

INSPECTION REPORT

CLIFTON PRIMARY SCHOOL

Swinton, Manchester

LEA area: Salford

Unique reference number: 105907

Headteacher: Mr R McGall

Lead inspector: Mrs P K Parrish

Dates of inspection: 24th – 26th May 2004

Inspection number: 255836

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	323
School address:	Wroe Street Clifton Swinton MANCHESTER
Postcode:	M27 6PF
Telephone number:	0161 794 4124
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs B Massey
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

Clifton is a larger than average primary school, situated in the north-west suburbs of Manchester, within the local education authority of Salford. The school suffered a devastating fire through an arson attack in February 2000. The ensuing hardship affected the school's development for three years, including relocation of all pupils and rebuilding works. In addition, the school has been significantly affected by the long-term ill-health of four members of staff, including the previous headteacher. The current headteacher has been in post since March 2003.

The 323 pupils on roll are between the ages of three and eleven, with an almost equal number of boys and girls. In common with other local schools, numbers are falling and ten per cent of places are currently vacant. The school has 12 classes, with some of mixed age-group. All pupils attend full-time except for a small number in the nursery who attend part-time. The attainments of children when they start school in the nursery are below average overall, lower than at the time of the last inspection. Although the number of pupils entitled to free school meals (21 per cent) is broadly average, most families experience greater than average socio-economic hardship. The number of pupils with special educational needs (16.5 per cent) is about average, with just one pupil having a statement of special educational need. A range of difficulties is represented including speech or communication difficulties and a small number of social, emotional or behavioural problems. Most pupils (97 per cent) are of white British ethnic background, with a small number of minority ethnic backgrounds in addition, mostly of Asian or Chinese origin. A small number of pupils have languages other than English as their mother tongue, and two are in the early stages of learning English. Two pupils are of refugee status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22380	Mrs Penny Parrish	Lead inspector	English Art and design Music English as an additional language Special educational needs
9327	Mr Stuart Vincent	Lay inspector	
18344	Mr David Earley	Team inspector	Mathematics Physical education Religious education
16761	Mr Mel Hemmings	Team inspector	Science Information and communication technology Design and technology
29504	Mrs Shirley Herring	Team inspector	Foundation Stage Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Clifton provides a sound education for its pupils. Since the last inspection, the governing body, staff, parents and the local community have worked very hard to help the school to recover from a devastating fire in 2000. Problems with staffing and finance have been barriers to progress but these are now resolved. The school is on a much better footing and is making headway. The good leadership and high aspirations of the new headteacher, working with a well-motivated staff team and an effective governing body, mean that the school is firmly focused on improvement. Taking into account the below average attainments of children starting in the nursery and the average standards in English and mathematics by the end of Year 6, the school provides sound value for money.

The school's main strengths and weaknesses:

- The school sets high standards for pupils' personal development, and their very good behaviour and relationships are a significant feature of the school.
- Provision in the nursery and reception classes is good. Children achieve well and make a good start to school, but these gains are not always built upon effectively in Years 1 and 2.
- Teaching and learning in mathematics in Years 2 is unsatisfactory, overall; pupils are capable of achieving more.
- Teaching is good in English and mathematics in Years 3 to 6 and pupils achieve well.
- Standards in practical science could be improved throughout Years 1 to 6.
- Pupils' skills in information and communication technology (ICT) are below average because they are not practised sufficiently in other subjects.
- Standards are above average throughout the school for physical education.
- Teachers do not give enough opportunities for pupils to take part in discussions and should do more to encourage their active participation in lessons.

Improvement since the last inspection is satisfactory. Issues have been dealt with well: the school development plan is now clearly focused on raising standards; assessment systems in English and mathematics are good and standards in art and design are at least average. Decisive action has put the deficit budget on course to balance by 2005. In addition, there has been good improvement in the Foundation Stage. However, standards have fallen in Year 2, largely due to a history of staffing difficulties. In science, standards are lower in both Year 2 and Year 6 because the school provides less well for the practical element of the subject. Difficulties with accessing computers in the aftermath of the fire mean that standards in ICT have not kept pace with improvements nationally.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	C	C
Mathematics	E	C	B	B
Science	E	E	D	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is satisfactory, overall, and good in the Foundation Stage, where most children attain the goals they are expected to reach by the end of reception. At the end of Year 2, current standards are average in reading, below average in writing and science, and well below average in mathematics. In reading and writing, however, this shows good improvement on the low test results for 2003 but insufficient improvement in mathematics. At the end of Year 6, current standards are

average in English and mathematics but below average in science, largely reflecting the results of national tests in 2003. In the infants, achievement is satisfactory, overall, but pupils could achieve better in mathematics. In the juniors, achievement is satisfactory, overall, and good in English and mathematics. In investigational science, pupils could achieve more in both the infants and the juniors. In ICT, standards are below average largely because control technology and modelling skills could be better. In physical education, standards are above average through the school.

