted towards individual pupils' other needs.
49. The results of National Curriculum tests are analysed in detail, and senior staff use this information to compare boys' and girls' results, to see how well the school is doing over time, and to see how effective the teaching has been in improving pupils' performance. This has led to improvements in the curriculum. For example, teachers noticed that many pupils lacked confidence in organising and extending their writing. As a result, the school introduced high

quality materials and provided training in how to use them. Pupils enjoy using these and think they help them to improve. The school's effective use of assessment evidence has been a significant factor in raising standards since the last inspection.

50. Teachers' marking is generally thorough, but it is most effective in the classes where there are encouraging comments on what has been done well, or how it could be better. Teachers' informal assessments are often good. They ask searching questions, listen patiently to pupils' answers and make useful notes on what should be done next. Occasionally, classroom assistants could be more involved in this process.
51. The school has effective systems to share information about pupils with special educational needs and the help they require. There are good records of pupils' progress. During lessons, teachers and classroom assistants generally support pupils with special educational needs well, encouraging them to take a full part in the lesson and praising each small step they achieve. However, in some lessons, classroom assistants are not available to give these pupils the help they need to make good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents are very supportive. They consider that the school gives their children a very good start, both personally and academically. The school has worked hard to earn parents' trust and to involve them in their children's education.
53. Parents are provided with good quality information about everything that happens at the school. They are given relevant information about their own children through annual reports for each subject, and through the termly targets set for them by the school, which are also sent home. Newsletters and other communications inform parents about events and curricular initiatives, and there are notice boards for parents in all the teaching areas. The prospectus and the governors' annual report to parents are informative documents. There are meetings for parents and teachers each term, and informal contact with teachers is frequent. Particular importance is placed on keeping parents well informed on curricular initiatives, the most recent example being a talk on accelerated learning. There are annual meetings about national tests for parents of pupils in Years 2 and 6, and information sheets are sent to the few who are unable to attend. One parent felt that more information was needed for parents of children in the nursery, reception and Year 1 classes. It is the inspectors' judgement that information for parents is good throughout the school. Indeed, links with parents are particularly strong in the nursery and reception classes.
54. Parents make a good contribution to children's learning at school and at home. Volunteer helpers are mainly found in the nursery and reception classes and there has been some increase since the school asked recently for more assistance. Parents of older children often work full-time and are not always available on a regular basis. However, there is always a good response for special occasions such as visits and school trips. In addition, one parent runs the school bank while another helps in the ICT suite. Owing to the limited size of the school hall, however, it is not always possible to invite parents to whole-school events and celebrations.
55. Homework is set regularly and reading records and homework diaries are used to maintain contact between the school and parents. Parents of pupils with special educational needs are kept well informed of their children's progress and have opportunities to be fully involved in their work. The school works closely with parents of pupils with English as an additional language.

Parents are very supportive of their children and ensure that homework and project work, such as that in design and technology, is completed to a high standard.

56. The Parent Teachers and Friends Association is very active. It arranges events for the school and the wider community and raises substantial funds for the school. Recent successful events include a disco and a quiz night. Overall, parents have a very good impact on the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher is highly experienced and provides very good leadership of the school. She has very clear priorities and ambitious plans for the future, and is committed to providing the best possible education for pupils of different abilities and for those with special educational needs. She fulfils an important pastoral role and is regularly seen around the school informally monitoring teaching, talking with pupils and encouraging both pupils and staff alike. She has gained the respect of the whole school community, has greatly improved discipline and has introduced new initiatives such as individual targets and pupil progress meetings. She has very good relationships with parents and keeps them well informed with regular newsletters and details of work to be covered by pupils each term. The acting deputy headteacher and a senior teacher successfully support the headteacher on day-to-day matters. As a result, the school is moving forward with clear educational direction.
58. The school has good aims and values that are reflected very well in its work. The school seeks to put children first by having high expectations of their behaviour, work and personal standards. It aims to encourage self-esteem, courtesy and tolerance, and provides a learning environment that motivates, stimulates and facilitates the growth of each child. It does this by providing high quality teaching and learning, building on what pupils already know by the use of appropriate teaching strategies and resources. It is largely successful in these aims.
59. The management of the school continues to be good. The headteacher monitors teachers' planning and pupils' work. Together with good support from senior staff and the local authority advisor, she has observed teaching across the school and has fed back observations to individual teachers, making suggestions to raise pupils' attainment. Some of these visits have formed part of the performance management programme that is operating successfully in the school. The headteacher has a good grasp of pupils' standards. She analyses National Curriculum test results and optional test results to track pupils' standards from year to year and conducts progress meetings for each individual pupil to identify areas in need of further development.
60. Over the past four years, the role of the subject co-ordinators has been developed substantially. Co-ordinators now seek to raise standards by monitoring teachers' planning and by evaluating pupils' work. They regularly audit resources and draw up subject plans to be incorporated into the school improvement plan. They have not yet, however, been given sufficient opportunities to observe and evaluate teaching in their subject areas. The school is aware that this restricts their capacity to raise standards further.
61. The special educational needs co-ordinator provides effective leadership and carries out her duties well. In consultation with teachers, she draws up effective individual education plans for pupils and updates them regularly. The new Code of Practice is fully in place. Many of the classroom support assistants have been trained to help pupils with special educational needs. They make a good contribution to pupils' learning by giving help to individuals and small groups. However, the deployment of support staff is uneven. During the inspection, there were lessons where additional support was needed and other lessons where the extra adult did not seem necessary. This was particularly the case where the teacher supporting pupils with English as an additional language appeared to be working quite independently of the special needs support staff. Her initiatives to extend comprehension and thinking skills are good and would be appropriate for a wider range of pupils at different levels of achievement.
62. The governors provide good support for the headteacher and fulfil all their statutory responsibilities well. They have an effective working knowledge of the school and a good

understanding of its strengths and weaknesses. They are kept well informed by detailed reports from the headteacher. Several governors, including the Chair, assist in the school on a regular basis, observe teaching and other activities, and report their findings back to the governing body. Committees meet regularly to discuss the curriculum and standards, premises and safety, and the school's finances and personnel. Subject co-ordinators submit written progress reports annually to the curriculum committee and occasionally attend in person to outline new developments. Governors debate performance indicators and budget issues, and help to determine the priorities facing the school. Several governors have attended training sessions to improve their effectiveness.

63. Educational priorities are supported well through the school's financial planning. The detailed school improvement plan identifies appropriate targets and ensures that resources are directed towards raising pupils' attainment. Personnel, resources and timings are identified clearly, and there are specific criteria by which the impact of these developments can be evaluated. New developments are linked appropriately to the annual budget. The school makes appropriate use of the Standards Fund and resources allocated to assist specific groups of pupils such as those with special educational needs and those with English as an additional language. The finance committee monitors the school's budget regularly and satisfactory financial controls are in place. The principles of best value are applied well. The school seeks competitive tenders for all major spending decisions to ensure it receives good value for money. It assesses its performance in comparison with other schools, and consults widely to gain the opinions of parents and staff. Day-to-day administration is carried out efficiently by the school secretary and an experienced bursar uses computers effectively for handling payments and for monitoring the school's budget. The school does not, however, have suitable software for analysing pupils' absences. A few minor recommendations made in the most recent internal audit report have been fully implemented.
64. Staff and governors share a strong commitment to improving the quality of teaching and learning, and the school has a good capacity to succeed. Appropriate targets have been set for raising standards in English and mathematics in the national tests for pupils in Year 6 in 2003.
65. The school has sufficient teachers for all the subjects of the National Curriculum and religious education. Recent appointments and staff on temporary contracts are of a high calibre and are contributing significantly towards the rise in standards. Classroom assistants provide good support to lower-attaining pupils and those with special educational needs, but there are not enough of them to provide support in all classes, particularly in Years 1 and 2. A specialist teacher provides valuable assistance for a small number of pupils who are at an early stage of English language acquisition, but by concentrating on pupils' language development, does not always address pupils' other educational needs.
66. The accommodation is poor, overall. The recent addition of a well-planned nursery and an adjacent outdoor play area provides good accommodation for the youngest children. The location of the nursery is some considerable distance from the reception class, however, which makes it difficult for the nursery and reception classes to work as an effective unit. There is too little space in the older temporary buildings and the poor state of repair, coupled with leaking roofs and a lack of display facilities, wastes teachers' time and is not conducive to improving the standard of teaching and learning throughout the school. Library facilities are poor. School library books are housed on busy corridors where there is no space for pupils to sit and read or to study reference books. This does not encourage pupils' appreciation of books or independent study skills. There is little space available in the school for teaching small groups of pupils or for storing teaching resources. Different areas of the school are linked by flights of steps and

access to the school is very poor for disabled pupils. This prevents the school from fulfilling its aim to serve the whole community. The playground and hard paved areas are inadequate. They are too small for pupils to run around at playtimes or to play football or other organised games. These areas also flood badly after heavy rainfall and pupils are not able to use much of the play areas even if the rainfall is light. The grassed areas are adequate in size, but drainage is poor so they quickly become muddy and cannot be used for much of the year. The flooding affects other classes when water enters some corridor areas after heavy rainfall. The local authority has applied several times for external funding to replace the school buildings but, so far, has been unsuccessful. The replacement of the school buildings remains a high priority for the local authority, and it has confirmed its commitment to improve the accommodation as soon as funding becomes available.

