

INSPECTION REPORT

ST JAMES' CE PRIMARY SCHOOL

Manchester

LEA area: Manchester

Unique reference number: 105497

Headteacher: Mrs A. E. Openshaw

Reporting inspector: Andrew Clark
21596

Dates of inspection: 8 -11 July 2002

Inspection number: 250201

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Stelling Street Gorton Manchester
Postcode:	M18 8LW
Telephone number:	0161 223 2423
Fax number:	0161 220 8468
Appropriate authority:	The Governing Body
Name of chair of governors:	Miss Margaret Walker
Date of previous inspection:	2 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21596	Andrew Clark	Registered inspector	Science Art and design Geography Foundation Stage	What the school does well? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9883	Brian Silvester	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
14806	John Stevens	Team inspector	Mathematics History Music Religious education Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
23262	Philip Martin	Team inspector	English Information and communication technology (ICT) Design and technology Physical education Provision for pupils with special educational needs English as an additional language.	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St James CE Primary is an average sized school situated in the Gorton area of Manchester. There are 227 boys and girls on roll including 30 children in the nursery. The area has one of the highest levels of youth and male unemployment in the country. The majority of families are housed in private and local authority rented accommodation consisting of pre-war terraced and semi-detached properties. Approximately 10 per cent of pupils are from ethnic backgrounds. For six per cent of pupils, English is not their first language and this is higher than is usual in most schools. Fifty-seven per cent of pupils are eligible for free school meals which is well above the national average. There are 28 per cent of pupils on the school's register of special educational needs which is above average and a small percentage with a statement of special educational need. Most of these pupils have emotional, behavioural or general learning difficulties. The percentage of pupils who join or leave the school other than at the normal point, is almost four times the national average, which is very high. The pupils' attainment on entry to the school is well below average, particularly in terms of language and literacy and numeracy. The school is involved in several significant initiatives including Excellence in Cities and is working towards status for excellence in physical education.

HOW GOOD THE SCHOOL IS

This is a good school. Although the results of national tests are well below average, the pupils make good progress during their time in school and standards have been steadily improving by Year 6. The quality of teaching is good and, as a result, pupils are enthusiastic learners. The school is well led and managed with a clear focus on raising standards. Despite the school's positive action, attendance is too low. The school gives satisfactory value for money.

What the school does well

- The good quality of teaching and learning helps all pupils make good progress.
- The teachers manage their classes very well so that behaviour is good.
- The provision for the significant proportion of pupils with special educational needs is very good.
- There are many interesting learning opportunities for pupils within lessons and after school.
- The good leadership creates a positive climate for learning and moral guidance is very good.

What could be improved

- Standards in English, mathematics, science and information and communication technology.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in 1998. Overall standards have risen at the same rate as they have nationally by the time pupils leave school, though there is still some way to go before they meet national levels. At the time of the last inspection progress was unsatisfactory in several subjects. Progress is now good. The planning for English and mathematics is now good. The school sets targets for pupils to achieve in their learning. There are sound ways to measure how well pupils are progressing in most subjects. They have still to be developed in information and communication technology. The school improvement plan is now a useful tool to guide developments. Improvements have been hindered by significant staff changes during the past four years.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar* schools
	1999	2000	2001	2001
English	E	E	E	C
mathematics	E	E	E	D
science	E	C	E	D

Key

well above average A

above average B

average C

below average D

well below average E

*Similar schools relates to the percentage of pupils eligible for a free school meal.

Standards in the national tests in 2001 were well below average by the end of Year 2 and Year 6. There has been a steady trend of improvement in pupils reaching the expected level or higher, which is at least as good as the national trend. The standards of work seen during the inspection were higher than last year's test results and are below average overall by Year 6. The percentage of pupils who join the school late has a significant effect on test results. The school very carefully tracks the progress pupils make. More pupils are reaching the level expected for their age in English, mathematics and science because of the strong support given to pupils with special educational needs and boosting teaching for less able pupils. However, there are very few pupils who attain high levels in tests. A significant proportion of pupils does not do well enough because they are absent too often. Standards of attainment are better for girls than boys but both achieve well from their start in school. There are twice as many boys receiving support for special educational needs as girls.

The progress made by pupils of all abilities is good. By Year 6 pupils read fluently and often with expression but their understanding is literal; only the most able understand the subtleties of the story. Progress in reading is satisfactory in Year 2 though pupils are not always sure of the sound that letters make. By Year 6 handwriting is neat and legible, but not consistently so. Pupils write for a good range of purposes but not often at length. By Year 6, listening skills are average, though below average for speaking. Many pupils are still speaking in short sentences. In mathematics, pupils make good progress in basic skills of computation and mental calculations. In science, pupils develop a sound knowledge of facts and know how to conduct an investigation. Pupils do not often plan and organise their own investigation or make decisions on how to record the results which limits the progress of the most able to attain higher results.

Standards in ICT are below average. Pupils develop skills well through use in other subjects and they are built up systematically. The new suite is having a significant impact on raising standards but the pupils do not have enough opportunities to practise skills in the classroom. Standards in art and design, design and technology, history, geography, music, physical education and religious education are broadly typical for pupils' age by Year 6.

Children make good progress during their time in nursery and reception. A good basis is laid for early reading and writing. However, as a majority of children enter school with standards well below average they are still below average for the current children in personal and social development, communication, language and literacy, mathematics and knowledge and understanding of the world by the time they begin Year 1. They are average for creative and physical development by time children start Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils are eager to learn. They concentrate and work hard in lessons.
Behaviour, in and out of classrooms	Good. Pupils are friendly and polite because of the teachers' high expectations. A significant number of pupils have emotional and

	behavioural problems, but these are handled well and do not cause disruption to learning.
Personal development and relationships	Good. Pupils are given opportunities to take responsibilities for others and for aspects of their own learning. Relationships are good.
Attendance	This is well below average. There are small groups of pupils who are often absent, and many who take odd days off with their parents' permission. There are also groups of pupils who are regularly late.

TEACHING AND LEARNING

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

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

Lesson planning is good throughout the school. The teaching of English and mathematics is good, enabling pupils to make good progress. There is a good concentration on the basic skills of literacy and numeracy, although there is not enough emphasis on learning how to make new words at the end of the infants. The management of pupils' behaviour is very good. Lessons are well-planned and purposeful. Many lessons involve pupils in practical activities that help them to organise their ideas and understand better. However, there are not enough opportunities for pupils to use their initiative in some lessons such as science. Lessons are conducted at a very good pace particularly in mathematics. The pupils have targets for improvement in skills in English and mathematics but teachers do not remind them often enough of these in lessons or through their marking. The majority of pupils are thoughtful and work at a good pace. The teaching of pupils with special educational needs and those with English as an additional language is good. Their needs are accurately assessed and good support is given. The support staff and learning mentors offer very good support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There are good links between subjects and lessons are imaginative and well planned. Good use of initiatives to support the learning of pupils of average or below ability.
Provision for pupils with special educational needs	Very good. Pupils are identified early and progress is closely monitored.
Provision for pupils with English as an additional language	There are no pupils at an early stage of learning English. Those who do not have English as their first language make progress that is at least as good as their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good. It is very good for moral development. The school's ethos places a strong emphasis on creating a good climate for learning through strong moral and social guidance. Pupils have sound experiences of their own and other cultures through music, history and geography.
How well the school cares for its pupils	Good. There are very good procedures to support pupils' welfare. The school takes positive action to improve attendance through its own initiatives and Excellence in Cities. This has an impact on the individual pupils, but is not yet reducing absence overall.

The parents have positive views on the school and it works hard to encourage parents to be involved in pupils' learning. Overall, parents make a satisfactory contribution to learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear focus on raising standards and supports staff well. The acting deputy and other key staff contribute well to improving provision.
How well the governors fulfil their responsibilities	Sound. The governors have a good understanding of the strengths and weaknesses of the school. They ensure that initiatives are well-supported by finances.
The school's evaluation of its performance	Good. The school tracks pupils' progress carefully and monitors standards. In particular, the headteacher is very analytical in her monitoring of teaching which helps encourage good quality. The school has used national and local initiatives for developing literacy and numeracy well.
The strategic use of resources	This is good. The school has made significant improvements to the quality of accommodation and learning resources to meet the pupils' needs.

There are good learning resources for many subjects, but more computers are needed in classrooms. The accommodation has been significantly improved and is satisfactory overall. There are sufficient teachers and support staff. The governing body ensures the school follows the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school expects children to work hard• The quality of teaching is good• Children enjoy school• Their children make good progress• Behaviour is managed well	<ul style="list-style-type: none">• Activities for children out-of-school hours• The amount of homework

The inspection team supports the positive views of parents. They disagree with the concerns expressed as the range of activities for pupils out of school hours is better than normally found and satisfactory use is made of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of national tests for English, mathematics and science were well below average by Year 6 in 2001. However, they have improved at a similar rate to the national trend over the past four years. Despite the low standards, pupils of all abilities achieve well from their attainment on entry to the school as a result of good teaching and learning and thorough planning for these subjects. There is no evidence of the unsatisfactory progress found at the last inspection.
2. Children start the nursery with attainment well below typical levels. A majority of pupils are at early stages of language and number development. Many children have little experience of working and playing with others. Boys tend to start school with lower attainment than girls. They make good progress through the nursery and reception classes. A significant proportion of children reaches levels expected for their age and a few exceed this. However, overall the standards are below expected levels for the present children in personal and social development, communication, language and literacy, mathematical development and knowledge and understanding of the world. It is evident, for example, that the children's knowledge of facts such as the sequence of days and seasons is still uncertain for many by the end of reception. However, the progress they have made from a very poor understanding of such facts in the nursery is apparent. The teachers place strong emphasis on learning about the world in daily routines and songs. The children's creative development is typical for their age and standards of music for instance, are better than normally found. Children's progress in physical development is good and standards are at least typical for their age.
3. Standards of attainment in reading in the 2001 National Curriculum tests at the end of Year 2 were very low in comparison with the national average. Those for writing were well below average. In comparison with similar schools, performance in both reading and writing was well below average. Very few pupils reached the higher Level 3 in reading and none reached it in writing in the tests. This was well below national averages in reading and below the national average for writing. A large proportion, just over one half, of the pupils who took the National Curriculum tests at the end of Year 2 had special educational needs. This has been a key feature in their attainment. The trend over the last three years is that standards in reading and writing in the infants fall below the national average. There was little difference in boys' and girls' performance in last year's National Curriculum tests which is an improvement since the last inspection.
4. Standards of attainment in the National Curriculum tests for pupils in Year 6 in 2001 were well below average compared with all schools. However, they were much the same as those of schools with a similar percentage of pupils eligible for free school meals. Progress from Year 2 was better than average when compared with similar schools. The proportions of pupils reaching the expected and higher levels were well below the national average. The trend over the last three years has been for performance in English to fall below the national average but a steady improvement in the proportion of pupils attaining the expected level for their age. Standards of attainment are better for girls than for boys. However, more boys than girls have special educational needs. The school has also identified that boys' academic achievement is not a priority for some parents. They have made good attempts to address this by encouraging positive examples of adult males, such as professional footballers, to read and work with pupils.
5. Standards of mathematics are well below average in national tests and pupils in Year 2 in the 2001 tests obtained standards well below those expected for their age in numeracy and all areas of mathematics when compared with all schools nationally and with similar schools.
6. In mathematics, pupils in Year 6 in the 2001 tests also obtained standards well below those expected for their age when compared with all schools nationally, and below expectations when compared with similar schools. Girls' attainment was better than boys'.
7. Twenty-eight percent of pupils are on the register of special educational need, many receiving additional support. They make good progress during their time in school because of the very

