

INSPECTION REPORT

**ATHERTON ST GEORGE'S CHURCH OF
ENGLAND PRIMARY SCHOOL**

Manchester

LEA area: Wigan

Unique reference number: 130300

Headteacher: Mr S Burrow

Reporting inspector: N Hardy
29262

Dates of inspection: 10 – 13 March 2003

Inspection number: 252957

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Derby Street, Atherton, Manchester,
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor S Loudon
Date of previous inspection:	15 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

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29262	Mr N Hardy	Registered inspector	English Art and design Physical education	What sort of school is it? The schools 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?
19320	Mrs B Attaway	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19774	Mrs M Docherty	Team inspector	Foundation Stage English as an additional language History	How good are curricular and other opportunities offered to pupils? Citizenship
30000	Mr J Tresadern	Team inspector	Science Geography Music Special educational needs	
19897	Mr A Evans	Team Inspector	Mathematics Information and communication technology Design and technology Education inclusion and racial equality	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Atherton St George's Church of England Primary School takes most of its pupils from a large housing estate of rented properties that surrounds the school. The area is one of high social and economic disadvantage. The proportion of pupils eligible for a free school meal is high, being double the national average. The turnover of pupils is higher than that seen in most schools and many pupils do not start or finish their primary career in the school. There are currently 269 pupils on the school roll making it larger than many other primary schools. The number of pupils attending the school has fallen sharply since the last inspection. Almost all pupils come from a white background with a small number of pupils from mixed race families and no pupils with English as an additional language. No Traveller or refugee pupils attend the school. The number of pupils who are on the school's special educational needs register is similar to that seen in other schools. The school has five pupils who have statements of special educational needs, a similar proportion to that seen in most schools. On entry to the school attainment of children is well below that expected for their age.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory but with a number of areas still requiring attention despite the improvements achieved in the last few months. The headteacher, on taking up his appointment, identified these areas and enlisted the help and advice of the local education authority in the raising of standards. There is now a clear recognition amongst staff and governors that the standards, especially those in English and mathematics must improve. Considerable work, including additional training for teachers, an improved curriculum, assessment procedures that track pupils progress, and increased responsibilities for subject co-ordinators are now in place to begin this process. Inspection evidence indicates that improvements in standards are underway. The cost of educating a pupil is similar to that seen in most other schools. Because the pupils attain results that are satisfactory in English and above average in mathematics and science when measured against similar schools, the value for money provided by the school is also satisfactory.

What the school does well

- The quality of teaching in the reception class and for the oldest pupils is consistently good.
- Standards in information and communication technology and art and design are above average.
- Pupils have good attitudes towards school and most pupils are interested in the activities provided.
- The National Numeracy Strategy has been introduced well and is having a positive effect on raising standards.
- There is a good range of extra-curricular activities provided for pupils.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The headteacher has a clear understanding of the improvements needed to raise standards and is developing a strong management team to support him.

What could be improved

- The standards achieved by pupils by the end of Year 6 in English, science, history, and music, which are all currently below average when compared with schools nationally.
- Standards in reading, writing and mathematics in the infants, which are all below average.
- The levels of attendance, particularly a reduction in the level of unauthorised absence.
- The action taken by the school to reduce the level of aggressive and unacceptable behaviour demonstrated by a small minority of pupils.
- The levels of parental involvement in the education of their children.
- The development of the role of subject co-ordinators so that they take full responsibility for the development and improvement of standards in their subjects.
- The quality of assessment in subjects other than English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998. Since that time, the school's progress in resolving the issues that were raised has been satisfactory. In the years immediately after the last inspection, results began to fall, especially in English, but in the last two years, this fall has been arrested and standards are now beginning to improve once more. Improvements have also been made to the quality of the individual education plans for pupils

with special educational needs. There are also signs that in English and mathematics, work is provided that more appropriately matches the needs of more able pupils. There is however, a recognition that more needs to be done to improve this in other subjects through better quality planning. Improvement has been made in the level of opportunity for pupils to experience dance, drama and literature but improvement in music has yet to be achieved. Increased opportunities for the physical development of pupils in the Foundation Stage have been delayed because of the move to the new school building. Other issues from the previous inspection, such as the withdrawal of pupils from lessons for special needs support, the time lost in travelling to the swimming baths and segregated physical education sessions for boys and girls have all been improved.

STANDARDS

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

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

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

When judged against all schools nationally, results in Year 6 in English were well below the national average in 2002; results in mathematics and in science were below average. However, when measured against other similar schools, the 2002 results were broadly the same in English and were better in mathematics and science. Results in the Year 2 in 2002 were well below the national average in reading and writing; in mathematics, results are within the lowest five per cent of schools in the country. Even so, results in Year 2 were better than similar schools in reading and the same as them in writing; they were well below similar schools in mathematics. Since the last inspection, standards in the infants have fallen consistently in reading, writing and in mathematics. This has been clearly recognised by the school and strategies to improve this are now in place. Results in the juniors in English fell to a low point in 2000 before beginning to rise. Standards in mathematics reached a low point in 1999 before climbing steadily. Results in science show a similar pattern of improvement overall with the exception of a sharp fall in 2001. The school's targets for the number of pupils achieving the expected Level 4 in the 2003 national tests in English, mathematics and science are sensibly based on pupils' previous attainment and will provide a challenge for both pupils and teachers. Since the previous inspection, standards in information and communication technology and in art and design have risen to above average levels. Standards in history have fallen and the quality seen in music remains below expected levels. Attainment in the other subjects remains at the expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are interested in their work and enjoy the additional opportunities provided through the extra-curricular activities.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well in lessons and around the school but a small minority of boys occasionally disrupt lessons.
Personal development and relationships	Unsatisfactory. Inspection evidence supports parents' views that the aggressive actions of a small minority of pupils upset others.
Attendance	Unsatisfactory. Levels of unauthorised absence are too high, largely the result of the absence of a small minority of pupils.

TEACHING AND LEARNING

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

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

The quality of teaching of English and mathematics is satisfactory overall but with particular strengths in the reception class and older junior age groups. The National Literacy Strategy has been introduced satisfactorily and is providing the necessary guidance for teachers to plan what pupils should learn. The National Numeracy Strategy has been introduced effectively and this is showing itself in the improved standards in national tests at age eleven. In other subjects, the quality of teachers' planning does not always show that an appropriate challenge has been provided for the more able pupils, or that it fully meets the needs of lower attaining pupils. The small amount of unsatisfactory teaching results from difficulties that staff face in dealing with the disruptive behaviour of a minority of pupils as well as the lack of challenge and interest in lessons. At times, the staff's expectations of what the pupils can achieve are too low. Homework is inconsistently set across many classes and does not make sufficient contribution to pupils' learning. The quality of pupils' learning in some classes has been adversely affected by staffing problems over the last two years. It is evident from a scrutiny of pupils' past work that progress in affected classes has been disrupted.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum for the reception age children is good. There is an appropriate focus on the improvement of pupils' English and mathematics skills. More could be done to extend pupils' writing skills in other subjects of the curriculum. There is a satisfactory range of visits and visitors and out-of-school activities that add well to pupils' learning.
Provision for pupils with special educational needs	Satisfactory. The quality of pupils' individual education plans is good and work is appropriately matched to pupils' needs in most lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This is a positive aspect of the school. School assemblies, some of which are taken by local clergy, add positively to the spiritual dimension of the school. Most pupils embrace the values of truth, honesty and the need to consider the feelings and beliefs of others. Social development is good with good opportunities though residential visits and extra-curricular activities. Pupils have a well-developed understanding of their own and other cultures.
How well the school cares for its pupils	Satisfactory. The arrangements to promote the physical wellbeing of pupils is largely appropriate but with some concerns about the procedures for the monitoring of aggressive behaviour. The assessment of pupils' work in English and mathematics is good but needs to be extended to other subject areas.

Links with parents are not as good as they were at the last inspection and require improvement. There are good opportunities for pupils, particularly those in the juniors to experience a wide range of extra-curricular activities. Some elements of the music curriculum such as the composing of music are not covered.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a clear understanding of what needs to be done to raise standards and is building a strong management team to help in this. Policies and schemes of work have been reviewed and improved and training to improve teaching introduced. Standards, especially by the end of the juniors are improving. Support for these necessary changes, from both staff and governors, has increased.

How well the governors fulfil their responsibilities	Satisfactory. Governors are more aware of the need for improvement and, through increased training, are more able to provide the necessary support the school needs.
The school's evaluation of its performance	Satisfactory. Thorough systems for the monitoring of English and mathematics have been introduced but now need to be extended to other subjects.
The strategic use of resources	Satisfactory. Funding is used appropriately to support pupils with special educational needs and to improve learning resources. Currently the school does not compare its standards and costs with other schools sufficiently well.

Levels of staffing and teacher assistants are satisfactory. Levels of training for teaching staff are good but could be improved for support staff to make them more effective. The quality of accommodation is good overall but some refurbishment of the junior department is needed. The school halls offer limited accommodation for physical education. Learning resources are at satisfactory levels overall but the range of fiction and non-fiction books should be improved. The school is beginning to examine whether it gets value for money but does not yet know if it receives good value from what it spends on staff and learning resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like going to school and are making good progress. • The teaching is good. • Most parents would feel comfortable in approaching the school with a problem. • The school expects their children to work hard during lessons. • Parents are pleased that the school is ensuring that children are being encouraged to become mature and responsible. 	<ul style="list-style-type: none"> • Many parents feel that their children do not receive sufficient homework. • Parents do not feel well informed about the progress their children are making at school. • Parents would like the school to work more closely with them. • A sizeable minority of parents would like to see a greater range of extra-curricular activities provided for pupils.

The inspection team agrees with parents that the provision of homework is inconsistent from class to class and this needs to be improved. The quality of pupil reports is satisfactory but the school could provide greater opportunities for parents to find out how their children are progressing. Parents are correct in their view that the school needs to work more closely with them. Inspection evidence does not support the view that there needs to be more extra-curricular activities. Several parents expressed their concerns about unacceptable levels of aggressive behaviour. The inspection agrees that the school should adopt a more rigorous stance in eradicating this type of behaviour found among a small number of pupils, particularly at playtimes and lunchtime.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The evidence from the current inspection is that standards in Year 6 in English and in science are below those expected for pupils of this age. This represents a decline from the standards reported at the time of the last inspection. Standards in Year 6 in mathematics are at average levels, an improvement on those found at the previous inspection.
2. In the 2002 national tests, pupils in Year 6 achieved standards that were well below average in English and below average in mathematics and science. Since 1999, standards in English have remained at consistently below average levels while those in mathematics have varied between well below average in 1999 and below average. Results in Year 6 in science have fallen from average levels in 1999 to well below average levels in 2001 before rising slightly in 2002. In all three subject areas, too few pupils achieved the more difficult Level 5. In English and mathematics, more than one third of pupils in Year 6 in 2002 did not achieve the average Level 4, while in science one in ten pupils remained at below average levels. The well below expected attainment of pupils on entry to the school has a detrimental effect on pupils' future attainment and, coupled with much teaching that is only satisfactory, results in progress that is not sufficiently rapid to raise standards to average levels. There is also a higher than average level of movement into and out of the school with many pupils joining the school at the junior stage. This, too, has the effect of lowering the schools performance.
3. However, when compared to schools taking their pupils from areas of similar social background the picture from the 2002 results is more positive in Year 6 with results in English being broadly the same as similar schools and results in both mathematics and science being better than similar schools. Judgements are also made on the amount of progress pupils have made between Year 2, the end of the infant stage, and Year 6, the end of the juniors. This reveals that progress in English has been very poor and is judged to be amongst the lowest five per cent in the country. The same type of analysis in mathematics and science shows that progress in mathematics is well below average with progress in science being below average. There is however, a need for caution when making this judgement as the school has a much higher than average turnover of pupils. Many of the pupils tested at the end of the infants no longer attend the school. When a longer term view of pupils' results is taken this shows that results in English reached a low point in 2000 and then began to rise at rates faster than in most schools. Results in mathematics improved sharply between 1999 and 2000 then more steadily to 2002. In science, levels of attainment have risen over the last four years and are now close to average levels. Over recent years, girls have consistently produced higher results than boys in English and science but have attained similar results in mathematics. When pupils with special educational needs receive the appropriate support they make satisfactory progress, but this slows when they are unsupported.
4. In 2002, the Year 2 pupils achieved standards in the tests that were well below average in reading and writing. Results in Year 2 in mathematics were very low and amongst the bottom five per cent in the country. When compared with other similar schools, however, the results in Year 2 in 2002 were above average in reading, at average levels in writing though still well below average in mathematics. Few pupils attained the more difficult Level 3 in either reading or mathematics; no pupils achieved this level in writing. Over the last five years, compared to the national average, results in Year 2 in reading and writing have fallen from above average levels to well below average; in mathematics, the fall has been from average to very low. There are some significant differences in the Year 2 results between boys and girls, especially in reading and writing, where girls achieve at much higher levels than boys. In mathematics, the differences are not so noticeable although girls usually achieve better results than boys. The school is aware of this through its recently introduced assessment procedures, and has put strategies in place to address this. Current standards in Year 2 in reading, writing and in mathematics remain well below expected levels because of low levels of attainment on entry and inconsistencies due to the need to use temporary teachers in previous years.
5. When children first enter the school, few of them have had experience of any pre-school education. Attainment is also well below the levels expected of them, particularly in their speaking and listening skills and in their mathematical development. Although children make good progress in the reception class and that containing reception and Year 1 pupils, the attainment of most children remains below average. Progress for pupils in the infant classes is satisfactory, and where teaching is good, progress accelerates. Over the

