

INSPECTION REPORT

**PAROCHIAL CHURCH OF ENGLAND
PRIMARY SCHOOL**

Ashton-under-Lyne

LEA area: Tameside

Unique reference number: 106230

Headteacher: Mrs M Gillespy

Reporting inspector: Brian Holmes
15215

Dates of inspection: 10th – 13th March 2003

Inspection number: 246578

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Keppel Street Ashton-under-Lyne
Postcode:	OL6 6NN
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Marianne Clarke
Date of previous inspection:	26 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15215	Brian Holmes	Registered inspector	Science Information and communication technology History Geography Physical education	What sort of school is it? What should the school do to improve further? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
13786	Susan Walsh	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
23319	Vincent Leary	Team inspector	English Music Religious education Special educational needs Education inclusion English as an additional language	How good are the curricular and other opportunities offered to pupils?
4350	Clive Whittington	Team inspector	The Foundation Stage Mathematics Art and design Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parochial Church of England Primary School, Ashton-under-Lyne, is an average sized primary school with 239 pupils between the ages of three and 11, 123 boys and 116 girls. Most of the pupils come from the surrounding locality, although a small minority come from outside the immediate area. The school is situated close to the town centre of Ashton-under-Lyne, in a ward with above average deprivation compared to the rest of the country. It is closely linked with St Michael's church in the town. Children enter the school at the age of four, most having attended the Nursery class based in the foundation unit. The number of pupils entitled to free school meals is below the national average. The percentage of pupils identified as having special educational needs is broadly in line with the national average. Most of these pupils have specific learning plans, written by the school, to address their learning difficulties and three pupils have a statement of special educational needs, which is in line with the national average. There are a number of pupils with physical disabilities, who attend through the school's strong emphasis on educational inclusion. Approximately eight per cent of pupils have a mother tongue other than English, which is high compared with other schools. These include Punjabi, Urdu, Bengali and Gujarati. In most cases, pupils' attainment level on entry is below what is normally expected.

HOW GOOD THE SCHOOL IS

Parochial CE Primary School is an effective school, where pupils are happy and are well cared for. They have good attitudes towards their learning and to school and achieve good standards of behaviour. Their personal development is good and their relationships with each other and the adults around them are very good and a strength of the school. Pupils are taught satisfactorily and achieve standards which are generally in line with the national average. The school is well led and managed by the headteacher and staff, supported well by the governing body and gives satisfactory value for money.

What the school does well

- Children make good progress in the Foundation Stage and then sustain a satisfactory rate of progress across the rest of the school.
- There is a good quality of teaching in the Foundation Stage and in the infant classes.
- Pupils have positive attitudes to school, are keen to learn and behave well. Relationships between pupils and with the adults around them are a strength of the school.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.
- There is good provision for education inclusion, including provision for pupils with special educational needs.
- The contribution made to pupils' learning by the community is very good.
- The leadership and management of the headteacher and governing body is good.

What could be improved

- Pupils' attainment in science, particularly their investigative work.
- The quality of teaching in some junior classes.
- The role of curriculum co-ordinators in monitoring the quality of provision in their areas of responsibility.
- The development of the Foundation Stage as an integral unit.
- Attendance, including recording and monitoring and strategies to improve attendance.
- Strategies for communicating with parents about pupils' academic progress.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998 and has made satisfactory improvement in its standards and provision since then. Good progress has been made in improving provision in information and communication technology and in improving pupils' rates of progress in the subject. Good progress has also been made in improving pupils' rates of progress in music. In 2001, the school moved into a new building and this addressed most of the issues raised in relation to the quality of accommodation. The quality of teaching has also improved, but there are issues to address in relation to the teaching in some of the junior classes.

Standards have also improved satisfactorily, although in science there is room for further improvement. There has been good progress in improving pupils' attitudes to work and in provision for pupils' spiritual, moral, social and cultural development. Provision for pupils with special educational needs has also improved well, as has provision for educational inclusion. However, levels of attendance are below what they were at the time of the previous inspection and the partnership with parents has not developed as expected by the school. There is a sound capacity to improve further from the achievements of the school since the previous inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	E	C	B
mathematics	A	E	B	B
science	D	E	D	E

Key

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The results of the 2002 National tests for pupils aged 11 show that, when compared with schools with pupils from a similar background, standards are above average in English and mathematics, but well below average in science. When compared with schools nationally, standards in mathematics are above average, in line with the average in English and below the average in science. These results were a significant improvement on the previous year. The targets for Year 6 pupils were met both in English and in mathematics. Inspection findings confirm that standards in English are in line with the average in the current Year 6, with attainment in science below the levels expected, especially in investigative science. Standards in mathematics are also in line with the national average. This is different to the results achieved in 2002 and can be largely explained by the differences in capability between the two groups of Year 6 pupils. In the 2002 national tests for seven year olds, results were well above average in comparison with national averages. In other similar schools, results in reading were also well above average, and above average in writing and mathematics. Teacher assessments for science showed that almost all pupils attained the national average. Inspection evidence shows that standards are in line with the average in all three areas – reading, writing and mathematics, as well as in science. These differences can be explained mainly by the different capabilities of the pupils in Year 2 in 2002 and 2003. Most pupils make good progress from their below average levels of attainment on entry to the school in the Nursery and Reception classes to achieve the Early Learning Goals and then maintain a satisfactory rate of progress through to the age of 11. In information and communication technology, pupils' attainment is in line with national averages at the age of 11. Across the school, pupils achieve satisfactorily in most subjects, showing that standards have improved in line with national averages since the previous inspection. In the Foundation Stage most children make good progress from a below average point of entry and attain the Early Learning Goals by the time they enter Year 1. Pupils with special educational needs make good progress towards their targets over time. Pupils with English as an additional language make satisfactory progress over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to their learning are good. They are keen to learn and show good levels of interest in their work.
Behaviour, in and out of classrooms	Behaviour in lessons and in and around the school is good.
Personal development and relationships	Relationships at all levels are very good and are a strength of the school. Pupils' personal development is good.
Attendance	Attendance levels have not been maintained and are now unsatisfactory. There is insufficient recording and monitoring of pupils' attendance.

TEACHING AND LEARNING

Teaching of pupils:	Nursery & Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	good	good	satisfactory

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

The quality of teaching is satisfactory overall. It is good in the Foundation Stage and in the infant classes. However, there are areas for improvement in some of the junior classes, which need addressing. Teachers successfully meet the needs of their pupils in over nine out of ten lessons and teaching is good or better in five out of ten lessons. Both of these aspects are improvements on the previous inspection. The quality of teaching and learning in English and mathematics is satisfactory overall, with the skills of literacy and numeracy taught effectively throughout the school. Teachers have a sound knowledge of the subjects they teach and plan effectively. They set appropriate expectations of what all pupils can achieve and challenge them to improve their standards and achievements. They use an effective range of teaching to sustain the pace of learning. Teachers' management of pupils is good and the relationships they foster with pupils are very good. Pupils' learning experiences are enhanced positively by the contribution in lessons of the learning support assistants. Where teaching is less than satisfactory the pace of the lesson is too slow, the needs of different levels of ability are not sufficiently met and expectations of what pupils can achieve are too low. Pupils are well motivated in lessons and show good levels of interest and concentration. They work at an appropriate pace in all classes and sustain a satisfactory rate of learning. The impact of teaching on learning is that pupils achieve satisfactorily overall in all areas of the school. The quality of teaching for pupils with special educational needs is good and results in a good quality of learning for those pupils. For pupils with English as a additional language, the quality of teaching is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning experiences is satisfactory overall with good breadth and balance in the Foundation Stage and infant classes. The curriculum meets statutory requirements.
Provision for pupils with special educational needs and pupils with EAL	Good provision for pupils with special educational needs. Work is well planned to meet all pupils' needs. Satisfactory provision for pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good provision for pupils' moral and social development. Satisfactory for their spiritual and cultural development. Adults provide good role models.
How well the school cares for its pupils	The school provides a secure and happy environment. Child protection procedures are satisfactory. Assessment procedures are good, with satisfactory use of assessment information to plan pupils' learning and set targets for improvement.

The school's partnership with parents is satisfactory. Parents have mixed views of the school. The parents support pupils' learning both in school and at home satisfactorily and the quality of information provided to parents is also satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher is good. She is a dedicated leader, with a strong commitment to the school. She is soundly supported by the senior management team and by curriculum co-ordinators.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and work well in partnership with the staff. They know the school well and what it needs to do next.
The school's evaluation of its performance	Satisfactory. There are effective procedures for using evaluation and monitoring to raise pupils' standards, but the role of the subject co-ordinator, in monitoring provision in their areas of responsibility, is in need of further development.
The strategic use of resources	The school uses the money it receives efficiently and deploys its resources effectively. Effective financial planning targets priorities on the school development plan and the school applies the principles of best value well in purchasing equipment and resources.

The quality of the school's accommodation is good, with notable improvements since the previous inspection through the move to the new building. The number and quality of appropriately qualified staff, including learning support assistants, are good and resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Two hundred questionnaires were sent to parents and 124 returned. Nineteen parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The behaviour of the pupils is good. • The quality of teaching is good and children make good progress at the school. • The school is well led and managed. • The expectations of work, which the school successfully promotes. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The range of activities the school offers outside lessons. • The extent to which the school works closely with parents. • The amount of information they receive about their children's progress.

Inspection findings support parents' very positive views of the school. They also show that pupils generally receive the right amount of homework although the policy could be made clearer to parents. For a school of its size, there is good provision for extra-curricular activities. The school does work closely with the vast majority of parents, but information regarding children's progress could be improved and communicated more clearly.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2002 national tests for pupils aged 11 shows that, when compared with schools with pupils from a similar background, standards are above average in English and mathematics, but well below average in science. When compared with schools nationally, standards in mathematics are above average, in line with the average in English and below the average in science. These results were a significant improvement on the performance of pupils in the previous year. At the higher level (Level 5), the proportion of pupils gaining a higher level of achievement was above average in mathematics, in line with the average in English, but below it in science. Girls performed at a higher standard in English, with boys performing better in mathematics. The targets for Year 6 pupils were met both in English and in mathematics. Inspection findings confirm that standards in English are in line with the average in the current Year 6, with standards in science below the levels expected, especially in investigative science. Attainment in mathematics are also in line with the average, which is different to the results achieved in 2002 and can largely be explained by the differences in capability between the two groups of Year 6 pupils. In the 2002 national tests for seven year olds results were well above average in comparison with national averages and similar schools, in reading and above average in writing and mathematics. These results were a significant improvement on the previous year. At the higher level, Level 3, these results were repeated. The proportion of pupils gaining the higher level was well above average in reading and above average in writing and mathematics. Teacher assessments for science showed that almost all pupils attained the national average although very few gained the higher level, Level 3. Boys performed better than girls in writing and mathematics. Inspection evidence shows that standards are in line with the average in all three areas – reading, writing and mathematics, as well as in science. These differences can be explained mainly by the different capabilities of the pupils in Year 2 in 2002 and 2003. Pupils make good progress from their below average levels of attainment on entry to the school in the Nursery class to achieve standards in line with expectations and then maintain a satisfactory rate of progress through to the age of 11.
2. Although children enter the Nursery class with a wide range of abilities, most are below the average expected for children of this age. During their time in the Nursery and Reception classes they make good progress overall and almost all children meet the Early Learning Goals by the time they transfer to Year 1 at the age of five. The Nursery class is a strength of the school, guaranteeing every child the best possible start.
3. Standards in English are in line with national averages both in Year 2 and in Year 6. In speaking and listening skills pupils make satisfactory progress. By the end of Year 2, most pupils explain themselves clearly and participate well in question and answer sessions. By the end of Year 6, most are confident conversationalists. They assimilate new words and use appropriate phrases to describe and explain their opinions. In reading, most pupils, by the end of Year 2 read with understanding and predict with reasonable accuracy 'what will happen next'. They know what authors and illustrators do and identify the main characters and events in their reading books. By the end of Year 6 most pupils read a range of texts with a satisfactory degree of fluency and expression. Books are well matched to pupils' attainment and interest level and most pupils are enthusiastic readers. In writing, by the end of Year 2, most pupils spell common words accurately and make good attempts to spell more complex words. Most write stories and accounts made up of sequences of ideas and some are very creative and produce well-structured, sustained pieces of writing. By the end of Year 6, pupils progressively develop their ability to write for different purposes using a range of styles.
4. Standards in mathematics are in line with the national average in Year 2 and in Year 6. Pupils achieve satisfactorily in mathematics across the school, having made good progress in the Foundation Stage. In Year 2, most pupils add and subtract multiples of ten. They understand change in their work on money using both odd and even numbers and know their two times table thoroughly. They understand right angles and work with larger numbers above 100. Higher attaining pupils count in 'sevens' and work with partners to develop number sequences. By the end of Year 6, most pupils recognise different types of angle such as acute and reflex. Higher attaining pupils know the angle sum of a

triangle and measure using a protractor. Most pupils show appropriate understanding of frequency, ratios, medians, area and perimeter.