good support and teaching they are given. Most of those receiving additional help are boys and the difference in attainment between girls and boys can be tracked to this feature. The school takes strong steps to redress the balance and there is no evidence of a significant difference in boys' and girls' standards in most classes in the school.

8. Although, there is a high proportion of pupils whose first language is not English, none of them are currently at an early stage of learning English. They make progress, which is as good as their classmates, and their needs are accurately and appropriately assessed.
9. The high number of pupils who move from or to the school at different stages of their education is also a key feature in the low standards and has an adverse effect on the efforts the school makes to improve the results of the national tests. For example, in last year's Year 6 over 50 per cent did not start until well into the juniors and 20 per cent started in Year 6. All the 20 per cent were low attainers. A very high percentage of pupils in Year 2 did not start until Year 1 and 2, many without the advantage of nursery education. It is a feature of a significant proportion of these pupils that they have changed schools often and have had little continuity to their education. The headteacher and staff view this challenge positively and it is why they place a strong emphasis on the support and welfare of these pupils and systems to track progress.
10. Another significant feature in the lower standards is the group of pupils who do not attend regularly or miss parts of lessons by being late. This affects their progress. The teachers manage lessons well so that it does not cause too much disruption to the class. The school is taking positive action to address this.
11. There is no evidence of pupils of any ability underachieving significantly. They make good progress in lessons and throughout their time in school. However, the school recognises the need to raise attainment closer to national levels and particularly for more pupils to attain higher levels, especially in the infants. In most lessons, the work pupils do is matched well to their ability. However, some opportunities are missed for pupils to use their initiative, providing particular challenge for the more able. For example, they do not often decide how to plan an experiment in science or to organise their own research in English or history. This limits the development of their thinking and comprehension skills, particularly of the more able pupils. Although teachers regularly set targets for pupils in English and mathematics relating to basic skills, they do not always follow these up through marking or questioning.
12. Standards of English and mathematics were below average in the work seen for current pupils in Year 6 and higher than last year's test results. They are still well below average for English by Year 2 because of a very high percentage of pupils with special educational needs. They are below expected levels for mathematics.
13. In reading by Year 6, most pupils read fluently and with good expression. However, only the most able understand the deeper meanings of the stories they read. They make good progress through most of the school. Progress is only satisfactory in Year 2, because the scheme of work for reading does not place enough emphasis on continuing to develop the pupils' ability to build new words from their letter sounds, concentrating mainly on learning whole words. Pupils write well for a range of different purposes and by Year 6 handwriting is generally neat. However, it is sometimes better in handwriting exercises than in free writing. They use writing skills well in several subjects, although not often at length.
14. In mathematics, pupils make good progress in the infants and juniors in all aspects. Their skills in mental calculation are generally sound because of well-paced and challenging lessons. They learn how to use their knowledge but only the most able do so independently.
15. Standards in science are below average by Year 2 and Year 6. Pupils' knowledge is sound but their understanding is sometimes limited by a lack of wider experiences. For example, Year 5 pupils were unclear what 'dew' was in work on evaporation. They understand how to conduct an experiment but lack initiative in organising or planning them.
16. Pupils make good progress in information and communication technology. They are making good gains in developing basic skills which they use in many subjects. However, they are starting from

a low baseline and do not have enough opportunities to develop skills learned in the suite back in the classroom. As a result standards are below average.

17. The standards in other subjects are close to typical levels by Year 2 and Year 6 as a result of good teaching and planning for progress. There is a strong emphasis on practical activities, which help pupils understand well.
18. The school is very focused on raising standards in English and mathematics, which remains a high priority from the last inspection. The overall improvement has been satisfactory, as progress is generally good when measured against pupils' earlier attainment and standards have risen at least as well as they have nationally by the time pupils leave school. They get a good start in nursery and reception. Strong initiatives are in place to support the learning of those with special educational needs. Teachers recognise the need to challenge the more able rigorously and to continue to address poor attendance. The school sets and meets challenging targets for attainment in national tests in conjunction with the local authority. Staff will have to continue to build on the good quality of teaching and learning by more closely setting and promoting individual learning targets and offering increased initiative and opportunity for the most able in order to raise the proportion of pupils attaining high levels.

Pupils' attitudes, values and personal development

19. Pupils are keen to attend the school and play a full part in its life, including the good range of extra-curricular activities. They have a good attitude to their work and a positive approach to their learning. Pupils listen carefully to their teacher and get on well with the task given. They listen and concentrate well and are keen to answer questions. Pupils take a pride in their work, some of which is displayed around the school. The pupils' good attitudes to their work and the school make a significant contribution to their academic and personal progress. In a few instances the attitudes of a small number of pupils, mainly boys, are not as good.
20. The behaviour of the pupils, in class and around the school, is good. Parents are very happy with the standard of behaviour achieved. Pupils are polite and courteous and offer help to visitors. Pupils are taught to listen to and respect the views of others. In class they obey instructions and work productively. When misbehaviour does occur it is dealt with very well by the teachers and other staff using the school's behaviour code. There were no exclusions recorded at the time of the previous inspection. In the year before this inspection there was one fixed-period exclusion.
21. Relationships, between pupils and between pupils and adults, are good. Pupils mix well, take turns, share resources and work co-operatively. Older pupils are very willing to help the younger ones. All staff take a very caring approach to the pupils. Positive relationships are encouraged successfully, along with fairness, co-operation and politeness. The ethnic minority pupils are well integrated into the life of the school and incidents of a racist nature are very rare.
22. The personal development of the pupils is good. They respond well to the opportunities given to take responsibility. Pupils are given roles to carry out in class and around the school. The 'Lunch Bunch' is a group of pupils from Years 2 to 6 who organise games at lunchtime, give support to other pupils and can give out stickers for good effort and behaviour. They wear distinctive yellow T-shirts so that the other pupils can recognise them. The lunchtime organisers and class teachers nominate two children from each class to be VIPs at the Friday lunchtime. Years 5 and 6 pupils help run the school's bank and others have lunchtime duties like cleaning up after lunch in the hall. Some of the older pupils participated in the East Manchester mini Commonwealth games festival. Pupils show initiative by proposing ideas on road safety and supporting charity appeals, like Poppy Day, the shoe box appeal and National Children's Homes.
23. Attendance in 2000/01 was 89.7%, which is well below the national average. Unauthorised absence in the same year was 4.6%, which is much higher than the national average. The level of attendance has not improved since the previous inspection despite the great efforts made to monitor and encourage attendance. The main reasons for absence are illness, some condoned absences by parents, holidays in term time and a small amount of truancy. Another reason is that there is a high turnover of pupils coming into and leaving the school during the school year, about one third. When a pupil leaves, it sometimes takes time before he or she is removed from the school's roll and therefore has to be treated as absent for that period, even though the pupil has left. The school has set an ambitious target of 93% for attendance, but so far the attendance

levels have stubbornly refused to budge. Most pupils are punctual but a substantial minority does arrive late. On one day of the inspection, 24 pupils, or around ten per cent of the school, were marked as arriving late in the registers. In one class almost one third of the class was late. The poor levels of attendance and punctuality have a detrimental impact on the attainment and learning of the pupils concerned.

24. The previous inspection report stated that attitudes, behaviour and personal development were all good. This is still the case.

HOW WELL ARE PUPILS TAUGHT?