previous two years prolonged staff absence and infant classes being taught by several temporary teachers has caused problems for the school and limited pupil progress. The headteacher has recognised this as a serious weakness and is ensuring that improvements in planning are in place to counter this problem. Progress continues to be satisfactory in Years 3, 4 and 5, largely because of the quality of teaching and additional training has been provided to improve this. Again, lengthy periods of staff absence have hampered progress. The progress made by pupils in Year 6 and in the mixed-age class containing Year 5 and 6 pupils is good and sometimes very good and is the result of teaching that challenges and motivates pupils.

6. Although the school's results in Year 6 in English in the 2002 national tests fell short of their target there are clear signs of improvement. There was an overall improvement in English results by ten per cent with standards improving in both reading and writing. The school's strategies for the improvement of boys' results proved effective with a twenty-five per cent improvement in reading scores. Results in mathematics were less positive with only a small rise in standards compared with the previous year. Science results improved appreciably in 2002 with a 17 percentage points rise in the number of pupils achieving the average Level 4 and the number of pupils achieving the more difficult Level 5 more than doubling to 28 per cent.
7. Evidence from the current inspection shows that there are improvements in the standards of pupils' work in several of the other subjects in the curriculum. Improvements in learning resources and in teachers' knowledge and understanding in information and communication technology have resulted in standards that are now above average. The quality of art and design work produced by infant pupils remains at similar levels to that seen during the last inspection but has improved in the juniors and is above expected levels. Standards in music have not risen and remain at below expected levels. Those in history have fallen when compared to those previously reported. Standards in all other subjects are at similar levels to those seen in the last inspection and are at satisfactory levels.
8. The standards of speaking and listening are below average across the school. Many pupils are reluctant to provide answers to teachers' questions and often only respond when directly asked. Some teachers are skilled at focusing their questions at pupils who do not regularly respond and this ensures that all pupils listen. Although teachers work hard to develop pupils' speaking skills some opportunities are missed because pupils are not routinely asked to explain how they arrived at an answer or how their work could be improved. Standards of reading amongst the infants are well below expected levels. Although a small number of pupils read with accuracy and expression, many other pupils find reading difficult with some relying heavily on the help of adults to build words. In lessons teachers ensure that the necessary skills are taught and pupils experience a wide range of stories and other written material and this is helping to raise standards. By the end of Year 6 the standard of reading has improved and a majority of pupils read fluently, accurately and expressively although standards remain below average. The school has successfully introduced new strategies to interest and motivate pupils, especially boys, and improvements in standards can be clearly seen. Many infant pupils find writing difficult. Although more able pupils are beginning to write in sentences using simple punctuation accurately, many less able pupils have difficulty in writing more than a few words and spelling skills are insufficiently developed. Where the teaching is well planned and pupils are provided with the appropriate level of work, progress is good. However, in some lessons the necessary support is not available resulting in slower progress. By the time pupils reach the end of the juniors, they have experienced a greater range of writing styles, handwriting has improved, and the accuracy of spelling has improved considerably in a large majority of cases. Teachers, especially those working with older pupils, have correctly focused on the improvement of pupils' writing, especially in English. Standards of writing do, however, remain below average. There are still too few opportunities for pupils to write at greater length in subjects such as history or geography or to write up their observations in science using their own and newly acquired vocabulary.
9. Current standards in mathematics are close to average levels by the time they reach the end of Year 6 but well below average at the end of the infants. This represents good progress over their time in the juniors and results, in part, from the successful introduction of the National Numeracy Strategy. By the end of the infants the range of attainment is wide. More able pupils show a satisfactory understanding of how to add and subtract tens and units, but less able pupils still rely on practical methods to find answers and struggle to understand the value of numbers. While some pupils recognise simple fractions most have difficulty in halving a number. Some of the more able children know the correct names of simple two and three-dimensional shapes and understand terms such as longer and shorter than when measuring. By the end of the juniors many pupils are able to complete mental calculations accurately but not always rapidly. More able pupils confidently explain the strategies they use to complete a calculation. Most work is recorded neatly and

teachers add useful comments to help pupils raise the quality of their work when marking. Progress is good for many pupils in Years 5 and 6 with work provided which challenges the more able pupils. Most pupils make satisfactory progress in Years 3 and 4. Pupils use their mathematical skills satisfactorily in other subjects such as design and technology, science and geography when they plot locations using co-ordinates.

10. The standards in science are currently below average levels because too few pupils are expected to achieve the above average Level 5 by the time they reach the end of Year 6. Pupils in Year 2 have a well below average knowledge of science with a very limited understanding of scientific enquiry. Although they make some simple observations such as sorting animals and their offspring, they do not record their observations regularly. This limits their writing skills. Older pupils in Year 6 have made satisfactory progress based on their previous attainment. Levels of scientific knowledge have improved but there is still limited evidence that pupils are engaged in enquiry.

Pupils' attitudes, values and personal development

11. Most pupils have a good attitude towards school; this is in line with the last inspection and with the views of parents. The apathy of a few parents towards education is reflected in their child's unsatisfactory attitude to school. When the quality of teaching is good, pupils respond with enthusiasm, demonstrate good retention of prior learning and accept the challenge of open questions, for example as in a Reception/Year 1 dance lesson. Pupils are welcoming to visitors and willingly discuss their school life. There is a very good response to the good range of extra-curricular activities the school provides and this is seen as contributing to improved behaviour at lunchtime and raising pupils' self-esteem.
12. Behaviour is satisfactory; it was good at the last inspection. Most pupils, especially in the infants, respond well to the school's expectations, but a few of the older pupils do not readily obey the standards of behaviour the school sets and this is unsatisfactory. Noise levels in the dining hall are too high at lunchtimes. Pupils' behaviour on outside visits is praised. There has been one, fixed-term, exclusion in the last school year.
13. Overall, personal development and relationships are unsatisfactory; at the last inspection they were good. Unacceptable behaviour from a very small minority of pupils impacts on the satisfactory, and often good, behaviour of the majority. Provision for personal development is good, but the outcomes are only satisfactory. Pupils in Year 6 benefit from the opportunity to undertake self-evaluation of their achievements and this is being used well to raise self esteem. Each class sets its own class rules, enabling pupils to understand that as they mature they become more responsible for their own actions. A small minority of boys have an unsatisfactory understanding of the impact that their actions can have on others and react aggressively towards each other and to less confident pupils. Discussions with pupils and parents show that aggressive behaviour does occur, some of which goes unreported by both groups; pupils say that further instances can occur if they inform an adult. Reported cases are dealt with, but the school should ensure that parents always receive written confirmation that the matter has been concluded satisfactorily. The use of older juniors as "bully buddies" in the playground is a useful strategy but the school should now build on this, ensuring that lunchtime assistants receive further training to make their role more effective.
14. Responsibilities are undertaken with enthusiasm and this was evident especially with Year 5 and 6 pupils. Their self-esteem is raised through acting as bully buddies, play leaders in the infant playground and servers at Eucharist. The newly formed school council is enabling pupils to be listened to and to know that they have a right to be heard. As a result, an early decision has been to introduce a "friendship stop" in the playground for pupils who want support and this was seen being used effectively. There were many instances of pupils using initiative; doors were often opened for pupils and adults and chairs collected when necessary. Pupils are proud of the reward scheme and were seen wearing badges with pride. Rewards celebrate good work and behaviour; pupils are encouraged to share achievements gained outside school and this too helps to raise pupils' self esteem.
15. Attendance levels are unsatisfactory overall, largely because of higher than average levels of unauthorised absence by a few pupils. Parents do not always respond appropriately to requests for reasons why pupils are absent. The high levels of family holidays taken during term time also adversely affect pupils' education. The school regularly reminds parents that their children's education is affected by poor attendance but some parents do not support the school in their efforts to improve attendance. The school receives very good support from the educational welfare officer.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is satisfactory but with particular strengths in classes containing reception pupils and for older juniors. The amount of teaching that is satisfactory or better is similar to that seen in the previous inspection but there is now a smaller proportion of teaching that is unsatisfactory.
17. The teaching of children in the reception class is good and some pupils make rapid progress. When children first enter the school their attainment is well below expected levels for their age and few have had experience of nursery education. Teachers and support assistants who work with the youngest children have a good knowledge of what children need to learn during this year and this enables them to plan interesting activities which build skilfully on what children have already experienced. Sometimes however, opportunities are missed to check on what children know and have learned in lessons, resulting in some less effective learning. The development of children's speaking and listening skills, together with a clear focus on extending levels of concentration, are priorities and teachers work hard to introduce new vocabulary and to extend the opportunities children have to enter into discussions using the knowledge they have gained. Most pupils quickly extend their vocabulary so that they are able to join in with activities and answer teachers' questions. Pupils are encouraged to co-operate with each other, to share equipment and to listen to what others say. Very good behaviour results. Teachers ensure that children have opportunities to be involved in a good range of activities and this helps to retain their interest although, for some children, this is difficult. Sessions are well organised and children are happy to be directed to activities where they need more experience. Careful assessment of what pupils know and can do is made and recorded, helping to make planning more effective.
18. The teaching of pupils with special educational needs is satisfactory and enables them to make appropriate progress. The quality of support, most of which takes place in lessons, is appropriate but the school recognises that additional training is needed to improve this provision further. The learning support assistants make an important contribution to pupils' learning, ensuring that pupils remain focused on what they are to learn. On the occasions when support is not available, the pace of learning slows in some classes and pupils do not make the progress they should. Work that closely matches the needs of these pupils is not always provided and teachers do not always use the targets for learning contained in the pupils' individual education plans to guide them in the planning of lessons. Pupils with special educational needs are well integrated into lessons.
19. The teaching of both English and mathematics is satisfactory and examples of some good and very good teaching were seen in both infant and junior classes. Where the teaching is good or better the teachers' planning ensures that the needs of all pupils are well met. In these lessons more able pupils receive work that provides a good level of challenge and extends their thinking and understanding, ensuring that progress is good. Good quality targeted questioning encourages many pupils to attempt to answer and this helps them to make progress. In the good and very good English and mathematics lessons, teachers' subject knowledge is secure, they deliver the lesson with enthusiasm and pupils have a clear understanding of the amount of work they will produce and how they will behave. In these lessons progress is good and learning is effective. The National Literacy Strategy has been introduced satisfactorily and with the benefit of additional training, teaching skills and knowledge are improving. The introduction of the National Numeracy Strategy has been successful and, with improved teaching and training for teachers, pupils' progress is now good enabling them to achieve standards closer to national averages.
20. In other subjects the quality of teaching and learning is more varied. Examples of this include information and communication technology and art and design where the quality of planning and the teaching of the necessary skills is good, pupils learn well and this is helping pupils to attain above average standards. Pupils often make rapid progress in these areas. In some classes and in some subjects the planning is not of sufficient quality to enable all pupils to make appropriate progress. The teachers' expectations of what pupils will know and can do are not high enough in some lessons. Tasks pupils are expected to complete are often the same for above as well as below average pupils and this is unsatisfactory. The headteacher has introduced monitoring systems to improve this, but recognises the need for greater rigour in checking the quality of teachers' planning. In some subjects such as science, for example, what pupils are expected to learn is not in an appropriate order, resulting in pupils not developing a clear understanding of what they are expected to know. The use of homework is inconsistent in some classes. Although many pupils do receive homework and complete it on time, there is some confusion about the amount and the regularity with which it is set. Parents are not sufficiently well informed about the school's practice in the setting of homework and

would benefit from more detailed information. Strengths in the quality of teaching include the management of pupils in many classes, the development of pupils' vocabulary, especially for older pupils and the quality of marking, particularly in English, where good quality guidance and advice are provided.