5. In science, pupils' attainment is in line with the national average in Year 2 but below it in Year 6. By the end of Year 2, most pupils understand the basic conditions needed for the survival of life. They understand push/pull forces and plan tests to see how far toy cars will travel on different surfaces. They make simple circuits and higher attaining pupils are beginning to understand the need for conductors in electricity. By the end of Year 6, most pupils have sound scientific knowledge, for example, applying terms such as permeable/impermeable accurately. They also show sound understanding of concepts like gravity and heart rate. However, in their investigative work, even higher attaining pupils are working at below average levels. They understand what a fair test is but lack depth in applying their scientific knowledge to the conclusions of their investigations.
6. In information and communication technology (ICT), in Year 2 and Year 6, pupils achieve satisfactorily and their attainment matches the expected level. In Year 2, pupils develop their skills, writing independently using the keyboard to produce poems, for example 'On My Bike'. They program a screen icon to follow a specific route and have begun to develop their use of data handling in the subject through their 'Pets' topic in science. By the time they are in Year 6, most pupils have a sound knowledge and understanding of basic skills. Year 6 pupils have experienced a wide range of programs. In data handling, they enter information into a data file and create fields, with help, to establish a new database. From the information they gather, they have used bar charts to show the results of their experiments in science. In their desktop publishing, they show an awareness of audience when creating posters to 'Care for dogs' and also in using Word to design advertisements.
7. By the time they reach Year 2 and Year 6, the standard of work for almost all pupils is at the level expected in most non-core subjects. There was insufficient evidence during the inspection to form a clear judgement about pupils' progress and achievements in history. Overall there has been a satisfactory rate of improvement since the previous inspection in improving standards across different subjects of the curriculum. Children in the Foundation Stage achieve well from low attainment on entry to the school, and this progress is consolidated in Years 1 and 2 and in Years 3 – 6. Inspection evidence confirms that in most subjects pupils achieve appropriately and make satisfactory progress throughout the school. No significant differences were observed in the progress made by boys and girls. The school has made good progress in achieving the targets it sets itself, which are sufficiently challenging.
8. Pupils' literacy and numeracy skills are developed effectively in all phases of the school. In literacy, good opportunities are provided in classes for pupils to practise and develop their literacy skills in different subjects. In mathematics and science investigations there are some good examples of labelling and scientific report writing where specific vocabulary is used appropriately and the pupils produce well written answers. In geography, pupils used their reference and information finding skills when researching other countries. The use of numeracy to support other areas of the curriculum includes pictograms of favourite fruit in Year 1 and grid references and a programmable toy in Year 4. In science, Year 6 pupils use graphs and charts to show the results of their investigations. Most year groups use information and communication technology appropriately to support learning. For example, the pupils in Year 2 learned about directions, right angles and estimated distances. In information and communication technology, pupils use mathematical knowledge to create shapes using Roamer World and to give directions for a route.
9. The standards and achievements of pupils of different levels of attainment are satisfactory. Satisfactory progress has been made in identifying and meeting the needs of higher attaining pupils. Most of the time, they make satisfactory progress and achieve standards in line with those expected for their capability. The exception is in investigative science, where higher attaining pupils often attain standards below average. Pupils with special educational needs (SEN) throughout the school make good progress and are suitably challenged. The school is very aware of pupils' strengths and weaknesses through its assessment and testing procedures in English and mathematics. Teachers plan appropriate work for pupils with SEN, especially in English and mathematics and make sure they receive the necessary support to complete the activities successfully. Pupils with English as an additional language (EAL) make satisfactory progress. Overall teachers plan appropriate work for these pupils, especially in English and make sure they receive the necessary support to complete

the activities and most pupils achieve standards in line with their capabilities. There are no significant differences between the attainments and achievements of these pupils and all other pupils in the school.

10. Attainment and progress have shown satisfactory improvement since the previous inspection for pupils in different year groups, although there has been a noticeable improvement since the move to the new building, reflected in the improved results in Year 2 and Year 6 in 2002. Significant factors affecting the improvement in standards have been the leadership and management of the headteacher and governing body and the improvements that have taken place through the National Literacy and Numeracy Strategies and in information and communication technology and music. The impact of monitoring and evaluation of teaching and learning by senior staff members and the use of assessment information for target setting procedures are both developing but could be used more consistently to impact on classroom practice and the effectiveness of pupils' learning experiences. There is also a need to raise expectations and improve pupils' continuity and progression of learning through teaching in some junior classes. In science, for example, a lack of progress in investigative work lower down the school leaves too much ground to be made up by the Year 6 teacher.

Pupils' attitudes, values and personal development

11. Pupils' attitudes and behaviour have improved from satisfactory to good since the previous inspection. Their good attitudes help pupils to make satisfactory progress throughout the school. There is a pleasant start to the day and most pupils arrive on time, cheerful and ready to start work.
12. In the Foundation Stage, all activities encourage the children to care for each other. Children really enjoy their learning. Relationships are very good and all play and work happily, whether alone or with others. Staff are good role models and both the Nursery and Reception classes are places where all children feel valued and involved, confident and happy in their learning.
13. Attitudes of pupils in Year 1 and Year 2 are often good and sometimes very good. Pupils like their lessons and are developing confidence. For example, pupils in a Year 2 mathematics lesson were able to explain different ways of adding up and subtracting confidently. The attitudes of older pupils are good. Occasionally, when learning is very slow and pupils are not actively occupied, some pupils become restless and there is off-task behaviour.
14. Pupils with special educational needs have good attitudes to school. Most are attentive and follow instructions well. Pupils are confident and show enthusiasm for learning. They work together and support each other well in their learning. During the inspection a Year 6 pupil with a statement of special educational need worked well with other pupils in a games lesson. In her wheelchair she developed her skills in bouncing and catching a basketball, enjoying every moment of the experience. Her peers appreciated her efforts and acknowledged her success.
15. Pupils with English as an additional language have good attitudes to school, are attentive and follow instructions well. Their behaviour is good. They are confident and show enthusiasm for learning. During the inspection pupils worked well with other pupils in group sessions, listening carefully while pupils read a shared text.
16. Behaviour is good in classes and around school and pupils get on with their work. Behaviour in assemblies is very good and pupils behave very sensibly as they move around school. There is a happy atmosphere in the dining hall and children chat away as they eat their dinners. Behaviour on the playground is good. More boisterous pupils play ball games but there are less energetic games available for quieter pupils or they just sit and talk. A small number of parents were concerned about bullying. However, pupils do not think that bullying takes place; any falling out is usually resolved quickly. Occasionally pupils and parents do not feel the situation has been brought to a satisfactory conclusion.
17. Relationships are very good and a strength of the school. There are very high quality supportive relationships between pupils and staff, which promote confidence and enjoyment of learning and ensure high standards of care.

18. Pupils' moral development is very good. Pupils are invariably polite, holding open doors for each other and saying, 'thank you'. They understand the school's moral code and accept sanctions given as a result of unacceptable behaviour. At lunchtimes they line up quietly, are chatty and friendly. Year 3 pupils have considered 'What can we do to make the world a better place?' and have written about their hopes for 2003.
19. Personal development is good. Very good personal development was seen in Year 1 where pupils are actively encouraged to hold doors open and to have good manners towards each other and adults. There is a small number of classes where pupils are generally immature for their ages and need considerable reassurance. Teachers have correctly recognised that lack of independence is affecting the quality of their work and are working hard to develop more mature attitudes. Pupils' social development is also good. Pupils are open and friendly with adults and each other in lessons, in the playground and in the dinner hall. They work together co-operatively, supporting and helping each other, often giving other pupils help and advice in a very positive way.
20. Pupils generally have a good understanding of how their actions affect others. Assemblies encourage respect for the environment and lessons about how animals need care and attention help to extend this understanding. Pupils are encouraged to respect the values, feelings and beliefs of others. In religious education lessons pupils have positive attitudes as they learn about the rituals involved in different religions. In personal, social and health education lessons pupils are encouraged to recognise each other's strengths and to celebrate success.
21. Pupils are beginning to appreciate other people's attitudes and values and are caring and thoughtful, developing a sense of empathy, concern and compassion.
22. Attendance rates are unsatisfactory and have declined since the previous inspection. Although attendance rates in the reporting year 2001/2002 appear to be well below the national average, this may be partly due to inaccurate reporting. Nevertheless attendance rates still appear to be lower than those seen in most primary schools. Pupils take too many holidays in school time. Some pupils are regularly absent on Mondays and Fridays. Nursery and reception pupils take too much time off school. The school has not properly distinguished between authorised and unauthorised absence and recognises the need to improve attendance rates; it is aware that irregular attendance and holidays in term time are having an adverse effect on the achievement of some pupils.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is satisfactory overall. It is good in the Foundation Stage and in the infant classes. However, there are areas for improvement in some of the junior classes which need addressing. Teachers successfully meet the needs of their pupils in over nine out of ten lessons and teaching is good or better in five out of ten lessons. Both of these aspects are improvements on the previous inspection.
24. The teaching of pupils with special educational needs is good. All teachers have an appropriate understanding of the curriculum needs for pupils who have individual learning difficulties, especially in English and mathematics. They take care to plan activities that take account of pupils' capabilities. This has a significant impact on pupils' learning because it means they make good progress. The special needs co-ordinator provides assessment advice and resources where needed. Learning support assistants are very well briefed. Individual learning plans are in place. They are specific, for example, a pupil will learn to spell and read correctly the common spelling patterns for the vowel phonemes: air, or, er and his/her progress will be reviewed each half-term. Pupils know the composition of their individual learning plans.
25. The teaching of pupils with English as an additional language (EAL) is satisfactory. Most teachers have an appropriate understanding of the curriculum needs for their pupils. They take care to plan activities that take account of their capabilities, enabling them to make satisfactory progress. The English as an additional language advisory teacher provides assessment advice and resources where needed. Learning support assistants are also well briefed.

26. In the Foundation Stage, the overall standard of teaching is good and both the class teachers and Nursery nurses play an effective part in the childrens' development. The variety of carefully planned activities is effective and is based on continuous assessment. However the nursery and reception teachers do not currently plan their activities together. This would enable them to share their expertise as well as ensuring continuity and progression for children's learning. Questions are well planned and help to ensure learning. All lessons have a brisk pace, which keeps the children interested and involved. Children are managed extremely well and relationships are very good. The children are keen to take part in all the activities.
27. For pupils in Years 1 and 2, the quality of teaching is good overall. Teaching was good or better in six out of ten lessons and very good in two out of ten lessons. The good quality of teaching provides pupils with good opportunities to apply their intellectual and creative effort in their work. Teachers plan well and use clear lesson structures and routines to create a stable learning environment. They sustain a brisk pace of teaching, which results in a sustained pace of learning for pupils. The teaching of basic skills and management of pupils are both good. An example of very good teaching was in a literacy lesson in Year 2 when pupils were learning to use a dictionary and a glossary to match words with definitions. The teacher skilfully modelled the use of a dictionary for pupils, interrogating words looking for the initial letter and then introducing the second letter. She made very good use of her subject knowledge to create a stimulating learning environment for the pupils and her use of assessment and evaluation enabled her to help the pupils make very good progress. In a very good numeracy lesson in Year 1, where pupils were using doubles and ordering numbers to at least 20, very good use was made of learning support to maintain the pace of learning for a group of pupils. Activities were well modelled and differentiation was used to ensure that all pupils were challenged to achieve of their best.
28. In Years 3 to 6 the quality of teaching is satisfactory overall, with five out of ten lessons good or better. However, approximately one in ten lessons in Years 3 to 6 was unsatisfactory, with these lessons concentrated in two classes. Overall, teachers have sound knowledge and understanding and teach basic skills satisfactorily, although there is variation between the classes. Where teaching is good or better, teachers plan well, have high expectations of what pupils should achieve and set clear targets for the lesson. Their management of pupils and use of time and resources, including learning support staff, are both good. They use a good range of methods to stimulate their pupils, including collaborative work in numeracy, group work in scientific investigations and geography. An example of very good teaching occurred in a literacy lesson in Year 3 when pupils were investigating syllables and imperative verbs. The lesson was extremely well managed and organised. Through very good behaviour management and control the teacher created a learning environment where all pupils could achieve well. Lesson objectives were shared with the class and were challenging for all pupils, including higher attainers. A very good quality of learning was maintained, contributing positively to pupils' progress. They were well motivated throughout and their learning was fostered through promotion of self-esteem and confidence. In a good science lesson in Year 6, pupils investigated the properties of rocks through first-hand experience. Resources were very well used and the class was organised into four 'stations' to focus pupils' learning on specific aspects. Expectations were made clear and challenged all pupils in the class. The pupils engaged themselves in a thoroughly enjoyable learning experience.
29. Where teaching is less than effective in the junior classes, the pace of pupils' learning is too slow and pupils are not given sufficient opportunities to manage their own learning. This results in too much time being spent on teacher-led activities, either through explanations and interventions that are too long or not giving pupils sufficient time or opportunity to explore and develop their ideas. Expectations of what pupils should achieve are also often too low, resulting in a slow pace of learning and leading to inattention and disaffection.
30. Overall, teachers have a sound knowledge and understanding of the subjects they teach, although this varies between phases and classes within phases. The school makes good use of specialist expertise from outside to enrich pupils' learning experiences, for example, in music and physical education. Teachers use and apply their subject knowledge satisfactorily. They plan effectively and set appropriate expectations. They use a broad range of teaching strategies, make sound use of assessment and sustain a brisk pace of learning in most lessons. Teachers' foster very good relationships with pupils through sound management of them overall. Pupils' learning experiences are

also enhanced positively by the contribution in lessons of the learning support assistants. They are well motivated in lessons and show good levels of interest and concentration. They work at a good pace in most classes and sustain a good rate of learning in those classes. Where the pace of learning slows, so does pupils' progress.