Higher attaining pupils achieve satisfactorily, better than at the time of the last inspection. In Years 5 and 6, higher attaining pupils achieve well in mathematics but in Year 2, these pupils could achieve more in mathematics and in writing. For pupils with special educational needs, achievement is satisfactory, strengthened by good support in some lessons but limited by too much withdrawal from class literacy lessons. The pupils with English as an additional language achieve satisfactorily.

Pupils enjoy school and have good attitudes to their work. **Provision for pupils' spiritual, moral, social and cultural development is good**, with strengths in the very good relationships evident in school and the very good behaviour of most pupils, especially in Years 3 to 6. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching and learning is satisfactory, overall, and good in the nursery and reception classes, in English and mathematics in Years 3 to 6 and in physical education through the school. In mathematics in Years 1 and 2, teaching is unsatisfactory, overall, with learning proceeding at too slow a pace in most classes.

The curriculum is sound and enriched very well by clubs and other activities outside the school day. The school has good partnerships with parents that support its work well and very good links with the local community. The care, support and guidance provided for pupils are good.

LEADERSHIP AND MANAGEMENT

The leadership and management by the headteacher and governors are good. The new headteacher has established effective strategies for improvement in the aftermath of the fire. Management is satisfactory, with recent systems put into place still to impact fully on standards. The work of the senior management team has been limited by budget constraints, with little time available for management duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school's work, and impressed with recent improvements and the clear direction provided by the headteacher. They think the new deputy headteacher fits the school's ethos well and adds to the forward direction of the school. Pupils are happy at school and are very confident that adults will always support them well. A significant number of pupils over seven, however, say that they do not always find learning interesting and fun.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards in mathematics by the end of Year 2;
- improve the teaching of investigational science through the school;
- make better use of ICT in all subjects, broadening the pupils' experience of aspects of the subject such as control technology and modelling;
- give pupils more opportunities to take initiative, join in discussions and play a more active part in lessons.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **satisfactory**, overall, and **good** in the Foundation Stage. Achievement is satisfactory in Years 1 to 6, except in English and mathematics in Years 3 to 6, where achievement is good and in mathematics in Year 2, where achievement is unsatisfactory. There are fluctuations in standards in English and mathematics, where they are average by the end of reception but below average in English and well below average in mathematics by the end of Year 2. By the end of Year 6, standards in English and mathematics are average. In science and information and communication technology (ICT), standards are below average by the end of both Year 2 and Year 6.

Physical education is a strength and standards are above average through the school. In history and art and design, standards are average at the end of both Year 2 and Year 6, and standards in religious education meet those set by the locally agreed syllabus. Insufficient evidence was available to make judgements in music and in design and technology.

Main strengths and weaknesses

- Standards are improving, overall, showing clear evidence of the school's recovery from significant difficulties in the recent past.
- In the nursery and reception classes, achievement is good in all areas of learning.
- For pupils in Years 1 and 2, although achievement is satisfactory overall, and good in physical education, it is unsatisfactory in mathematics in Year 2.
- For pupils in Years 3 to 6, achievement is satisfactory overall and good in English, mathematics and physical education.
- In English, reading skills are generally better than writing and speaking skills, which could both be improved.
- Pupils' skills in practical science are weaker than their scientific knowledge and could be improved.
- ICT skills are below average and pupils do not practise them enough in other subjects. Standards could be higher in the areas of simulation, control and data analysis in particular.