25. Teaching and learning are good throughout the school. Teaching is very good or better in nearly one-third of lessons. Good teaching has been maintained since the last inspection and there have been many improvements, particularly in English and mathematics. Since the last inspection there has been a change of deputy headteacher and several new staff. Good teamwork and the headteacher's effective support of staff development is the key to continued good progress.
26. There are many strengths to the teaching, which are common throughout the school. These include:
- Very good behaviour management. Several pupils receive additional support because they have emotional and behavioural difficulties and find it hard to control their moods. This could be very disruptive but for the skilful handling by teachers and support staff. They use a good range of strategies to reduce conflict and maintain the pace of teaching.
 - Good lesson plans. They are particularly effective because they clearly identify what pupils of different ability are expected to know, do and understand and the teaching methods used to achieve these. The plans also identify the vocabulary they want pupils to learn. The subject leaders regularly monitor the curriculum plans and this increases their effectiveness.
 - Good introductions. The purpose of lessons is clearly explained to the pupils, who are involved from the start. The teachers grab the pupils' attention by a range of techniques. For example, in science in Year 5 pupils had a very clear idea of the processes they needed to explore.
 - The good use of guidance from the National Strategies for Literacy and Numeracy to structure lessons and make effective use of time.
 - Teachers question pupils closely and explain ideas well to them. This is very effective in mathematics. Pupils make good progress in learning different strategies for their calculations as a result. However, they do not encourage pupils to use their initiative enough.
 - The majority of lessons are well paced to keep the pupils interested and motivated but also allow time for them to practise what they have learned and retain information.
27. The quality of teaching and learning in English and mathematics is good. The basic skills of literacy and numeracy are taught well in many subjects. For instance, there are many good examples of different types of written work in history and religious education. Spelling, handwriting and punctuation are generally well taught. This helps pupils to work with increasing speed and accuracy in many lessons. However, not enough emphasis is placed on using letter sounds in reading and spelling in Year 2. Pupils are encouraged to use dictionaries constructively.
28. Teaching and learning in the nursery and reception classes are good. The resources are bright and stimulating. Activities are purposeful and usually challenging. Relationships are very good and teachers and other staff work well together. The role-play areas on the theme of pets enable children to think and explore their world. There are strong links between different aspects of children's learning that help their understanding. There is usually plenty to make the most able children think, but occasionally too much time is spent on activities to measure children's achievement, in counting for example, when there is no new learning. This is unnecessary as the teacher and support staff already have a good idea of children's ability from general observations noted in lesson evaluations.
29. The needs of different pupils are well met in the majority of lessons. Teachers identify pupils who are particularly able and provide them with work that is more challenging, rather than more

laborious. This results in well-motivated pupils who are eager to learn. This is very evident in mathematics and science lessons. However, many pupils do not think sufficiently for themselves and there are not enough opportunities to encourage them to do so.

30. The quality of marking is satisfactory. Work is regularly marked and the pupils' success is generally celebrated. However, teachers do not always use marking effectively to indicate how pupils could achieve more. The comments are generally positive, such as 'good work' rather than specifically related to improving understanding in the subject. Although there are several examples of good marking throughout the school they are not consistent enough.
31. Pupils with special educational needs are taught well. There is generally very good liaison between teachers and support staff who work with particular pupils or groups of pupils. This means that support staff are well informed about the lesson and give those in their care every opportunity to experience a full curriculum. The management of pupils with identified behavioural difficulties is very good. The pupils with English as an additional language are well taught and they make very good progress as a result. They are supported well in class and fully involved. The teachers take very positive steps to include all pupils in lessons.
32. The teaching of ICT skills is good. Pupils are effectively introduced to new ideas and given time and opportunity to build on their skills. The teachers are increasingly confident in the use of computers. A strength of the teaching is that skills are taught through other subjects so that learning is more meaningful to pupils. The school is currently building up software to promote this approach further.
33. Homework is used appropriately. Pupils are given regular work in several subjects. They are also given opportunities to complete homework tasks in a school club when there is support available. This is a very important development as many pupils have little space or opportunity to study easily at home and take up is reasonable.
34. The headteacher monitors the quality of teaching closely and there has been good support from the local education authority. Grants to provide booster classes to help pupils improve their attainment have been used thoughtfully to make sure learning is effective. With the high quality of teamwork and good role models in many teachers, the school is well placed to raise the quality of teaching still further.

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

35. The curriculum is broad and meets statutory requirements including those in nursery and reception and takes account of the national strategies for literacy and numeracy. The balance is slightly weighted toward these two subjects although the impact is that there is good progress in literacy and numeracy Years 2 and 6. The curriculum also meets all requirements of the National Curriculum and religious education, which is planned and implemented according to the locally agreed syllabus. The quality and range of learning opportunities are good throughout the school. Provision for pupils with special educational needs in particular is very good. The improvements to the longer term planning contributes to the good progress pupils make against their earlier learning and has fully addressed weaknesses in pupils' progress that were evident at the last inspection.
36. The planning for children in nursery and reception is good. Activities are purposefully planned to motivate children to be involved in all areas of learning whilst placing a strong emphasis on building basic skills of literacy, numeracy and personal development. Very good use is made of outdoor space not only for physical development but also for learning activities in science and art. Topics are sensitively chosen to interest the children and broaden their knowledge of the world.
37. There are good policies and schemes in place to guide the teaching and make sure of consistent progress in all subjects. Good use is made of local and national guidance. Teachers' short term planning is a significant contributory factor to the good quality of teaching and learning. The activities are matched well to the overall purpose of the lesson and at the same time relevant to the different abilities in the class. The plans also identify the key vocabulary for the lesson and

the teachers make good use of this to promote speaking and listening and knowledge of the subject. The teachers evaluate the success of the lessons regularly and use this knowledge to plan further work. However, although they often set individual targets for pupils to achieve, particularly in English and mathematics, they do not always reinforce these during lessons or through marking. This limits the progress that some, particularly the most able, could make.

38. Literacy and numeracy strategies have been successfully implemented, though there was some difficulty initially in implementing the literacy strategy owing to the unavailability of appropriate resources. The school includes all its pupils very well, twenty-eight per cent of whom are on the special educational needs register. The school is all inclusive and provides good quality of access to the curriculum for all its pupils. There is much mentor support, particularly for pupils on the special needs register but more challenge is needed for the higher attaining pupils.
39. The provision for extra-curricular activities is good. The wide range of activities outside school time enriches the curriculum. For example, the lunchtime provision for games was very well supervised with the vast majority of pupils actively engaged in sporting activities – football, using hoops, and bat and ball games. In addition after-school clubs include drama, football, hockey, golf, cricket and athletics. There is a bookshop which is used mainly by infant children and their parents, a homework club and a breakfast club. These activities make a good contribution to the pupils' social development.
40. The inclusive nature of the school provides a very good climate in which all pupils can flourish. Good behaviour is promoted well through the consistent application of the school's behaviour management policy. This is especially helpful for those pupils with behaviour problems. They know what is acceptable and what the sanctions are for those who misbehave. All members of staff take care to celebrate children doing something right and give appropriate praise. Pupils with special educational needs and those with English as an additional language have full access to the curriculum because of the support given and the emphasis on helping them acquire and use good basic skills.
41. Provision for pupils to become aware of personal, social and health issues is good. There are policies for health and sex education but not, as yet, for drugs. The drugs policy will be implemented into a new health policy. The school nurse pays regular visits and is involved in drugs awareness with the pupils. Personal, social and health (PSHE) issues are incorporated into other subjects and occasionally taught separately.
42. The school has satisfactory links with the community. Pupils in the past have sung in local residential homes, but not recently. There is a strong link with the local church and the vicar pays a visit every fortnight to take assembly. There are links with a nationally, well known, firm of auditors who have been 'reading pals' for the pupils. The school has no links with industry.
43. Links with partner institutions are also satisfactory. There are strong links with the local high school to which the majority of pupils go at the age of eleven. Teachers, in particular physical education teachers, help in school. The co-ordinator for special educational needs also pays visits to liaise about special needs pupils. Year 6 pupils, before leaving the school at the end of the summer term, pay a visit to the high school to familiarise themselves with the school and new teachers.
44. The overall provision for pupils' spiritual, moral, social and cultural development is good. This is an improvement on the last report.
45. The provision for pupils' spiritual development is sound. Acts of worship are mainly Christian but stories from other faiths are not neglected. Collective worship takes place daily. Once a week the whole school meets together but otherwise the infants and juniors have separate assemblies. During the week of inspection the theme was 'Perseverance'. There were good reflective prayers in most of the assemblies. In the junior assemblies, pupils were challenged to think when they found something really hard at school and on the verge of giving up but persevered. Displays around the school are often a focus for pupils to reflect upon and pupils experience a good range of poetry and thought-provoking literature.

46. The provision for pupils' moral development is very good. Pupils are taught not only the difference between right and wrong but also why something is right or wrong. Positive behaviour is encouraged on a daily basis and there is a well-developed award scheme. Honesty, fairness and respect for truth are continually promoted. Each department has its own rules. The organisation by the lunchtime assistants is very good and helps to make a very orderly and calm lunch session. Staff throughout the school are good role models and are respected by the pupils. The impact of all this is that the behaviour by the great majority of pupils in and out of the classroom is at least good.
47. Provision for pupils' social development is good and closely linked to moral development. The school provides many opportunities for pupils to take responsibility and show initiative. In the nursery and reception classes children learn to select their own activities, share with others and tidy up at the end of lessons. This is effective because activities are well planned and there is good storage of resources. Pupils have jobs early in the morning, in particular with the breakfast club. The Lunch Bunch, who are drawn from across the school, help in the hall at lunchtime. Pupils also help in the library. Year 6 pupils look after the younger ones or on an ad hoc basis. A number of clubs and extra-curricular clubs take place. A coach from Manchester City Football Club Community Scheme visits the school and during the inspection he taught one class about keeping fit and being healthy. Pupils in the junior school visit activity centres in Surrey and France. Visits to the local church regularly take place. Pupils in Year 4 visit Ordsall Hall as part of their history topic on the Tudors. The infants spend a day in Fleetwood and pupils in the Foundation stage visit a local farm.
48. The provision for pupils' cultural development is sound. The pupils gain an insight into their own lives and that of others through art, music, history and geography. They study the local area in some detail and make visits to areas outside the locality. They celebrate the work of different cultures through art and music. Through religious education and other lessons pupils are effectively taught about the cultural diversity of their society. However, there is not enough emphasis on non-European artists in art. Some pupils visited the Bridgwater Hall for a schools' concert. Classical music is played in junior assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The steps taken to ensure the pupils' welfare, health and safety are good. The teachers and staff know the pupils well, recognise their needs and give them good support and guidance. Good use is made of the learning mentors, informal counselling and the support agencies. An annual health and safety audit and a risk assessment are completed by a private contractor and a written report is presented to the governing body. The school has identified that, for safety reasons, there is a need to fell or pollard some of the trees in the grounds. Fire drills are held termly. There are two qualified first aiders and a medical room. The school nurse comes into school regularly and the school doctor also visits. A number of checks are carried out on the pupils, including hearing, sight and dental. The school nurse also assists with the delivery of the personal, social and health education curriculum. A breakfast club is run each morning. The numbers participating in this are low, but increasing. Healthy eating is encouraged and the school participates in an annual healthy living week. These features contribute not only to the general well-being of the pupils but also help them to concentrate and apply themselves during the school day. Members of the emergency services come into the school to talk to the pupils about safety.
50. The school has an appropriate child protection policy. The headteacher and the nursery class teacher are responsible for its implementation and the nursery class teacher has received the necessary initial and refresher training. Child protection procedures are in the staff handbook and new training is planned. Any cases that arise are dealt with sensitively and correctly.
51. The school's procedures for monitoring and supporting the pupils' personal development are satisfactory. Their class teachers and other staff in the school monitor the personal development of the pupils. The records kept are mainly informal. The learning mentors keep detailed records of the pupils they are mentoring. At the first two parents' evenings of the year, parents are given a short report on their child's personal and social development. The pupils' annual report, at the end of the year, also contains information on their personal development. The pupils' personal development is supported and assisted by the comprehensive PSHE curriculum and by the

opportunities given to pupils to take responsibility. The procedures mean that staff know pupils well, which is very important because of the high level of sensitive social and domestic issues that may pupils face and that impact upon their learning.