31. The introduction of the National Literacy Strategy has helped to improve the teaching of English through the use of a wider range of teaching strategies, which include whole-class work, paired, individual and group work. The impact of these developments is evident across all phases of the school. The teaching of basic numeracy skills is satisfactory and teachers make effective use of the National Numeracy Strategy. Lessons follow closely the recommended structure, with appropriate amounts of time allocated to the different sections of the lesson. These developments have had a positive impact on the quality of pupils' learning experiences and, consequently, on improving their standards and progress in numeracy.
32. The day-to-day assessment of pupils' work is at least satisfactory in all parts of the school and good in the Foundation Stage and infant classes. Teachers review learning regularly and in writing and mathematics use the information gained to set pupils targets for future learning, although these targets are not yet shared with parents. Teachers make effective use of plenary sessions to review pupils' learning against the set objectives. The quality of marking and feedback to pupils is satisfactory in most subjects.
33. Homework is used satisfactorily to support the work in classrooms. It is effective in promoting the development of reading, spelling and mathematics. In the parents' questionnaire and as a result of the parents' meeting, there was concern expressed about the levels of homework given. There is less English homework and long pieces of writing or research tasks, especially for older pupils. Parents' concerns about homework not increasing sufficiently in Years 5 and 6 have some validity. There is a homework timetable, which is presented annually to parents, although not all parents are clear about the frequency of homework for their child's class.

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

34. The school provides its pupils with a broad, balanced and interesting curriculum. Statutory requirements are met in all areas including religious education, which is taught in line with the locally agreed syllabus and provides good support overall for pupils' spiritual and moral development. The school provides equality of access to the curriculum for all its pupils including those from minority ethnic groups. The social and educational provision for pupils with special educational needs is now good and is a strength of the school.
35. The provision for children at the Foundation Stage is good overall, covering all the recommended areas of learning. Children under the age of five enjoy a wide and rich curriculum, which is planned very well to ensure that all make good progress in their early development. Children of different ages are given tasks appropriate to their needs and capabilities, including those identified as having special educational needs, based on careful on-going assessment. However, there is insufficient unity at present between the Nursery and Reception classes, which leads to a Foundation Stage which is currently fragmented; children receive a very good curriculum for the early years in the Nursery, but less so in the Reception class.
36. Planning of the curriculum has improved since the last inspection, as there is now a policy and scheme of work for each subject. The school has adopted recommended guidelines for National Curriculum subjects. These ensure that pupils' learning opportunities cover the required ground. The curriculum in almost all subjects is now effectively addressed. In English the range of work provided includes more opportunities for developing speaking and listening skills, independent writing and drama. All aspects of physical education and the music curriculum are now covered. However, in science, the scientific enquiry element is still underdeveloped. In the previous inspection the curriculum for information and communication technology (ICT) was limited and did not cover statutory requirements. There is now a scheme of work which covers these and most classes make very good use of teaching assistants to ensure that pupils receive their entitlement. Most teachers use

information and communication technology effectively to support learning in other subjects and its overall use is now satisfactory.

37. The school has implemented the National Literacy and Numeracy Strategies satisfactorily and devotes half of teaching time to literacy and numeracy. Teachers' planning is consistently and securely based on these strategies. The teaching of basic skills in literacy and numeracy is satisfactory.
38. The curriculum provision for personal, social and health education is good; this includes provision for citizenship. The curriculum, notably in English, science and physical education, includes appropriate provision with elements of health and sex education, including learning about the dangers of substance misuse. Assemblies make a significant contribution to the sustaining of good behaviour and personal development. All teachers provide specific lessons in personal, social and health education. Pupils are encouraged to discuss issues and personal dilemmas. For example, in Year 1, in their lessons on personal and social issues, pupils talked about their behaviour and relationships, whilst other pupils and the teacher listened sympathetically. This resulted in improving the pupils' listening and speaking skills and created a sense of belonging.
39. The school has gained awards for its work in promoting a healthy lifestyle for pupils. There is a 'healthy eating' policy and healthy snacks are provided for all pupils on a daily basis. Pupils are educated in the habits of 'healthy living'.
40. The school makes good provision for pupils with special educational needs. At the time of the previous inspection it was reported that the school needed to adapt the curriculum to match the needs of these pupils. Good progress has been made in this aspect. Pupils are identified as early as possible and appropriate steps are taken to assess their needs, write individual learning plans and provide support. Individual learning plans are reviewed. The school strongly promotes educational and social inclusion and is very committed to raising the achievements of all pupils. This is one of its main strengths. For example, in all physical education lessons observed, pupils with physical disabilities took a full and active part in all activities. All pupils receive support that is of a very good quality from their learning support assistants. There is no formal provision for pupils identified as gifted and talented as yet. Teachers target higher attaining pupils through assessment of their learning and the setting of appropriately challenging work. Pupils have full access to the curriculum and to educational visits.
41. Provision for English as an additional language is satisfactory. Pupils are identified as early as possible and appropriate steps are taken to assess their needs. Learning plans are reviewed on a regular basis. The local authority's ethnic minority achievement team work closely with class teachers resulting in pupils making sound progress.
42. Provision for extra-curricular activities is good, an improvement since the previous inspection. There is a range of after school activities for pupils in Years 3 to 6. These include football, volleyball, athletics, cross-country running, netball, choir and recorders. These activities are generally well attended. The school is an active participator in local inter-school sporting events and music festivals, recently taking part in an inter-school concert at the Bridgewater Hall, Manchester. Visits and visitors are used well to enrich pupils' learning experiences, particularly in history and geography.
43. The school is closely involved with its local community, participating in many activities. For example, the school is actively involved with the local police in developing pupils' life skills. The church plays a central role in the life of the school and the vicar, Father David, is a regular visitor. The school has good curriculum links with other educational institutions, for example a science link between Year 6 pupils and a partner secondary school. These inter-school links are valued and make a good contribution to the pupils' learning.
44. The school provides a range of visits and visitors to extend and enrich the curriculum. Useful visits are made to areas beyond the local area, for example to Macclesfield Silk Museum to enhance pupils learning about times gone by. The school also has useful and effective links with other groups and organisations such as Manchester United and Manchester City football clubs and the Dragon Mouth Puppet Theatre.

Spiritual, moral, social and cultural development

45. Overall provision for pupils' spiritual, moral and social and cultural education is good. This is an improvement from the last inspection, when the overall provision was sound.
46. Provision for spiritual education is satisfactory. The pupils are led to develop their feelings through the stories told in assemblies and the opportunities provided for them to respond. Year 6 pupils make up prayers, which are read to the school. In most lessons, relationships are strong and pupils feel free to show their appreciation of others' efforts, sometimes breaking into spontaneous applause at something a fellow pupil has achieved. This happened, for example, in an information and communication technology lesson in Year 4.
47. Provision for pupils' moral education is good. Staff provide good role models as pupils are helped to understand the difference between what is right and wrong; most understand the consequences of this. The school's moral code is displayed in classrooms and is learned at an early age and reinforced in each class. As a result good behaviour is accepted by most pupils as 'the normal thing'. Those who misbehave are quickly and quietly corrected and pupils respond well to this.
48. Provision for pupils' social development is also good. Pupils are given numerous opportunities to work and play together, in pairs and small groups. These are fully inclusive, with no problems caused by race, gender or disability. There are many examples of co-operation in lessons and in some classes this was a real strength. Pupils in all classes are given responsibilities, such as acting as monitors and the oldest pupils help the younger ones at different times during the school day, including playtime and dinnertime. All adults working in the school value the pupils and relationships are very good. Pupils collect for a variety of charities, for example, The Meningitis Trust, Manchester Children's Hospitals and the Samaritan's Purse.
49. Provision for pupils' cultural education is satisfactory. Pupils are introduced to other religions in their lessons. Good use is made of the local environment to enrich the pupils' appreciation of where they live. There is a good range of visitors to the school, including theatre groups and artists, as well as visits out to such places as local art galleries, theatres and Bridgewater Hall. However, there is insufficient emphasis on developing an appreciation of other cultures in provision at present.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school provides a very caring supportive environment. This situation has been sustained since the previous inspection. There are very good quality relationships between pupils and staff who have a very high regard for pupils' welfare. There is very good consideration of health and safety and pupils who are sick or have suffered accidents are treated with compassion. The health and safety policy is up to date and general risk assessments are carried out regularly. There are effective arrangements for giving first aid. The monitoring of personal development, although informal, is good. Staff know pupils very well and are very involved in helping them develop into responsible and caring young people. The school is very anxious that the needs of children in the care of the local authority and those pupils who are at risk should be identified and addressed. The child protection policy is recently revised and is in line with locally agreed procedures.
51. The school has good procedures for ensuring good behaviour and discipline. Many teachers are very skilled at managing behaviour and have no need to resort to the sanctions described in the school's behaviour policy. Behaviour management is often achieved through high expectations, good relationships, mutual respect and ensuring that lessons are brisk and interesting. The outcomes are good attitudes and behaviour that allow pupils to learn effectively. At present the school does not have a fully developed anti-bullying policy. Although most incidents are dealt with effectively a small number of parents feel that cases of bullying are not always resolved. Older pupils say that they find the headteacher very approachable and that she understands their concerns. There are strategies for dealing with tensions between children, but some parents are not clear in their understanding of these strategies.

52. Arrangements for introducing the youngest children into school are good. They are gradually introduced to school routines and settle in quickly in both the Nursery and Reception classes. For older children, there are good links with partner secondary schools, which introduce them to secondary school routines and expectations.
53. The school cares well for its pupils with special educational needs (SEN) and those with English as an additional language (EAL) and this caring attitude is reflected in its inclusive ethos. Pupils know they are very well cared for and valued and this has a positive impact on their learning. For EAL pupils, the school has an action plan, which includes an observation schedule of pupils using EAL criteria, target setting and a register.
54. The monitoring of attendance is unsatisfactory and results in pupils taking too much time off school. Records of attendance do not meet statutory requirements because there is no clear distinction between authorised and unauthorised absence. Parents are not actively pursued to provide reasons for absence and patterns of attendance are not thoroughly analysed.
55. There are good procedures for assessing and recording the progress of pupils. Satisfactory use is made from the information gained from the assessments. It is used to plan for pupils' future learning and sets targets for improvement in the Foundation Stage. Ongoing assessment is used effectively and is based on the small steps towards the Early Learning Goals. There are clear teacher assessment procedures in English, mathematics and science, as well as in most of the non-core subjects, focused on assessing what pupils have learned. There are ongoing records for each curriculum area, with National Curriculum levels given for literacy and numeracy each half-term. For most subjects, there are objectives for each year group, which teachers plan from and use to assess pupils' progress. Throughout the school, there is also an end of year assessment, through National Curriculum tests in Year 2 and Year 6 and optional SAT tests in Year 3, 4 and 5. Standardised testing is also undertaken through NFER for all pupils from Year 1 to Year 6. In other subjects, pupils are given levels of attainment based on their work in class. These levels are based on the year group objectives. Few subjects have so far developed portfolios of work with agreed examples of work to show levels.
56. The assessment procedures are used satisfactorily to inform pupils' future learning in the short, medium and long-term. Test results and optional test papers are analysed by the headteacher and core subject co-ordinators to identify areas for whole school development in teaching and learning. The headteacher tracks pupils' attainment across the school and has an overview of each individual pupil's performance. Class teachers evaluate performance against the weekly plan, recording higher and lower achievement. They set pupils' targets to support their next steps in learning in English and mathematics. However, these targets are not communicated clearly with parents and neither is the annual report used to share targets for improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Most parents have positive views of the school and are satisfied with the quality of education provided although a significant number are concerned about the school's partnership with parents, extra-curricular activities, homework and the information they get about their children's progress. The majority of parents support their children and the school. There is a small but active parents- teacher association that organises social and fundraising events.
58. Many parents feel that their children like school. They are aware that teachers have high expectations and that behaviour is good. They appreciate that their children are being helped to become mature and responsible. Parents consider their children to be making good progress. The inspection found pupils' personal development and behaviour to be good. Pupils are happy at school.
59. In the Foundation Stage, parents are encouraged to bring their children into the Nursery at the beginning of the day and to stay to share an activity with them. This is very effective in helping all children to settle easily and in valuing the importance of what parents have to offer. Parents share books with their children at home and this too makes a very positive contribution to their learning.