67. Resources for learning are unsatisfactory overall. Resources are very good for teaching religious education and in the nursery and reception classes, and ICT resources are good. In English, science, geography, art and design and physical education, resources are barely satisfactory. Resources for teaching music are satisfactory in Years 1 and 2, but need to be extended in Years 3 to 6 to include, for example, a range of instruments from different cultures. Resources for history, design and technology, and mathematics are unsatisfactory. The school has a satisfactory stock of library books, but facilities for reading books and independent study are unsatisfactory. The school is aware of the lack of resources in many areas and is seeking to address the issue as funds become available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve the quality of education provided, the governing body, headteacher and staff should:
- (1) Continue to raise standards of attainment, especially for younger pupils, by
 - (i) improving the standard of teaching in Years 1 and 2.
(see paragraphs 18, 20, 21, 99, 103, 110, 113, 143, 149, 150)
 - (ii) providing more support staff, especially for lower-attaining pupils and those with special educational needs.
(see paragraphs 2, 25, 30, 48, 51, 61, 91, 116, 132)
 - (2) Improve the poor accommodation by replacing the unsatisfactory school buildings.
(see paragraphs 66, 70, 117, 141, 157)
 - (3) Develop the role of subject co-ordinators to include more monitoring and evaluation of teaching and learning.
(see paragraphs 60, 102, 111, 117, 128, 134, 139, 153, 157, 158)
 - (4) Provide additional resources to assist teaching and learning.
(see paragraphs 67, 102, 119, 123, 128, 134, 139, 153, 157)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	19	28	19	1	0	0
Percentage	3%	28%	40%	28%	1%	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 one percentage point.

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)	13	298
Number of full-time pupils known to be eligible for free school meals	0	14

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	0	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	84

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.0
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	25	20	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	23
	Girls	20	20	19
	Total	39	41	42
Percentage of pupils at NC level 2 or above	School	87 (100)	91 (93)	93 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	23	23
	Girls	20	19	20
	Total	41	42	43
Percentage of pupils at NC level 2 or above	School	91 (100)	93 (100)	96 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	26	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	27
	Girls	21	22	23
	Total	45	47	50
Percentage of pupils at NC level 4 or above	School	85 (81)	89 (76)	94 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	24
	Girls	22	22	22
	Total	45	45	46
Percentage of pupils at NC level 4 or above	School	85 (70)	85 (76)	87 (78)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	202	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	35	0	0
Asian or Asian British - Pakistani	41	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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)	13.7
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	174

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	15

Financial information

Financial year	2001/02
	£
Total income	669,282
Total expenditure	657,909
Expenditure per pupil	2,075
Balance brought forward from previous year	23,258
Balance carried forward to next year	34,631

Number of pupils per FTE adult	26
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FTE means full-time equivalent.

Recruitment of teachers

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

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)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	254
Number of questionnaires returned	134

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	2	1	0
My child is making good progress in school.	35	57	4	1	3
Behaviour in the school is good.	52	44	2	1	1
My child gets the right amount of work to do at home.	27	51	16	2	4
The teaching is good.	53	41	1	1	4
I am kept well informed about how my child is getting on.	42	42	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	65	33	1	1	0
The school expects my child to work hard and achieve his or her best.	65	30	1	1	3
The school works closely with parents.	37	47	8	2	6
The school is well led and managed.	71	25	1	1	2
The school is helping my child become mature and responsible.	54	41	1	1	3
The school provides an interesting range of activities outside lessons.	31	37	16	5	11

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. The nursery and reception classes are a major strength of the school. Standards of teaching and learning are very good. Children make very good progress so that by the time they leave reception they have exceeded the expectations of the early learning goals for young children and are able to begin the National Curriculum with confidence. This is an improvement since the previous inspection. Lively and interesting activities in both the nursery and reception classes encourage children to learn with enthusiasm and commitment.
70. The accommodation provided by the newly established nursery building and its adjacent outside area is very good. Thorough planning and the best use of the very good resources mean that children in the nursery are provided with a very good environment to start their education. In reception, the accommodation currently provides a good environment because one class of children are able to use two classrooms. However, when numbers increase in the autumn term, the accommodation will be inadequate to house two classes as each classroom is too small for a class of thirty children. The outdoor area is shared with the nursery but is located some distance from the reception classrooms across inadequate play areas which children in reception use at other times of the day for outdoor activity. These areas are not suitable for young children.
71. All children, including those with English as an additional language, receive a very good start to their education in the nursery and acquire very positive attitudes towards learning. They enter the nursery with above average attainment. Teachers and support staff plan the curriculum as a team to ensure there is consistency throughout the nursery and reception classes. There are well-established and consistent routines to develop children's social skills. The well-planned range of activities ensures that children make very good progress. Teachers structure lessons very carefully and use frequent assessments of children's progress very well to ensure that activities match individual pupils' needs.
72. Relationships between adults and children are excellent and there is an atmosphere of respect and mutual trust in which children receive very good care. The work of the teachers is well supported by the contribution of the nursery nurses who make a significant contribution to children's progress. Links with parents are very good and they are made aware of the progress and needs of their children through informal discussions and frequent newsletters.

Personal, social and emotional development

73. Teachers place a strong emphasis on the personal, social and emotional development of children, and teaching in this area is good. Children arrive at school in the mornings with an air of enthusiasm and confidence, and quickly settle into the well-prepared classrooms. They are very supportive of each other, ready to listen, and engage willingly in a range of well-planned activities. They develop independence by using their photograph and name to register their attendance. Children quickly select an activity which attracts their attention. They are very confident about joining a group and recognise the aprons they need to wear for specific tasks. During the inspection, food was the key theme in the nursery. Children responded well to the cooking activity and enjoyed sharing their products at snack time with other children. In the reception class, children follow a similar routine but begin the day with a range of structured activities related to literacy and numeracy. During the inspection, activities were planned around

the *medical centre* so that children continued their learning through play and discussion within an interconnected range of activities.

74. Children in reception use computer programs well and measure the progress they have made at the end of games. They concentrate very well and are totally involved in the wide range of activities. In both the nursery and reception classes, children are very competent and self-assured when returning their equipment to its correct place. Activity areas are very well organised with clear labelling and pictures to ensure that children are able to identify different activities easily. Parent volunteers are used very well and play an important role. Children respond very well both to adults and other children. They listen carefully and respond well to their suggestions. As a result, they make good progress, and by the end of the reception year, most children will exceed the expectations of the early learning goals.