52. The quality of the school's assessment procedures was identified as a key issue in the last report. There has been improvement in the interim period and procedures for measuring accurately pupils' attainment and progress are now satisfactory. They are good for pupils with special educational needs and those with English as an additional language. There is an assessment week each term for writing, reading, and mathematics in which a key objective is assessed. The foundation subjects (subjects other than English, mathematics and science) are assessed regularly, to ascertain those pupils who have exceeded their targets and those who have not yet reached an appropriate level. Optional mathematics and English tests take place for pupils in Years 3, 4 and 5. Assessment for information and communication technology has yet to be developed. The deputy head, as assessment co-ordinator, monitors the formal assessments. Pupils are given individual targets for literacy and numeracy but these are not followed up rigorously enough to make a significant contribution to all pupils' learning. The quality of marking is variable between classes and within subjects, ranging from a few ticks to useful developmental comments. The support staff and learning mentors make good use of measures of pupils' progress to challenge and motivate the less able pupils and those with special educational needs. There is not always the opportunity to develop other pupils' learning as thoroughly.
53. The school's procedures for monitoring and improving attendance are good. Class teachers, learning mentors, the school administrator, the headteacher and the educational welfare officer monitor attendance very closely. If a pupil is absent without a known reason parents are contacted on the first day of absence. The school is starting to analyse attendance using their computer records and it is beginning to be a useful tool. If a pupil's absence is causing concern, or if there are patterns of absence, parents are contacted and, where necessary, home visits are made. Late arrivals at school are recorded in the late book by the learning mentors. The need for good attendance and punctuality is emphasised regularly in communication to parents. Termly rewards and certificates are given for full and improved attendance. In one case punctuality was improved by supplying the family with an alarm clock. Registers are usually regularly and accurately marked. The school is creative in addressing the problems of poor attendance and recognises the need to continue to explore every avenue for improved attendance.
54. The school's procedures for monitoring and promoting good behaviour and eliminating inappropriate behaviour are very good. Behaviour management is a strength of the school. There is a behaviour code, which contains a suitable range of rewards and sanctions to encourage good behaviour. This code is well understood by the pupils, consistently used by the teachers and well displayed around the school. Where misbehaviour does occur, teachers are very effective in using the code to deal with it and they do not allow it to disrupt their lesson. Incidents of bullying are very infrequent and are mainly in the form of name-calling or the leaving out of someone from a group at playtime. Where bullying does occur, it is dealt with properly and swiftly and parents are involved. The school's anti-bullying policy is currently under review.
55. The previous inspection report stated that welfare procedures and the promotion of attendance were good. This is still the case. The procedures for monitoring and promoting good behaviour were good and these have now improved to be very good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents have good views of the school. They are supportive and the links between the school and parents have a positive impact on the pupils' learning. The school's partnership with parents will be a target for development in the next school improvement plan. The school recognises that there is a need to develop a more pro-active approach to parents and build on what is already working well. The quality of information provided is satisfactory. Regular newsletters and information letters are sent out. The school has plans to re-site the parental notice boards so that they can be easily seen from outside the building and to send out earlier reminders of events. For parents who are new to the school, information sharing takes place at their child's admission. Also, a toddler group is run weekly in the nursery for pre-school children. Parents are advised about the curriculum their child will be learning and given advice on how they can help the child at

home. Meetings are held for parents on curriculum matters, like literacy, but these are not well attended.

57. The annual governors' report to parents does not contain all the required statutory information. There are plans to restructure the report to make it more user-friendly. Parental questionnaires are completed to assess parents' views on subjects like school uniform. In the Ofsted parental questionnaire, prior to the inspection, most parents were supportive but a minority was not happy with the amount of homework provided and for extra-curricular activities. The inspectors concluded that the provision of homework is satisfactory and extra-curricular activities is good. The reading diaries enable parents to make comments about their child's reading or any area of concern. The learning mentors run an after-school club, where pupils can do their homework if they wish. There is a weekly homework letter in the nursery. The range of activities is better than that often found in similar schools.
58. The school's links with its parents are effective and their involvement has a satisfactory impact on the work of the school. The contribution of parents to children's learning, at school and at home, is satisfactory and this aids pupils' attainment. The Friends of St James is a parents' group, which also includes teachers and friends of the school. It holds regular meetings, where a crèche and refreshments are provided. Both social and fund raising events, like summer and Christmas fairs, raffles and a family disco, are held. These events are supported very well and the money raised is used to purchase resources for the school, to help fund trips out and to contribute to the cost of professional visitors, like actors, into school. Parents are encouraged to help with trips out, swimming and in school, and a small number takes up this opportunity. Parents are invited to termly parents' meetings where they can discuss their child's progress with the class teacher. They are encouraged to make comments on their child's report. The pupils' annual reports tell parents what their child knows, understands and can do in English, mathematics and science and meet requirements. Parents are invited to special events, like the weekly class assemblies, Christmas celebrations and a school Easter service. Most parents have signed the home/school agreement.
59. The school has successfully continued to build on the relationship with parents since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The quality of leadership and management has improved since the last inspection and is now good. There is a clear and purposeful focus on raising standards matched to good school improvement planning. The headteacher provides good support for the professional development of her staff and ensures a calm but challenging haven for learning.
61. The headteacher leads through careful planning and good management systems. She has high expectations of all staff and provides sound structures to enable them to fulfil their roles. She knows staff and pupils well through a good range of monitoring procedures. Her observations of teaching are very perceptive and used well to set targets for continued development. The acting deputy headteacher provides good support through her own analytical thinking and very good management of provision for special educational needs. There is good delegation of responsibilities to subject leaders. This is achieved by clear job descriptions supported by systems for monitoring and evaluating achievement. Staff are given significant responsibility for financial management of their area and reasonable time is allocated to manage this. As a result, the professional development of staff is good and has led to promotions to senior posts in other schools.
62. The subject leaders for English, mathematics and science fulfil their responsibilities well. The subject leaders for English and science are new to their posts but there are good structures to support them and the school ensures priority is given to their training and development. The priority given to these subjects is very high and the subject leaders respond with enthusiasm. For example, they use time and funds well to evaluate the teaching and learning in their subjects. They produce detailed reports suggesting areas for improvement. They make sure that the teachers have good quality resources for teaching and give good guidance on their use. The subject leaders respond quickly to weaknesses that are identified in the monitoring. Other

subject leaders are generally effective in their posts, particularly in developing resources. There have been several changes in subject roles and although they all manage resources well some are not yet clear enough of the standards pupils are achieving to make significant improvements.

63. The governing body is hardworking and involved in the life of the school. Commitment to improvement is high. There are two full governing body meetings a term, which is more than is normally found. These are well-structured meetings allowing time to be focused on the school's identified needs as well as initiatives and communications from external sources, such as the local education authority. The headteacher provides a very detailed report on all aspects of the school's work. They are very readable and direct. The governors discuss issues in depth and make useful suggestions for improvement. They have a good knowledge of improvements in key areas and the need to drive up standards. However, they are not always critical enough of steps taken to make improvements.
64. The school improvement plan now provides a good means of directing improvement. It is based upon detailed self-evaluation from many sources. For example, the views of parents and pupils are sought. There is detailed analysis of national and other test results. The targets set are based on clear and measurable criteria. The progress in the plan is evaluated regularly by the headteacher and reported to the governing body. The evaluations are detailed and informative. Sometimes, however, they relate more to whether a task has been completed rather than whether it has had an impact on the school. This weakens an otherwise effective process.
65. There is good financial management. The school employs a bursar to manage the day-to-day expenditure and a financial adviser for long term planning. The finance committee meets on a monthly basis and receives good information on the school's current financial situation. They are guided well in financial issues by the headteacher and financial adviser. This enables the governors to manage the finances well and to assign funds where they are needed most. The pupil cost in the most recent full accounting year was higher than average because of the initial input of the Excellence in Cities funding and costs for special educational needs. The underspend is above average because of changes in staffing and the additional funding. However, this is likely to be below average in the current financial year. The good quality of education and the pupils' good achievement means the school gives sound value for money.
66. There is very good management of special educational needs. Teachers are fully involved in assessing pupils' abilities and planning for their needs. The funds available for pupils with a statement of special educational need are used well to ensure that there are good levels of trained adult support. The needs of the pupils are more effectively met than they were at the last inspection because staff understanding is much greater and there has been a good concentration on improving this aspect. The special educational needs co-ordinator provides good support, particularly in ways of managing challenging behaviour. Resources are very good and support staff make a significant contribution to the achievement of these pupils. The governors linked to special educational needs and other issues for inclusion are very well informed. They actively seek improvements to the provision.
67. The induction of new teachers and other staff is well managed. The co-ordinator monitors progress and provides very good support. She sets realistic targets for newly qualified teachers to meet and ensures the resources and time are available for them to succeed.
68. Staff are deployed well. There is a strong team structure and team leaders are part of the management system. They play a significant role in ensuring continuity in planning and the development of teaching and learning. As a result of this teamwork almost all subjects are well taught. There are many opportunities for staff to take initiative and contribute to improvement. This has been a significant factor in minimising the negative impact of staff changes and high number of maternity leaves, which have affected almost all year groups' teams. Resources are sound and maintained well for many subjects. The accommodation is satisfactory overall. There have been significant improvements to the quality of accommodation since the last inspection to create more learning areas and better storage facilities. These have a positive impact on pupils' learning particularly for those with special educational needs. However, most classroom spaces are small and open to other areas of the school. The teachers manage this well but it places some limitations on learning. For example, there is very little space for teachers to store or display three-dimensional artwork. The computer suite makes a very positive contribution to

pupils' learning but there are not enough computers in classrooms. There are spacious grounds, which are very well used at lunchtime and play times as well as for physical education.