60. The school has satisfactory and effective links with parents of pupils with special educational needs (SEN) and English as an additional language (EAL). It is aware it needs to further develop the home-school link with parents of EAL pupils. With parents of SEN pupils, liaison takes place on a regular basis both formally and informally.
61. Information for parents is satisfactory. There are regular informative newsletters, the prospectus provides the necessary information and the governors' report is of satisfactory quality.
62. A significant number of parents felt that information about progress could be improved. The inspectors found that parents do receive information about progress that meets requirements, but which could be improved to be more informative. There are good arrangements for regular parents' evenings. Written reports are generally satisfactory. Reports about the progress of children in Nursery are of good quality but reports about reception pupils do not properly reflect the areas of learning taught in the Foundation Stage. Reports about pupils' progress in English, mathematics and science are of good quality and clearly tell parents what their children know, understand and can do. Reports about other subjects are much briefer. Most reports lack targets for improvements and strategies to help pupils reach those targets.
63. Almost a quarter of parents who responded to the inspection questionnaire would like to see arrangements for homework improved. However the use of homework is similar to that seen in many other primary schools. Parents' concerns about homework not increasing sufficiently in Years 5 and 6 have some validity. There is a homework timetable but not all parents are clear about the frequency of homework for their child's class. Some parents were concerned that there were not enough activities outside lessons. The activities provided are better than in many other primary schools. There are many visits and the school makes very good use of local facilities including accessing sports coaching which the pupils really appreciate. Pupils have access to a good, varied curriculum.
64. A substantial number of parents think that the school's partnership with parents could be improved. However, partnership is satisfactory and similar to that in many other schools. A considerable amount of time is spent trying to support parents of children who have difficulties and the school works closely with almost all of its parents. However, there is the potential for communication with parents to be improved; for example, a formal homework and anti-bullying policy has not been developed in consultation with parents. Parents' views have not been actively sought regarding many areas of school provision. Pupils' targets for learning are also not shared with parents. The school has organised numeracy and literacy workshops for parents, but these were not well attended.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The school is well led and managed. The headteacher has a clear vision for the school, based on developing the concept of a family school and valuing the development of every child. Her aim is to create an inclusive environment where every pupil is valued for the contribution they make to school life, whatever it may be. She is 'high profile' around the school, supporting the development of a family ethos, promoting positive behaviour and supporting the teaching staff. Her dedication and commitment are appreciated and noted by many connected to the school – staff, parents and governors. With the support of the senior management team and governing body, she has created an environment in which the school community largely shares a common purpose. Standards are improving and the attitudes and behaviour of the pupils are good.
66. The school's aims direct its work and the nature of the relationships. The headteacher places a strong emphasis on developing the staff as a team, a positive approach to recognising and valuing the achievement of children and promoting the school ethos. She promotes a shared understanding of the aims and direction by all adults working in the school. She monitors teaching and the quality of pupils' learning and knows what is going on in the classroom and the playground. Planning is regularly monitored and the results of national and school based tests examined. She knows the school well and the valuable information gained from her monitoring is used in the target setting process for Year 6 and to improve teaching and learning in English and mathematics. The headteacher places a high premium on working closely with parents and pupils to achieve the school's aims. Pupils, for example, accept willingly the opportunities they are given to take responsibility. Much of the headteacher's efforts are aimed at enabling staff to become increasingly

effective in the classroom. Performance management processes are in place and support the development of the teachers.

67. The school development plan is a thorough and detailed document and provides a clear focus for the forthcoming work of the school. It takes a three-year view of school development, with key priorities identified, analysed and reviewed each year. Its main aim is to raise standards and it is underpinned by analysis of data to identify key areas of priority. The plan is drawn up by the headteacher and senior management team and remaining staff and the governing body are involved in its production. Curriculum co-ordinators contribute to the plan by reviewing practice and identifying priorities for each curriculum area. The plan therefore involves all those people who are an integral part of the development of the school.
68. The senior management team includes the deputy headteacher and special educational needs co-ordinator (SENCO) and contributes effectively to school development. They are a relatively new team with the addition of the new SENCO to the team in January 2003. Regular senior management meetings are not yet evident, although the team meets regularly on an informal basis and formally when needs arise. Part of the management team's monitoring of the school is to analyse the school performance documentation, as well as National Curriculum test results, in order to identify strengths and areas for development and inclusion on the school development plan. Strategic planning involves the whole staff – developing, reviewing and writing the school development plan. The review focus for the plan is based on how far subject co-ordinators have achieved the targets in their areas of responsibility.
69. Subject co-ordinators fulfil their roles satisfactorily. The relatively small size of the school has made it difficult for the management to facilitate regular monitoring of curriculum provision by all curriculum co-ordinators. There has been a recent reshuffle of curriculum responsibilities to match better with teachers' subject specialisms. Each subject co-ordinator produces an action plan each year, which forms the basis for subject development and is reviewed with the governing body. In her role as mathematics co-ordinator the headteacher has monitored lessons in numeracy, as has the deputy headteacher in her role as literacy co-ordinator. However, other curriculum co-ordinators have not had the opportunity to monitor provision in this way. Some have undertaken scrutiny and sampling of work to develop portfolios in their subjects, but this has been inconsistent across subject areas. Few curriculum co-ordinators receive planning in their subjects from class teachers and so do not have an up-to-date knowledge of how their scheme of work is being taught.
70. The governing body fulfils its role well and is suitably involved in the life of the school. The governors fulfil all their duties well and all statutory duties are met. They support the school's mission and the headteachers' vision of a family school. They have a clear picture of strengths and areas for development, as well as where they themselves need to improve in their role in becoming more informed and involved. They are well informed through reports received by the different committees, but also by direct involvement in daily life. Several governors are regular visitors to the school, including to classrooms and liaison with subject co-ordinators. The governor with responsibility for special educational needs, for example, regularly visits the school, as does the numeracy governor. Governors play a full part in finalising the school development plan and monitoring its progress, partly through reporting back by subject co-ordinators. The chair of governors has a clear view of what the school should do in the future. She recognises its many strengths, particularly the role played by the headteacher, as well as areas in need of continual development.
71. The school has a broad range of aims and policies, which are consistently and effectively implemented. These provide guidance on all aspects of its life and are well known to all who work. There is a need to further develop some policies more formally, for example, anti-bullying and homework, with more parental involvement and awareness.
72. The school provides a good quality of education for pupils with special educational needs. The building is purpose built to allow maximum access for those pupils with mobility problems, resulting in these pupils participating fully in all curriculum activities. The special educational needs co-ordinator manages and organises the provision to a good standard. She is a member of the school's senior management team and has half a day each week to discharge her responsibilities. There is a governor with specific responsibility for special educational needs (SEN) who not only monitors the

SEN provision but is actively involved in supporting their needs in lessons. SEN pupils are involved in their annual reviews.

73. The school has been proactive in the past two years in developing the skills of the staff in meeting the needs of pupils with English as an additional language (EAL). It works closely with the local authority team and has organised training programmes for all the staff. The EAL co-ordinator is a recent appointment. She is enthusiastic and keen to develop her role. She works closely with her colleagues and this has a positive effect on standards. Leadership and management are satisfactory.
74. Although there is no overall co-ordinator for the Foundation Stage, this does not prevent those involved from working closely as a team.
75. The school uses its resources efficiently. There are clear financial guidelines, both for strategic planning and for daily financial procedures. The budget is planned and managed well to meet educational objectives. The latest audit of the finances produced only one recommendation, which has been taken up. The school development plan is carefully costed and is monitored and reviewed regularly to ensure that spending is achieving good value and is cost effective. The school, through its effective finance committee, reviews cost effectiveness and makes savings wherever possible. Budget expenditure is monitored each term. Best value principles are applied constantly.
76. The school has been carrying a relatively large surplus in its budget, which is the result of increased funding and insurance guarantees in place for the new school building. In the last financial year, a significant amount of this surplus has been put to good use for educational improvement, notably to increase the level of learning support assistants and building improvement in the Foundation Stage. Effective use has also been made of the grants the school has had for specific use. The school delayed its funding for the National Grid for Learning until the move to the new site and has since used this funding to improve the levels of hardware for information and communication technology. Effective use is made of new technology in the financial management of the school.
77. The school secretary efficiently administers the day-to-day spending and provides valuable expertise to ensure the smooth running of the school, liaising closely with the headteacher. She reconciles monthly bank statements and ensures that all records are kept up to date, but the recording and inputting of pupils' attendance data could be improved.
78. There is an adequate number of appropriately trained teachers and a good number of very effective learning support staff. Recent appointments have strengthened staffing. Support staff are used as specialist help for pupils with special educational needs, general classroom assistance and to support pupils' learning in the 'mini-suites' for information and communication technology (ICT). Effective procedures are in place for the induction of new staff and governors, including a very useful staff handbook.
79. A new school has been built since the last inspection, a considerable improvement on the previous accommodation. It is well-maintained and cleaned by caretaking staff. Pupils and teachers now work in a well-designed high quality environment. There is sufficient space, although the area for the Reception class is cramped. Although the quality of the playground has improved and is cheerful and attractive, it is still small. The school does not have access to a playing field, which places some restrictions on physical education activities.
80. Resources overall are good. Resources are good in the Foundation Stage. The space for the Nursery is large and very effectively organised. The outdoor area is well resourced, with a range of wheeled toys and a play hut. All this is used very effectively by the Nursery but not by the Reception class who have no direct access at present. There are good resources for most subjects including English, mathematics and science. There are very few resources for pupils with English as an additional language. There is good provision for information and communication technology (ICT) through the two 'mini-suites' and the classroom-based computers. The school is fortunate to have space for an infant and junior library. At present they are underused for research work and to encourage independent learning.

81. The overall effectiveness of the school is satisfactory. Most pupils make satisfactory progress and those with special educational needs (SEN) make good progress. Most pupils attain standards in line with the average expected nationally by the end of Year 6. Pupils' attitudes, values and personal development are good and the school's ethos has a positive impact on pupils' learning. Taking these factors into account, plus the good levels of leadership and management and the satisfactory quality of teaching and learning, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. To continue to improve the performance of the school and raise standards further, the governors, headteacher and staff of the school should:

(i) Raise standards and improve pupils' progress in science by:

- developing a consistent approach to investigative work particularly in Year 4 and Year 5; and
- giving pupils more frequent opportunities to apply their scientific understanding to interpret the results of their scientific investigations.

(paragraphs 5, 10, 129, 130)

(ii) Improve the quality of teaching in some junior classes by:

- improving the pace of pupils' learning;
- giving pupils more opportunities to manage their own learning and learn independently; and
- raising expectations of what all pupils are capable of achieving.

(paragraphs 29, 129)

(iii) Improve attendance by:

- making an informed distinction between authorised and unauthorised absence;
- calculating attendance rates in line with government guidelines;
- ensuring that parents are required to explain all absences; and
- monitoring attendance properly so that patterns of absence are properly identified.

(paragraph 22)

(iv) Further develop the role of curriculum co-ordinators in monitoring provision in their areas of responsibility by:

- ensuring that they regularly access and monitor curriculum planning in order to monitor coverage of the curriculum and the outcomes of learning; and
- developing a broader approach to curriculum monitoring to give them opportunities to engage in activities which lead to the raising of pupil achievement and improved standards of teaching and learning.

(paragraphs 67, 134, 138, 142, 147, 152, 164, 171)

(v) Ensure that the Foundation Stage works as an integrated unit with common aims and beliefs by:

- joint planning of work for the children in the Nursery and Reception classes; and
- developing systems for co-operation and the sharing of resources between the Nursery and Reception classes.