Communication, language and literacy

75. Teaching of communication, language and literacy skills is very good. Children are given plenty of opportunities to develop their skills. High quality planning for individual children ensures that they use opportunities well to enjoy books and discussions, and consequently, most children exceed national expectations in this area by the end of the reception year.
76. The development of communication skills underpins all other activities in the nursery. Regular routines help to develop children's language very well. Children are encouraged to respond by using short phrases, and to communicate their ideas when playing in water or constructing models. The *café* in the nursery is a hive of activity, where children develop speaking skills by engaging in role-play activities including talking to customers, answering the telephone, taking orders and serving meals. The *café* theme is carefully managed so children make very good progress in their use of vocabulary. Similarly, in the reception class, careful planning ensures that activity areas are used to extend children's language well. Role-play and creative activities create situations where children are constantly engaged in high quality discussions. Classroom assistants and volunteers are well briefed so they interact very well and extend children's vocabulary effectively.
77. Children listen attentively to stories and choose books with care. They are very willing to explain why they have chosen their book and can eagerly retell stories in some detail. They use books appropriately and look after them well. Teachers use World Book Day to share a wide variety of children's favourite books. They use stories very well, often reading and modelling characters to develop children's understanding. Children listen well and join sensibly in rhymes and songs that help to develop language patterns.
78. In the reception class, children are enthusiastic and listen carefully to the teacher because they are intrigued by the different beginnings to each lesson. They are eager to contribute their own ideas about what they are going to do. The teacher uses the suggestions carefully and engages the children's interest so that they respond well during the lesson. Good use of questioning when using a text with large print ensures that children use the context of the story well to suggest missing words. Higher-attaining children quickly recall the use of an exclamation mark and a question mark and identify the exclamation mark correctly in the text.
79. Activities used to follow up teaching are chosen very carefully and support the learning objectives very well. Children work hard on their assigned task. The nursery nurses ensure they concentrate on their work and make good progress. When reading simple text, children are confident about tackling unfamiliar words, and use pictures or sounds to identify new words so

that they make good progress. They enjoy selecting books from the well-stocked book corner, and share their books willingly with an adult. Progress in reading is carefully monitored and reading diaries encourage a good partnership with parents. Children are well supported in their writing tasks. They write their name with confidence and make a good attempt to write simple sentences with some assistance. Consequently, children make very good progress in preparation for work in Year 1.

Mathematical development

80. Teaching is good and children make good progress in their mathematical development. The development of numeracy skills is planned carefully and is integrated well into the range of activities which children encounter every day. Children use a variety of situations to practice counting skills. They make patterns, and play alongside each other in number games both indoors and outside. When exploring the number and the cost of their cakes, they are careful to match the pennies to the number of cakes they have made. Children are given a very good range of experiences in measuring. They are encouraged to estimate and to use words and numbers carefully while filling their containers. Children in the nursery, including those with special educational needs, count to five confidently. Those for whom English is an additional language use a variety of containers to develop their mathematical language, describing the sizes, whether there is more or less, and explaining whether the container is bigger or smaller.
81. Children particularly enjoy singing a variety of number rhymes. In the reception class, this is a regular activity and pupils enjoy counting and answering questions involving numbers. All achieve success through the use of gentle encouragement and the good support from the nursery nurses. Number activities are carefully chosen to extend the skills of higher-attaining children who have to think hard when playing with a number dice, for example, to calculate how many more or how many less they need to achieve a target sum. This ensures that all children made good progress. Displays in the classroom emphasise the importance that numeracy plays in everyday life and these are used well by children when discussing aspects of their learning in mathematics. The good use of teaching resources, including ICT programs on the computers, enables children to extend their mathematical skills beyond the expectations of the early learning goals, and prepares them well for mathematics lessons in Year 1.

Knowledge and understanding of the world.

82. Teaching is very good and children are given many opportunities to extend their knowledge and understanding of the world. Children bring a range of interesting experiences which teachers help them to share by using displays which they have helped to create. As part of the *food* theme in the nursery, for example, children discussed different types of food on a daily basis and explored where it comes from. Through effective teaching and thoughtful planning of the topic, children learn about different traditions related to food. In one lesson, for instance, they made pancakes and developed some understanding of the history and traditions of Shrove Tuesday.
83. Careful attention to detail ensures that children extend their knowledge about the world they live in. Children in the nursery, for example, were very aware of a recent visit their teacher had made to Australia and used a map effectively to explain how far it was and the way she had travelled to reach it. They are interested in the way their bulbs are growing outside and display a concern that they must be careful about how they use their equipment. In the reception class, thoughtful planning extends children's understanding of the world around them. Children are very aware of how the medical centre is important to them and talk about the roles of the people who work there. They use their number skills to take temperatures and have long discussions

about how and why it may hurt. They console their mummies and make sure everyone is better. Good classroom support is used very effectively to extend children's thinking and understanding in these areas. Children discuss their progress at the end of each session and on-going assessments are made about the next steps that children need.

84. When they listen to stories, children are eager to discuss the characters, and pay careful attention to the messages the stories give. Good choice of books extends children's knowledge in areas related to the current theme. The reading scheme used by reception age children also encourages them to share with each other. Children explain how kites fly, for instance, and how the wind enables things to move through the air. The broad range of opportunities enables all children, including those with special educational needs, to make very good progress in their knowledge and understanding of the world. By the end of the reception year, most pupils will have exceeded national expectations for their age.

Physical development

85. Teaching is very good in this area of learning. As a result, children make good progress and most will exceed the expected standard by the time they enter Year 1. Through a well planned range of activities, children are taught how to use cutting and writing tools and make models from a wide range of materials. Children in the reception class, for instance, follow a series of instructions to make their own man or to construct a streamer that they will use for investigations in a later session.
86. Children are confident when handling puzzles, recognising shapes, matching colours and identifying parts of a picture. They build model railway tracks and make interesting structures using building bricks, and can describe in detail the purpose of their structures. Teachers move among the children asking questions, encouraging children to explore and extend their ideas. Children use a range of writing tools and are beginning to form letters carefully when they write. There are good opportunities for children to use a range of large and small equipment in their outdoor play. A variety of different themes is developed so that children can take people to hospital or play a variety of number games. Children are sensitive to each other's needs and use the equipment with care. Children are encouraged to use large open spaces to develop a range of movements. Children in the nursery enjoy the very good outdoor facilities and have developed independence by putting on their own coats and shoes. Children in the reception class share the nursery outdoor facilities for a range of structured games and activities. Staff help children to extend their ideas so that all children are involved and play independently or with each other. Reception age children can get themselves dressed for physical education lessons in the school hall and use the additional space sensibly to develop their movement and sequence skills.

Creative development

87. Very good teaching enables children to explore a wide range of creative experiences. As a result, all children, including those with special educational needs make very good progress and most will exceed the expected goals in this area by the time they leave the reception class.
88. Children are stimulated by a wide range of activities from which they can choose how to develop their own ideas or interpret the theme that has been introduced. Children in the reception class are confident in their choices and describe their paintings, for example, in some detail and take pride in their efforts. The good range of materials that are made available enable children to develop their independence and explore different textures in paint, colour mixing, and tactile experiences. Children's language skills are developed well by using a series of instructions

in picture form so children can make their own objects and use a range of materials to work independently. Children are frequently encouraged to discuss their efforts and to describe what they are constructing. Children quickly gain confidence and are soon ready to describe their favourite experiences and what they would like to achieve next time. In the reception class, creative opportunities are used well to support mathematical and language development. Children follow instructions well and count and measure carefully in order to achieve a good result. Children take care with their work and when it is finished they are eager to talk about it with others. Well planned opportunities enable children to make connections in their learning as well as developing a wide range of creative skills.

89. Children in the nursery acquire a repertoire of songs and rhymes which they enjoy and sing with enthusiasm. They are beginning to sing in tune and listen to each other when singing together. The teacher organises and manages lessons very effectively. In one lesson, for instance she introduced children to a range of percussion instruments and encouraged them to watch, listen and respond to a series of hand signals. She respected the enthusiasm the children showed but controlled their responses so that all children could use their instruments carefully to produce a variety of sounds, both loud and soft, and fast and slow. Children are careful about how to use the instruments and how to put them away at the end of lessons. Children in the reception class make very good progress and begin to understand how they can improve the quality of their singing. The teacher uses a good range of strategies to encourage children to think about how they use their voices, and they listen to a wide range of different sounds.

ENGLISH

90. Standards in English are above average at the end of Year 2 and Year 6. This represents a good improvement since the last inspection in 2001 when standards were judged to be average. These improved results reflect the good levels of achievement seen throughout the school because of effective teaching and learning.
91. Teaching is very effective for pupils in Years 5 and 6 and as a result, pupils often make rapid progress. Because of the good quality of teaching, pupils learn well and consistently make good progress. The school has many pupils for whom English is an additional language although only a small number have limited English speaking skills. These pupils achieve well as they receive good help from class teachers and a designated support teacher. However, some pupils find idiomatic and technical language more difficult when they get older and the school is aware of this shortfall in their understanding. Pupils who have special educational needs make good progress in Years 3 to 6 as they receive good support with their work from classroom assistants. In Years 1 and 2, however, there is often insufficient support available and pupils do not make progress as rapidly as they could if they received more assistance.
92. There are other contributory factors to the good levels of pupils' achievement. The English subject co-ordinators have worked together with other teachers to find ways of improving pupils' standards. This has involved additional support for groups of older pupils and a review of reading materials in the school. This has resulted in a rolling programme for replacing books and supplementing the present stocks. The National Literacy Strategy has been well implemented throughout the school and the teaching of pupils in single year groups has assisted the teaching of English in most parts of the school. In Years 2 and 6, the staff have concentrated on improving pupils' writing skills and this has made a positive impact on pupils' work. However in Year 2, teachers feel that there is still more to do, as pupils frequently do not use their understanding of letter sounds when they spell words and do not always write in a cursive style

of writing. Skills that are used well in spelling and handwriting sessions are not always carried into pupils' own work.