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

21. The school provides an appropriate curriculum with satisfactory coverage of the subjects of the National Curriculum and religious education. The provision of some of the curriculum provided for pupils such as the order in which science topics are taught and the levels of outdoor education for children in the Foundation Stage require revision. Sufficient time is allocated to all subjects in each term, and appropriate emphasis is placed on the teaching of English and mathematics in order to raise standards. The good opportunities to use information and communication technology skills across all subjects and the good provision for mathematics enable pupils to make good progress in these areas.
22. The curriculum for the Foundation Stage is appropriately based on the nationally agreed areas of learning. There are, however, shortcomings in the provision for learning through physical activity outdoors and the opportunity children have to develop their creativity is somewhat compromised by too many teacher-directed activities.
23. Children with special educational needs are quickly identified and supported and make satisfactory progress. Provision would be improved if more training opportunities were available for teaching assistants. Most pupils receive the level of support to which they are entitled, contributing positively to the school's efforts to include pupils in all lessons and activities.
24. The school is concentrating on raising standards in English and mathematics and its strategies for the teaching of literacy skills are satisfactory and those for teaching numeracy skills are good. The school has introduced the National Literacy Strategy satisfactorily and, with additional training for teachers, is beginning to have a positive impact on teaching and results. The National Numeracy Strategy has been introduced well and progress and standards in mathematics are improving.
25. The school provides a good range of extra-curricular activities that are designed to support the academic and physical development of pupils. These activities are mainly held at lunchtime and enrich children's experiences to help them develop socially. These opportunities are also planned to reduce the levels of anti-social behaviour, including bullying, which children experience in the playground. The curriculum is enriched by educational visits, for example to the Imperial War Museum in Manchester and to an Outdoor Pursuits Centre. The school has constructive relationships with its linked high schools, and this helps to prepare pupils for the next stage of their education. Pupils support a range of charities, for example Children in Need and the Salvation Army, developing a good sense of social responsibility.
26. Equality of access and opportunity for all learners is unsatisfactory because of a lack of challenge for higher attaining children in much of the work. The school is also aware that boys do not attain at the same level as girls, particularly in English and mathematics. Positive action has been taken to raise boys' attainment through the purchase of additional reading resources to raise interest in reading and by focusing on providing a suitable challenge for boys in lessons.
27. Provision for personal, social and health education is satisfactory, and includes an appropriate programme for sex and drugs awareness education. Opportunities for pupils to consider a range of ideas in discussion sessions are built into the curriculum and make a positive contribution to personal development. Subjects for discussion are identified through the assembly programme and through teachers' awareness of issues of concern to the pupils. Pupils are encouraged to build positive relationships with a strong emphasis on group discussion but a small minority of boys do not respond appropriately. During the inspection the theme of assemblies was "don't be fooled by appearances", an idea which was further developed through discussion in lessons.
28. A number of visitors extend children's experience and enrich the curriculum. These include the local clergy, who take assemblies and Eucharist services and encourage children to take part in Church-led activities, for example Confirmation and Remembrance services. Children benefit from visits made by artists and drama groups, and links have been made with a Japanese school to widen children's views of the world.

29. Provision for the pupils' personal development is good, which reflects the findings of the previous inspection. There is good provision for the pupils' spiritual development. A clear mission statement, which encourages Christian values and respect for others, is displayed prominently in classrooms. Acts of collective worship make a satisfactory contribution to spiritual development with opportunities for pupils to reflect on assembly themes. There are strong links with the local church. Year 6 pupils have their first confirmation in school and older pupils participate in the weekly Eucharist. The pupils celebrate other festivals in the Christian calendar. About fifteen pupils regularly attend the lunchtime Bible club. The pupils have time to reflect on various issues. Pupils in Year 3, for example, think about what Jesus means to them and they show this through effective illustrations. In a Year 5 literacy lesson the pupils discussed the experience of being the odd one out and wrote prayers of thanks to God. The teachers create a sense of awe and wonder in learning when the opportunities arise. In a reception class lesson, for example the children had a wonderful time watching a strong wind blow ribbons and bubbles.
30. There is satisfactory provision for the pupils' moral development although the behaviour of a small minority of pupils does not always show this. The teachers ensure that the pupils know the difference between right and wrong. Codes of conduct, which the pupils agree to adopt, are clearly displayed in classrooms, together with rules for the playground. Pupils in Year 3 write recipes for a happy class. Effort and achievement are rewarded through certificates and merits and pupils value these and are involved in choosing a "star of the week" from each class. The individual education plan of some children with special educational needs include appropriate targets for improving behaviour.
31. There is good provision for pupils' social development. Most parents feel that the school helps their children to mature and to become responsible. Many of the pupils help with classroom tasks, whilst older pupils have additional responsibilities, such as getting the computers ready, helping in assemblies and serving in the Eucharist. Pupils in Year 5 act as play leaders and help younger pupils with lunchtime activities. As part of the "bully buddy" system, pupils in Year 6 provide support for younger pupils at playtimes. Some pupils have the opportunity to participate in decision making through the recently introduced school council. The pupils develop their social skills during the wide range of extra-curricular clubs and school visits, including residential visits to the Lake District. The pupils think of people less fortunate than themselves by supporting various charities. Some pupils helped record a compact disc of carols for the local hospitals radio link. Social skills are developed through collaborative work in many lessons, for example, sharing computers.
32. There is good provision for pupils' cultural development and this has improved since the last inspection. In history, the pupils learn about topics such as the legacy of the Tudors in England and the cultures of ancient Greece and Egypt. They visit museums in Bolton and Manchester. The pupils learn about the work of some well-known artists. This provision is enhanced by visiting theatre groups and artists. The teachers prepare the pupils adequately for a life in a multi-cultural society. In religious education, pupils learn about some major world faiths. There are effective displays highlighting aspects of life in many countries round the world. Recent links have been made with a school in Japan and there have been visitors from China and Namibia. There is an adequate supply of story books from around the world. In geography, the pupils learn about aspects of life in India, Pakistan and Kenya. They learn about the art of the Australian aboriginals and they make didgeridoos and picture frames in an Indian style. During the inspection, the pupils listened to African music in assemblies. However, there are limited opportunities to listen to music from other cultures and to play instruments from these cultures during music lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The overall care of pupils is satisfactory; it was good at the last inspection. Child protection procedures are good and staff members receive regular updates on procedures. Pupils work in a safe and clean environment and opportunities are taken to teach pupils the importance of safety, for example the correct way to land in a physical education lesson. Most staff members know the pupils well and pupils talk confidently to their class teachers and other adults. The health and safety policy is presently under review to take account of the infants' move to the new site. A risk assessment policy is in place, but needs to be reviewed to include a critical incident policy. Both teaching and non-teaching staff are trained in basic first aid, but more staff members require additional training.
34. The monitoring of attendance is satisfactory. The school makes effective use of data to analyse absence patterns and compares itself with other primary schools in the area. Initial monitoring of attendance is the responsibility of class teachers, but the use of supply teachers in some classes has made this less effective. The school secretary now follows up unexplained absences. This more rigorous approach should make a positive contribution to reducing the high levels of unauthorised absence. The late book gives effective support to monitoring of attendance but the school does not contact parents on the first day of absence.
35. Overall procedures for monitoring behaviour are satisfactory. The importance of good behaviour is promoted through class discussions and in assembly with instances of unsatisfactory behaviour used as examples. Each pupil in a class contributes to setting its own class rules. The monitoring of aggressive behaviour is unsatisfactory. The school is not aware fully of all incidents of such behaviour and pupils do not always report such incidents. To eliminate any unacceptable behaviour, the school needs rigorously to monitor incidents and ensure prompt and effective action is taken.
36. Procedures for assessing pupils' progress are satisfactory overall, and good in English and mathematics. This is an improvement since the last inspection, when not enough use was being made of the information being gathered. This is no longer the case in English and mathematics, but still applies in other subjects. The senior management team co-ordinates assessment arrangements and uses the data from national and non-statutory tests to set targets. Records to track progress are systematically maintained to help in planning for individuals and groups of pupils and to identify those pupils who may need special support. In mathematics, children who do not make the necessary progress in junior classes are using a computer program to provide more practice and to ensure that their understanding is increased. Much of this improvement has been a recent development. Targets for Year 6 pupils are based on their achievement at aged seven and the progress they have made since then. In this way the school is able to predict improved standards in future years. The good arrangements in English and mathematics are not as fully established in other subjects, although co-ordinators are beginning to trial a range of assessment procedures which will help them to identify priorities in their subjects.
37. Assessment data for English and mathematics allows teachers to understand the strengths and weaknesses of individuals and groups in their classes, and helps them plan work at the appropriate level. Detailed records are not routinely kept for other subjects, and until improvements are made in assessment arrangements across the curriculum, teachers cannot be certain that they are pitching tasks at the right level or that pupils are developing knowledge, skills and understanding progressively in other subjects. Teachers are now expected to pass on records of pupils' progress to the next teacher at the end of the academic year and to discuss teaching priorities to help address low attainment. In this way, the progress that pupils have made in particular subjects can be checked and built on and plans created to reinforce the necessary knowledge and skills. This tracking is underdeveloped in subjects other than English and mathematics.
38. The assessment and detailed record keeping enables close monitoring of pupils' progress and the early identification of pupils requiring additional help in English and mathematics. The quality of the marking of pupils' work is inconsistent. It is, however, good in English. There is a draft marking policy in place which requires teachers to mark work, making reference to what the pupils have been expected to learn and to pupils' individual learning targets. Currently, marking does not always give pupils advice on how to improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Some parents do not have a good opinion of the school but the school is working hard to change this. The school acknowledges that, although they have made some improvements in providing opportunities for parents to visit the school, there is still room to extend these. A working group of staff and governors has been set up to examine this situation. In the previous report partnership with parents was viewed as being good. Parents' attendance at consultation meetings is good in most classes but is much more limited when they are given the chance to be involved in other activities. Because of prolonged teacher absence some parents have not had an opportunity to discuss their child's progress during this academic year. This unsatisfactory situation is presently being addressed.
40. The headteacher's weekly surgeries offer parents a good opportunity to discuss their concerns and the school does listen to parental suggestions. Following the amalgamation of the juniors and infants, parents were concerned about the safety of the youngest pupils at the end of the school day. As a result, the school improved pupils' safety by staggering the finishing times for infants and juniors. Records of parental complaints are not maintained and this should be addressed.
41. The school's monthly newsletter keeps parents well informed about school life. The inclusion of extracts of work produced by pupils raises their self-esteem, for example infants' views on the visit of the Busy Bee Theatre Company were included recently. A school planner is to be introduced shortly and, if used effectively, will give improved support to home and school links. In addition to the school's aims and the home-school agreement, there is good information on the English and mathematics pupils will cover each term, along with information about work in other curricular areas. Use of the daily planner will help parents to know when homework is set and enable the consistency of homework to be checked.
42. The quality of pupils' annual reports is satisfactory and has improved. Parents are now better informed about their children's progress and in the better quality reports, for example in Year 5, targets are clearly identified. In some reports, specific advice is given to parents on activities to improve English and mathematics skills but this is not consistently provided. Most parents have signed the home-school agreement. Parents of the youngest children are offered the opportunity to join the Inspire group and the "Flying Start" programme. These sessions give parents a useful insight into how reading, writing and numeracy are taught and how resources can be used to the greatest effect. The Year 2 story sacks, containing games, puzzles and tapes, are making a successful contribution to children's learning at home.
43. There is some parental help in school activities, for example with swimming and the outdoor pursuits' weekends but few parents help in classrooms. The Friends of the School Association is in its infancy, but is beginning to provide some support for the school through the organisation of social functions, some of which are well supported.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the school are satisfactory. On being appointed, almost two years ago, the headteacher completed a comprehensive audit of the strengths and weaknesses of the school and enlisted the local education authority to verify his findings. This information enabled the headteacher to develop a clear and appropriate vision for the future development of the school based on a strong Christian ethos and a programme to raise standards through the revision of policies, planning and the improvement of teaching. Improvements achieved in recent months have included the revision of schemes of work to ensure a more balanced and relevant curriculum, the introduction of thorough assessment procedures so that pupils progress can be tracked in English and mathematics and the extension of the role of subject co-ordinators in the management of their subjects. Lunchtime and after school clubs have been introduced and the school parents and friends association has been re-established. The development of a strong senior management team, including the appointment of a new deputy headteacher, is beginning to help raise standards in both pupils' work and the quality of teaching. Resistance by some teachers and governors to the necessary changes initially slowed progress. This difficulty has largely been overcome and the pace of improvement is quickening. The headteacher, senior management team and governing body recognise that there are still difficult decisions to be taken. These include, for example, ensuring that the school lives within its budget and that each subject co-ordinator takes full responsibility for the review and development of their subject area. They now have the full support of the majority of those involved.