(paragraphs 26, 83)

(vi) Improve communication with parents by:

- developing a mechanism, which will allow the views of all parents to be heard;
- developing formal policies for homework and anti-bullying and informing parents about them; and
- including targets and strategies for improvement in pupils' annual reports.

(paragraphs 33, 55, 63)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

The inspection team did not identify any minor areas of improvement for the school to address.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	9	18	19	4	0	0
Percentage	0	18	36	38	8	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	211
Number of full-time pupils known to be eligible for free school meals	n/a	21

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	28

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	11.1
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	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	15	15	15
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	93 (72)	93 (86)	93 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	15	16	15
	Total	26	27	26
Percentage of pupils at NC level 2 or above	School	93 (83)	96 (93)	93 (90)
	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	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	15
	Girls	11	10	10
	Total	25	24	25
Percentage of pupils at NC level 4 or above	School	86 (63)	83 (53)	86 (80)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	12	9	11
	Total	23	20	24
Percentage of pupils at NC level 4 or above	School	79 (60)	69 (67)	83 (73)
	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	178	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	16	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25.62
Average class size	30.0

Education support staff: YR - Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	151.75

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	1
Total aggregate hours worked per week	25.25
Number of pupils per FTE adult	14

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	3.0

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

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	512,706
Total expenditure	535,342
Expenditure per pupil	2,537
Balance brought forward from previous year	76,579
Balance carried forward to next year	53,943

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	4	2	1
My child is making good progress in school.	43	49	6	2	1
Behaviour in the school is good.	35	55	6	1	3
My child gets the right amount of work to do at home.	21	51	15	8	3
The teaching is good.	36	52	6	2	4
I am kept well informed about how my child is getting on.	29	44	23	5	0
I would feel comfortable about approaching the school with questions or a problem.	51	36	5	5	2
The school expects my child to work hard and achieve his or her best.	48	46	2	1	3
The school works closely with parents.	31	40	24	6	0
The school is well led and managed.	45	41	6	3	2
The school is helping my child become mature and responsible.	44	48	3	1	3
The school provides an interesting range of activities outside lessons.	23	38	20	7	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

83. There was no Nursery at the time of the previous inspection and this now gives an important impetus to the children's early development. The previous inspection judged that sound progress was made for children in the Reception class and that most of the teaching was good. There were criticisms made of the accommodation and the facilities for outdoor learning. Very considerable improvements have been made in both of these areas and there is now a well-planned outdoor play area, which is used very effectively by the Nursery class to enhance the childrens' physical development, although children in the Reception class do not have easy access to it. The children make good progress in all areas of their learning as a result of the generally good quality teaching.
84. Although the Nursery class is a strength of the school, the Foundation Stage as a whole is not yet working fully as a unit in its own right. For example, children in the Reception class join in with the infants for assemblies and playtimes. The school reports for 2002 for nursery children fully reflected the Foundation Stage curriculum, but this was not the case for reception reports, which were written under headings such as 'reading', 'writing', 'number' and 'art and craft'. The nursery and reception staff do not yet share resources or plan together sufficiently. The very good outdoor resources are at present used mainly by the nursery children. However, all these necessary improvements are known to the school and the school development plan and Foundation Stage action plans show that they are to be addressed soon. This will involve some building work to allow the reception children to have immediate outdoor access. The two teachers are developing a common philosophy and plan to work more closely together, sharing their teaching roles, so that all children in the Foundation Stage will benefit from the continuity that working and playing together will provide.
85. Children enter the Nursery class with a wide range of capabilities. However, levels of attainment are generally below average in all areas except physical development. During their time in the Nursery and Reception classes they make good progress overall and almost all meet the Early Learning Goals by the time they are ready to transfer to Year 1. The quality of learning and the enjoyment experienced in both the Nursery and Reception classes give each child a good start to school life and the Nursery is a strength of the school. Enjoyment is a priority and most observations confirmed its value.
86. The children make good progress in all areas of their learning as a result of the generally good quality teaching, which was never less than satisfactory and often very good. The variety of carefully planned activities is based on continuous assessment. However the nursery and reception teachers do not plan their activities together. This would enable them to share their various expertise as well as ensuring continuity and progression for the children. Questions are well planned to help to ensure learning. All lessons have a brisk pace, which keeps the children interested and involved. Children are managed extremely well and relationships are very good. The children are keen to take part in all the activities provided.
87. The Nursery is large and is very effectively organised to provide a wide variety of different areas for learning. There is considerably less space in the Reception class, where more children are expected to cover the same Foundation Stage curriculum. However, this space too is used effectively. The outdoor play area is very good. There are markings on the ground, different textures on the fence and a shed for play activities. Plans have been produced for an easier access to allow the children in the Reception class to use this area as an integral part of their day.
88. Children with special educational needs are identified early and also make good progress in all areas of their learning.

Personal, social and emotional development

89. Most children enter the Nursery with below average personal, social and emotional development, lacking independence. They are very friendly, relating well to adults and each other. Skilful teaching

by all adults ensures that the children develop these necessary skills and by the time they reach Year 1, most children work and play happily together, co-operating, taking turns and sharing. Resources are used very effectively to promote personal and social skills and many children are becoming independent and responsible through the tasks provided. Children are given ample opportunities to choose their own activities and resources. Behaviour is invariably very good. Expectations are effective in encouraging self-respect, an awareness of rules and supportive relationships. Some children in the Reception class quote from the school's code of conduct. Specific lessons encourage speaking and listening skills and encourage the children to think about caring for each other. Children generally play and work happily, whether alone or with others. Self-confidence and self-esteem are encouraged in a variety of ways, including work with an artist in residence

90. Parents are encouraged to bring their children into the Nursery classroom at the beginning of the day, and, when possible, stay to share an activity with them. This is very effective in helping the children to settle easily and in valuing the importance of what parents have to offer.

Communications, language and literacy

91. Speaking and listening skills on entry to the Nursery class are generally below average for children of this age, with many speaking in single word phrases. Good progress is made through good teaching, as children begin to work and play with others, talking about what they are doing. Children enjoy listening to stories and respond enthusiastically to them. High expectations from all staff ensure that children respond well and most show understanding through their questions and comments. These skills are encouraged through all activities, and especially in the various imaginative play areas: a garden centre in the Reception class, a hospital in the Nursery and 'Bob (The Builder's) Shed' outside. Discussion is always encouraged and many children gain confidence and are willing to 'have a go' with tasks which are planned carefully for their different capabilities. By the time children are ready to enter Year 1, good progress has been made and their speaking and listening skills are generally in line with the national average.
92. When they start school, many children have little knowledge of books. Here they improve their knowledge and most recognise how books 'work', knowing that print carries meaning. Some want to tell the stories themselves, often referring to the pictures, often with great enjoyment. They join in readily during the Nursery class's daily nursery rhymes. Books are taken home regularly and parents of children in the Nursery write their comments in the children's library cards. There are many displays which reinforce language. Both classes have welcoming book areas where the children go to read.
93. Letter recognition and sounds are taught effectively and are reinforced at every opportunity. Throughout the Foundation Stage, children are given numerous tasks which develop writing. By the time children leave the Reception class most recognise simple words and many learn to write simple sentences.
94. Elements of the literacy framework are used well and phonics and letter formation are taught effectively. Both teachers have high expectations and by the time children leave the Reception class, almost all have reached the expectations of the Early Learning Goals for communication, language and literacy.

Mathematical development

95. Children have little knowledge of numbers when they begin school. By the time they are five, most have attained the Early Learning Goals for mathematical development and standards are in line with what is normally expected for children of this age. Well-planned activities ensure good quality learning. Children count forwards and backwards and are beginning to gain greater confidence in and understanding of numbers. Number rhymes and songs are used effectively to promote understanding for example, the singing of number songs such as 'One-two-three little ducks'. Most children recognise the relationship between a numeral and the number of objects referred to. They are given a range of problems to solve and begin to sort and classify. They develop an understanding of size and position, using words such as 'smaller'/'larger', 'more'/'less' and 'tall'/'taller'. Children play dice and

other number games. They make models and print using three-dimensional shapes. Displays reinforce an understanding of number, for example, the Nursery's 'Number Castle' and the 'six little ducks'.

96. Once more, the good quality of teaching by all adults and the well-focused activities ensure that each child makes good progress. Very good day-to-day assessment is used to help plan suitable activities for the following sessions.

Knowledge and understanding of the world

97. Most children enter the Nursery class with very little knowledge of their local area or of the world at large. A number of activities foster learning in this area. Displays in both classrooms reinforce different aspects of learning. Beans are being grown in the Nursery and the imaginative play area in the Reception class is a well-stocked garden centre.
98. Children select resources on their own and use them with care. The overall quality of teaching is good. The range of carefully planned and stimulating activities means that the children are introduced to a wide variety of experiences to widen their understanding. Children visit the local area, including the church. They become aware of the need for healthy bodies and of changes through physical education lessons and in growing plants. Children use the computers well to develop a wide range of skills such as using the mouse and saving their work. By the time they are five, almost all children attain the Early Learning Goals and standards are in line with what is normally expected for children of this age.

Physical development

99. Children enter the Nursery with average skills in physical development, although they find using small equipment difficult. The outside area is used very effectively by the nursery children (although not by those in the Reception class), where they play in large cardboard boxes and ride on bikes and other toys, running, jumping and learning to consider others. They improve their awareness of the needs of others and the space around them. Children climb and balance with confidence. Their overall physical development is good, mainly because of a good quality of teaching.
100. The school nurse has been in to talk about healthy food and the need for safety near water. In the Reception class, children discuss how the body changes with exercise. Materials are readily available for children to cut and paste and these activities develop their skills and confidence as they explain what they are doing.
101. All the children in the Nursery and Reception classes enjoy the more formal physical education sessions which involve dance and movement. Praise effectively reinforces learning and boosts the children's confidence. Almost all children attain the Early Learning Goals in physical development.

Creative development

102. Many children have experienced little to develop their creative skills or imagination prior to starting school. Throughout their time in both the Nursery and Reception classes, they make significant progress through the variety of areas provided for their learning. Here there are opportunities for children to take part in a wide range of creative activities. They paint recognisable pictures with developing skill. Musical instruments are provided and children use these with increasing confidence. A very good music lesson in the Nursery showed the children's self-assurance, enthusiasm and concentration in working with instruments and singing along with the teacher and nursery nurse. All adults ensure that the lessons have pace and enthusiasm, ensuring that the children enjoy their high quality learning. The Early Learning Goals covering media, music and imagination are met by almost all the children.

ENGLISH

103. Standards in English are in line with expectations by the end of Years 2 and 6. Standards have been maintained since the previous inspection. In recent years there has been an overall improvement in standards and the school is broadly in line with national standards. By the end of Year 2, pupils, including those special educational needs and those with English as an additional language, make sound progress in reading and writing, which is continued in Years 3 to 6. These findings are similar to the results in 2002 for pupils at the end of Year 6, but different for pupils in Year 2, which showed standards attained to be well above average in reading and above average in writing. For higher attaining pupils, the proportion gaining higher levels (Level 3 or Level 5) is in line with what is expected. This picture is also similar to that given by the results of the 2002 national tests for Year 6 pupils, which were in line with the average, but different to those for Year 2 pupils, which were well above the average for reading and above average for writing. The differences overall in the inspection findings can be explained mainly by the different cohort of pupils in Year 2. In the juniors there were weaknesses observed in some of the classes which have a bearing on pupils' progress over time.
104. In recent years the performance of girls has been better than boys. However, inspection findings found no significant difference between the performance of boys and girls. The target for Year 6 set by the school is appropriate for this group of pupils and takes into account their prior attainment.
105. The previous inspection identified some weaknesses in English. These have all been addressed. The way in which test data is analysed has helped the school identify very accurately just what needs to be improved. Formal monitoring of the teaching and planning takes place and staff are given feedback on how to improve the quality of teaching and learning. Good attention is paid to helping teachers develop their professional skills. The number and quality of group reading books has improved, helping to stimulate pupils' interest in reading.
106. The school places an appropriate emphasis on developing speaking and listening skills in Years 1 to 6 and pupils make satisfactory progress. By the end of Year 2, most pupils explain themselves clearly, for example, when describing a book they have read or a piece of work they have just completed. They participate well in question and answer sessions. Pupils in Year 1 confidently explained the characteristics of non-fiction text and the purpose of an index. In Years 3 to 6 pupils develop increasing fluency in speaking and accuracy in their choice of vocabulary. By the end of Year 6, most are confident conversationalists. They assimilate new words and use appropriate phrases to describe and explain their opinions. For example, in a lesson based on the book 'The War of the Worlds' pupils in Year 6 used a good range of words to describe various characters. Teachers have high expectations of the accuracy of pupils' replies. Questioning in lessons encourages extended responses rather than single word replies. Personal and social health education lessons and assemblies are also very well used to promote pupils' speaking and listening skills. These experiences result in pupils developing their skills effectively, in expressing clearly their ideas and opinions and taking account of other pupils' views.
107. In reading, the majority of pupils attain standards that are broadly in line with the national average with a minority attaining high standards. By the end of Year 2, pupils make good progress as a result of the good teaching they receive. Pupils read with understanding and predict with reasonable accuracy 'what will happen next'. They know what authors and illustrators do and identify the main characters and events in their reading books. Younger pupils read simple books with increasing accuracy and understanding. Higher attaining pupils in Year 2 use a variety of strategies to aid recognition of unfamiliar words, such as letter patterns and sounds, context and pictures. They know the difference between fiction and non-fiction. Teachers ensure that the pupils receive appropriate and regular support at school, both as individuals and in groups. The parents support and encourage the pupils' reading skills well. The school has developed a range of good quality group reading books and this is helping to raise standards in reading.
108. By the end of Year 6 most pupils read a range of texts with a satisfactory degree of fluency and expression. Books are well matched to pupils' attainment and interest level and most pupils are enthusiastic readers. Higher attaining pupils express a preference for different authors and choose books because of particular interests such as domestic issues. Some are knowledgeable about books, for example, one pupil compared the style of writing in the 'Adrian Mole' series by Sue Townsend, with that of the author Jacqueline Beaker, making perceptive comments about the