93. Good speaking and listening skills are developed through effective teaching and the many opportunities teachers create to enable pupils to develop their speaking skills. Consequently, pupils achieve well and their speaking and listening skills are above average. Teachers encourage pupils to answer questions in class and to talk about their learning. Pupils readily discuss their work and offer thoughtful ideas. In a Year 2 lesson, for instance, pupils talked knowledgeably about a book the teacher shared. In Year 6, pupils spoke confidently about their reactions to adverts for *trainers* and gave supporting evidence for their ideas. Pupils are given good opportunities to develop their ideas and consequently they are confident, self-assured young people.
94. In Years 1 and 2, pupils are doing well with their reading. They regularly take books home and share them with their parents or carers. A home-school diary enables a constructive dialogue to be established between parents and the school and this benefits all pupils. In Year 2, pupils talk confidently about their books and their reading patterns. They use a range of strategies to help them with difficult words and try hard to correct their own mistakes. Older pupils in Year 6 happily discuss their reading preferences and their choice of books, and read fluently with good levels of expression and understanding.
95. Pupils celebrated World Book Day by writing to a number of people, inviting them to school to read their favourite stories. The local vicar, for example, read the *Parable of the lost sheep* to pupils in Year 1, while in Year 6, the story was read by a local policeman. A wide range of activities enabled pupils to join in a national event and to find enjoyment in sharing stories with a number of adults.
96. Pupils in Year 2 achieve above average standards in writing. They write for a range of audiences and express their ideas and thoughts for a variety of purposes. Pupils' handwriting is generally neat with a clear print style. Cursive handwriting, although practised in handwriting books, is not always transferred into pupils' written work. Pupils are confident writers and work hard to put direct speech into their writing. They write dialogue in speech bubbles and then convert these into text. Higher-attaining pupils use a *storyboard* to guide them with their story writing and use speech marks and accurate punctuation in their work. Spelling is an area for further development for some pupils, as they do not transfer their understanding of word patterns and families of letter sounds into their written work.
97. Older pupils in Year 6 show a good standard in their writing. They write for a wide range of purposes and in a wide range of styles. In one lesson, they accepted the teacher's challenge to write a story containing as many idioms as possible. Consequently, their stories contained phrases such as *only pulling your leg*, *let the cat out of the bag* and *knock me over with a feather*. This strategy is effective for all pupils, but is particularly so for pupils with English as an additional language as the meanings of these phrases are not always very clear. Pupils are prepared to work extremely hard and remain focused on their learning because they have highly effective individual support and guidance from teachers and classroom assistants who indicate to them clearly what they must do to improve. The results are clearly seen in their writing which displays good ideas and is clearly written with good use of punctuation and expressive vocabulary. Pupils pay good attention to the presentation of their work, and their spelling shows good levels of accuracy. In all classrooms there are aids for pupils to use to help them and to encourage each individual to improve. As a result, pupils throughout the school show good levels of enthusiasm for their work and a clear determination to improve.

98. Pupils use computers both in the computer suite and in the classroom to aid their work in English. They word-process stories and poems. Year 5 pupils, for instance, wrote short poems about snow and icy weather and word-processed their finished work.
99. Teaching and learning are good for pupils in Years 1 to 4 and very good for pupils in Years 5 and 6. Teaching for the older pupils is focused well on pupils' individual needs, with a very clear sense of purpose. Clear planning of lessons means they have clear learning objectives and pupils understand what they are learning. Pupils have a good knowledge both about their learning and what they have to do to improve their work. Teachers have good expertise in teaching English and they teach basic skills well. There is a very clear progressive development in the teaching of phonics and spelling. In some younger classes, however, the expectations that teachers demand of pupils is not high enough and this results in inaccurate spellings and a print style of writing. Good planning means that pupils' work is well matched to their individual needs. This is particularly evident in Years 3 and 4, where the wide range of abilities is well catered for.
100. Teachers have high expectations of pupil's behaviour and manage pupils well during lessons. In Year 6, for example, the excellent working atmosphere ensures that pupils work hard and achieve particularly well. The needs of all pupils have been identified clearly and teachers work hard to ensure that all pupils are fully engaged and want to learn. In Year 1, for example, pupils busily considered what might happen next in a traditional tale from China that they were sharing. In this good lesson, pupils' work was carefully matched to their needs, but lower-attaining pupils did not receive any extra help with their work as there was no classroom assistant available, and as a result they found their work difficult. In a Year 3 and 4 class, pupils listened to two contrasting poems about a tiger, and reflected on the different types of language shown in the text. Here, the additional support available for lower-attaining pupils made a positive impact on the way they learnt and consequently they did well. Pupils are interested, show very good attitudes to their work and are prepared to work hard during lessons, and as a result they achieve well. Homework is used well to support pupils' learning.
101. The schools' system for checking pupil's standards enables teachers to keep a close eye on pupils' progress and offer specific help where it is needed. When teaching assistants are available, they give very valuable assistance to pupils and teachers. Teachers mark pupils work in a supportive manner and they also indicate where pupils need to improve. Pupils have individual targets to work towards and many keep reminders on their tables to indicate what they must do when they have completed their work. As a result, pupils are clearly focused upon improving standards. Pupils' behaviour and their attitudes to learning are very good. This is evident throughout the school and is seen in the way pupils concentrate on their work and always try hard during lessons.
102. Leadership of the subject is good. The subject co-ordinators have a clear understanding of specific areas for further development and have moderated writing standards throughout the school. They have not, as yet, been given sufficient time to monitor teaching and learning throughout the school. Resources for teaching and learning are barely satisfactory. The library facilities in the school are located on busy corridors and there is insufficient space to enable pupils to sit and research different topics. There have been recent additions to the reading scheme, but the subject leaders consider that still more improvement is needed in this area. Some of the books have clearly been well used and are in need of replacement.

MATHEMATICS

103. Standards in Year 2 are in line with those expected for this age. This is an improvement since the previous inspection, when attainment was below average. Standards have risen for the past three years, but could still be higher. Teaching in Years 1 and 2 is at least satisfactory and in one Year 1 class it is very good. However in most lessons, teaching does not have the rigour and high expectations seen higher up the school. As a result, pupils, including those with special educational needs, do not make as much progress as they could.
104. Standards are well above average by the end of Year 6. They were above average at the time of the previous inspection, so the school has continued to improve. The main reason for this success is the outstanding teaching in Years 5 and 6, together with teaching which is at least satisfactory and sometimes better in Years 3 and 4. Pupils are highly motivated and work very hard. The school keeps a close eye on how well each pupil is progressing, and so pupils of all abilities, including those with special educational needs, make very good progress by the end of Year 6.
105. Pupils in Year 2 have a sound knowledge of the number system up to 30, while some are confident to 100 and beyond. They count reliably forwards and back in 1s, 2s, 5s and 10s, recognise even and odd numbers and can continue a sequence of numbers. Most are able to perform simple addition, subtraction and multiplication operations. They know that addition has a corresponding subtraction and can turn, for example, $15+5=20$ to $20-15=5$. Pupils use halves and quarters and can estimate and measure in centimetres with reasonable accuracy. They name and describe simple shapes correctly but many are unsure about using mathematical terms to describe position, direction and movement. Pupils make simple bar graphs but do not have much experience in interpreting them.
106. Pupils in Year 6 recall all the important multiplication and division facts quickly. This enables them to calculate mentally and to work out efficient methods for finding answers. For example, some pupils discovered that 48×25 was the same as 4800 divided by 4. Nearly all understand place value up to 100,000. They multiply whole numbers by 10, 100 and 1000. They add and subtract numbers to three decimal places and reduce numbers by a factor of ten, as in 3300, 330, 33 and 3.3. Pupils use correct mathematical vocabulary and can explain how they found an answer, both orally and in their books. Most pupils make very good links between their mental and written work. They tackle word problems in a logical way, for example, when they look for the best value for money when booking airport taxis for a large group. They are developing single and multiple-step strategies for solving problems by identifying the important parts of information, and using approximation and rounding up or down to estimate the answer. All pupils understand fractions, percentages and decimals, and many can change from one to another accurately. They use metric measures correctly and calculate the area and perimeter of irregular shapes. Pupils represent and interpret data in charts and graphs, sometimes using spreadsheets.
107. The National Numeracy Strategy has been implemented effectively throughout the school, although a few teachers do not include enough mental and oral practice. Pupils' understanding of mathematical vocabulary is very good, mainly because correct terms are used to good effect by teachers. Pupils do not give up easily and use their full range of skills and knowledge to solve mathematical problems. They take responsibility for their own learning as a result of the targets set for them and the high quality feedback from teachers during lessons. Older pupils know exactly how well they are doing and what they must do to improve further. Most pupils in Year 6, for example, calculate the percentage increase in their weekly tests and plot this on a spreadsheet to illustrate their own progress. Teachers' marking is satisfactory, overall, but is not as effective in showing pupils how to raise standards as in their oral feedback. The presentation

of pupils' work is generally good. Pupils use their numeracy skills in other subjects, for example, when they study the results of science experiments by using spreadsheets or look at symmetry in the computer suite. This sort of work could be extended, however, particularly as the school works to increase the amount of investigative work across the curriculum.