Commentary

1. Repercussions of the major fire in 2000 have been reflected in a fall in standards through the school in the years since the last inspection. In most subjects, however, standards are now back in line with national averages by the end of Year 6. The exceptions are science, ICT and geography, where standards are below average, and physical education, where standards are above average. The recovery has not been so successful in Year 2, where significant staffing problems have led to well below average results, overall, in national tests in 2002 and 2003. Staffing is now stabilised and standards are rising, but there is still work to be done to help pupils to progress more quickly, in mathematics especially.
2. On admission to school, the attainments of most children are below average, lower than at the time of the last inspection due to changes in the catchment area. Improvements in provision for the nursery and reception classes mean that most children achieve well and are on course to meet the learning goals set nationally for the end of reception in all areas of learning. This is a strength of the school, a good improvement on past standards, and means that the children currently in reception are now better prepared for the work in Year 1.

3. At the end of Year 2, there has been a largely falling trend in results over the past two years. The school has worked hard to reverse this trend and the resolution of staffing problems means that standards are improving. Significant success has been achieved in English, where standards are higher and overall achievement by the end of Year 2 is now satisfactory. Standards are now average in reading and although below average in writing, most pupils achieve satisfactorily compared to previous attainment. In mathematics, not enough is yet achieved by the end of Year 2 and standards are still well below average. The pace of learning is slower than it might be because teaching is unsatisfactory: teachers do not always get through enough work in lessons. In science, standards are below average because the lack of provision for investigative and exploratory learning is significantly limiting pupils' achievement. In addition, learning is limited because science is not taught for the full year in one of the classes in Year 2.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.6 (15.9)	15.9 (15.8)
Writing	13.4 (13.1)	14.8 (14.4)
Mathematics	14.9 (14.6)	16.4 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year

4. By the end of Year 6, standards are on an upward trend. Attainment is average in both English and mathematics, and because teaching is good, most pupils achieve well. Standards remain higher in reading than writing but improvements in the teaching of writing over the past two years have enabled standards in writing to move forward significantly. Although not as many pupils in Year 6 achieve a higher than average level in writing as in reading, standards are similar to those nationally. In mathematics, the organisation of the pupils into classes based on previous attainment helps teachers to target pupils' learning needs well. Targets set for Year 6 in 2003 were exceeded in both English and mathematics and standards are set to meet the targets set for 2004. In science, standards are below average, as they were in 2003. Pupils have a sound knowledge of the facts of the subject but, because insufficient opportunities are provided, they are not good enough at setting up and carrying out investigations to extend their understanding fully.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.3 (25.8)	27.0 (27.0)
Mathematics	27.8 (27.5)	27.0 (26.7)
Science	27.5 (26.9)	28.8 (28.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year

5. Most pupils with special educational needs achieve satisfactorily and some pupils achieve well. Those who are supported by either the teacher or teaching assistants in class achieve well. Those who are withdrawn from the class for support with skills in English miss too many class lessons and make no more than satisfactory progress towards targets set overall. The small number of pupils with English as an additional language are mostly sufficiently fluent in English to achieve at least as well as other pupils. Those in the earlier stages of learning English have the support they need and make at least satisfactory progress. There is no notable difference in the attainments of boys and girls.

6. Standards in ICT are below average at the end of both Year 2 and Year 6. Disruptions due to the fire, which included re-housing classes for considerable periods of time, mean that the school has not kept pace with rising trends nationally. A well-equipped new computer suite is now in use and standards are improving. Although standards in word-processing are about average, pupils have too few opportunities to use ICT across the curriculum to practise their skills across the full range of the subject. Standards in physical education are higher than average in both Year 2 and Year 6 because the school takes a pride in developing this element of the curriculum and many after-school clubs and activities are organised that support work achieved in lessons well. In geography, standards are below average at the end of both Year 2 and Year 6 because insufficient work is covered to provide sufficient opportunities for learning. Insufficient evidence was available to make a clear judgement on standards in design and technology and music. Evidence available indicates that standards are at least average in art and design, showing good improvement from the issue raised in the last inspection. Standards are average in religious education and achievement is satisfactory.
7. The use of literacy and numeracy across other subjects is satisfactory but the use of ICT is unsatisfactory. The use of literacy in other subjects varies between classes but most teachers make sure pupils read to research and write at a suitably challenging level on some occasions in subjects such as history. In some classes, worksheets requiring short answers or missing words are in use too often and miss opportunities to develop pupils' writing skills. Numeracy is used satisfactorily to support learning in other subjects but more could be done to include mathematics and data analysis more frequently in subjects such as science and design and technology. The computers in the new suite are put to good use to provide regular practice in mathematics and computer-generated graphics work is now established in art and design. Cross-curricular work is in the early stages, however, and there is insufficient use of ICT in most subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are good and their behaviour is very good. Pupils' spiritual, moral, social and cultural development is good, overall, with very good moral and social development. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Very good relationships are central to the life of the school. All people are respected and valued.
- Behaviour is very good because the school maintains high expectations of pupils' conduct.
- Pupils respect the feelings and values of others and have a very good understanding of the differences between right and wrong.
- The school is a very caring community where pupils learn to share responsibilities willingly and well.