similarities of the characters living in a chaotic world. However, a significant number of pupils have difficulty with this and lack the confidence to make assumptions and inferences about the characters in the stories they have read. Lower attaining pupils' skills in understanding the difference between literal and figurative language are underdeveloped. Pupils of all attainments are developing good independent research skills. They know how to find information in reference books, using an index or contents, in CD ROMS and the Internet. Many understand the difference between a dictionary and a thesaurus and use them appropriately. The majority are making satisfactory progress, reflecting the overall sound teaching of literacy from Year 3 to Year 6. There is a home-school partnership in which teachers and parents work well together to encourage pupils to read at home as well as in school. This leads pupils to enjoy books and hence to practise and develop their reading skills. However, there is limited pupil access to the school's two libraries that are attractive reading areas with a good range of books. This constrains opportunities for pupils to develop their independent research skills and to improve their library skills further.

109. As at the time of the previous inspection pupils achieve satisfactorily overall in writing in Years 1 to 6 and standards are in line with the national average at seven and 11. By end of Year 2, most pupils spell common words accurately and make good attempts to spell more complex words. Most write stories and accounts made up of sequences of ideas and some are very creative and produce well-structured, sustained pieces of writing. For example, one pupil caught the essence of adventure in his retelling of 'Mr Gumpy in the Jungle'. He wrote, 'From the dark shadow of the cave a lion jumped out. The monkey and Mr Gumpy were terrified. "So where are you going?" said the lion. "Wwwell" said Mr Gumpy "we are on a trip." Higher attaining pupils use question marks and apostrophes and most use speech marks to add interest to their stories. They write for a variety of purposes, including writing verse, prayers in religious education and recording science experiments. Pupils use their developing word processing skills to reinforce their writing skills. Their handwriting is usually well formed and easy to read with presentation of a good standard.
110. By the end of Year 6, pupils progressively develop their ability to write for different purposes using a range of styles. Attainment by Year 6 is broadly average. However, a significant minority of pupils in Years 3 to Year 6 produce lively, well-structured pieces of sustained writing. High attaining pupils really know how to grab the reader's attention using words and sentences effectively to create interest. For example, a pupil described an event in her diary. 'My eyelids suddenly opened and the air gloomed with excitement. My mind was blank until I remembered it was Christmas day.' They write poems, book reviews, diaries, character portraits, letters and scientific and historical accounts. Higher attaining pupils' writing is fluent with good use of paragraphs, correct punctuation and varied vocabulary. However, grammar and spelling standards are inconsistent across the classes. A significant minority of pupils use tenses incorrectly and misspell simple common words. Handwriting standards are generally good.
111. Good opportunities are provided for pupils to practise and develop their literacy skills across the curriculum. In mathematics and science investigations there are some good examples of labelling and scientific report-writing, where specific vocabulary is used appropriately. As a result, the pupils produce well-written answers. Information and communication technology (ICT) is used to improve the presentation of their work and opportunities are provided to use computers to research and to explore ideas in school and at home. It is becoming an effective tool in raising the pupils' literacy standards.
112. Relationships are generally good, with most teachers having high expectations of their pupils' behaviour, resulting in very good discipline and pupils working hard and productively in their literacy lessons. As a result, they learn well.
113. The quality of teaching is satisfactory overall with good and high quality teaching observed in Years 1, 2 and 3. This is an improvement since the previous inspection where there were instances of unsatisfactory teaching in Years 1 to 6. Most teachers are confidently implementing the literacy hour. Generally, teaching is carefully structured and well planned to meet the needs of pupils of all attainment levels. Most teachers share the learning objectives with pupils making sure that they are clear about what they are expected to learn. When teaching is very good, expectations are high and the teacher's enthusiasm, explanations and knowledge of the subject have a positive effect on pupils' attainment, progress and attitudes. For example, in one very good lesson in Year 2, about the

alphabetic ordering of words, the teacher sequenced the lesson into manageable units of learning so that all the pupils made very good progress. The learning support assistant provided effective help. This teamwork allowed the teacher to raise the level of challenge for the higher attaining pupils whilst allowing the lower attaining pupils to practise and consolidate their new learning at an appropriate level. This quality of teaching resulted in highly motivated learners with all pupils enjoying success and developing their dictionary skills. Other characteristics of high quality teaching are where pupils are reminded of high expectations and other strategies to improve their work, such as good handwriting and correct punctuation. Furthermore, pupils experience learning as an enjoyable and stimulating activity. Those with special educational needs are well supported by teaching assistants. Where teaching is less effective teachers do not organise the work with sufficient rigour to allow the higher attaining pupils always to be challenged consistently throughout the lesson. Also some teaching lacks pace, resulting in some pupils becoming disinterested and restless. Overall, expectations with regard to handwriting and the presentation of work are good. A higher priority is now given to involving pupils in extended writing and developing their independent writing skills. This is an improvement since the previous inspection.

114. Most teachers assess pupils' progress effectively in lessons. Marking of pupils' work is supportive and there are some examples of thoughtful comments being made which are constructive and set targets for development.
115. The subject co-ordinator provides good leadership, which combines a clear vision of what the school should be doing to raise standards in English. She works closely with the headteacher and staff. This is a very productive partnership resulting in a strong focus on improvement throughout the school, which is having a positive impact upon standards.

MATHEMATICS

116. By the time they are seven and when they leave the school at 11, most pupils attain standards inline with what is expected nationally. These standards are in line with the levels expected for this age, with pupils making satisfactory progress across the school. Although this is similar to the standards found during the previous inspection, the overall breadth and balance of the curriculum and the quality of teaching (especially for the youngest pupils) have improved. Pupils with special educational needs, who benefit from good quality individual help in the classroom, make good progress and achieve well in relation to their abilities. There has been satisfactory progress overall since the previous inspection.
117. The results of the 2002 national tests for both seven and 11 year olds were generally above the average, including for higher attaining pupils, when compared with national results and those for similar schools. There were no significant differences over time between boys and girls. Pupils with special educational needs and those with English as an additional language attained appropriately in relation to their capabilities. The differences in these results and the findings of the inspection can be explained partly by the different cohorts of pupils now in Year 2 and Year 6.
118. The standards attained are a direct result of effective teaching and of pupils who enjoy their lessons and are keen to learn. This is noticeable in the effective use of the National Numeracy Strategy, which gives pupils a carefully structured session of mental and written mathematics each day. The effective implementation of this strategy provides a clear structure for the teaching of mathematics. All lessons begin with a short mental arithmetic session and end with a structured summing-up session, enabling pupils to understand what they have learned and giving teachers a good knowledge of what the pupils understand. Most use this knowledge effectively to reinforce their teaching and improve pupils' standards. When objectives are shared and discussed with the pupils, it helps them to understand what they will be learning. In most classes, pupils are given work which is suitable for their ability, from those who find mathematics easier to those with special educational needs. Educational inclusion is strong and all pupils make good progress across the school, regardless of racial origin, gender or special educational need.
119. Almost all pupils enter Year 1 having achieved their Early Learning Goals in mathematical development. Teachers then ensure that pupils build well on their previous work. Pupils develop the use of accurate mathematical language effectively and work practically to solve problems. All attainment targets are covered effectively through both key stages.

120. In Year 2, most pupils add and subtract multiples of ten. They understand change in their work on money using both odd and even numbers and know their two times table thoroughly. They understand right angles and work with larger numbers above a 100. Higher attaining pupils count in 'sevens' and work with partners to develop number sequences. By the end of Year 6, most pupils recognise different types of angle, such as acute and reflex. Higher attaining pupils know the sum of the angles of a triangle and measure using a protractor. Most pupils show appropriate understanding of frequency, ratios, medians, area and perimeter.
121. Most rooms have displays which consolidate and reinforce learning, including key words and in a few there are examples of the topic covered, such as 'Finding out about Weight' in Year 2 and hexagonal patterns and tangrams in Year 6. The use of numeracy to support other areas of the curriculum includes pictograms of favourite fruit in Year 1 and grid references and a programmable toy in Year 4. In science, Year 6 pupils use graphs and charts to show the results of their investigations. Most year groups use information and communication technology appropriately to support learning. For example, the pupils in Year 2 learned about directions, right angles and estimated distances.
122. Ongoing assessments are used effectively to evaluate progress during lessons and day-to-day planning is adapted when necessary. The quality of marking is consistent, though in some cases, there is too little advice given to enhance the pupils' learning. Presentation of work is satisfactory. More formal assessment tasks are set each half term to monitor progress.
123. During the inspection, the standard of teaching was effective and overall, five out of six lessons were good or better and one was unsatisfactory. Most teachers use a variety of methods to reinforce and consolidate previous skills. The high value placed on different strategies is a priority in many classrooms and the majority of pupils are confident in explaining the reasons for their answers and realise that there may be more than one way to reach them. Some lessons had a very brisk pace and, in a very good lesson in Year 2, expectations were high and the rate of questions ensured that pupils' learning was brisk. All teachers use questions carefully to extend pupils' thinking and ensure that they give logical reasons for the problem-solving strategies they use. Most lessons seen during the inspection illustrate how this effective questioning helps to ensure good progress. Questions such as 'How else could you do that?' reinforce the different methods pupils use to reach an answer. In most lessons the learning support assistants make a positive contribution through their involvement with the pupils. Where teaching is less effective, the pace of learning is slow and key vocabulary is not referred to when explaining key ideas and concepts to pupils. Work is not matched sufficiently to the needs of all pupils, and subject knowledge is not used well to enhance pupils' understanding and make their learning clearer. All of these factors affect pupils' progress.
124. Teachers' knowledge and understanding of the subject in the infant classes and sound in the juniors. All teachers have appropriate expectations of pupils. Work is generally planned carefully, based on effective ongoing assessment which ensures that they know what all pupils understand and what they need to learn next. Most teachers make good use of formal and informal opportunities for pupils to practise their number skills. This makes a positive contribution to pupils' learning and achievement. Homework is set regularly, is marked and provides useful reinforcement and extension to the work covered in class.
125. Teachers and learning support assistants are good role models in the way they value pupils' contributions and relationships are invariably good. This increases the pupils' self-respect, their respect for each other's contributions and their co-operation skills. It ensures that they behave well in lessons, concentrate hard and enjoy their work. In most lessons seen the pupils worked hard and a few lessons buzzed with enthusiasm. There is a purposeful working atmosphere in most lessons and pupils of all capability levels, from Year 1 throughout the school, are keen to learn.
126. The subject is effectively led at present by the headteacher. Lesson planning and outcomes are monitored, lessons have been observed and there is a comprehensive action plan, which sets out the next areas to be targeted for development. A governor has responsibility for the oversight of numeracy and he fulfils this task conscientiously, monitoring and observing lessons and reporting back to the whole governing body. The overall use of information and communication technology to reinforce numeracy is being developed well. The general quality and quantity of resources are good

(although the pace of a very good lesson in Year 1 slipped slightly when there were insufficient number fans for all pupils). Resources are used effectively during lessons and pupils treat them with respect.