108. Teaching in Years 5 and 6 is always very good and sometimes excellent. Teachers make very good use of oral and mental work to develop pupils' skills in thinking, calculating and remembering. They have high expectations and set a demanding pace. Pupils can never sit back as there is always a harder question on the way. Despite this, these teachers manage lessons with skill, clarity and humour so that no pupils are lost along the way. Pupils of all abilities learn how to think quickly and accurately. They often find the answer in their own way, and explain these methods very well. Teachers show pupils how to use jottings to help their thinking. One result of this is that pupils make good links between their mental and written work and understand why longer sums are set out in the way they are. Teachers and pupils are engaged in exciting mathematical dialogues. Some pupils in Year 6, for example, desperately tried to out-think the teacher when searching for a formula to give the area of different sized cubes. In a lesson in Year 5, a boy was so taken with the relationship between mass and weight that he asked if it could be tested more fully in the next science lesson. Work like this extends pupils' knowledge and understanding well and is in contrast to some of the more teacher-dominated lessons seen in younger classes.
109. The quality of teaching in Years 3 and 4 is at least satisfactory and sometimes good. Teachers motivate the pupils with interesting activities, clear explanations and good questions, so pupils listen well, work hard and are keen to contribute. Teachers are quick to help those who need assistance and there is valuable support from classroom assistants. As a result, pupils feel valued and are not afraid to make a mistake or admit that they are not sure. Most lessons begin with an enjoyable session of mental arithmetic, which gets the class thinking and helps them to remember number facts. However, in one lesson this was not done, and so the main activity did not begin with much enthusiasm. All teachers encourage pupils to explain what they have achieved. For example, in one lesson, several pupils described their own method of adding 37 and 45. The rest of the class listened patiently and this helped everyone to understand place value. Teachers use the final plenary session with mixed success. In the best lessons, teachers checked that everyone had understood, cleared up misunderstandings and celebrated success. This left the pupils feeling good about what they had done, which increased their confidence. However in one lesson, this part was rushed, and so pupils were unsure about how well they had done or what was going to happen next.
110. Teaching in Years 1 and 2 is satisfactory overall, but there are some weaknesses. In one busy and well-planned lesson in Year 1, the teacher steadily increased the level of challenge. Work was well matched to pupils' abilities and so everyone made good progress. In other lessons, teachers do not always plan work to meet the needs of pupils of different abilities closely enough. Pupils' books show that, too often, the lower and higher-attaining pupils attempt the same work, although quicker pupils are given extra tasks. This means that, despite well organised lessons and good teaching strategies, pupils do not make as much progress as they should. In this way, teachers are not taking full advantage of the school's investment in smaller classes. Another weakness is that there was insufficient rapid-fire mental mathematics in many of the lessons seen. As a result, pupils do not get used to thinking and remembering quickly enough.
111. The management of the subject is satisfactory. The curriculum is well organised and the use of ability groups for teaching pupils in Year 6 is working very successfully. The co-ordinators have

correctly identified oral work and open-ended questioning as an area for further development. They have provided training in these areas for all staff, and have followed this with some useful observation of teaching in one class. However they have not yet been allocated time for systematic monitoring of teaching throughout the school, and this will be an important step if standards elsewhere are to reach the levels seen in Year 6. The school has good assessment systems and pupils' progress is tracked well. With teachers' increasing confidence in using the National Numeracy Strategy, the school has wisely decided to reduce the number of assessments linked to the scheme of work. This will give more time for teaching. The school has also identified the greater use of mathematical investigations as a priority. Teachers are now introducing more of this type of work. Some of these practical investigations are exciting and challenging, and give pupils a chance to show what they can do. However, in a few cases, the investigations are over-directed by the teacher. The work does not go far enough and pupils do not learn to think for themselves. ICT resources are used increasingly to practice problem solving or to present the results of investigations in the form of graphs and charts. The school is well placed to improve standards further because teachers work well as a team and there is plenty of very good expertise to be shared.

SCIENCE

112. Standards in science are in line with those expected nationally at the end of Year 2 and above national expectations at the end of Year 6. This is better than the previous inspection when standards were described as "at least satisfactory" throughout the school.
113. The standard of teaching for younger pupils in Years 1 and 2 is satisfactory, overall, with some good teaching when pupils are encouraged to think for themselves about different ways to record their own observations. This occurred in a Year 1 lesson, for example, when pupils listened to a range of sounds around the school, then chose their own criteria such as indoors/outdoors, loud/soft and natural/man-made by which to classify the sounds. Pupils make satisfactory progress when activities are controlled closely by teachers and do better than this where there is a good emphasis on pupils' own investigative work. In Year 1, for example, pupils use their senses for smelling, touching and feeling items such as lemons, chocolate and curry powder, while those in Year 2 conduct an experiment to investigate the elasticity of a range of materials.
114. The quality of teaching in Years 3 to 6 is good, overall, with some very good teaching in the older classes. There is a good emphasis on pupils carrying out their own practical and investigative work and, as a result, pupils make good progress. This is an improvement on the previous inspection, when the school was encouraged to allow pupils to develop their own investigations. In an interesting Year 3 lesson, for example, pupils sorted a range of materials according to their own criteria. Pupils worked sensibly and enthusiastically in small groups and learned effectively by discussing their own observations and sharing them later with other groups. They identified objects made from wood, metal or plastic, and explained why different materials are suitable for a variety of objects such as pegs and bottles. Pupils record their predictions prior to investigations and the significance of their observations is analysed clearly, although pupils do not always explain how they ensured a fair test. Pupils in Year 6, for example, predict how the brightness of a bulb will change when another bulb is added to the circuit. They record their observations systematically and explain clearly why this occurs, but they do not state how they ensured a fair test.
115. Teaching has a number of good features. Teachers give instructions clearly and use correct scientific vocabulary. They ask searching questions to get pupils to think and explain their

observations. Teachers make good use of a wide range of resources to gain pupils' attention and to assist their concentration. In a very good lesson in Year 5, for instance, the teacher made good use of the whiteboard and a series of laminated photographs to help pupils investigate which foods provide energy, stimulate growth or keep us healthy. A lively approach, interspersed with humorous comments, ensured that the lesson maintained a very brisk pace throughout. Teachers monitor pupils' progress by assessing their knowledge and skills at the end of each topic. This information is then used to plan work that matches pupils' abilities well.

116. Teachers have a good knowledge and understanding of the subject and this helps them to explain scientific ideas in a way that pupils can understand. Teachers generally manage their classes well, and, as a result, pupils concentrate hard, are keen to answer questions and have very good attitudes towards their work. Attractive displays of pupils' work show pupils that their efforts are valued and encourage them to explore topics further. Pupils with English as an additional language receive good support and achieve standards similar to other pupils. Pupils with special educational needs receive good support from teachers and classroom assistants and make at least satisfactory progress as a result. Younger pupils would make even more progress in some classes if a classroom assistant was available to offer additional help and guidance.
117. The subject co-ordinator provides good leadership and clear guidance for other teachers, but she has not yet been given sufficient opportunity to observe and evaluate teaching in the subject. The school uses a scheme of work, based on national guidelines, that covers the National Curriculum and ensures a logical progression in the teaching of scientific ideas. Each year, all pupils benefit from taking part in a Science Week, when older children help younger ones to conduct "hands-on" investigations into topics such as magnetism and buoyancy. Resources for the subject are generally satisfactory, and there is good use of ICT resources such as a temperature probe, electronic microscope, CD ROMs and the Internet to assist teaching and pupils' research. There is limited space in some classrooms, however, and this hampers teachers' efforts to circulate and provide additional help to pupils. The school field and the local area are used well for habitat studies and pond dipping. Good use is made of visits, for example, to the Manchester Science Museum and Jodrell Bank. Visitors, including a fireman and a theatre group, make a good contribution to pupils' understanding in the subject.