Commentary

8. Pupils enjoy coming to school and show a very good interest in school life because they are made to feel welcome and the school provides an interesting range of activities. Relationships are very good. This is a real strength of the school and a significant feature in its very positive and caring ethos. Pupils are very courteous, welcoming and friendly and are very helpful to staff, other pupils and visitors. Their efforts are recognised through the school's team points system and celebrated through, for example, the school's 'Good Citizen' awards.

9. Adults provide very good role models and show that they value pupils' efforts. They expect all pupils to give of their best. This helps pupils' learning and increases their confidence and self-esteem. Some opportunities are missed in lessons for pupils to take a more active role but a good range of opportunities is provided for pupils to help with the smooth running of the school. Older pupils have positions of responsibility, such as monitoring uniforms, helping younger pupils in the dining hall and as fruit distribution monitors. From the earliest days in the nursery, children make good progress with personal, social and emotional skills. They learn to play and work together equably and, by the end of reception, only a small minority lose concentration during activities arranged for learning.
10. The school council helps pupils to learn about democratic decision taking and makes a real contribution to life in school. The work of the council was instrumental in improving playground equipment and achieving greater privacy within toilet facilities. All pupils have the opportunity to state their views on issues in school, such as their perceptions of the quality of behaviour. Pupils are expected to help care for the school environment and to support local projects for improvement. For example, pupils took part in a nearby regeneration project and helped to create a butterfly garden in a local country park. In school, small examples of initiative are frequent, such as the pupil observed returning a book found in the corridor to its proper place, completely unbidden by an adult. In order to provide for those who are less fortunate than themselves, pupils contribute to charities and often take responsibility for organising events to support these.
11. The school has very clear guidelines on how pupils are expected to behave and this helps pupils to develop a very clear understanding of the differences between right and wrong. Care for others and the need to make best efforts is a central theme within the very effective school assemblies. The consistent fairness and honesty with which pupils are treated enhance these messages. The very strong sporting traditions of the school underline the importance of fair play. The school does not tolerate bullying and if any incidents occur they are dealt with promptly and effectively, with occasional recourse to exclusion. Although there were a small number of exclusions last year, none have occurred during this school 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	247	1	2
White – Irish	1		
White – any other White background	3		
Mixed – White and Black Caribbean	2		
Mixed – White and Asian	2		
No ethnic group recorded	2		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

12. In school assemblies and in lessons in subjects such as religious education, art and music, pupils have many opportunities to deepen their spiritual development. A significant feature of the ethos of the school is the respect pupils develop for the values and beliefs of others. Opportunities are provided for pupils to write their own prayers and to reflect on their relationships with others. Teachers take advantage of opportunities to develop pupils' sense of awe and wonder within subjects, such as science, and incidental events, such as when pupils were fascinated by a hot air balloon passing nearby.

13. Pupils have a good understanding of their own cultural traditions. The school takes advantage of visits into the locality so that pupils learn about coal, textile and glass-making traditions. Pupils learn traditional songs emanating from the area's industrial past and the school is very conscious of the pupils' interest in local professional football teams. In art and design, pupils celebrate the work of famous and local artists, including Lowry, who featured the laying of the school's foundation stone in one of his paintings. The school ensures that pupils develop a good understanding of other cultures and the richness and diversity of wider society. In geography and history, for example, and on visits to places such as Manchester Museum, pupils learn about life in different times and places. In the theme weeks organised by the school, pupils are helped to understand and experience life, for example, in Asian countries. They have visits from Indian dancers and produce shawl designs and Rangoli patterns. Pupils celebrate Christian festivals and also those that represent other world faiths, such as the Hindu festival of Diwali. The school organised a visit from a West Indian storyteller and ensures that books and artefacts in school are representative of cultures other than the pupils' own.
14. After a period of several years during which the overall level of attendance fell below acceptable levels, there has been a recent good improvement to the point where attendance, during this year so far, is broadly in line with the national average. Punctuality is satisfactory. The school has worked hard to promote the benefits of regular attendance and most parents are supportive, but some still take their children out of school for holidays during term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.6	School data	0.3
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are satisfactory, with the main strengths being in the Foundation Stage, in English and mathematics for pupils in Years 3 to 6 and in physical education throughout the school. In science and ICT, teaching and learning are weak within significant aspects of the subjects. The curriculum is satisfactory and is enriched very well by extra-curricular activities.