45. The governing body is supportive of the school and the headteacher and is taking an increasingly active part in the improvement of pupils' education, in the development of the school environment and the increase in learning resources. Governors fulfil their statutory duties satisfactorily. An increasingly strong committee structure enables governors to carry out their duties satisfactorily and greater levels of governor training are helping to raise awareness of the difficulties that the school faces, especially in raising standards. The chair of governors and committee chairs are particularly supportive of the improvements the headteacher seeks to make. Increasingly the school's priorities for development are based on governors' improved understanding of the school's strengths and weaknesses rather than on the information with which they were provided.
46. The systems in place to check the quality of teaching are satisfactory. Regular observations of lessons in English and mathematics have highlighted the need for improved planning and delivery of the National Literacy and National Numeracy Strategies. Where required, additional training for teachers has been supplied, and this has improved their knowledge and understanding of both areas of the curriculum. Improvements in the quality of planning in subjects other than English and mathematics remain to be made so that the needs of all pupils, including the most able, are met. Additional training for teaching assistants to improve their skills and knowledge remains to be sufficiently developed. The checking on the quality of lessons does not yet extend to all other subjects. Subject co-ordinators regularly check the quality of colleagues' planning and examine pupils' work to make judgements on standards. Systems have also been put in place to test what pupils know and can do and this helps to identify where pupils have gaps in their knowledge. Improved systems to measure pupils' progress, especially in English and mathematics, have been introduced and this has helped to identify weaknesses in the school's performance. This has led to the development of strategies to raise boys' attainment, especially in English, and these are beginning to be successful. Teachers new to the school are supported satisfactorily and readily receive help and advice from colleagues. Systems to support temporary teaching staff are not yet sufficiently effective in providing them with all the information they need to ensure that pupils continue to make appropriate progress.
47. The major financial and management challenge the school continues to face is in the reduction of the number of pupils attending the school. The reduction in the number of teachers required has been well managed, but with further falls in pupil numbers, the headteacher and governors face difficult decisions. Currently the school has no additional funds to draw upon and the school has operated with a small deficit budget in the last financial year. The school uses the financial benefits it gains from its involvement in an Education Action Zone well and this is helping to fund additional teacher training and improved levels of resources, for example, the purchase of extra computers. Further bids for other funding and support have been prepared and if successful would be used to improve school attendance and the attitudes of a small minority of pupils.
48. The school has yet to fully embrace the principles of best value. In the past, governors have sought to secure value for money in the purchase of learning resources and improvements to the fabric of the school buildings. The current governing body has now begun to consider the standards attained by pupils and how these compare with other local schools and against national figures. As yet there are no clear strategies in place to be able to judge whether money has been well spent on the purchase of learning resources. The school uses information and communication technology well both in the administration of the school and in developing pupils' understanding of technology. The headteacher, administrative staff and governors use computer software well, effectively monitoring expenditure. Funds allocated to specific purposes are used appropriately. Financial administration is efficient and the school has acted promptly on the minor recommendations in the last financial audit.
49. Staffing levels are currently at satisfactory levels and sufficient for the number of pupils. The number of hours worked by support staff is satisfactory and teaching assistants are deployed appropriately. The school has recently been consolidated on one site with infant pupils occupying a new building. This move has been well managed by the headteacher. The building occupied by the juniors is in need of some refurbishment. Classroom accommodation is often generous and there are rooms for use as a library, computer suite and art room. Limited space in both the school halls puts some restrictions on physical education. Learning resources are of a satisfactory quantity and quality in most subjects although there are insufficient fiction and non-fiction books in the library to promote pupils' enquiry skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The school is beginning to improve standards in English and science although attainment in both subjects remains below the national average. The National Numeracy Strategy has been introduced successfully resulting in standards in mathematics improving and these are now close to average levels. Improvements in pupils' attainment have also been made in information and communication technology and art and design where standards are now above average. To raise standards further the governing body, headteacher and staff should:

- ❑ raise attainment in English, science, history and music by:
 - improving the quality of teachers' planning so that it contains details of what pupils of differing abilities will learn and do in all lessons;
 - raising teachers' expectations of what pupils can and should be able to do;
 - ensuring that homework is consistently and regularly provided in line with recommended levels and that parents are fully informed about the schools expectations for its completion;
 - ensuring that all the required elements of each National Curriculum subject are taught in an appropriate order;
 - extending opportunities for pupils to improve their writing and recording skills across all subjects in the curriculum;
 - providing the necessary training for all teaching and support staff to enable them fully to support pupils;
(Paragraphs 5, 8, 17, 19, 20, 25, 86, 87, 97)

- ❑ raise the levels of attendance for all pupils, but especially those whose absence is unauthorised by:
 - working with parents to raise awareness of the need to attend school on all possible occasions;
 - monitoring rigorously the absence of pupils whose attendance is below average levels;
 - contacting parents on the first day of absence by poor attenders;
(Paragraphs 14, 33)

- ❑ take rigorous and immediate action to eradicate all aggressive and unacceptable behaviour;
(Paragraphs 11, 12, 26, 29, 33)

- ❑ explore and implement a range of positive strategies to encourage the greater involvement of parents in the education of their children;
(Paragraphs 38, 40)

- ❑ ensure that all co-ordinators take full responsibility for the development of and improvement in their subject by:
 - increasing opportunities for monitoring the quality of teaching in all subjects;
 - completing a rigorous monitoring of planning to ensure that the needs of all pupils are fully met;
 - developing action plans for their subjects to ensure that they have a clear understanding of current standards and strategies for improvement;
(Paragraphs 19, 20, 43, 92, 101)

- ❑ extend the good quality assessment systems in English and mathematics to all other subjects.
(Paragraphs 35, 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	16	28	2	0	0
Percentage	0	12	31	54	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	269
Number of full-time pupils known to be eligible for free school meals	106

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	21	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	22	21
	Girls	20	20	17
	Total	39	42	38
Percentage of pupils at NC level 2 or above	School	81 (92)	88 (90)	79 (82)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	18	18
	Girls	19	16	19
	Total	38	34	37
Percentage of pupils at NC level 2 or above	School	79 (92)	71 (85)	77 (82)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	29	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	26
	Girls	19	21	27
	Total	37	40	54
Percentage of pupils at NC level 4 or above	School	62 (52)	67 (68)	90 (73)
	National	85 (85)	89 (89)	89 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	26
	Girls	20	21	28
	Total	38	40	54
Percentage of pupils at NC level 4 or above	School	63 (46)	67 (66)	92 (57)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	264	1	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.9
Number of pupils per qualified teacher	23:1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	231

Financial information

Financial year	2001-2002
	£
Total income	671,466
Total expenditure	672,220
Expenditure per pupil	2,255
Balance brought forward from previous year	25,759
Balance carried forward to next year	-754

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	268
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	1	0
My child is making good progress in school.	58	31	8	3	0
Behaviour in the school is good.	34	46	10	4	6
My child gets the right amount of work to do at home.	38	36	18	8	1
The teaching is good.	42	44	9	1	4
I am kept well informed about how my child is getting on.	30	40	22	8	0
I would feel comfortable about approaching the school with questions or a problem.	51	39	6	3	1
The school expects my child to work hard and achieve his or her best.	61	36	1	0	2
The school works closely with parents.	25	47	22	5	1
The school is well led and managed.	32	44	9	8	7
The school is helping my child become mature and responsible.	45	44	6	4	1
The school provides an interesting range of activities outside lessons.	34	29	19	10	8

Other issues raised by parents

Several parents raised their concerns about the level of aggressive behaviour in the school. This was investigated during the inspection. A small minority of boys display unsatisfactory behaviour during playtimes and lunchtimes and the school needs to act vigorously to stop this.

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

51. The provision in the reception class for pupils under the age of five is good overall, and standards have been maintained since the last inspection. The school does not have a nursery, so pupils enter the first stage of their education known as the Foundation Stage in the September of the year in which they are five. The school has one reception class and one class with a mixed intake of reception and Year 1 pupils. The Year 1 pupils in the mixed-age class are generally those pupils who have not made the expected progress after their reception year, and work is planned to allow reception and Year 1 pupils, to make progress in the six nationally agreed areas of learning in the Foundation Stage. Year 1 pupils, however, are supported in their early National Curriculum work when they reach appropriate levels of attainment. Planning in the reception/Year 1 class takes account of this.
52. Attainment of children on entry to reception is well below that expected nationally and a majority of children have not experienced any pre-school nursery provision. The curriculum focuses on all areas of learning but with a particular emphasis on personal and social development and on communication, language and literacy skills. In this way, the school helps pupils develop those areas of learning which they usually experience in a nursery setting. About half of the pupils achieve the expected levels by the time they begin Year 1, particularly in communication, language and literacy and personal, social and emotional development. This is because of the good teaching they experience throughout their reception year. Each class has an appropriately trained teacher and nursery nurse to support learning, and on one day a week a parent-governor gives additional literacy support. Two newly built and well-equipped classrooms provide a bright learning environment for the pupils. There is also a small reception play area that the pupils use only twice a week, so provision for outdoor activities and more adventurous play is currently unsatisfactory. The school intends to develop this aspect of the curriculum that the move to its new site has hindered.
53. The curriculum is well planned around the six agreed areas of learning of the foundation curriculum. Pupils make good and sometimes very good progress from a low base, with a significant number achieving the expected levels. Teaching in both classes is generally good and sometimes very good, and many of the early obstacles to pupils' learning are overcome and they become curious and confident learners. Staff collaborate well in their planning, broadening the range of ideas and experiences from which children learn. The quality and content of the curriculum provided together with the good levels of knowledge and skills of teachers and support staff help all pupils to make good progress, especially those who have special educational needs. Support is provided promptly for these pupils enabling them to make good progress in the reception classes. Planning includes direct teaching by adults and opportunities for pupils' exploratory and self-directed activities. Occasionally, with staff supporting the planned group activities, some opportunities for well targeted questions or words of encouragement to push forward pupils' thinking are lost. These would also contribute to an assessment record and alert staff to pupils' new understandings. Throughout the reception years pupils' achievements are carefully recorded, using the newly introduced Foundation Stage profile. This is an effective system of charting pupils' progress in each area of learning and a simple way for staff to check if pupils are making appropriate progress and to plan additional support where they are not.
54. Leadership and management of the Foundation Stage are good. Teachers and nursery nurses work as an effective team under the clear direction of the co-ordinator and the shared planning arrangement. The development of early years' provision has been supported well by the Local Education Authority and Educational Action Zone advisory staff. This has helped in the successful transfer of the Foundation classes to the new site and the implementation of new initiatives, "Flying Start" and "Inspire" which are designed to develop close working partnerships with parents and to instruct them in ways of supporting pupils' learning in the summer term prior to their entry to the school. There are plans to improve the outdoor provision for reception pupils to allow them to enjoy more adventurous play and to increase their opportunities for interaction in a social setting. Such development had been impossible until the school moved to its current site. The play surface could be enlarged to allow pupils to have a wider range of activities.