ART AND DESIGN

118. The standard of pupils' work is good and exceeds national expectations by the end of Years 2 and 6. All pupils, including those with special educational needs and English as an additional language, make good progress. This is an improvement on the previous inspection when progress throughout the school was not sufficiently brisk.
119. Teaching is good in most classes. Teachers prepare their lessons well, providing a variety of interesting resources, and pupils are eager to explore a range of natural materials. In a Year 2 lesson, for example, pupils listened to instructions carefully before using lenses effectively to enlarge what they saw and then sketch it. The limited range of drawing tools somewhat restricted their efforts, but pupils recognised that holding a pencil in different ways enabled them to sketch different parts of their object in some detail.
120. Teachers ensure that pupils' technical language is developed well and provide a range of interesting experiences so pupils are well motivated and fascinated by the subject. The good use of artefacts in a Year 3 lesson, for example, promoted a wide-ranging discussion about the designs of Clarice Cliff. Pupils observed the details of her designs closely and developed a keen interest in the colours and the shape of the pottery. They paid close attention to the detail in

their own drawings, using them as a basis for their own designs. Pupils used the skills they had learnt earlier in their lessons about Van Gogh to improve and enhance their drawings.

121. Teachers make good use of paintings and artefacts from different cultures. Pupils in Year 4, for example, used ideas they gained from observing a range of aboriginal art to make their own patterns. In Year 5, pupils developed their own designs based on aspects of Ancient Greek art by looking at the features on a range of pottery. These opportunities to study art from different cultures are particularly helpful, but the school could usefully increase the range of cultures and artefacts studied by using, for instance, ICT resources more extensively to widen pupils' experiences.
122. The school provides a broad and balanced curriculum in art and design, and older pupils have further opportunities to develop and consolidate their skills by attending the art club. Throughout the school, pupils are enthusiastic about their artwork and enjoy their lessons. They work hard and respond well to the ideas and materials they are offered. Pupils behave well, sharing the limited range of tools and equipment in a responsible way. They are eager to complete their work but do not always have sufficient time to complete the tasks set. This is reflected in the inferior quality of work seen in some sketchbooks when pupils do not apply the skills they have previously been taught. There are often insufficient opportunities to evaluate the work of others during lessons, but pupils are very good at making suggestions about how they could improve their own work.
123. The subject co-ordinator is enthusiastic and is developing the subject well throughout the school. There are sound guidelines and a wide range of experiences is planned for each year group, including a good emphasis on developing pupils' observational skills. The school has good assessment procedures to measure pupils' progress and this contributes to the long-term planning of the subject. Pupils have good opportunities to visit local art galleries and to exhibit their work to a wider audience. The good use of the sculpture gallery enables pupils to form their own ideas and to understand the ideas and the work of sculptors. Resources for teaching art are satisfactory, overall, but the range and the variety of tools and materials are somewhat limited. This restricts pupils' efforts to create an interesting range of effects by using a wide variety of techniques.

DESIGN AND TECHNOLOGY

124. Only one design and technology lesson was observed during the inspection. An examination of pupils' work, teachers' planning and discussions with pupils, however, confirmed that standards in design and technology are broadly in line with national expectations in Year 2, and by Year 6, pupils achieve standards that are above those expected nationally. This is an improvement on the previous inspection when pupils did not make sufficient progress as they moved through the school.
125. No teaching was seen in Years 1 and 2, but pupils' work shows that, by the end of Year 2, they have a satisfactory range of skills. In Year 2, for example, pupils design and make their own vehicles. They look at a range of moving toys before deciding which type of vehicle they would like to construct. They discuss various designs and then make similar vehicles using suitable joining techniques before mounting the bodies onto axles and wheels. The design process, however, is rather limited and is not used to create individual designs. Pupils then discuss how they could improve their models. One pupil, for example, suggested that *the hole in the peg should be bigger so that the axle can go round.*

126. In Years 3 to 6, teaching is good. Lessons are planned well so that pupils' cutting and measuring skills, for instance, are developed systematically as they move through the school. In Year 4, for example, pupils measure the dimensions of a photograph frame accurately to match their own designs. They are confident in using a limited range of materials which they cut and join effectively. Pupils make good evaluations of whether the finished articles are suitable for their purpose. Pupils in Year 3 also ensure that their work is well related to its use when they explore ways of making a moving book for children in the nursery. The projects include good links with literacy and art when pupils write and illustrate their own stories which are then translated into pop-up books.
127. Pupils in Year 5 have a good understanding of the design process. In a very good lesson where they analysed the merits of a range of pencil cases, pupils commented constructively on individual designs and decided whether they were appropriate for their purpose. They quickly assessed the suitability of various materials and were given very clear guidance on how to evaluate different resources. Pupils' use of technical language was good, including those with English as an additional language. Effective use of homework ensured that pupils practised stitching and gluing techniques on different fabrics before they began to assemble their own pencil cases.
128. The recently appointed co-ordinator provides effective guidance and support. The school has adopted a nationally recognised scheme of work, but there are plans to extend the range of opportunities offered to pupils. Assessment of pupils' work is carried out informally and pupils are encouraged to suggest how they can improve their finished products at the end of each project. These evaluations are not recorded, however, so the information gained is not used effectively to determine the next stage of planning the curriculum. Resources for teaching and learning are very limited and do not allow pupils to experience the full range of design opportunities, especially within textiles and food technology. Teachers are beginning to use ICT to assist teaching and learning, but this could be developed further. The co-ordinator monitors teachers' planning and pupils' work, but has not yet been given the opportunity to observe and evaluate teaching across the school. Standards could be improved further if the co-ordinator was given more opportunities to provide further guidance and to develop the cross-curricular aspects of the subject.

GEOGRAPHY

129. Standards are broadly in line with what is expected nationally at the end of Year 2 and Year 6. This is similar to the standards reported at the previous inspection.
130. The quality of teaching in Years 1 and 2 is sound, overall, and pupils make satisfactory progress. Teaching is good on occasions when a range of resources, including visitors, is used effectively. This occurred in a Year 1 lesson, for example, where the teacher made good use of a flipchart and photographs to explore the roles of members of the school community, and the headteacher encouraged pupils to mime actions to demonstrate aspects of her job. As a result, pupils were fully involved, concentrated well and learned quickly.
131. The standard of teaching for older pupils in Years 3 to 6 is also satisfactory and pupils generally make sound progress. Pupils in Year 6, for example, developed their map reading skills as they studied maps of the local area and located Tameside within the British Isles. Time could have been used more profitably, however, when pupils spent some time tracing a map rather than researching details and downloading maps from a CD ROM. Pupils used the Internet

effectively, however, when they accessed weather maps and used a search engine to locate information on the local area.

132. Teaching has a number of good features. Topics are well planned and the work covers the requirements of the National Curriculum. Teachers make good use of a range of resources. Pupils in Years 1 and 2, for example, explore the local area when learning mapping skills and enjoy reading the *Katie Morag* storybooks when examining life on a remote Scottish island. Older pupils take photographs of the local area and use postcards from abroad when comparing different lifestyles, while pupils in Year 6 make daily weather observations and plot their readings on graphs and charts. Pupils with English as an additional language make sound progress and achieve standards similar to other pupils. Pupils with special educational needs make satisfactory progress, especially when there is a classroom assistant available to provide additional help.
133. Pupils show a sound awareness of environmental issues when studying ways in which the local area has developed. In Year 3, for example, pupils explore the local area, discuss features they like and dislike, and conduct a simple traffic survey. In a Year 3 and 4 lesson, pupils surveyed noise levels around the school and considered the problems that are caused by excess noise in a community. Pupils acquire a sound knowledge of contrasting areas. Pupils in Year 4, for example, compare their own area with holiday destinations abroad, while pupils in Year 6 study the plight of young Indian workers and discuss fair trade arrangements for cocoa farmers in Ghana.
134. Management of the subject is sound. The adoption of a suitable scheme of work based on national guidelines has ensured that there is now a logical development of geographical skills. This is an improvement on the previous inspection. The geography policy document, however, is in need of updating to reflect recent developments in the subject. There are sound procedures for checking the standard of pupils' work at the end of each topic, but there is not enough emphasis on using this information to match work closely to the needs of individual pupils. In addition, the co-ordinator has not yet been given the opportunity to observe and evaluate teaching in the subject. Resources are barely satisfactory, and teaching and learning would benefit from the ready availability of more videos, more up-to-date atlases and more resources on mountain areas. ICT resources such as CD ROMs and the Internet are increasingly being used to support effective teaching and learning, particularly with older pupils. The local area is used well for observing river development and for traffic and settlement studies. Visits to the local canal basin and to London make a good contribution to pupils' geographical knowledge.