69. The school has very clearly defined aims that are based on the development of the whole child. Through skilful management and positive leadership these are effectively achieved. The school is well placed to raise standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to raise standards further the headteacher, staff and governors should:

1. Raise attainment in English, mathematics, science and information and communication technology by: (Paragraphs: 11,13,15,16,27,30,80,81,92,94,95,110,120)

- Improving pupils' thinking and understanding skills through more tasks which encourage pupils to use their initiative, knowledge and understanding and scientific skills.
- Focusing more on the targets set for individuals, particularly the more able pupils, to ensure they achieve them through marking and on-going assessment.
- Ensuring that progress in phonic and word building skills is consistently promoted and monitored in Years 1 and 2.
- Making sure pupils' progress and attainment is accurately measured in ICT.
- Provide more opportunities for pupils to practise the skills they learn in ICT.

2. Raise attendance by: (Paragraphs: 10,23,53)

- Rigorously promoting the need for good attendance.
- Ensuring that all existing procedures are followed through.

In addition to the above key issues the following, lesser issues should be considered for inclusion in the governing body's action plan.

- Ensuring marking provides more consistent support to all pupils' learning.
(Paragraphs: 30,84)
- Making sure that the governors' annual report for parents meets requirements.
(Paragraph: 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	16	11	0	0	0
Percentage	3	28	41	28	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two 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)	30	197
Number of full-time pupils known to be eligible for free school meals	0	127

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	2	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	4.6
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	9
	Girls	10	13	14
	Total	16	20	23
Percentage of pupils at NC level 2 or above	School	55 (41)	69 (59)	79 (72)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	11
	Girls	12	14	16
	Total	21	22	27
Percentage of pupils at NC level 2 or above	School	72 (59)	76 (76)	93 (97)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	17	13	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	11
	Girls	10	8	12
	Total	18	15	23
Percentage of pupils at NC level 4 or above	School	60 (52)	50 (55)	77 (72)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	12
	Girls	9	9	10
	Total	14	16	22
Percentage of pupils at NC level 4 or above	School	47 (45)	53 (55)	73 (66)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	12
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	150
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	10
Number of pupils per qualified teacher	21.8
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	To confirm

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1
Total aggregate hours worked per week	To confirm
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	663,931
Total expenditure	661,330
Expenditure per pupil	2,914
Balance brought forward from previous year	50,503
Balance carried forward to next year	53,104

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

227

Number of questionnaires returned

39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	69	23	8	0	0
Behaviour in the school is good.	51	41	5	0	3
My child gets the right amount of work to do at home.	38	41	13	5	3
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	59	33	5	0	3
I would feel comfortable about approaching the school with questions or a problem.	64	31	5	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	54	41	3	0	3
The school is well led and managed.	49	46	0	0	5
The school is helping my child become mature and responsible.	54	44	0	0	3
The school provides an interesting range of activities outside lessons.	44	15	21	3	18

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Children attend the nursery from three years old. The majority of children attend full time. They then move into the reception class in preparation for the National Curriculum in Year 1. This is known as the foundation stage. The teaching and learning in the foundation stage are good. The support staff make a good contribution to learning. There is a good curriculum that gives the children a good basis for future learning. Pupils of all abilities, including those with special educational needs, achieve well. There are good procedures for regularly checking on the children's progress in all areas. However, because of very low attainment on entering the nursery, many pupils are working at levels below and sometimes well below those expected for their age overall. The quality of teaching has improved since the last inspection from satisfactory.

Personal, social and emotional development

72. The children make good progress and teaching and learning are good overall and often very good. Children do not meet the goals expected for them for their age because, although they very successfully learn to work and play together and to become more confident, many children do not show much initiative and independence. However, the teachers and support staff very effectively improve this. In the nursery and reception children make good progress in learning to select their own work and to tidy and organise themselves. The good organisation and storage of resources help this. Through role-play, for example in the vet's and home-corner, children explore their role in the world and the adults set good examples by joining in the discussions and extending children's thinking. Many children enter the school with difficulties in behaving and relating to others. They are identified and supported well because the staff work as a team and discuss individual needs. Children learn to be polite and take turns. The teachers make good use of registration periods to make children more aware of each other and to start the day happily. In nursery and reception the teachers make good use of rhymes and songs to establish routines. The children's attitudes to all subjects are very positive and they concentrate for increasingly long periods. The lunchtime supervisory staff make a good contribution to children's learning in this area. They successfully help the children to eat sensibly and enjoy their lunchtimes so preparing them for the afternoon sessions.

Communication, language and literacy

73. Teaching and learning are good in the nursery and reception classes. As a result, children of all abilities make good progress although overall they do not meet the expected goals for their age because of the low starting point. All staff constantly engage the children in enjoyable discussions in all activities to improve the clarity and articulation of the children. The teachers and support assistants question the children closely to extend and develop their vocabulary when they play in the sand and water or when involved in literacy activities in reception. By the time they start Year 1 they are more articulate and have a sound vocabulary but do not engage in extended discussions, often giving simple one-word answers. There are good opportunities for role-play and drama. Children make good progress in their reading skills. They quickly learn to listen to stories and rhymes and good use is made of the computer to reinforce this. They do not know many nursery rhymes when they start and this is a regular feature in the teaching. They soon learn to share a book and the more able children 'tell' the story to their friends by following the pictures. This is built on through reception where children are systematically taught letter sounds and good use is made of regular homework to reinforce this. The average and more able children recognise a reasonable level of key words and can make simple new words from their letter sounds. A significant proportion of less able children, despite good progress, are still at an early stage of reading. Reading skills are reinforced through the good use of puppets linked to stories. Early writing skills are successfully developed. There are many opportunities for nursery children to make marks, and they are encouraged from the start to write their names at the start of the day when they enter with their parents. They write with different pens and pencils, and in the sand, which gives them a strong awareness of the feel of the letters so that they become increasingly familiar with them. Throughout nursery and reception they progress through tracing and overwriting words. They tell the teachers what they want to write when they produce a picture

and are encouraged to attempt more. By time they start Year 1 they are writing simple sentences, often more for the more able, and form letters quite well so that standards are only a little below average in this.

Mathematical development

74. The children of all abilities achieve well, although the majority does not achieve the goals for their age. Many children enter with very little understanding of number and shape. For example, some of the youngest children cannot order and sequence numbers to three and have trouble remembering numbers. In the nursery they have many opportunities to explore numbers and develop their ability to order them. For example, they thread and count beads and match patterns to pictures. Alongside these free choice activities, the teacher introduces them to shapes and numbers through short group activities that are marked by a sense of fun and children know shapes such as squares, triangles and circles. The sand and water play have clear tasks which help pupils develop their understanding of volume and capacity. Teaching and learning are good in both the nursery and reception class. In the reception class the teacher uses the guidance of the National Numeracy Strategy well. There is a brisk start to lessons and good use is made of resources such as attractive numberlines to help children discover more about counting and adding. In one lesson however, there was too great an emphasis on a simple counting task so that staff could measure pupils' needs. This did not challenge pupils enough. By the time they are ready for full-time schooling children can write numbers to ten and beyond and perform simple addition and subtraction operations. They read simple graphs appropriately. With some support children order toys by size or group them by shape or colour. However, very few children retain small numbers in their heads to perform simple calculations mentally and they often need support to organise numbers into groups or sets. The teachers use the vocabulary of mathematics well to improve the learning of number.

Knowledge and understanding of the world

75. Children make good progress in this area because of the good quality of teaching. Overall, the children's attainment is below typical levels because of the low levels many start with. The teachers and support staff make good use of regular routines at the start of the day to develop understanding of the seasons, the weather and days of the week. In the nursery, many children are uncertain what the day of the week is but are making progress in understanding which day follows which and this is much improved through reception. This generally poor understanding of simple facts and limited general knowledge hinder progress throughout the school, despite good efforts of the staff to improve it. Children are developing good ICT skills. They learn to use the keyboard and select items from a menu. In reception, they have a good understanding of how to control a simple robotic toy to follow their instructions. Standards are about average in this. The children can make simple electronic circuits to light up a cat's eyes. The teacher questions them closely, but many children are slow to respond even when their enjoyment is very evident. In the nursery, the teacher makes good use of regular homework to encourage pupils to find out more about the weekly topics. They use construction toys well. They plan what they are going to make before they build it, often working well together.

Physical development

76. Overall, children's attainment is typical for their age. They make good progress, and sometimes very good progress in dance, because of very good teaching. Children move well to music and make strong and spiky movements following the teacher's guidance. They are able to select their own movements. They have good recall of earlier work and the more able describe well the effects of exercise on the body; 'The air is all coming out of my mouth because I've been really busy.' In reception, the children are good at running and dodging. They throw and catch bean bags well, responding well to the teacher's advice not to throw too high. Children develop largely appropriate skills in cutting and pencil control is satisfactory and sometimes good. There is very good provision for children's outdoor play. As a result children are very confident and capable when climbing on a climbing frame and can explain what they are going to do before doing it. They steer bikes and scooters well. They have frequent opportunities to work outside in nursery and reception.

Creative development

77. Standards are typical for their age overall. They are good for music. The quality of teaching is good. Children respond very well in music because of the very effective way the teacher gives instructions through songs. Children join in tunelessly and keep the rhythm accurately. They play percussion instruments with good control. In the nursery children know a good range of lively activity songs which several pupils sing on their own. The children paint lively animals in their topic work in the nursery, mixing their own colours. They create collages for animal masks using interesting paper folding techniques. There is a good range of different drawing and painting materials available for children to use in the nursery throughout the day.