Personal, social and emotional development

55. When pupils enter the reception class, standards are well below expected levels in this area of the curriculum. The school sets a high priority on developing social and language skills and pupils make good early progress in acquiring these. Staff members develop warm relationships with the pupils, which helps them feel secure and well supported in the new environment. Pupils are not confident speakers when they start in reception, are unsure about personal hygiene and do not have the experience of working alongside other children. Staff members are skilled in helping pupils to become more confident and independent and able to communicate needs and ideas. Their progress in these areas was very evident during the week of inspection. For example, pupils undressed independently and quickly for physical education and they were confident enough to select their own activities. Throughout the day they work in different friendship groups and collaborate well in imaginary role-play with confidence and imagination. Currently, the role-play area is set out as a schoolroom, and pupils demonstrate that they have understood the conventions and roles of the classroom through their play. Current standards remain below expected levels but show clear signs of improvement.
56. Teaching and learning in this area are good. Expectations are high, with all staff ensuring that pupils understand classroom routines and behave well at all times. Staff members offer good role models, for example showing sensitivity to pupils' contributions, even where there are misunderstandings. They ensure that pupils feel safe and secure when they arrive in the class.

Communication, language and literacy

57. Many pupils come into the reception classes with poor standards in communication skills. Pupils make good progress because of the broad range of speaking and listening activities they enjoy and the high focus the school places on early reading and writing development, although standards remain below expected levels. Only halfway into their reception year pupils are already showing greater confidence when talking to adults about what they are doing and when listening to stories and poems in whole-class sessions. They are alert to the humour and drama in the tales they hear. For example, in a story about Hairy Bear they understand that this character is reluctant to go down and face an intruder. They sympathise with Hairy Bear's wife in her efforts to move him to action and they join in the repeated refrain encouraging him to go downstairs. They retell the story of the "Three Billy Goats Gruff" as they move the models of the animals through the wet sand and suggest the fierceness of the Troll as he calls out from under the bridge.
58. Teachers introduce the pupils to a range of stories and poems, which allows them to use the more literary language of story-telling which they have little experience of on arrival at school. Staff members have also set up a "listening corner" with taped stories and rhymes. This allows pupils to hear again their favourite stories and develops in them an awareness of the language they will meet in books. In shared reading activities, teachers help pupils to make the link between written language and the spoken word, drawing pupils' attention to the detail of the text and the way illustrations can bring additional meaning and understanding to their reading. Pupils enjoy such sessions and this was well demonstrated when a group of pupils set up a shared reading role-play in their imaginary schoolroom.
59. They demonstrated knowledge of written language by pointing out the features of the text they recognised and by using pictures to sequence the story. Early writing skills are also well taught. Pupils are helped to infer meaning beyond the literal, for example why Little Red Riding Hood was pleased to see grandma coming to her rescue. Skilful questioning helped pupils understand that they could speculate on how the character felt. Pupils have a wide range of opportunity to practise their new skills in many areas of the classroom beyond the well-equipped writing areas. They write up their names to indicate a particular choice of activity or involvement in a task. Work in books indicates that they are beginning to sequence stories with simple texts.

Mathematical development

60. The majority of pupils start school with very low attainment when they start in the reception classes. They receive good teaching but a majority of pupils do not achieve the expected early learning goals by the end of reception year. Pupils have good opportunities to order, sort and classify objects and count up to ten and beyond with confidence. They sing a range of counting songs, which allows them to demonstrate skills in counting on and counting back and can make patterns with bead, counters and cotton reels, repeating it with confidence.

61. During the inspection teachers introduced pupils to the properties of solid shapes, allowing them to order particular shapes by size, and using the language of comparison with accuracy and confidence. For example, pupils demonstrate that they understand and can sequence the shapes in order of size. They know that one is bigger than another, and, which is the biggest and which the smallest. Pupils are able to count and match objects and to classify and sort according to specific attributes, for example colour and shape.

Knowledge and understanding of the world

62. Pupils have a well below average knowledge of the world when they start in reception. Progress in this area of learning is good because of the well planned and relevant experiences the staff provide, which help children develop a curiosity about why and how things happen. For example, in the week of inspection, they came to understand that the wind is moving air which exerts a force. They saw its effect on the movement of ribbons, which they held above their heads on a windy afternoon. Teachers gave them a range of experiences to develop their thinking, showing how bubbles are made and how a fan can move tissue paper fish across the surface of a table. Pupils are able to explore scientific ideas in depth and raise their own questions as they play. For example, around the water-tray they discuss why the blue water in the yellow water-tray looks green when the same water in a transparent container is blue. This could have been explored further through greater teacher involvement through colour-mixing with paint which would have developed their understanding further. Such lost opportunity suggests again that an adult needs to be available more routinely to help pupils explore ideas as they occur.
63. Teaching helps pupils come to understand the world they live in, for example through a nursery rhyme they learned about life in the past. In one session, they discussed why Jack and Jill needed to climb a hill for water, contrasting this with their own experience of drawing water from a tap. They considered the use of vinegar and brown paper, which the teacher had brought into the class, and compared them with the remedy applied to a classmate who bumped her head in the playground earlier in the day. By allowing children to smell the vinegar and feel the brown paper the contrast with the soft lint used today brought the rhyme alive for them. Throughout the session, pupils demonstrated their exploratory impulses; for example, watching water rise up the side of a nest of transparent containers and coming to understand the properties of a range of materials such as dough, wet and dry sand, and water. They experimented with a range of tools and containers, talking about how water flowed, and discovered wet sand was a better medium for moulding than sieving. Pupils' scientific and technical knowledge and skills are promoted by explorations with a range of resources, for example checking the movement of solid shapes, classifying them as ones which roll and others which slide across a surface. Reception pupils approach the computer confidently and develop good control of the mouse to explore simple mathematical and language programs. They work well in the computer suite, following instructions and producing a range of pictures, using an art program. Standards remain below expected levels, largely because pupils have a limited understanding of the world around them before they enter school.

Physical development

64. Standards in physical development are well below expected levels when pupils first enter the reception classes. For example, they are not adept at holding pencils or scissors or using tools with different materials. They make good progress because of the opportunities which staff provide for them to develop these skills through a range of interesting activities so that although standards remain below those expected, pupils have improved their skills in using tools and show greater control when involved in gymnastics. During the week of inspection, pupils demonstrated appropriate fine physical skills in cutting out and sticking materials to produce a Mothering Sunday card. They worked in the water-and-sand tray with great care, filling containers and using funnels and sieves with control. They moved around the room sensibly and avoided disturbing other pupils. They understood the need to keep their hands in their laps when sitting on the mat to avoid having other pupils standing on their fingers. In the hall they danced in a music-and-movement lesson with a good standard, paying great attention to the music when it prompted a change of movement. They built up a range of movement into a sequence with good skill. Throughout the session they stretched and curled and crouched and bounced with very good skills. In physical education lessons, teachers did not always give enough feedback to enable pupils to improve their movements appropriately. For example in a sequence of movements pupils knelt rather than crouched in preparation for a high jump into the air as they enacted the story of "The Blue Balloon". This inappropriate starting position made the smooth sequence of movements

required impossible to achieve. Feedback from the teacher would have improved the overall achievement in this lesson.

65. There is currently no climbing frame or equipment in the outdoor playground to help them balance, jump or construct with large apparatus, nor have they any opportunity to build a circuit to challenge themselves to more adventurous movement. In one of the two timetabled sessions of outdoor play they rolled the wheeled toys with good skill and demonstrated control in following an imaginary figure-of-eight, which the nursery nurse suggested they might do. Photographic evidence indicates that children sometimes use outdoor equipment to help them develop knowledge and understanding in other areas of the curriculum. For example, they developed the idea of forces, pushing and pulling different play equipment to demonstrate the difference between these two forces.

Creative development

66. The attainment of children who come into reception is below expectation and this is because they have had insufficient opportunity to develop their own creativity. Children achieve generally satisfactory standards and make some progress in this area of learning because activities are planned which allow them to communicate their feelings and use their imagination in a wide range of settings. Adults are skilled at using open-ended questions and children explore ideas of shape and texture in a variety of materials. They enjoy painting and moulding and create an interesting array of models and designs with shapes and patterns.
67. Teaching overall supports children's abilities to discuss, explore and express their creativity, but during the inspection much of the work in this area of learning was heavily teacher-directed. For example, pupils were making paper-flower gifts for their mothers, following the teacher's directions. This meant that children created almost identical end-products. While such activities train children to cut and paste and draw round shapes with confidence, they reduce the opportunity to develop their creativity. Work on walls also suggests over-prescribed artistic activities, though painting opportunities were available throughout the day to allow children more spontaneous expression.

ENGLISH

68. Current standards in English in Year 6 are below average. This, however, represent an improvement on the results achieved in national tests for pupils in Year 6 in 2002 when results were well below average levels. The last inspection reported standards to be in line with what was expected for pupils of their age. Current standards are, therefore, below those reported in the last report. Although standards in 2002 were well below average when measured against all schools, when judged against schools taking their pupils from similar social areas, standards were at average levels. However, when measured against their previous attainment at the end of the infants, progress for most pupils was poor. This judgement needs to be treated with caution, as the school has a high turnover of pupils and many pupils do not begin or end their primary education in the school. The 2002 results show that too few pupils achieved the more difficult Level 5 with a well above average number failing to achieve the expected Level 4. The results achieved by both boys and girls are currently at similar levels to those seen in 1998 but with girls achieving higher levels than boys. The school has recognised this and has put in place positive strategies to raise attainment for boys. Current rates of improvement in English are faster than those seen in most other schools.
69. In the national tests in Year 2 the results achieved were well below average in both reading and writing. Insufficient pupils achieved the above average Level 3 and too many pupils failed to reach the expected Level 2. Of particular significance was the fall in the results achieved by boys. These have fallen sharply since 1998 in both reading and writing, while those achieved by girls have remained at similar levels. This has resulted in standards in both reading and writing falling over the last four years, from average levels in 1999 and 2000 to well below average in 2002. However, when measured against other similar schools, results for reading were above average and at satisfactory levels for writing. Over the previous two years results have been adversely affected by prolonged staff absence and the need to employ several different temporary staff to teach classes. The school has now introduced improved planning and guidance for staff to ensure that what pupils need to learn is clear. Current standards in both reading and writing for pupils aged seven are well below average but there are clear signs that these are improving and that the progress made in lessons is often good. Pupils with special educational needs make the expected rates of progress in line with their previous attainment.