HISTORY

135. Pupils attain the standards expected nationally at the end of Years 2 and 6. This is in line with those reported at the previous inspection. Pupils with English as an additional language make sound progress and achieve as well as other pupils. Pupils with special educational needs receive plenty of help from teachers and from classroom assistants, when available, and make sound progress.
136. Teaching is at least satisfactory throughout the school, with good teaching in some classes. Teachers explain the aims clearly at the start of lessons and make good use of questioning to reinforce learning. In a Year 3 lesson, for example, extensive questioning about life during the Second World War helped pupils to empathise with children who lived through the blitz or were evacuated, though the teacher moved from one topic to the next too quickly to enable pupils to

contribute their ideas fully. Pupils are managed well and, consequently, have very good attitudes to their work, concentrate sensibly and make sound progress.

137. Good teaching often occurs when teachers make effective use of a wide variety of historical source materials. In Year 1, for example, pupils look at Victorian coins, toys and clothes, and they label pictures of a dolly tub and a mangle. When studying the Great Fire of London, pupils in a Year 2 lesson examined photographs of modern-day London to locate the source of the fire. They identified London on a map of Britain, studied paintings of Charles II and Samuel Pepys, and pinpointed the Great Fire on a time line. In an interesting lesson on Ancient Greece, pupils in Year 5 studied paintings on ancient Greek vases to discover a multitude of facts about schools in Ancient Greece. Pupils backed up their use of contemporary sources with information from a worksheet about education in Athens and Sparta.
138. Visits to museums and historical buildings within the local area are used effectively to provide first-hand learning experiences. In Year 1, for example, pupils visit the Portland Basin on the Huddersfield Narrow Canal, while pupils in Year 3 visit the Manchester Museum and those in Year 4 visit Roman Chester. Visits by parents and governors bring the events of the Second World War and the post-war period alive to pupils in Year 6, while those in Year 2 visit the local war memorial.
139. The subject is managed well. While the co-ordinator checks teachers' planning and pupils' work regularly, she has not yet been given sufficient opportunities to observe the quality of teaching and learning across the school. The school has adopted a scheme of work based on national guidelines and this ensures that pupils develop historical skills in a logical order. This is an improvement since the previous inspection. Resources are unsatisfactory, overall, as there are not enough videos, artefacts and reference books to support teaching and learning. Teachers supplement the school's books with loans from the local library service. Photographs and information about Ancient Egypt and the Greek gods are downloaded from educational web sites, but not enough use is made of CD ROMs and the Internet to assist teaching and learning in some classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. In Years 2 and 6, attainment in ICT is in line with national expectations. This is similar to the last inspection, when standards in all parts of the school were judged to be average. The school has managed to keep pace with the rising standards seen nationally. The main reasons for this are the investment in a new computer suite, the provision of training for all staff and the appointment of a well-qualified technician. Teaching is satisfactory overall and sometimes good. Pupils enjoy lessons and are keen to improve. Pupils of all abilities, including those with special educational needs, are currently making rapid progress.
141. Two weaknesses remain, however, although the school has recognised these and has good plans to put them right. The computer suite, although very well equipped, is really too small, but no other space was available. Pupils share computers very sensibly and sometimes learn from each other, but learning is slow in the larger classes when three pupils have to share one computer. The school has recently been awarded money to buy additional portable machines, which can be used in classrooms, together with new teaching projectors. New wireless technology will overcome the problem created by the number of temporary classrooms. The second weakness is that some teachers are not yet familiar with the new equipment and curriculum. This means that some classes do not move on as quickly as they might. These teachers are making

commendable efforts to prepare themselves before the lessons and this is not likely to be a problem for very long.

142. In the best lessons, teachers have good subject knowledge and expect pupils to work quickly and seriously. They make good use of the interactive whiteboard to save repeating instructions and this give pupils confidence to practise new skills. Pupils know what they are going to learn and have everything ready, so no time is wasted. For example, pupils in Year 5 decided in the classroom which database fields they would use, so the time in the suite was well used. This sort of teaching means that pupils are becoming quite independent learners and so make rapid progress. In a lesson in Year 6, pupils navigated a BBC web site confidently to collect information for a news sheet. This enabled the teacher to spend time with the few pupils who needed additional help and so everyone made good progress.
143. In the few lessons where teachers were less confident, they gave too many instructions and made pupils wait until everyone had done each step. This made learning slow, as many pupils were capable of moving on at a faster pace. Teachers were understandably keen to establish the basic skills, especially at the beginning of a unit of work. However, they did not make appropriate use of the large demonstration screen. With this equipment, pupils could have been shown a sequence of commands, instead of one at a time, which would have challenged them to remember the sequence. Teachers in these lessons did not make the best use of the technician. This was disappointing as there was enough adult help available to allow pupils to move faster and to give individual help where needed.

144. By the end of Year 2, pupils can open and use a word processing programme, for example, to rearrange a poem by adding line breaks. They utilise word and picture banks to put together an illustrated piece of writing. They use the keyboard fairly confidently and can improve the appearance of their text. Pupils use a drawing and paint programme. They load and navigate a CD ROM with some help, and many get additional practice in doing this at home. Most pupils can save, retrieve and print their work by themselves. They enjoy returning to a piece of work to develop their ideas, for example when writing stories.
145. Pupils in Year 6 combine text, pictures and graphics, for example to make attractive cards or eye-catching posters. They order text using *cut and paste* techniques. Many pupils use two hands when they type. Pupils can make and use spreadsheets confidently, for example, when making graphs to illustrate weather patterns or their mathematics test results. They enter information in a simple database and display the information in various ways. All pupils can give instructions to control a screen robot and can predict the results. They use a graphics programme to create and arrange images. Pupils use a search engine sensibly and find information on the Internet. They import pictures and text confidently. All pupils can send and reply to e-mail.
146. Teachers make increasing use of ICT to support learning in other subjects. For example, pupils print their poems about Van Gogh and display these attractively with the paintings. Some classes use writing programmes to help literacy lessons, for example, using a text to improve punctuation or vocabulary. Pupils in several classes make graphs and charts to present information or to solve problems in mathematics lessons. Pupils in Year 5, for example, use a spreadsheet to compare the diameter and circumference of a circle, and then use this to predict the results for larger circles. Older pupils use a spreadsheet to record and predict their science results. These tools help pupils to see patterns in their data and improve their understanding.
147. There is no subject leader at the moment, so the headteacher is acting as co-ordinator until an appointment is made. The curriculum is broad and balanced and meets the requirements of the National Curriculum. Good support materials have been bought to ensure the best use of lesson time. Training for staff has been a priority, and the appointment of a technician means not only that advice is available but also teachers are free in lessons to get on with teaching. A useful assessment system has been introduced which will enable pupils' skills and knowledge to be built up from year to year. Pupils keep samples of their work on disks as a record of progress. This work is also used to keep a check on standards throughout the school, although there is, as yet, no regular monitoring of teaching. The school has a partner beacon school to assist further ICT developments, together with good links with a local secondary school. Older pupils can spend a valuable weekend at a residential centre, where they practise more advanced computer skills. Standards are rising, and the school is well placed to improve further.

MUSIC

148. Standards are in line with those expected nationally at the end of Year 2, but are below national expectations at the end of Year 6. This is not as good as the previous inspection when standards were reported to be in line with national expectations. Pupils with English as an additional language achieve as well as other pupils. Pupils with special educational needs join in fully with all musical activities and make similar progress to others.
149. Music is taught by the class teachers. While some have good subject knowledge, many lack sufficient musical expertise and struggle to improve pupils' standards. Consequently, the overall

standard of teaching and learning is not as high as is usually expected, although there is some good teaching on occasions in addition to some teaching that is only just satisfactory. This lack of consistency is similar to the previous inspection. As a result, pupils generally make sound progress in Years 1 and 2, but make unsatisfactory progress, overall, in Years 3 to 6.