ENGLISH

78. At the end of Year 6 for the current pupils, standards of attainment are below those expected from pupils of this age. This represents a good degree of improvement since the previous inspection when standards were well below average. At the end of Year 2, standards of attainment in English for the present pupils are well below average. However, both infant and junior pupils are achieving well in relation to their prior attainment because of good teaching overall and very good support for pupils with special educational needs. Just over one quarter of pupils have these needs and there are significantly more boys than girls.
79. Pupils start Year 1 with standards in speaking and listening that are well below those expected from the age range nationally. They make good progress overall in developing these skills but standards are still below those expected at the end of Year 2. Pupils tend to answer questions in single words or short phrases but seldom in full sentences. Their diction is often unclear. Pupils in Year 1 make better progress overall. They listen to and answer questions, for example, when comparing pictures of the same room at different times. Because of good teaching and positive attitudes, pupils continue to make good progress in the juniors. By the end of Year 6, their listening skills are similar to those expected from pupils of their age. However, speaking skills are below those expected. They show by thoughtful responses that they have been listening to discussions and instructions during lessons. Some older higher attaining pupils are clear and coherent in discussion, for example, when explaining the difference between similes and metaphors or during assembly when talking about perseverance. However, the majority of pupils do not show the same levels of attainment and tend to talk in shorter phrases.
80. Reading standards at Year 2 are well below average. Many pupils start Year 1 with very low standards for their age and achievement, although satisfactory overall, is not high enough to raise standards by the end of Year 2. Although higher attaining pupils read at a level that might be expected for their age, not enough pupils read aloud with the fluency and understanding appropriate for their age. Most enjoy reading, but few can describe a plot or characters. They recognise familiar words but stumble over less familiar ones. Their attempts to read unfamiliar words sometimes founder because they do not have a firm grasp of the difference between the names and sounds of letters, or the sounds that groups of letters make. Pupils in Year 1 achieve well. They are more fluent when reading aloud and have a wider range of reading strategies than older infants. Pupils make better progress in the juniors and by Year 6 reading standards have improved. Achievement is good, but standards are below what is expected from pupils of this age nationally. Pupils have positive attitudes to reading, but some pupils, other than the higher attainers, find it difficult to give a clear and detailed plot summary. They have an increased range of strategies for reading unfamiliar words and read aloud with increasing fluency and expression. Older pupils generally know the difference between fiction and non-fiction and can find information using contents and index pages. Pupils generally understand what they read and can answer questions based on the text. This is an improvement since the previous inspection. However, this is often at a very literal level, and they are less successful when making inferences, that is, 'reading between the lines'.
81. By the age of seven, standards in writing are well below those expected from pupils of this age. Handwriting is often inconsistently formed, unclear and rarely joined. There is little progress in the handwriting workbooks. Higher attaining pupils use capital letters and full stops reasonably accurately, but this is not always the case for other pupils. However, pupils do have sufficient opportunities to write for an increasing range of purposes, for example, letters about the Great Fire of London linked to their history topic. Pupils in the juniors make good progress overall and

achieve well in relation to their prior attainment. By the end of Year 6, attainment is below average. Handwriting is generally legible, consistent and joined-up. Progress in handwriting is inconsistent however. The good work that pupils sometimes do in handwriting exercise books is not always transferred to other writing. Pupils write for a sound range of purposes, for example; book reviews, arguments for and against particular points of view and continuing stories. Although pupils have opportunities to write the beginnings of stories, or how others may end, they do not have enough opportunities to write at length. They use basic punctuation such as capital letters, full stops and question marks accurately. Some older pupils are beginning to use a wider range of punctuation, such as speech marks, when continuing a mystery story about a missing garden gnome. Pupils use their existing skills soundly in other subjects.

82. Pupils with special educational needs who work individually with learning support assistants make good progress. They have individual programmes that identify short steps for improvement. These plans are carefully reviewed and adjusted as necessary. Similarly, pupils receiving additional literacy support make good progress during small group sessions. Those few pupils for whom English is an additional language are equally as competent as their classmates and make similar progress.
83. The quality of teaching is good. The school uses the structure of the National Literacy Strategy effectively in planning interesting, well-structured lessons and series of lessons. Pupils know what is expected of them because teachers plan lessons with clear objectives, which they share with pupils. In a Year 4 lesson, the teacher explained to pupils that they were going to look at features of advertisements and create their own slogans for a chocolate bar. This helped to provide pupils with a framework on which to build their learning and to understand what they were trying to achieve, thus enhancing their quality of learning. Teachers usually involve all pupils in discussions and ask useful questions that encourage pupils to think. In an excellent Year 5 lesson, the teacher used a rich vocabulary that helped pupils to make very good progress in learning about sentence structure. Teachers manage pupils' behaviour very well, dealing calmly and sensitively with the very few lapses of attention. This means that pupils do not distract themselves or others and learning can go on through the time available. Teachers use summing-up sessions well, and revisit the main themes of the lesson and discuss what pupils have learned, again helping them to fix and retain their understanding. Teachers usually mark pupils' work promptly and make positive comments. There are some good examples of marking that provides guidance for pupils about how to improve, but this is inconsistently done. Too often, there is no such guidance and marking does not lead to improvement, the same errors being repeated in work that follows. Teachers are increasingly using information and communication technology in teaching but its use is not yet firmly embedded. In Year 2, the teacher used it well to reinforce the idea of using commas to separate items in a list.
84. The subject is soundly managed. The subject leader has identified the direction the school needs to take to raise standards and has produced plans for doing so. The school's procedures for finding out standards of attainment in English are useful in finding out what pupils know. Teachers use this information to set targets for improving pupils' performance in writing. These tend to be group targets, but a few higher attaining pupils have their own. Some pupils, particularly the older ones, know what these targets are and what they have to do to improve their attainment, but some are not so sure. Teachers do not always draw pupils' attention to these targets in lessons or when marking. Consequently, pupils do not always have a sufficiently sharp focus on their targets or appreciate how to aim for them in their written work. The school has identified that boys do not do as well as girls for a number of reasons though no significant differences were observed during the inspection. More boys than girls have special educational needs, including behavioural or attitude problems. The school supports these pupils well through its special needs and learning mentor programmes. Pupils visit the local library to meet authors and use male role models, such as footballers, to raise the profile of reading. Resources are satisfactory overall. The library is currently being redeveloped.

MATHEMATICS

85. Standards are below average by Year 2 and Year 6. Pupils of all abilities achieve well against their earlier learning. By Year 2, the majority of pupils have a sound knowledge of addition and subtraction to ten. The less able can count in twos and double numbers. In one lesson

observed, the more able could add, during the mental starter, three single digit numbers together. They also have a good knowledge of their two, three, five six and ten times multiplication and division tables. In the same lesson, which contained some good teaching, most pupils, within their capabilities, were able to solve problems by collecting information and organising it into Carroll diagrams. A few of the less able were confused but the majority understood how to sort the diagram as a result of good questioning. They were encouraged to use correct mathematical language such as 'most popular, most common'.

86. By Year 6, the majority of pupils can turn fractions into decimals and also convert metric units into decimals. The more able pupils can solve problems with positive and negative temperatures. They begin to investigate experimental probability. The less able can name fractions and can count on and back in hundreds and know how to round numbers up and down. In data handling, they can draw and interpret bar graphs. Those pupils with special educational needs are well supported and make good progress. This was noted in one lesson where the classroom assistant gave considerable help to two pupils who were having difficulty in collecting data for recording on a pie chart. This was another example of a good lesson where the teacher was secure in her knowledge and set clear objectives. For example, the majority of pupils were able to work out the fractional proportions spent on food from a pie chart.
87. Some good teaching was also observed in Year 1 where the teacher, by skilful questioning, was able to obtain correct answers from pupils when sorting and classifying information. For example, the pupils were asked how to sort out some names and they knew, correctly, that they should be sorted in groups with three or four letters. The more able could continue to sort names with up to six letters.
88. Teachers use a good variety of strategies to improve the pupils' learning. This was particularly noted in another good lesson in Year 5 where pupils used different methods for addition and subtraction. For instance, most pupils could add 272 and 167 by a partitioning method and could check their answers by rounding up or down, although some of the less able did have difficulty.
89. Very good lessons providing challenge and stimulation were observed in both Years 3 and 4. In the former, information and communication technology was used to develop the pupils' mathematical knowledge. The teachers' questioning was persistent and imaginative and so moved the lesson forward. There was a brisk and efficient revision of logging on to the computer and finding the programmes from the menu. As a result, the majority of pupils had a clear idea of how a Venn diagram works, and could sort objects in various criteria. Year 4 pupils, as a result of the very good teaching were able to demonstrate, within their capabilities, the various methods of addition and the more able pupils were able to add using the column method. For instance, they could add 235 and 69 by this method and check their answers by the inverse method.
90. The quality of teaching throughout the school was at least good and sometimes very good. Teachers know their pupils well and are able to pace the lessons accordingly. In the very good lessons, questioning is persistent and imaginative, so moving the lesson forward well. Teachers know their subject well and are good at teaching basic skills. All this has a strong effect on pupils' learning which is good and shows good progress being made through the age groups. Behaviour management of the pupils by the teachers is at least good and occasionally very good. Although there are a number of pupils whose behaviour gives cause for some concern, these pupils are well supported and their behaviour well managed. Relationships between pupils and teachers are good. Pupils work at a good pace and are generally keen and interested. The recommended three-part strategy of the daily mathematics lesson is well used. The mental starter, normally about ten minutes long, sets a good pace before the main part of the lesson is introduced. This finishes with a plenary session where teachers ascertain well how much pupils have learnt and understood.
91. There is ongoing assessment in the subject whereby pupils who on a daily basis exceed their objective or fail to reach it are noted. In addition, more formal assessments take place every half term, which are recorded and monitored. Whilst pupils in Years 2 and 6 take the statutory tests, there are also optional tests for pupils in Years 3, 4 and 5. These are used effectively to make sure individual pupils make good progress and groups are targeted for booster work. The school has made satisfactory progress since the last inspection. Provision for pupils with special educational needs is very good with much support. Leadership and management of the subject

are good. The subject leader organises the department well and is able to monitor the teaching each term. The school realises that the main area for development is to raise standards.