70. The satisfactory introduction of the National Literacy Strategy has contributed to the improved standards seen by the end of the junior stage. The skilled teaching of the new deputy headteacher has contributed positively to improvements for older pupils although these improvements are not always evident for younger junior pupils. This is because the more able pupils are not always sufficiently challenged to produce their best work. There is an appropriate balance between the time spent on reading and writing. Further improvements in the quality of writing could be achieved if pupils were given greater opportunities to expand their writing skills in other subjects rather than copy what they are expected to learn from the board.
71. The standard of speaking and listening is below average across the school. Few pupils are confident speakers by the age of seven. Teachers' work hard to involve pupils in lessons and in answering questions but often less than half the pupils are prepared to offer answers unless directly asked. Teachers employ useful strategies to overcome this reluctance, for example, in a Year 2 lesson where the teacher regularly made "mistakes" in her reading of a story. This resulted in pupils following the story carefully so that they could correct her. In some lessons, a minority of pupils readily responds to teachers' questioning, offering in-depth answers and participating in both group and whole class discussions. Most pupils listen attentively to teachers' instructions and follow these accurately. By the age of eleven, pupils have increased their vocabulary and when required, use this accurately, but many remain reluctant to answer questions. Few pupils are prepared to expand on their answers with many resorting to one word or short phrases when questioned. The teachers, especially of older pupils, consistently introduce new vocabulary into lessons and reinforce the meaning of the words throughout their teaching. This does not happen in sufficient lessons. Often opportunities are missed to ensure that pupils explain what process they are using, for example, when solving a mathematics problem or ensuring that pupils provide constructive comments on the quality of movement in physical education lessons. On occasions, teachers only ask those with their hands up and this does not encourage others to attempt answers. However, when pupils attempt answers teachers use praise well to encourage greater levels of response.
72. Attainment in reading for pupils in Year 2 is well below average. Appropriate amounts of time are devoted to extending reading skills in lessons with pupils learning letter sounds and being able to link these to make words. Average and more able pupils are able to self-correct when making mistakes in their reading. Others use clues such as pictures to help them interpret the meaning of words. When reading aloud, some pupils recognise punctuation such as question marks, but few read with real expression. Although some pupils recognise terms such as author and illustrator only the more able pupils know the difference between fiction and non-fiction books. Many pupils read regularly at home and this helps to raise standards but not all pupils benefit from this. By the end of the juniors the standard of reading has improved although remains below average. There is still a wide range of ability with many pupils reading hesitantly and with little expression. Many pupils do not enjoy reading and, for some, there is little incentive to read at home. Some reading records contain few entries since the beginning of the year and these pupils do not make the rapid progress needed to achieve their expected reading ages. More able pupils often read with expression and accuracy and are able to express views on the situations and characters they meet in their books and make predictions about what may happen next in the story. Often these pupils can say which authors they enjoy reading and give reasons why this is. Some pupils are beginning to use research books and have developed the skill of quickly reading the text as a means of finding out information. However, not all pupils have sufficient opportunity to find answers regularly to questions through reading in subjects such as history and geography.
73. Writing skills in the infants are well below expected levels and not enough of the more able pupils have made sufficient progress to enable them to achieve the above average Level 3. When pupils enter the infants their attainment in writing is below average. Although current progress made by pupils is satisfactory and in some cases good, pupils in Year 2 have too often had their learning interrupted by extended staff absence covered by regular changes of temporary teachers. This has resulted in a lack of continuity in what pupils learn and slower progress than should be expected. A limited vocabulary and below average reading skills contribute to work that often lacks appropriate detail. Simple punctuation is often forgotten in independent writing, especially with lower attaining pupils. The quality of spelling is variable with many pupils struggling to spell frequently used words consistently. When they receive support pupils with special educational needs make expected levels of progress. Many lack the confidence to improve their speaking, reading and writing skills without this support, progress slows. More able pupils write in sentences that are accurately spelt and punctuated. A large proportion of pupils still find it difficult to write clearly and to convey meaning. Greater attention is now being paid to ensuring that pupils write for varying reasons, for example, lists, imaginative

stories and comprehension. Teachers provide a satisfactory range of tasks to develop punctuation, grammar, spelling and handwriting.

74. Current standards indicate that the proportion of pupils achieving the expected level is below average, with too few able to achieve the more difficult Level 5. A variety of writing tasks is set for older pupils. These include a version of "Treasure Island" which they re-write using their information and communication technology skills. Traditional stories such as "Goldilocks" are written in the style of a newspaper report and pupils use their reading and writing skills to record answers to questions about Adrian Mole. More able pupils use punctuation accurately but lower attaining pupils often forget basic punctuation, especially when writing independently. Accurate spelling is found mostly in the work of more able pupils. Good examples of pupils being required to draft and re-draft their stories are found in older pupils' work and this helps pupils to raise the quality of what they produce. In the Year 6 class and that containing a mix of Year 5 and Year 6 pupils' progress for all abilities is good because of the sometimes very good quality of the teaching provided. For younger junior pupils, opportunities to extend their writing skills are less well developed. Pupils demonstrate appropriate dictionary skills and are provided with some opportunities to write creatively, but much work involves the completion of comprehension exercises. There is little evidence of pupils of this age being asked to write at greater length in subjects such as history or geography or to record appropriately what they have discovered in science. Where these opportunities do exist, much of the work is copied and requires little creativity.
75. The quality of teaching in both infants and juniors is satisfactory overall with examples of good and occasionally very good teaching. The teaching of English seen in Years 5 and 6 is particularly good and this enables these pupils to make better than expected progress. In the very good lessons, opportunities are given for pupils to join in with discussions and to develop new vocabulary. Teachers consistently return to these and this reinforces pupils' understanding of the new words. The lessons are delivered with enthusiasm and this further encourages the pupils. In almost all lessons, teachers have good relationships with their pupils and expect high levels of attainment. In lessons that are satisfactory, the pace of learning is slower, the work set for pupils is insufficiently challenging and not always well matched to what pupils need. This results in progress that could be better, particularly for less able pupils. Where necessary, teachers have received extra training to ensure that the curriculum is taught appropriately. The need for this additional training to continue is recognised by the school. The quality of marking is consistently good throughout the school. Teachers offer advice to pupils on how to improve the quality of their work and this helps to raise standards. Many pupils have individual targets that set out clearly what they must do to improve. This, too, is having a positive effect. Teaching assistants are employed effectively to support pupils with special educational needs and this enables them to make satisfactory progress, but the quality of this support could be improved through the provision of additional training.
76. The subject co-ordinator has been effective in his development of the subject in the short time he has been in the post. Lessons have been observed, the quality of teachers' planning has been checked, and pupils' previous work has been examined. This, together with an analysis of optional national tests in Years 3, 4 and 5, has enabled the school to identify areas for development and improvement. These include the raising of attainment for boys and the improvement of writing. Additional reading materials have been purchased to increase boys' interest in reading. A wider range of reading materials in the school library would help to increase pupils' research skills and independent learning.

MATHEMATICS

77. Standards are well below average for pupils in Year 2. This is a fall from the standards reported in the last inspection, when standards were average. By Year 6, standards are average, and at similar levels to those seen at the previous inspection. Because of improvements initiated by the headteacher and subject co-ordinator standards are rising. Attainment in national tests in 2002 was below the national average, but was above average compared with similar schools. A realistic target for further improvement has been set for this year. There is currently no significant difference in attainment between boys and girls. Pupils with special educational needs make satisfactory progress. Most of the pupils are keen to do their best. There is a minority of boys who have unsatisfactory attitudes to learning.
78. Lesson observations and the examination of pupils' books shows that almost all pupils have a well below average knowledge and understanding of mathematics. More able pupils in Year 2 have a satisfactory

understanding of addition and subtraction facts to 20, but the great majority have a weak recall of these number bonds. Many use doubles to help them to add. Higher attaining pupils can order numbers to 100, but less able pupils often find this very difficult. Many pupils do not fully understand place value in two-digit numbers. More than half the pupils are able to recognise and use coins to find totals, but all except the most able struggle to calculate change. Whilst many pupils understand that division is equal sharing, they nevertheless find it difficult to halve simple numbers. The more able recognise a half and a quarter of shapes. The pupils estimate whether classroom objects are longer or shorter than a metre, before measuring them. A minority of pupils can recognise and name common two-dimensional shapes, but they are less sure about three-dimensional ones. They can tell simple analogue time to the hour. The pupils represent data graphically, for example, they use Venn diagrams satisfactorily to sort odd and even numbers and to sort letters in their names.

79. By Year 6, many pupils have satisfactory mental recall of number facts, but they often cannot do this quickly. They round numbers to the nearest 10 or 100, but only the more able are confident doing this to the nearest 1000. Higher attaining pupils use written methods of long multiplication and division and they reduce fractions to their simplest form, but other pupils find these ideas more difficult. Many pupils find it hard to change improper fractions to mixed numbers. A majority of pupils have a satisfactory understanding of the relationship between fractions, decimals and percentages, but others find this difficult. Less able pupils find it hard to apply their mathematical skills to solve real life problems. Weak literacy skills mean that they do not fully understand what information is being provided and what exactly they have to find out. The pupils know the names of different sorts of angles and they use protractors to measure angles accurately. They know some of the properties of more complex two and three-dimensional shapes. They calculate the area and perimeter of irregular shapes. The pupils represent data by means of line graphs and bar graphs. Some more able pupils are able to interpret information that is presented graphically, for example a line graph showing a town's electricity consumption throughout the day.
80. The pupils make satisfactory use of their numeracy skills in other subjects. In science, for example, pupils in Year 6 draw line graphs of the force required to move objects on different surfaces, whilst pupils in Year 3 draw satisfactory bar graphs of the distance travelled by paper aeroplanes and they make careful observations of temperature readings.
81. Teaching overall is satisfactory throughout the school, with an appropriate teaching of the basic skills of numeracy. There are examples of good teaching. In the best lessons, the teachers make the pupils well aware of what they are expected to have learnt by the end of the lesson. There is an appropriate emphasis on developing the pupils' mental calculations. In opening oral sessions, the teachers usually ensure that all the pupils are fully included in learning and they develop the pupils' confidence by encouraging them to try and answer. In a Year 2 lesson, the teacher matched her questions well to the pupils' varying needs. This ensured that all of them could contribute answers and it helped all of them to count on and back in tens. The teachers emphasise the key words that the pupils need to learn. In a Year 1 lesson, the teacher emphasised words such as *estimate*, *partition* and *separate*, and this helped the pupils to use '5 and a bit' when adding numbers to 20. In a lesson for pupils in Year 6, the pupils used their knowledge of terms such as *origin*, *axes*, *quadrant* and *horizontal* to consolidate their understanding of how to plot coordinates in all four quadrants and of the translation of two-dimensional shapes on a grid. The teachers make effective use of practical resources to enhance learning. The use of a bingo game helped pupils in Year 1 to reinforce their knowledge of number bonds to 10. In a lesson for pupils in Year 3 / 4, the teacher cut some apples into segments and this helped the pupils to recognise fractions as equal parts of a whole. Work is usually well matched to the pupils' differing needs. In Year 6, there is an appropriate challenge to extend more able pupils.
82. The teachers mark the pupils' work regularly and positively, although the quality of marking is variable. Where it is best, the teachers guide the pupils as to how they might improve, such as '*Put the units in the correct column, or you will get confused*' and '*make all your columns of equal width*'.
83. Teachers, especially those who teach older pupils, manage the challenging behaviour of a minority of pupils better than others. At times, the pace of lessons drops, as a result of the pupils' poor listening skills and limited concentration. Time is occasionally wasted on undemanding and unproductive tasks, such as copying out worksheets. Occasionally, explanations are not clear and this confuses the pupils. There are inconsistencies in the setting of regular homework, especially for the older pupils.

84. A clear policy meets the requirements of the National Curriculum. Planning is based on the local authority's adaptation of the National Numeracy Strategy and there is detailed planning of the work that the pupils will do each week. The coordinator leads the subject well. She checks the quality of planning and teaching. She realises that standards need to rise, particularly by the end of Year 2, and she has worked with the headteacher to develop a detailed, whole-school action plan that seeks to address this. There are good procedures for assessing and tracking the pupils' progress and for highlighting those pupils who are not progressing well enough. The coordinator analyses national test results carefully, in order to see where the pupils are having difficulties. The teachers make good use of all this information to plan the next steps in learning and to set in place extra help for those pupils who need it. The coordinator, for example, is using a computer program to help lower attaining pupils in before-school and lunchtime sessions. She also holds a regular after-school session for some Year 6 pupils and their parents, in which the parents learn ways in which they might help their children at home. Other teachers have been on a recent course to help under-achieving pupils in Years 1 and 2. There are adequate resources to support teaching and learning.