SCIENCE

127. Standards in science are in line with the national average for pupils in Year 2, but below it for pupils in Year 6. For pupils in Year 6, this represents an unsatisfactory level of improvement since the previous inspection, when standards were in line with national expectations at the end of both Year 2 and Year 6. These findings reflect the results of the national tests for 2002, when pupils in Year 2 attained in line with the national average and below it at the end of Year 6. For higher attaining pupils, there has been an improvement on the 2002 results in Year 2, but not in Year 6. Progress for these pupils in Year 2 is sound, with an appropriate proportion of pupils working towards attaining Level 3, whereas in the 2002 teacher assessments, no pupils gained Level 3. In Year 6, the proportion of pupils gaining the higher level (Level 5) is still below average, as it was in the 2002 national test results. Pupils with special education needs and with English as an additional language make satisfactory progress. The key area where standards fall below the average is in investigative science and inspection evidence shows that progress in this strand is below average over time, not just in Year 6. The result of this trend is that there is too much ground to make up in Year 6 for the teacher to raise standards to a satisfactory level.
128. In Year 1, most pupils understand the basic properties of materials – shiny/dull, rough/smooth. By the end of Year 2, most pupils understand the basic conditions needed for the survival of life. They understand push/pull forces and plan tests to see how far toy cars will travel on different surfaces. They make simple circuits and higher attaining pupils are beginning to understand the need for conductors in electricity.
129. In the junior classes, most pupils continue to make sound progress in their scientific knowledge and understanding. Pupils in Year 4 and Year 5 make gains in their knowledge and understanding of processes related to forces and sound. For example, Year 4 pupils understand that gravity pulls objects to the ground. However, pupils' progress in these classes in developing their understanding and ability to apply knowledge to their investigations is more limited. For example, some investigations lack a clear process for pupils to follow. Year 5 pupils confuse the volume of noise made by an object with its pitch. By the end of Year 6, most pupils have sound scientific knowledge, for example, applying terms such as permeable/impermeable accurately. They also show sound scientific understanding, for example, of gravity and the heart rate. However, in their investigative work, even higher attaining pupils are working at below average levels. They understand what a fair test is but lack depth in applying their scientific knowledge to the conclusions of their investigations.
130. All areas of the National Curriculum are covered but investigative science is not systematically planned for throughout the school. The process of scientific investigation is not consistently developed in all classes. In the Year 5 class there is an industry link planned to take place, while in Year 6 there is some development work in investigative science being undertaken with one of the partner secondary schools. However, this work has not yet fully impacted on pupils' attainment.
131. Teachers effectively reinforce and develop pupils' literacy and numeracy skills through science. Key terms and subject language are promoted through teaching and are used well by pupils, particularly those who are higher attaining. Pupils are given opportunities to use their numeracy skills through the use of graphs and bar charts to show results. There is also good use of information and communication technology to support learning in science. This was observed on several occasions, in Year 1 in their materials work, in Year 2 in their work on pets and in Year 6 in using a data handling program to record the results of investigations.
132. Overall standards of teaching were satisfactory, ranging from satisfactory to good. Where teaching is good, work is well planned and expectations of what pupils will achieve are high and made clear to them. Classroom organisation is good and resources are divided into stations in Year 6, where pupils work in groups to investigate the properties of rocks. These activities engage pupils and they sustain a brisk pace of learning. Subject knowledge is well used and applied to enhance pupils' understanding. For example, in Year 1 both the class teacher and learning support assistant use

specific vocabulary in describing the properties of materials to pupils. This behaviour models to the pupils what is expected of them when they undertake their investigation. Where teaching is less effective, teacher explanations are too long and slow the pace of learning. Lessons are too teacher-led and do not give pupils sufficient time to manage their own learning. Over time, there is an inconsistent development of pupils' understanding in investigative science in some junior classes and their ability to apply their knowledge to understanding the results of the tests they undertake.

133. The behaviour and attitudes of the pupils are good, contributing positively to learning. Pupils in Year 1 show very good levels of responsibility in giving equipment out and then putting it away after use. They generally focus well on tasks and sustain good levels of interest and concentration. Pupils work effectively in groups and behave responsibly with liquid on their tables in Year 5. In Year 6, pupils show very good levels of collaboration and co-operation in sharing resources during their work on rocks.
134. The subject co-ordinator is effective. She has focused her attention on developing the scheme of work and introducing resource material to support its teaching. She is aware of the need to improve the whole school approach to investigative science. There is regular assessment of pupils' performance and use of National Curriculum level descriptors to record pupils' performance. The subject co-ordinator samples pupils' work to check on standards, but does not receive planning from class teachers to show coverage of the scheme of work.

ART AND DESIGN

135. During the inspection, it was not possible to observe any art lessons in the infant classes, so judgement of pupils' standards is based on an analysis of their work and art displays around the school. From this evidence, it is clear that pupils' standards in art and design are broadly in line with what is expected of pupils at the age of seven. This is also true for pupils in Year 6, where judgements are based on the observation of two lessons (in Year 3 and Year 4) as well as an analysis of their art work and art displays. All pupils, including those with special educational needs, make sound progress throughout the school. This reflects the findings for the subject during the last inspection.
136. In Year 2, pupils have completed bicycle drawings and written their own comments about the work of famous artists. In the junior classes, pupils build on this solid base, producing pictures, patterns and designs using a range of media. They explore patterns and draw freehand using transport as a stimulus, with increasing precision and accuracy. By Year 6, most pupils share and explore ideas in using different media to represent different textures within a landscape picture. They talk with other pupils and compare their ideas.
137. All areas of the curriculum are covered and art is often linked to the various topics. Computer programs are used to draw pictures. Examples of three-dimensional art throughout the school include weaving, collage and a large totem pole displayed in the school hall. At present, sketchbooks are insufficiently used. The whole-school environment is attractive and the influence of art across the curriculum is evident from the quality of displays. Those specifically related to art include self-portraits in Year 1, which are linked to portraits by famous artists. All pupils benefited from working with an artist in residence, producing a montage of the history of the school. Pupils have also produced a life size model of a goat for the outdoor garden. In addition, pupils have written short critiques of these portraits, saying what they particularly like or dislike about them. Year 2 pupils have drawn bicycles and in Year 3 they have made vases from papier-mâché. Pupils in Year 5 have linked art to their history topic and have painted sepia-tinted 'photographs'. In Year 6 they have looked for patterns in balance through collage and three-dimensional shapes.
138. In the lessons seen, the quality of teaching and learning was satisfactory. Planning is effective and teachers have secure knowledge and understanding, which is used to direct and guide pupils, encouraging them to think carefully about their work. However, pupils could have been given more opportunity to be creative through less direction from the teacher. Resources were prepared well, ensuring that all pupils had what they needed. Pupils worked co-operatively, sharing tasks and appreciating the efforts of others. The use of ICT to support pupils' learning is satisfactory; pupils in most classes use drawing and graphics programs to produce their own pictures. Resources are

satisfactory overall in quantity and quality, but there is little monitoring of both planning and standards achieved by pupils. A newly appointed co-ordinator is aware of these as areas for development.

DESIGN AND TECHNOLOGY

139. Standards at both seven and 11 are in line with those normally found and generally satisfactory progress is made throughout by all pupils. This reflects the findings of the last inspection, where standards were also in line with national expectations. The scheme of work covers the range of knowledge, skills and understanding necessary to develop this subject, but this is not always implemented at the necessary level and the process of evaluating the pupils' own ideas is under-developed.
140. Most classes have displays which reinforce and celebrate what has been achieved. These include work by pupils in Year 1 who have 'designed' a fruit salad. This is a very effective display with drawings and photographs to show what the pupils have done. These pupils are now designing lever mechanisms, linked to their science topic of the human body. Pupils in Year 2 have designed and made models as part of their 'On The Move' topic and are now making homes for a pet. Year 6 pupils have studied different weaving patterns, looking at texture and have made interesting books for younger pupils which include a variety of different textures. Year 6 pupils use a sketch book to record and save their work. However, this is not developed through the school. An attractive tapestry displayed in the hall was produced to celebrate the opening of the new school.
141. The overall standard of teaching is satisfactory, although some teachers lack confidence in the subject. Where this happens, design and technology is not fully developed, causing a lack of continuity through the school. However, where teaching is satisfactory or better, there are careful demonstrations of techniques and activities with clear instructions, good use of and support from other adults, good discussion about materials and designs and review of pupils' learning to plan for next steps.
142. The co-ordinator has recently taken on responsibility for this area and is aware of the need for further development. At present, however, there are limited opportunities to monitor provision in the subject to identify specific priorities related to teaching and learning.

GEOGRAPHY and HISTORY

143. Only two geography lessons and no history lessons were observed during the inspection owing to timetable arrangements. Evidence from pupils' work, analysis of teachers' plans and discussions with teachers and pupils indicates that standards and pupils' progress, are broadly in line with what is expected for almost all pupils at the end of Year 2 and Year 6 in geography. This represents a similar picture to that seen in the previous inspection. In history, it was not possible to make a judgement about pupils' standards in Year 6, as the main element of their history entitlement is not taught until the summer term. From the evidence available, pupils in Year 2 and in Years 3 – 5 are attaining standards and making progress, in line with what is expected in most schools. From this evidence is not possible to make a judgement on teaching in geography for the infant classes or in history for either the infant or the junior classes. In both subjects pupils have a balanced programme, which meets statutory requirements.
142. In geography, most pupils in Year 2 follow a simple route from home to school and describe their route using directional language correctly. They draw a sketch map of their route to school using symbols and including key features of the local area.
143. In Years 3 to 6, pupils continue to make sound progress. Pupils in Year 3 use geographical skills effectively in locating information about different weather conditions around the world. They use atlases and globes to locate countries and also use the Internet to research information on weather. By the time they are in Year 6, most pupils identify place features correctly in an-ICT produced poster on mountains and lakes. They use graphs to show snowfall frequency and understand four figure grid references. They also make good use of their literacy skills in researching and compiling a glossary. Higher attaining pupils make more precise use of technical terms, such as 'glacier', 'avalanche' and show a clearer understanding of concepts, for example, alpiners.

144. Teaching and learning are sound overall. Analysis of pupils' work indicates that, in the Infant classes, most pupils are sufficiently challenged to make the best of their ability. In the junior classes, pupils are well behaved and show sustained interest and concentration. They stay on task and collaborate well with others in undertaking research work. They share resources well and show positive attitudes. Teachers have sound subject knowledge and make good use of additional support in the classroom to ensure that pupils of all levels of attainment can participate and learn effectively. They share learning objectives with pupils and make their expectations clear. Resources are used well to give pupils opportunities to work independently and information and communication technology (ICT) is used effectively to support learning.
145. In history, most pupils in Year 2 understand the difference between old and new in their study of the history of the school. They identify the characteristics of the old school from photographs and compare the features with the modern building. They have learned about famous people including Queen Victoria and Guy Fawkes, retelling the story of the Gunpowder Plot. In the junior classes, most pupils continue to make sound progress. In their studies of the Tudors and the Victorians, they learn about features of the past, including comparison of the lives of rich and poor in Tudor times (Year 4) and the Victorian period (Year 5). Year 5 pupils have focused on how they find out about the past and undertook an analysis of census data in their research into the lives of ordinary people.
146. The subject leadership of history and geography is effective. There is a scheme of work for each subject, which meets requirements, although geography has been identified by the school as an area in need of review. Assessment of the subjects is appropriate and based on objectives for each year group delivered through the scheme of work. Good use is made of visits to enrich pupils' learning experiences. These include visits to Wigan Pier, the local area and Park Bridge Environmental Centre, Macclesfield Silk Museum and Chester.
147. In relation to subject management, there is room for improvement. The subject co-ordinator has not monitored provision in the subjects or received planning from class teachers. Neither has there been any analysis of standards of pupils' work, for example, through collecting samples of their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

148. The school has made good progress since the last inspection in improving provision for information and communication technology (ICT). At that time, standards were well below national expectations both in Year 2 and in Year 6, with most pupils making unsatisfactory progress as they moved through the school. Staff had insufficient knowledge of the subject and statutory requirements were not being met. Levels of hardware and software have improved significantly since then and the number of computers per pupil is now above the recommended level, at approximately nine pupils to every computer. There are two 'mini-suites' in the infant and junior libraries with good use of learning support assistants, especially in the junior classes, to provide pupils with small group tuition. The curriculum for ICT is secure and a useful scheme of work is in place. These initiatives have had a positive impact on pupils' standards and the issues identified at the time of the previous inspection have now been fully addressed. All pupils, including those with special educational needs, attain standards broadly in line with what is expected nationally by ages of both seven and 11. They achieve satisfactorily and make sound progress across the school.
149. In Year 1, pupils demonstrate appropriate mouse control in using a simulation program in science. They write their own sentences, with support. In Year 2, pupils develop these skills further, writing independently using the keyboard to produce poems such as 'On My Bike'. They program a screen icon to follow a specific route and have begun to develop their use of data handling in the subject through their 'Pets' topic in science.
150. By the end of Year 6, the attainment of most pupils matches the level expected and they continue to make sound progress. Pupils with special educational needs also make sound progress in the subject against their prior learning and achievement. Pupils in Years 3, 4 and 5 increase the level of accuracy and precision when they use word processing and graphics programs to produce their own works. Year 3 pupils, for example, combine text and graphics in their presentation of work and use Word Art. Year 4 pupils program their own instructions into a control package to draw mathematical

shapes. By the time they are in Year 6, most pupils have a sound knowledge and understanding of basic ICT skills, although they have, as yet, limited opportunities to develop their skills in the monitoring strand. Year 6 pupils have experienced a wide range of programs and progressed further. In data handling, they enter information into a data file and create fields, with help, to establish a new database. From the information they gather, they have used bar charts to show the results of their experiments in science. In their desktop publishing, they show an awareness of audience in creating posters to 'Care for dogs' and also in using Word to design advertisements.