SCIENCE

92. Standards in science for the current pupils are below average for Year 2 and Year 6. Pupils of all abilities make good progress through the school and achieve well. Pupils with special educational needs make good progress because work is matched well to their needs. Although many lessons involve practical tasks and investigations that make pupils think, there are not enough opportunities for pupils to plan and organise their own investigations and they do not often record in their own ways. This reduces the progress that some of the most able could make. There has been sound improvement overall since the last inspection. There is no evident difference in the attainment of boys and girls through the school although girls have done better in national tests.
93. By Year 2 pupils explain why some changes are permanent and others are not. They have a generally sound knowledge of life and living processes and make good progress in this through Year 1. For example, the pupils in Year 1 label different parts of a body accurately and understand that humans are animals. By Year 2 they identify features which make humans different from animals and how these change over time. They understand about the conditions needed for plants to grow and the impact of changing these criteria. The pupils, including those with English as an additional language, use a good vocabulary because this is strongly emphasised by the teachers and good questioning challenges pupils to make use of new and learned words and phrases. The pupils record their work using a variety of forms including lists, pictures and written reports. They do not often choose how to record their work.
94. By Year 6 pupils have made good progress from their earlier learning in building up a bank of knowledge. They make good progress in investigating physical properties such as magnetism and electricity. By Year 6, the pupils have a sound understanding of forces and the physical properties of different materials. They classify plants and animals by different features well. Much of the work in Year 6 is based on developing a knowledge of facts. Throughout Years 3, 4 and 5 the pupils are actively involved in experiments and investigations and this has a good impact on learning. For example, pupils have a clear understanding of how to conduct a fair test and enjoy investigations. They label diagrams accurately and use graphs and charts to support their work. However, in Year 6 overall there is an emphasis on learning facts and not enough on experimenting and investigating independently.
95. The quality of teaching and learning is good overall. Lessons are taught at a good pace. The purpose of the lessons is made very clear to pupils and this helps them to concentrate and achieve well. The teachers use a good vocabulary throughout and have high expectations for pupils to do so. In several lessons activities are of a practical nature, although this is not often enough to fully develop the skills of the more able. Teachers encourage pupils to greater accuracy. For example, the Year 6 pupils understood that they would have to make several readings in their experiment involving different bouncing balls and measure accurately. In this lesson and many others they make good use of mathematical skills such as calculating a mean average and measuring accurately. However, teachers do not often encourage pupils to show imagination in recording the outcome of their experiments or to write reports of much length. Work is marked regularly but does not always identify the specific scientific targets that pupils could improve upon. There is some use of ICT for producing graphs and charts, but the full use of ICT is not yet developed.
96. The subject is well led by a new subject leader. The school has made good use of analysis of national test results to ensure the curriculum is meeting pupils' needs. They have identified the development of pupils' independent investigative skills as an area for improvement and there are training opportunities planned. These are linked to a general review of teaching and learning strategies. The subject is well resourced and the subject leader uses available funds well. There are sound procedures to measure the progress that pupils make although these focus more upon knowledge rather than the ability to investigate and experiment.

ART AND DESIGN

97. The standards of art and design are typical for pupils' ages by Year 2 and Year 6 and achievement is sound. No lessons were observed during the inspection so it is not possible to

- judge the overall quality of teaching and learning. However, discussions with pupils and observations of their work indicate that pupils enjoy the subject and work hard. There is no evident difference in the attainment of boys and girls.
98. By Year 2 and Year 6 pupils show good use of their sketchbooks to experiment with different types of media and techniques. For example, they progress in the use of shading techniques and learn to smudge pastels and chalks to good effect. There is not enough evidence to show how independent pupils become in using the techniques they learn, but Year 5 pupils could describe why they used collage materials in their extended project on Hansel and Gretel.
99. By Year 2, pupils make good use of mouldable materials to make three-dimensional plaques linked to work in religious education. These show careful observation and sound control of the material. Pupils make good designs for puppets which are well made in a range of materials including card, felt and fabrics and are carefully decorated. There is satisfactory progress in working with mouldable materials through the juniors. For example, in Year 5 pupils make pots and containers in different styles using clay and plasticene. However, there is little evidence of large construction work. The school has considerable problems in storing and displaying work of this kind.
100. Pupils' observational skills are developed well. The pupils are encouraged to look at displays with questions such as, 'What can you see?', linked to their own work or that of different artists. In the juniors they use a range of techniques to produce still-life pictures in the style of different artists but making them their own.
101. The pupils revisit work and increasingly plan their designs. For example, in Year 6 the pupils have built up a study of landscapes based upon the work of American artists including a study from different perspectives and moving from real landscapes to imagined and impressionistic ones. They execute the drawings with precision. They make good use of ICT in developing their appreciation of the work of different artists. For example, in Year 4, as part of their studies in geography on journeys, the pupils produce very good pictures relating to the work of Kandinski and Mondrian using pencil crayons, paints and ICT art programs.
102. There is a new subject leader who has made a full review of resources to ensure they meet the needs of the current scheme of work. She has not yet reviewed standards or observed teaching, but has monitored teachers' planning. Generally, resources are good, but posters and pictures largely reflect European art rather than that of other ethnic origin. Some use is made of visiting artists but this has not been recent and is an area for expansion. Teachers evaluate the lessons and use the outcomes to build upon pupils' learning. Improvement has been satisfactory since the last inspection.

DESIGN AND TECHNOLOGY

103. It was possible to see only one design and technology lesson because of timetabling arrangements. Judgements are also based on a scrutiny of pupils' work and displays, discussions with the subject co-ordinator and an examination of teachers' planning and other documents.
104. By the end of both Year 2 and Year 6, standards are about those expected from pupils of these ages nationally. These satisfactory standards are the same as those reported at the time of the last inspection.
105. The quality of teaching in the only lesson seen was sound. The standards in the infants result from sound planning and satisfactory teaching, leading to satisfactory achievement and a sound quality of learning. For example, Year 1 pupils planned and made a fruit salad. They evaluated the finished product thoughtfully, by tasting, and recorded what they thought about it in words and pictures. They made sensible suggestions for improving the product, such as 'add more melon'. Pupils in Year 3 looked at how bought photograph frames were made before creating their own. Pupils have positive attitudes and enjoy their work. Year 4 pupils tried hard to make their torches look attractive once completed. These torches also used their knowledge and understanding of simple electrical circuits. Older pupils in Year 6 are effectively developing this idea when building

model cars. Teachers plan lessons that effectively guide pupils through the planning process, although pupils designing a biscuit for a special occasion did not have enough visual stimuli.

106. The subject is soundly led and managed. There are a number of useful initiatives in progress. The subject leader is reviewing the impact of the school's use of national guidelines for teaching this subject, and using the findings to refine plans for improving teaching and learning. There is a satisfactory range of resources and sound use of ICT.

GEOGRAPHY

107. By Year 2 and 6 pupils' standards in geography are typical for their ages. Only one lesson was observed during the inspection so it is not possible to give an overall judgement on the quality of teaching and learning. Teaching in the lesson observed was good. Evidence was gathered from discussion with pupils and scrutiny of work. The pupils spoken to in the infants and juniors had very positive attitudes to the subject.
108. By Year 2 pupils understand the difference between the main features of a small seaside town and their own city. They use a good vocabulary - for example describing man-made features compared with natural ones. The more able accurately explain that compare means look for things which are the same and those which are different. The pupils are developing a sound understanding of early map reading skills and plan their own routes to and from school using simple keys and colour codes appropriately.
109. By Year 6, they have successfully built upon these skills. They follow an Ordnance Survey map on their visit to a local park and describe the main features seen well in Year 5. They use a map to demonstrate why life on the River Nile is based on the fertile regions around it. They have a good understanding of the environmental and climatic condition for areas they have studied such as Africa. The more able pupils make good inferences as to how these affect the way people live. The Year 6 pupils interpret maps well to identify different mountain ranges around the world and explain their formation. They use co-ordinates well to follow and give directions.
110. There is a good level of practical activities to promote pupils' better understanding, although these are largely structured closely by the teacher. There are not many opportunities for more able pupils to conduct their own investigations or participate in extended research. There is, however, sound use of ICT for map-reading and research and this is planned to increase.
111. The subject is led well. Pupils build up skills progressively throughout the school and revisit them regularly. There are plans to improve the pupils' knowledge and understanding of maps more systematically. Good use is made of visits both in the locality and further afield. Work is generally presented well, although pupils do not often record work in their own way. There is sound development of literacy and numeracy skills. The planning and resourcing for the subject has improved significantly since the last inspection. There are sound procedures to measure the progress pupils make.

HISTORY

112. It was possible to observe only two lessons during the inspection. Judgements are based on these lessons, scrutiny of pupils' work and discussions with pupils and staff. This evidence indicates that standards are in line with national expectations by the end of Year 2 and 6. Achievement is sound. This judgement is similar to that in the previous inspection.
113. Pupils in Year 1 are beginning to demonstrate awareness between past and present. For example, they compared cleaning and washing implements and cooking stoves in 1900 and today. By Year 2, pupils know that history is what happened in the past and extend their understanding. They were able to compare souvenirs from seaside holidays of the early 1900s and today. They realised that some china and pottery objects were old but some made from plastic were modern.