SCIENCE

85. Standards of work are not high enough. A majority of eleven-year-olds are on course to attain the expected level by the end of the school year but a below average number of pupils are expected to achieve the more difficult Level 5. Standards in science have risen in recent years but not sufficiently to reach the nationally expected levels for all schools. Only half of seven-year-old pupils are likely to attain the expected level and this is well below average. No pupils are expected to reach the above average Level 3. Standards at the ages of seven and eleven years have declined since those reported at the time of the last inspection. This decline is the result of inconsistencies in planning, a lack of challenge for higher attaining pupils and a lack of continuity due to periods of prolonged absence of class teachers and resulting high levels of temporary teachers being employed to cover classes. The support received by pupils with special educational needs enables them to make the expected progress for their ability. The school is aware of the difference in the performance of boys and girls and is taking steps to improve the results of the boys.
86. Pupils make barely satisfactory progress up to the age of seven years. By Year 2 pupils have acquired a basic knowledge and understanding of scientific enquiry, life processes and living things, materials and their properties, and physical processes. For example, Year 2 pupils match the young and adult forms of different creatures and make comparisons of the ways in which these creatures move. Younger pupils observe objects and identify their materials and characteristics using terms such as 'transparent'. They also sort items into those that will move through push forces and those that must be pulled. However, an analysis of completed work showed insufficient development of scientific enquiry, with little evidence of measurement and the use of graphs to present results. It also showed a frequent use of worksheets. Pupils are getting insufficient experience of using their own sentences to record observations and findings and to make analyses. As a result, the subject is not helping their writing skills to improve and higher attaining pupils are not being sufficiently challenged.
87. Progress is only satisfactory up to the age of eleven years and few higher attaining pupils are completing work at the higher Level 5. Pupils in Year 6 have a broad knowledge and understanding of scientific enquiry. For example, they investigate air resistance using 'spinners' of different sizes, predicting the outcome, measuring and recording their results and reaching a conclusion that is explained in terms of opposing forces. They understand the need for test procedures to be fair. However, scientific enquiry is not developed consistently in a number of the study units. This was seen in a study of the growth of micro-organisms under different conditions where the study lacked measurements and a detailed and rigorous analysis of recorded data. Furthermore, very few higher attaining pupils are completing work at the higher Level 5 and scrutiny of pupils' work showed that there was a lack of consistency between the studies undertaken by one class with Year 5 pupils and parallel classes. This is one consequence of long term staff absence and some ineffective planning. In earlier work, pupils explored materials that will and will not dissolve in water and their results led them to consider how solids of different sizes can be separated from one another. There is little evidence of the use of information and communication technology to record and analyse numerical data.
88. Teaching is satisfactory overall but with a small amount that is unsatisfactory. For example, satisfactory teaching was seen in a mixed-age class of Year 5 and 6 pupils, which was clearly based on investigation and the class and equipment were organised effectively. In an investigation into soils, pupils clearly understood what to do and had enough equipment to carry out the experiment. This resulted in the pupils using the

equipment sensibly and working purposefully with one another to produce clear records of their observations. Sometimes teachers do not have enough subject knowledge and this leads to planning that lacks depth and rigour and pupils not learning enough. This was seen in a Year 4 lesson where pupils were studying a topic on Earth and space that was too demanding. As a result, many pupils did not develop a clear understanding of what they should learn and know by the end of the lesson.

89. Currently, management of the subject is unsatisfactory. The co-ordinator is aware of a number of areas for improvement in the subject and has already initiated some developments. For example, a system for tracking the progress of individual pupils has recently been developed and pupils' test results are now being analysed to identify areas of weakness. However, the medium term scheme of work does not provide a secure planning base for teachers to work from and there has been very little staff development to improve teachers' knowledge and understanding of the subject. The co-ordinator has had little opportunity to monitor teaching or to monitor the work of pupils in detail. Resources are satisfactory, although resources for using information and communication technology are insufficient.

ART AND DESIGN

90. Standards are average in Year 2 and above average in Year 6, where they have improved since the last inspection. Because of timetabling arrangements, it was not possible to see any art and design lessons but evidence was gathered from displays around the school, from portfolios of pupils' work and from talking to pupils. This evidence reveals that pupils receive a wide range of artistic experiences, working with different media; learn skills and techniques; develop an appreciation of art work from different cultures; and use their computer technology skills to create works of art. Pupils' artwork is thoughtfully displayed and this helps to create a pleasant environment in the school.
91. In infant classes, pupils produce bright and lively figure paintings showing good attention to detail and proportion, the results of teaching that ensures that pupils learn where to position eyes, ears and mouths. This work is linked well to geography topics on people who help us and pupils' journeys to school. Pupils' artistic skills are extended well when pupils use information and communication technology to create pictures of different weather conditions such as storm, sunshine and snow. Pupils look at the work of William Morris and carefully produce prints of flowers and plants, some of which they transfer to fabric. By Year 2, pupils are developing their artistic skills well. They use chalks and oil pastels skilfully when drawing leaves and plants, having first used magnifiers to examine the fine detail of what they are asked to draw. The quality of the pupils' drawing and painting suggests that considerable time had been spent on the teaching of the necessary skills. Work is well displayed. Art forms part of the work produced by pupils in other subjects, for example, when pupils illustrate their pieces of writing, care is taken to ensure that it is of satisfactory quality.
92. The junior pupils have expanded the range and quality of their art work. They have examined the work of famous artists such as Mondrian and Klee and, using their information and communication technology skills, produce works of art in the style of these artists. Observation skills are well developed. Charcoal studies of natural objects such as driftwood, vegetables and plants by pupils in Year 6 illustrate the good development of drawing techniques and the high level of care exercised by the pupils in controlling this difficult medium. Watercolour techniques are also well advanced. Following a residential visit for pupils in Years 5 and 6, they produce good quality landscape studies showing a well-developed knowledge of painting techniques and perspective. Blown ink pictures of trees are particularly effective and show good technique. Pictures using information and communication technology skills continue to be produced and show a good understanding of repeated patterns to create an interesting effect. Artwork from different cultures also features in pupils' work. Examples of Australian aboriginal finger paintings of animals and complex patterns together with the designing and making of picture frames using Indian patterns expands pupils' understanding of different cultures. There is a thriving art club for pupils of this age where they make bowls using papier mache and decorating them carefully using their knowledge of pattern from different faiths.
93. The subject co-ordinator is knowledgeable and enthusiastic and this is having a positive effect on raising standards in the subject. Although the co-ordinator checks the quality of colleagues' planning and teachers complete a record of pupils' art experiences there has been no time set aside to observe any teaching and the co-ordinator has not produced an action plan to guide future improvements in the subject. Facilities for art and design are good and the school benefits from a separate room for teaching the subject. Learning

resources and materials are adequate but a greater range of books on the work of artists and artefacts from different cultures would help to raise pupils' artistic awareness still further.

DESIGN AND TECHNOLOGY

94. Standards are satisfactory. This reflects the findings of the previous inspection. Pupils with special educational needs are making satisfactory progress. Boys and girls attain equally. Most of the pupils have positive attitudes towards learning. A minority of boys are less well motivated.
95. Pupils in Year 2 design and make models of moving vehicles, complete with axles and wheels. Their design sheets include clear, labelled diagrams and lists of the materials and tools that they will use. They evaluate their finished models and they think how they might improve them next time. The pupils design and make effective, colourful animals, incorporating axles and wheels. They design and make tablemats, decorated with autumn leaves, and paper plate clocks using a variety of techniques and materials. The pupils use computers to design their own logos, which they print effectively onto T-shirts. In work linked to science, pupils design and make models of owls, using split pins to create moving wings. They make use of their literacy skills to read and write instructions for simple recipes but more could be made of this with pupils writing instructions in their own way using the vocabulary they have learned. This leads them on to making milk shakes, cheesy jacket potatoes, chocolate apples and toast.
96. In Year 6, the pupils design and make a vehicle chassis, with axles and wheels. They join lengths of wood in different ways to create the chassis. They design and make a shelter, which will be suitable for garaging the vehicle. The pupils consider which kinds of stitching would best suit purses made out of fabric. They choose blanket stitch and they display appropriate sewing skills in making the purses. They examine their finished articles and consider whether they have followed their original design. The pupils have a clear understanding of how simple mechanisms can be used to produce simple pop-up cards that incorporate a variety of movements.
97. Teaching is satisfactory, with an acceptable balance between designing, making and evaluating. The pupils are given opportunities to use a variety of tools, techniques and materials. Due attention is paid to safety, as, for example, in a Year 4 lesson, where the teacher closely supervised the pupils as they used a craft knife. The teachers encourage the pupils to use correct technical terms. This occurred in a lesson for pupils in Year 5, where the teacher's emphasis on words such as *cogs*, *spindles*, *drive belt* and *chain* increased pupils' understanding of how control systems are used in everyday objects. In this lesson, the teacher gave the pupils the freedom to investigate how they might link cogs together, in order to make a fairground ride, and the pupils responded well to this. At times, the pace of learning drops as a result of the pupils' poor listening skills and lack of concentration.
98. A clear policy meets the requirements of the National Curriculum. Planning is appropriately based on national guidelines. In practice, however, planning for the work which the pupils will do each week is very brief and fails to cater adequately for the pupils' widely differing needs. The coordinator samples the quality of selected pupils' work. Satisfactory procedures for assessing the pupils' progress have recently been put in place, although information gained from these procedures is not yet being used to plan the next steps in learning. There are adequate resources for teaching and learning although, at present, the school lacks a moveable cooker for food technology.

GEOGRAPHY

99. Standards are in line with expected levels and are similar to those found at the time of the last inspection. The use of national guidelines is supporting the teaching of the subject with an appropriate balance between the development of knowledge and understanding and of map skills. However, the studies that pupils make of places that contrast with their home locality often lack depth, with few rich experiences for the pupils to sample. Investigation skills are not sufficiently well developed in the junior years and there is a lack of challenge for higher attaining pupils. Pupils with special educational needs make satisfactory progress.
100. Progress is satisfactory during both the infant and junior years. By Year 2, pupils identify features in the local area around the school using their own observations and aerial photographs. They draw a simple plan of the

road outside the school and make suggestions for improving safety having counted traffic and recorded their findings as a graph. They compare the things they find in the local environment with those found in contrasting places such as the seaside and a Scottish island. While higher attaining pupils in Year 6 are not completing work at the higher Level 5, by the age of eleven years, pupils have a broad knowledge and understanding of their home area. They identify different types of land use in Atherton and use place name clues to identify the origins of settlements. They compare their lives with those of people living in a community in the developing world. They describe significant features associated with rivers and suggest ways floods can be managed. They use and make maps of different scales, employing symbols to represent features and locate them by using grid references. However, some of the studies of distant places lack detail in the descriptions and explanations of the environments and lifestyles found there. Information and communication technology is not well developed in the pupils' work.

101. Due to timetable restrictions it was not possible to observe any lessons in the infant years. In the two junior lessons seen, the overall quality of teaching was satisfactory. Teachers make good use of resources to develop pupils' skills. For example, in one lesson pupils had to identify features shown in a diagram of a village drawn as a view from an aeroplane by thinking about the needs of people living there. These features were then related to map symbols and located on a plan of the village. In the other lesson, older pupils were encouraged to list adjectives that they felt matched well with photographs of different environments and then to exercise their skills in making judgements about the locations they had been given. However, planning is not sufficiently detailed resulting in too few pupils being sufficiently challenged at an appropriate level to increase their knowledge and understanding. In both lessons the plans failed to make reference to activities matched to the needs of different groups of pupils and writing skills were not sufficiently extended.
102. Management of the subject is unsatisfactory. Medium term plans are closely related to national guidelines and the co-ordinator monitors planning each term, but has other time-consuming responsibilities and is given no additional time for this subject. She does not monitor teaching or the work of pupils. There are no plans for staff development and there is no system for tracking the progress of individual pupils. Resources include aerial photographs, large-scale maps, videos and atlases. However, resources for studying contrasting places and for linking with information and communication technology are not well developed.