151. The quality of teaching is satisfactory overall. It is organised so that class teachers give whole class demonstrations of key tasks. These demonstrations are then followed up in class, deploying pupils in pairs and small groups to work on the classroom computers or through support from the learning support assistant in the infant and junior classes using the 'mini-suites' in the libraries. Planning is effective with specific and focused objectives. When demonstrations of activities and techniques are given, pupils have a clearer idea of what is expected of them and the pace of learning is usually quicker. The support given by the learning support assistant in the junior classes is particularly effective in contributing positively to pupils' progress. Demonstrations are focused and require pupils to develop new skills and techniques. In good lessons, use is made of the interactive whiteboard for this purpose. Teachers make effective use of their subject knowledge in enabling pupils to progress. Pupils' attitudes to learning in ICT are positive. They listen attentively and are keen to join in, enthusiastic about using the programs themselves. They show good appreciation of each other's efforts, breaking into spontaneous applause in Year 4 when a shape appears from a program set by the teacher.
152. The subject is effectively led and managed by the co-ordinator. The resources in the 'mini-suites' have been supplemented by the addition of two networked computers in each classroom. These resources have given pupils greater continuity in their learning. All teaching staff are in the process of completing the government funded training for ICT. The subject co-ordinator has collected samples of work into a portfolio to exemplify pupils' standards, but as yet has had limited opportunity to monitor provision in the subject.
153. Teachers plan opportunities for pupils to use ICT in a range of subject areas. During the inspection, pupils' use of ICT to support learning was seen in several subject areas: geography, science, mathematics, English, religious education and art and design. More use has begun to be made of ICT for teaching purposes, through the use of the interactive whiteboard, but also through its use for planning and producing pupil materials.

MUSIC

154. By the age of seven and 11 pupils attain standards which match the levels expected nationally. This judgement shows that standards have improved since the previous inspection when standards and progress were both unsatisfactory. Since the previous inspection the school has made good progress in addressing its weaknesses. This is due to strong links with the local authority's advisory staff who have provided regular training sessions in the teaching of music for all the staff and an improvement in the quantity, quality and range of resources. The school's good provision includes the implementation, with support, of national guidelines for systematically developing pupils' skills and knowledge. These initiatives have resulted in raising the expertise and confidence of most of the staff.
155. By the end of Year 2, pupils sing clearly and in tune. They perform well together in singing practice. In a Year 2 lesson they sang simple songs, which included an African folk-song, from memory, generally keeping good time. This song contributed positively to their cultural development. They are developing an awareness of musical elements such as loud and quiet, fast and slow and how to maintain a constant beat. The majority of pupils remember and repeat a simple pattern by clapping correctly and keeping to the beat. They are developing an awareness of music being played at different speeds. However, composing is at an early stage of development.
156. By Year 6, pupils demonstrate a good understanding of specific vocabulary such as, *pitch*, *dynamics* and *tempo*. The majority of pupils have average skills in listening and in appraising they can identify some of the instruments being played in an orchestral arrangement. They are able to perform their own rhythmic patterns using a range of percussion instruments. Skill in composing is a developing

area. In singing, progress is satisfactory. Most pupils sing in tune and in time because they have many opportunities to sing, particularly in assemblies.

157. Pupils listen to a variety of music, including music of other cultures and times. Overall, most pupils, including pupils with special educational needs and English as an additional language, make satisfactory progress in relation to their prior attainment.
158. The quality of teaching and learning was satisfactory. No unsatisfactory teaching was observed, an improvement since the previous inspection. Lessons are planned with clear learning objectives and most build on earlier learning. In the better lessons pace and organisation are good and teachers demonstrated sound knowledge and understanding of the subject. For example, in a lesson in Year 6, the teacher used Saint Saen's 'Carnival of Animals' to explore creative music making. Pupils described well the contrasting styles of the composition and linked these to features of the music itself such as 'pitch' and 'dynamics'. This enriched the pupils' learning and their own creative performances. Other strengths included the good management of the pupils' behaviour and the careful drawing out of the pupils' responses, which significantly aided their awareness and appreciation of music. There is a sound pace to the lessons and many practical opportunities for pupil involvement. Some teachers evaluate skilfully what the pupils do and ensure that pupils improve on their earlier performances. Overall, higher attaining pupils are challenged in the better lessons. Links are made with other subjects. For example, when listening to a taped performance of 'La Volta' pupils discussed its Tudor origins and some of the characteristics of the types of musical instruments that were played in that period. Learning is fun and contributes strongly to the pupils' positive attitudes, behaviour and good relationships.
159. Leadership and management of the subject are good. The co-ordinator has put in place an action plan, outlining what needs to be developed. The curriculum is planned well, contains clear objectives for each year group and includes an emphasis on developing the pupils' skills as they progress through the school. Effective assessment provision and practice are in place and pupils' progress is monitored by the co-ordinator. Information technology is used effectively to support teaching and learning. Resources are good. The subject has a valued place in the school's curriculum and now makes a good contribution to the pupils' wider learning experiences of different cultures. For example, the school finds many opportunities to involve the pupils in local community activities and other experiences. The choir sing in the local church and hospice, also pupils participate in inter-school musical performances at the Bridgewater Hall, Manchester.

PHYSICAL EDUCATION

160. Standards in physical education for pupils aged seven and eleven are in line with those expected nationally. Most pupils make satisfactory progress; those with special educational needs (SEN) make good progress. This represents a similar picture to that seen at the time of the previous inspection. There has been a good improvement in the facilities for physical education since the previous inspection when the poor accommodation had a negative impact on the quality of educational provision. The move to the current school in 2001 has provided the school with much better facilities for dance and gym work, although outside provision is still hampered by the lack of a sports field.
161. Pupils in Year 2 create simple sequences of movements, using the floor and adapting their movements to music. They move in 'curvy' and 'straight' paths and try hard, with a partner, to adapt their movements to the mood of the music. In Year 5, pupils benefit from specialist teaching by coaches from Tameside Sports Link and make good progress in improving their footwork and dribbling skills in basketball. They co-operate well in small team games, showing an appropriate understanding of rules. Pupils in Year 6 continue this progression and develop their handling ability to pass and dribble. They perform these elements with increasing accuracy, precision and co-ordination. In practice drills they 'pivot' and 'run diagonally' showing an increasing awareness of the rules and tactics of basketball.
162. By the time they leave the school, almost all pupils swim at least 25 metres. Swimming lessons are focused mainly on pupils in Years 4 - 6.

163. The quality of teaching and learning was satisfactory overall, ranging from unsatisfactory to very good. In Year 5 and Year 6, pupils benefit from specialist teaching provided by specialist sports coaches, in a range of sports, including basketball, football and athletics, from Tameside Sports Link. Where teaching is very good, teachers have very good subject knowledge, which is used very well to develop pupils' knowledge, skills and understanding of gym, dance and games. Clear targets are set at the beginning of lessons and pupils are well engaged in the activities, for example, two pupils in Year 5 were given the responsibility of leading the 'warm-up' in the basketball lesson by the Sports Link coach. Techniques and skills are demonstrated well and good use is made of pupil demonstration to review learning and identify areas for improvement. A good pace of learning is maintained throughout the lesson, which stimulates and motivates pupils. They show positive attitudes to their learning and develop good co-operation and collaboration in small team games and practices. They are enthusiastic and try hard to improve their work. Where teaching is less effective, there is a lack of pace, resulting in inattention and 'off-task' behaviour. Expectations of pupils are low and subject knowledge is not used effectively to 'model' techniques or demonstrate practices to improve performance.
164. The subject is well managed, with an effective policy and scheme of work. Teachers plan from the curriculum outline to teach the year group objectives for their class. Pupils' progress is recorded on a class record sheet. Monitoring by the co-ordinator is currently informal and based on conversation with class teachers. No opportunity has been provided, as yet, to monitor the quality of provision in the subject at firsthand.
165. There is good extra-curricular provision for sport. There are school teams in several sports including football and netball. The school takes part in all the local competitions and makes very good use of local sports coaches to enhance its provision.

RELIGIOUS EDUCATION

166. Current standards of work are in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Standards are similar to those at the time of the previous inspection. All pupils, including those with special educational needs and those with English as an additional language make sound progress.
167. By the end of Year 2, pupils understand that some places are special. They know that a church is a special place for Christians. Visits to their local church have given them a sound insight into Christian values, religious furnishings and their uses. They have a sound grasp of important Biblical stories, such as the story of Jesus and the 'Feeding of the Five Thousand'. They retell the main facts of these stories and also discuss their significance. For example, through a discussion of Jesus and his choosing of his 12 apostles pupils developed an awareness of the significance of special qualities for sustaining relationships. Pupils are given opportunities to study the customs and practises of other religions besides Christianity. They know what the Torah is and its significance in the Jewish faith. They know that religious festivals are special occasions for remembering particular events, for example Christmas, Easter and Yom Kippur. They learn important human values, such as thinking about others and are encouraged to put them into practice in their own lives in school or at home. Opportunities are provided for pupils to use their writing skills for recording in their own words religious events and their significance.
168. By Year 6, all pupils increase their knowledge and understanding of Christianity and other faiths. All have a sound knowledge of the Bible and recall that psalms are songs. All have an awareness of the importance of the Ten Commandments. The major Christian festivals of Christmas, Easter and Harvest are celebrated and visits to the local church have been made. Pupils have learned about human commitment for the care and support of others through studying environmental issues. Knowledge of other faiths is also developed. Pupils show a sound knowledge and understanding of the Muslim faith and Hinduism. They know that Muslims worship in a mosque and their holy book is the Qu'ran which contains the 'word of God'. Through their studies of Christianity and other faiths the majority understand the belief that every human being is equal and as one pupil eloquently expressed, "In school we learn about other peoples' way of life and how they worship their gods. You learn how to become a better person." They enjoy their lessons generally and show interest in their work. Pupils respond well to their teacher in class and listen carefully to the views and opinions of others. They are developing an admirable level of religious tolerance and awareness of the cultural

traditions of major world faiths. Religious education makes a good contribution to the pupils' spiritual, moral, social and cultural education. For example, a pupil in Year 3 wrote, 'I would share my money, water and food with all the people in the world' as her response to ways of improving the universe.

169. Only three lessons were observed during the inspection. Analysis of pupils' work is also taken into account in judging the impact of teaching on pupils' learning and the standards they attain. Teaching is satisfactory overall and occasionally good.
170. A good lesson in Year 3 involved pupils reflecting on the importance of the parable of 'The Lost Sheep'. Through discussions on the different emotions experienced when losing and finding personal valuables, the teaching effectively provided the pupils with opportunities to increase their understanding of the underlying ideas in this biblical story. One pupil's interpretation caught the essence of the lesson in her perceptive comments 'never give up' and don't just think about yourself'. Pupils respond well to their teachers and listen carefully to the views and opinions of others. They show respect for peoples' beliefs and customs. Teachers make effective use of the pupils' own extended writing to reinforce their learning. Work is marked but there is some inconsistency in the use the teachers make of written comments to give pupils guidance for improvement.
171. The subject has a new co-ordinator. Her leadership and management are satisfactory. She ensures that all staff are given clear teaching plans and curriculum guidelines. Assessment procedures are now in place. However, she has little opportunity, at present, to monitor the quality of educational provision in the subject area. The school makes use of videos and provides opportunities for pupils to develop further their word processing skills when writing about religious issues. These are improvements since the previous inspection. Resources are good for the needs of the curriculum.