114. Pupils in Year 3 know how well organised, well trained and equipped the Roman army was. They also know that the Celts were good at making tools and weapons, traded in gold and tin and sold slaves. By the age of nine, pupils in Year 4 have studied the Tudors and are able to tell the difference between rich and poor families and can write a few sentences about all five Tudor monarchs. Year 4 visit Ordsall Hall as part of their study of the Tudors.
115. Year 5 pupils have studied the Victorian era. They know that children worked in factories, mills and mines and that some were also farm labourers and chimney boys. Pupils describe life, as if they were workers in a factory. They also contrast similarities and differences in their school with those in Victorian times. Pupils in Year 6 have been studying ancient Greeks and, in a lesson observed linked to information and communication technology, pupils were making multimedia books on the Olympics or myths and legends or gods and temples. They have studied heroes such as Hercules and Odysseus and the twelve gods.
116. The quality of teaching is satisfactory. The teachers are reasonably secure in their knowledge and manage pupils well. The pupils behaved well and in one lesson in Year 6 they worked quietly and well in pairs at the computers. They were interested in what they were doing. Pupils enjoy work in history.
117. The school uses national guidance to develop the schemes of work. The assessment takes place at the end of each term or each topic and is done by noting those who exceed their targets or have difficulty. This is useful in providing further challenge for pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. By Year 2 and Year 6, standards of attainment are below those expected from pupils of these ages. This is a similar picture to the judgements made at the previous inspection. Pupils have not yet covered the full range of information and communication technology requirements. However, there has been some improvement because both junior and infant pupils make good progress in relation to their prior attainment. At the time of the previous inspection, progress was unsatisfactory.
119. Pupils have not yet learned enough skills, although they are making good progress in doing so. This is the result of the school's initiatives in improving provision. These include grouping all the computers into one suite and the participation of teachers in a programme intended to raise their confidence and competence in teaching information and communication technology. These initiatives mean that teachers are more confident in teaching the required skills and the whole class can benefit from the teaching.
120. The quality of teaching is good, and leads to a good quality of learning. A strength of the school's approach is its focus on teaching information and communication technology skills through their use in other subjects. Consequently, no information and communication technology lessons were seen, although it featured strongly in some other lessons. In a Year 2 English lesson, the teacher effectively demonstrated the use of a comma in separating items in a written list. Pupils then used their knowledge to separate items on lists displayed on a computer screen. In this way, they developed their literacy and keyboard skills well. Year 3 pupils made good progress in mouse control and mathematics when using a sorting program. Year 6 pupils made good progress in both history and information and communication technology as they linked pages in a document about 'Gods and Legends'. They used word processing skills soundly when creating on-screen quizzes with multiple-choice answers. Pupils are interested and keen to use computers and this also has a positive impact on their learning. Teachers and other adults support pupils well, offering advice about the subject of the lesson as well as about using the technology. Pupils have previously used computers and other equipment for different purposes such as creating graphs and charts, controlling devices and creating pictures. However, they have not yet had enough opportunities to develop these skills systematically.
121. Pupils with special educational needs make similar progress to their classmates, as do those for whom English is an additional language.

122. The subject is well managed. The co-ordinator has a clear idea of the strengths and the areas that need to be improved. In order to make sure these developments take place, she has produced a detailed improvement plan. This is part of the whole school development plan. One of these developments is to introduce procedures for finding out how well all pupils are learning. These procedures do not yet exist. Another useful aspect of the plan is to finalise planning to ensure that information and technology communication technology is firmly embedded in the school's planning for subject teaching. The level of resources is unsatisfactory overall. The suite is a useful resource and enhances whole class teaching. However, there are no computers in other classrooms. This means that pupils do not have enough opportunities to use and practise their skills throughout the week. There is sufficient software for teaching the subject itself and for mathematics, but not enough for finding things out or learning skills in other subjects. The school is fortunate in having a supportive agreement with a private company. This helps to provide them with a good level of technical and educational support.

MUSIC

123. Pupils' standards are typical for their age by Year 2 and Year 6 and they have been maintained since the last inspection.
124. Pupils in the infants sing well and show good control of rhythm. This was particularly noted in Year 2, where pupils sang 'I have a dog' and then the 'Lemonade song'. They know that a repeated rhythm is an ostinato and were able to demonstrate these on various instruments of their choice and copy an ostinato from the teacher.
125. All the class teachers teach music. The overall quality of teaching and learning is good. Where it was satisfactory, the teacher was only reasonably secure in her knowledge. In a good lesson with Year 4, the teacher was a good role model as she sang confidently and tunefully unaccompanied. This gave the pupils the confidence to take a lead themselves and they were challenged to sing tunefully. Individually they sang with good levels of accuracy but less so collectively. By effective questioning the pupils understood terms such as 'dynamics' and 'ostinato' and how they fit into music. In Year 5 pupils were observed developing their ostinati in three groups with eight, four and two beat phrases together. In this very good lesson, there was good pace, the teacher was secure in her knowledge and the pupils had a good attitude. As a result, pupils composed and performed their own ostinati and good progress was made.
126. The attitude and behaviour of the pupils are good. They compose well together in groups and are happy to perform their ostinati to the rest of the class. This attitude and behaviour have a good impact on their learning and on their understanding and enjoyment of music. The school is adequately resourced but currently needs more xylophones. The school makes good use the local education authority scheme of work. The subject leader, who is new to her post, has yet to monitor the teaching, though she monitors the planning in the subject and gives good support to colleagues. All pupils are included in the lessons including those with special educational needs. There are several initiatives which effectively enrich pupils' experience. A specialist music teacher teaches pupils on recorders and violins. Year 4 pupils attended a 'singfest' at Christmas time. Year 6 pupils attended a Commonwealth Games 'singfest' in July. Years 1 and 2 children went to a 'singaround' at a local primary school and all junior pupils attended a school concert in the Bridgewater Hall. Pupils have the opportunity to listen to classical music in assemblies. In two junior assemblies, pupils listened to music composed by Mozart and Beethoven. However, in the assemblies observed with the infants, there was no music played. The school does not currently have a choir or ensemble to complement the teaching.

PHYSICAL EDUCATION

127. Standards are typical for the pupils' age by Year 2 and Year 6. Pupils of all abilities achieve well.
128. Teaching is good throughout the school. This ensures a good quality of learning. Consequently, all pupils, including those with special educational and those for whom English is not the first language spoken at home, make good progress. Teachers have a good understanding of how to

teach physical education. Their planning is good and largely based on the local education authority's suggested guidelines for teaching. This helps to ensure that pupils' learning is based on what they already know. Teachers provide clear explanations and instructions so that pupils know what is expected. Year 1 pupils extended their skills of throwing and catching, and made discernible progress in this during a lesson that was part of a series. Older infant pupils made very good progress in games skills and in understanding how physical education is a necessary part of a healthy lifestyle. Lessons move at a brisk pace so pupils maintain a good level of physical activity, helping to improve their stamina. Year 6 pupils effectively used the movement skills they have developed previously when devising, practising and performing dance sequences representing different ancient Greek gods. Teachers manage pupils well, and behaviour is good. A visiting coach quickly stopped a couple of pupils who began a chant when one was less successful than they were. He made it quite clear that this was not good sportsmanship. Pupils have good attitudes overall, however, and these have a positive impact on their learning. In the same Year 6 lesson mentioned above, both boys and girls developed their sequences with a lack of self-consciousness and a good deal of enjoyment. Teachers provide sound opportunities for pupils to evaluate their own progress. When this is done during the lesson, pupils can see good practice and perhaps include it in their own work. Sometimes, however, the evaluation is left to the end of the lesson. Although this practice is useful in reminding pupils what they have done, it does not help pupils to enhance their performance during that lesson. Teachers plan a range of activities that effectively covers the required curriculum, including swimming. By the time they leave school most pupils swim 25 metres or more.

129. The subject is well led. The school has been involved in a number of initiatives that have had a positive impact on pupils' achievement including an application for an ActiveMark award. These initiatives have helped to raise the profile of the subject and enhanced the quality of teaching. There is a good range of well-attended out-of-school hours sporting activities. There are good links with the local secondary school. Older and qualified students from that school are involved in running football coaching sessions. A significant strength is the school's provision of a very good range of physical activities at lunchtime. These activities are effectively organised and well supervised by the lunchtime organisers, all of whom have undergone appropriate training. Two coaches from a football club also visit the school one lunchtime a week and provide well-structured activities for the junior classes. This range of activities has a good impact, not only on pupils' physical development, but also on their personal and social development. They learn to join in and co-operate with each other and to follow rules. The school has good-sized playing fields and hard-surfaced areas, although the surface of the football pitch is somewhat worn. The guidelines for teaching include an effective system for recording what, and how well, pupils are learning.

RELIGIOUS EDUCATION

130. It was possible to observe only two lessons during the inspection. Judgements are based on these lessons, scrutiny of pupils' work and discussion with pupils and staff.
131. Standards for pupils at both Years 2 and 6 are in line with those expected in the locally agreed syllabus, as at the time of the last inspection. Observation of pupils' work, lesson observation and attendance in assemblies show that the majority of pupils, including those with special educational needs achieve well over time.
132. In a lesson observed on prayer, pupils in Year 2 stated that it was a private talk to God or Jesus. Pupils worked in pairs to compose a prayer of thank-you. They were able to name some of the main parts of the local church which they had visited and their uses – hymn board, pulpit, altar, font. Pupils in Year 3 also wrote their own thank-you prayer. They can write about the story of Christmas and about Lazarus. In a lesson observed on Buddhism, pupils discussed Buddhist artefacts and recognised some of their uses. However, the pupils' understanding is factual. They are not yet developing an understanding of spirituality or of greater issues.
133. Pupils in both Years 4 and 5 have studied the Jewish religion. They know about the Jewish Sabbath, Hanukkah candles, the Torah scrolls and Ten Commandments. Year 5 pupils have visited the Manchester Jewish Museum to enhance their knowledge.

134. In studying Christianity, pupils in Year 6 know, in addition to the Christmas story, that Jesus died on Good Friday and rose from the dead at Easter. They also know that Remembrance Day is a 'thinking day about the people who died in two wars'. In Islam, they understand the Five Pillars of Islam. In a good lesson observed, pupils understood that the teaching of Buddha is summed up in the Eightfold Path. Pupils were able to equate this to their own lives. Their grasp of spirituality has improved from Year 2 but pupils' understanding still lacks depth.
135. Teaching and learning are satisfactory. In the good lesson, the teacher had good subject knowledge which she was able to convey to the pupils. Attitudes and behaviour were satisfactory but pupils were managed well. The teacher's probing questions helped pupils to explain their ideas and draw on their existing knowledge. Most lessons contribute to pupils' spiritual, moral and cultural development. This was the case in the whole school assembly and junior assembly. However in two infant assemblies, there were no hymns, prayers or time for reflection.
136. The subject co-ordinator has been in post for three years. She understands the role and ensures the planning corresponds to the locally agreed syllabus. Worthwhile and carefully planned visits are made to the local church. When possible, visits are made to mosques and synagogues. The pupils have made satisfactory use of ICT for research. There are suitable systems in place to measure pupils' progress.