HISTORY

103. Only two lessons were observed during the week of inspection. Further evidence was gathered from work in books and displays around the school. Pupils' attainment is below expected levels and they do not make the appropriate amount of progress.
104. Standards are below average and are below those reported in the last inspection. Younger pupils understand the importance of celebration to mark important events in their own history such as birthdays, and historical events such as Remembrance Sunday and Bonfire Night. As a Christian school they also recognise the important dates in the religious calendar, such as Easter and Christmas. They understand that Christmas celebrations have changed over the years, and they compare those in Victorian times with their own. They also learn something about historical figures and their impact, for example, Florence Nightingale's influence on hospital hygiene, learnt in the hospitals in the Crimean War. By the time they are eleven pupils understand the similarities and differences of life in ancient communities, for example the Romans, Egyptians and Greeks. They are able to understand the differences and similarities between life long ago and in modern times. For example, they are aware that in ancient Greece cooking, washing, cleaning and looking after children had to be carried out just as they are today, but without the modern conveniences we rely on. Displays of work indicate the range of their study last term, children's lives during World War II and post-war life in Britain. Some of the work on display includes commercially produced artefacts and documentation for pupils to examine and this increases their understanding of those times. In their own work pupils write with sympathy about the lives of people in war-time and compose poetry about how they themselves might feel in the blitz but these opportunities are limited. Using time-lines pupils begin to see where their own family history fits into an historical framework, for example one pupil provided a photograph of a great-great uncle who fought in World War II. Others wrote about important events such as births and weddings and family migrations in pursuit of employment. An introduction to the plight of Anne Frank broadened their understanding of the tragedy of war.

105. Attitudes to learning are satisfactory. Pupils are generally interested in the topics they have studied and are keen to share their knowledge and opinions. For example, Year 4 pupils talked with interest about their topic on the Tudor monarchs. They understood that Henry VIII married six wives because he wanted a male heir and that he broke with the Catholic Church, which would not allow him to divorce.
106. Too few history lessons were observed to give an overall judgement on teaching. The work in books suggests that the curriculum is focused appropriately on the development of historical skills as well as on knowledge of a particular period or event.
107. The management and leadership of the subject are good. The school has produced a policy for history and uses a nationally recommended scheme of work that provides guidance on what pupils are to learn. Planning takes account of the mixed-age classes and what pupils will learn is planned in a two-year cycle. The school has recently developed assessment procedures that focus on what pupils will be expected to know from each unit of work. The co-ordinator checks the quality of colleagues' planning, work in pupils' books and displays around the school to ensure that what is planned is being taught. Gaps in what pupils know are identified and rectified. The quality of teaching is not currently checked.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Standards are above average by the end of both Year 2 and Year 6. This is an improvement since the previous inspection. Pupils with special educational needs are making good progress. Boys and girls attain equally. Most of the pupils have positive attitudes towards learning. They enjoy their lessons and they share computers sensibly when working with a partner. A minority of pupils have poor listening skills and limited concentration.
109. In Year 2, the pupils are making good progress in developing their keyboard skills and their ability to use the mouse accurately. They know how to use the appropriate keys to correct mistakes, to make spaces, to start a new line and to make capital letters. They put these skills to good effect in word-processing stories such as *The Three little Pigs* and *Jack and the Beanstalk*. The pupils make good use of their computer skills in a number of other subjects. In design and technology, they design effective logos for T-shirts. In art and design, they create interesting pictures of flowers, in the style of William Morris. They confidently alter brush sizes when using painting programs. In literacy, they generate pictures of animals to contribute to a class animal dictionary. In science, the pupils contribute to class graphs showing differences in the colours of their hair, eyes, clothes and shoes. The pupils program a floor robot to make simple movements.
110. By Year 6, the pupils use the Internet to research information for a variety of subjects, such as biographies in literacy, animals in science and rivers in geography. The pupils use the internet to see how many suggested sites can be produced for certain key words, such as 'volcano', or 'skeletons'. They make multi-media presentations on topics that interest them, such as family, friends, hobbies and their future. They understand how hyperlinks join pages together. The pupils delete, insert and replace text when word-processing biographies and the story of *St George and the Dragon*. These are often effectively illustrated with art work. In work linked to art and design and mathematics, the pupils generate pictures that effectively illustrate symmetrical patterns, the geometric style of Mondrian and the layered relief style of Ben Nicholson. They create effective line drawings of animals, using a limited number of tools. In work linked to science, they build a picture of a flowering plant upwards from the roots and they use the 'flip key' to create a mirror image of a leaf on either side of the stem. The pupils enter information into a class database and they represent this by means of various effective graphs and pictograms.
111. Teaching is good. The teachers' subject knowledge is secure and the teaching of the subject's basic skills is good. In a lesson for pupils in Years 5 and 6, the teacher helped the pupils to understand how the use of 'favourites' enables different websites to be accessed very quickly. The pupils enjoyed seeing who could use this facility quickest in finding information about various animals. The teachers have high expectations of the pupils and this enables them to make good progress. The teachers use questioning well, in order to make the pupils think carefully. In a lesson for pupils in Year 6, the teacher asked '*Why is a spreadsheet more than just a table*'. This helped the pupils to understand how spreadsheets can perform various operations and allow data to be changed quickly. The teacher emphasised relevant vocabulary, such as *formulae*, *data* and *cell*, and this had a positive impact on the pupils' learning. The teachers encourage the pupils to be as independent as possible in using the computers, but to help one another when necessary. They emphasise

the need for accuracy when inputting data. Good links are made with other subjects. In a lesson for pupils in Year 4, for example, the teacher used information and communication technology well to enhance learning about pie charts. The main weakness in teaching occurs when technical hitches, which the teachers cannot correct, slow the pace of learning.

112. A good policy meets the requirements of the National Curriculum with planning based on a school-devised scheme of work. The co-ordinator leads the subject well. She checks colleagues' planning and samples of pupils' work. She has developed a clear action plan to improve standards further. New procedures for assessing and tracking the pupils' progress in developing their information and control technology skills have recently been put into place and this is helping the teachers to plan the next steps in learning more accurately. There are good resources to support teaching and learning, with a good ratio of desk-top and lap-top computers to pupils. The main information and control technology suite is very small to accommodate large numbers, but is, nevertheless, a good development and it is supplemented by additional rooms which house interactive whiteboards. The curriculum is enhanced by the provision of two information and communication technology clubs for pupils of all ages.

MUSIC

113. Standards are below national expectations at the ages of seven and eleven years and are at similar levels to those seen in the last inspection. Currently, there is no co-ordinator for the subject, no specialist music teacher on the staff or programme of staff development. The existing scheme of work is inconsistent in the quality of support it offers to teachers and parts of the curriculum, such as composing music, are not taught. Teaching is not monitored and no records are maintained of pupils' progress. However, the school is aware of the situation and has recently adopted national guidelines as the planning base for teaching the subject. This is being developed with the support of the local authority music adviser. The appointment of a subject co-ordinator is imminent.
114. Only two lessons were observed during the inspection and additional evidence was obtained from the scrutiny of planning and discussions with pupils and the headteacher. Progress by the ages of seven and eleven years is unsatisfactory. Year 2 pupils practise performance skills through singing and playing musical instruments. They recognise and name musical instruments such as the tambourine, xylophone, and castanets and use them in addition to their voices in performance. They compose musical patterns such as those representing the flow of a river from the mountains to the sea by choosing the instruments and organising the sounds, using terms such as 'beat' and 'tempo'. By Year 6, pupils create, develop and perform musical ideas. For example, they created and recorded the sounds of jungle animals using selected instruments as well as their voices. The work was taken to a local library and played as part of a performance. Pupils sing appropriately in assemblies. They also apply their musical knowledge and understanding to combine musical elements to create different effects. This was seen in a Year 6 lesson where the pupils worked enthusiastically to develop their singing using repeated patterns. However, evidence from discussion with pupils showed a lack of practice in developing the skills of appraisal and review. It also showed a lack of exposure to the music of other cultures, times and styles, other than that played in assemblies, and a lack of knowledge of the work of well-known composers and performers.
115. Due to timetable restrictions it was not possible to see any teaching in the infant years. From the evidence of the two lessons seen, teaching in the junior years is good. Effective teaching was seen in a Year 6 lesson where the teacher had taken steps to ensure that her subject knowledge was secure and had used this base to produce a detailed and well thought out lesson plan. The pupils rehearsed their singing, applying their knowledge of terms such as '*pulse*', '*rhythm*' and '*ostinato*'. With this secure, the teacher introduced the new learning in terms of '*introduction*' and '*coda*' and encouraged the pupils to envisage and use their hands as instruments to practise and compose the desired effects. Working in groups, the pupils responded with concentration and co-operative effort gradually to shape their performances to good effect. Teaching is also effective when the strategies used motivate the pupils. In a good Year 3 and 4 lesson, the class had previously constructed a colourful wall display representing a journey through space to the sun, passing various features such as stars, planets and space dust. In this lesson, the pupils selected instruments whose sound they thought would best represent each of the features and played them in sequence as the journey unfolded. The pupils, many of whom had special educational needs, were enthusiastic about their task. They listened carefully to one another and co-operated well to produce a good performance.

PHYSICAL EDUCATION

116. Standards are in line with those expected for their age in both the infants and juniors except in swimming where too few pupils achieve the recommended distance by the time pupils' finish lessons with the school. These standards are at similar levels to those seen during the last inspection. The full curriculum for physical education is covered by the school including athletics and outdoor adventurous activities. This latter element is covered when older pupils attend the school's residential weeks and weekends when they are in Years 5 and 6. Activities covered include water sports, orienteering, mountain biking, and rock climbing. There are no differences in the standards achieved by either boys or girls in physical education and teachers make suitable arrangements for all pupils, including those with disabilities, to join in lessons and to make satisfactory progress.
117. The quality of teaching is satisfactory overall but with some teaching that is good. Teachers have an appropriate knowledge of what pupils are required to know and learn and provide sufficient time for pupils to practise their new skills. In a gymnastic lesson in the juniors, for example, pupils were able to show a good range of movement with many pupils improving the quality of their vaulting and showing good control when landing. The teacher improved the standard of pupils' work through comments on quality but pupils would benefit more, especially in their speaking and listening skills, if they were given the opportunity to comment constructively on the work of others. Younger junior pupils improve their athletic throwing skills well. The school is well equipped with foam javelins, discuses and shots and this enables pupils to gain experience safely. In one lesson, the teacher ensured that pupils had a clear understanding of the safety rules applying to each event before they learned the basic skills involved in each throwing event. Pupils in Years 3 and 4 also attend swimming lessons but for many pupils this is their first experience of visiting a swimming pool; they lack confidence and making slow progress in learning to swim. Infant pupils are aware of the importance of warming up and cooling down before and after exercise and follow instructions accurately. Their awareness and the use of space are developed appropriately, as is their control of movement when moving or balancing. Time is spent on training the pupils to put out apparatus and this is beginning to be done competently.
118. Attitudes throughout the school are positive. Pupils respond with enthusiasm and commitment to the activities provided. The behaviour of a substantial majority is good in response to instructions and to safe practice. Apparatus and equipment are treated with respect and care. Relationships between pupils are based on mutual respect and encouragement, for example, when pupils in Year 6 gave a spontaneous round of applause after a pupil had demonstrated a vault.
119. The curriculum is satisfactorily planned to cover all aspects of the physical education programme. Planning is based on an appropriate framework, which gives guidance on the skills and competencies to be acquired by pupils. There is an adequate range of resources that are in a satisfactory condition. The two halls are appropriately equipped but when a full class of pupils are involved in activities, they are rather cramped. Outside play areas provide an appropriate space for games' activities. Some opportunities are missed to improve pupils' throwing, catching and athletic skills, because apparatus for use during playtimes and lunchtimes is restricted. Appropriate use is made of the outside area for extra-curricular activities and when competing against other schools.