150. Teaching in a Year 1 lesson, for example, was good. The teacher made good use of pupils' previous learning at a music workshop to draw the main features of a banjo and label the parts. She used searching questions well to apply pupils' knowledge of the banjo to other string instruments such as the violin and double bass. Pupils listened carefully and were keen to answer questions. They explained clearly why a double bass might represent an elephant while a banjo could indicate a cat or a chicken. Pupils sang enthusiastically and tunefully, and clapped in time to the music. In contrast, teaching in a Year 2 class was barely satisfactory. Although the teacher's learning objectives were clear and the pupils joined in sensibly, the teacher's limited musical expertise became evident when she confused the terms *pulse* and *rhythm*. Little attempt was made to improve the quality of the pupils' singing, and although one boy was reminded not to hold the skin of the tambourine, he was not shown how to play the instrument correctly. As a result, although some pupils used percussion instruments to play a steady beat while others followed the rhythm, they did not learn as effectively as they might have done.
151. Older pupils learn to recognise changes in pitch and to identify the instruments being played when listening to recorded music. In a lesson with Year 3 and Year 4 pupils, for instance, the teacher helped pupils to identify a range of high and low sounds correctly, and used correct musical vocabulary such as *pitch* and *octave* well. In a very good music workshop led by a professional folk musician, older pupils were taught to appreciate the difference between *ballads* and *Bluegrass music*, and learned how a banjo is constructed and the sound is produced. They listened attentively, joined in the songs and actions well, and displayed a very good attitude to the subject. It was evident, however, that their musical knowledge and expertise was more limited than is usual at their age.
152. Pupils develop their musical appreciation by listening to a range of music from different times and places. A variety of music is played as pupils enter and leave assemblies, and opportunities are sometimes taken to discuss the music and the composers. Pupils sing a selection of hymns and songs during times of collective worship in the school hall. They sing quite tunefully, but more effort could be made to improve the quality of their singing.
153. The co-ordinator provides good leadership of the subject. She monitors teachers' planning, but has not yet been given sufficient opportunity to observe and evaluate the quality of teaching and learning across the whole school. Since the previous inspection, teachers of younger pupils have adopted a structured scheme of work that provides them with more guidance and ensures that pupils develop musical skills in a logical order. As a result, standards of attainment of younger pupils are improving, and there are plans to introduce the scheme to older pupils when funding becomes available. The subject policy has recently been revised and sets out suitable aims and guidelines for teachers. The school has a good range of percussion instruments and recorded music for younger pupils, but there are insufficient resources for older pupils, including few instruments from different cultures, and a lack of ICT resources to assist teaching and learning throughout the school. There is only a small amount of instrumental tuition in the school at present, though the co-ordinator has arranged a number of workshops and musical events to stimulate pupils' interest in learning to play an instrument. Regular choir practices were held during the autumn term and pupils took part in a musical event at the Manchester Arena. Older pupils also practice for an annual music and drama production in the summer term. These activities make a good contribution to their social and cultural development.

PHYSICAL EDUCATION

154. It was not possible to observe all aspects of physical education during the inspection. However, in the lessons seen, standards are in line with those expected at the end of Year 2 and Year 6. This is the same as the judgement made at the last inspection. Pupils have sound skills in gymnastics, dance and games and nearly all can swim the recommended distance by the end of Year 6. Teaching is at least satisfactory and often good. As a result, all pupils, including those with special educational needs, enjoy their lessons, work hard and make steady progress.
155. In games, teachers ensure that pupils know the rules and understand the importance of good teamwork. Pupils try to apply the skills they learn, such as throwing and catching, to help their team win. There is a wide range of ability in striking a ball, but in rounders and lacrosse a significant number of pupils in Year 6 find it difficult to adjust quickly enough to the pitch of the ball. In dance, most pupils in Year 2 work well together and are beginning to interpret music imaginatively. Pupils in Year 1 use space sensibly in their gymnastics lessons. They show good balance and control when they change body shape and height. A few pupils are working above the level normally seen at this age.
156. A strength in some of the teaching is the way that teachers encourage pupils to think about their own performance in lessons. For example, in a gymnastics lesson in Year 1, the teacher kept pupils busy with good suggestions, gave plenty of time to practise and made it clear why praise was deserved. As a result, these young pupils made good progress and were able to comment on the quality of their own work and that of other pupils. In another good lesson in Year 6, the teacher kept the lesson bubbling, and the pupils thinking, with a stream of helpful ideas, comments and questions. This kept pupils on their toes and improved both performance and teamwork. However, in the only dance lesson seen, the pupils had fewer opportunities to contribute or share ideas, so some were less involved. Consequently there were some interruptions for inappropriate behaviour, which meant that pupils did not make as much progress as they could.
157. The new subject leader is well qualified. Physical education has not been a priority for the school in recent years, and no one has been keeping an eye on the quality of teaching. However the programme of work is well organised and all areas of the curriculum are taught. There are flexible arrangements for swimming. The school has rightly given priority to non-swimmers whilst ensuring that all pupils have a fair turn. Pupils in Year 6 take part in a weekend of adventurous activities when they stay at an outdoor centre. There are a number of sports clubs and pupils have opportunities to compete against other schools, for example, in football, lacrosse and athletics. The school makes good use of visiting coaches and has improved the stock of games equipment through various promotions. Some basic resources have been well used and will need replacing soon. The spaces available for physical education are limited and this has an adverse effect on standards. The hall is rather small and is also used as a corridor, while the school field has poor drainage and is often unusable.

RELIGIOUS EDUCATION

158. Standards for pupils in Years 2 and 6 are above the average expected in the Locally Agreed Syllabus. Pupils achieve well and make good progress as a result of good teaching and learning. Standards have been maintained since the last time the subject was inspected as a result of an interesting and relevant syllabus, which uses the pupils as its starting point. The school has been skilful in engaging the interests of all pupils by using their expertise to share understanding throughout the school. For example, pupils have talked to their peers about fasting during

Ramadan and how their lives are affected at this important time. The subject co-ordinator has given good support to her colleagues and through her monitoring of teachers' planning and pupils' work has a good overview of religious education in each year group. This has enabled her to make good plans for the further development of the subject. However the impact of her work would be further strengthened by monitoring teaching and learning throughout the school. Resources are very good and enable teachers to promote different faiths very well. ICT is used appropriately to support the subject.

159. The quality of teaching and learning throughout the school is good overall. Teaching is successful because teachers use pupils' own experiences and feelings as a starting point for lessons. For example, in a lesson in a Year 2 class, pupils were learning about Jesus's visit to the Temple when he was a boy. Pupils listened most carefully to the story of the young Jesus and considered questions such as *Where was God?* as they thought about this story. In Year 1, pupils listened to the story of the lost sheep, told by the vicar as part of the World Book Day. Pupils listened very carefully to the vicar's suggestion that the Bible was indeed a foundation for life. In this way, pupils developed further their understanding of Jesus as someone who loves and cares for all people. The pupils were clearly spellbound by the stories, listened avidly and as a result they learned well.
160. Teachers use pupils' experiences and backgrounds well to enable them to develop an understanding of a wide range of different faiths. In this way pupils in the school who speak English as an additional language share their faith, culture and beliefs with all the pupils. This means that the pupils see the great similarities between different faiths and learn to understand what is important to different people and why, as they work and play together. As a result, pupils develop a good knowledge and empathy with different faiths. For example, in Years 3 and 4, pupils have been studying the Creation Story as described in different religions. In a lesson where pupils were learning about the Hindu story of the Creation, the class teacher ensured that a Hindu pupil helped during the lesson. The teacher skilfully challenged all the pupils to be creative, using a lump of clay, so that the pupils responded to the lesson in a personal and emotional way. In this lesson the teacher was skilful in involving all pupils, including those with special educational needs, and as a result all achieved well.
161. Teachers have good subject knowledge and plan their work well. Teaching is successful because teachers encourage pupils' to give their own ideas, consider the views of others and reflect upon their own experiences. Pupils in Years 5 and 6 examine the Easter story and the tenets of the Christian faith. Teachers are skilful at building on pupils' existing knowledge. They give good guidance so pupils can see that understanding how others live promotes harmony. Pupils considered that the most precious item they could give one another at the time of Lent was forgiveness, friendship and the gift of time. Careful and supportive teaching allowed the pupils to perceive that there are common values in different religions and the pupils demonstrated a genuine interest in learning about different faiths and beliefs.