Teaching and learning

The quality of teaching and learning is satisfactory, overall, and good in the nursery and reception classes. The school has done well to maintain this provision since the last inspection, taking into consideration the disruption caused by the fire. The arrangements for assessment have been improved and these are now satisfactory.

Main strengths and weaknesses

- Children in the nursery and reception classes receive a good start to their education.
- There are high expectations of pupils' behaviour, which help to create a friendly and well-focused working atmosphere throughout the school.
- Most teachers use a limited range of teaching methods and do not give pupils enough opportunities to take an active role in lessons. This limits the development of pupils' speaking and investigational skills in particular.

- In English and mathematics, assessment procedures are used well in most classes to set targets for pupils to improve their work.
- The teaching of mathematics for pupils in Year 2 is unsatisfactory.
- Pupils have positive attitudes to their learning and so have a good work rate in most lessons.
- The use of skills in ICT within other subjects is underdeveloped.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3 (7%)	24 (56%)	14 (33%)	2 (5%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. In the nursery and reception classes, children make good progress and achieve well because learning is an enjoyable and challenging experience. The staff use a range of teaching strategies that encourage children to be independent, active learners. Teachers develop most skills well, although speaking skills are not developed as well as skills in reading and writing. Formal and informal assessments are used well so that teaching and learning are generally focused on individual children's needs although planned outcomes are not always detailed clearly in advance.
16. The good management of pupils' behaviour means that all pupils feel safe and secure in lessons and during other activities. They are able to concentrate on their work, knowing that any disruptive behaviour will be dealt with firmly by adults. This has a positive effect on their learning, with pupils showing interest and enjoyment in their activities. When given the opportunity to work in pairs and small groups they collaborate well and have a good work rate.
17. Teachers in Years 1 to 6 use a limited range of teaching methods, however, and this restricts pupils' active participation in most lessons. The introductions to lessons are good, with teachers giving clear explanations to pupils so they know what is expected of them and what they are to learn. However, in the main part of lessons, teachers tend to exert too much control. As a result, there are insufficient opportunities for pupils to discuss their ideas or to show initiative and take some responsibility for their own learning. In literacy lessons this hinders the development of pupils' speaking and listening skills, and in science leads to pupils not making enough progress in acquiring investigational skills.
18. Teaching in mathematics is inconsistent in both Year 1 and Year 2, ranging from good to unsatisfactory. In Year 1, although the quality of teaching varies, pupils' past work indicates that teaching is at least satisfactory overall, and often good, leading to clear improvements in standards on previous years. In Year 2, however, teaching is unsatisfactory overall because pupils are generally insufficiently challenged and the pace of learning is too slow. Consequently, pupils have a weak understanding of number and mathematical language. In unsatisfactory lessons observed, pupils did not learn well enough because of the slow pace of teaching, resources in use were sometimes inappropriate to the skills being taught and a lack of focused support from the teacher when pupils were working in groups.
19. Teaching and learning are good in mathematics and English in Years 3 to 6, and in physical education through the school. Good subject knowledge is a feature of the good teaching of mathematics for pupils in Years 3 to 6. It enables teachers to explain new ideas confidently and clearly so that pupils have a good understanding of how to tackle their work. A good example of this was in a lesson for pupils in Years 5 and 6, in which the teacher's expertise led to all pupils making very good progress in learning how to express a quotient as a fraction or a decimal. In

English, teachers are very clear on the next steps for further improvement and use marking and pupils' targets well to promote good achievement. Skills for development become a clear focus for attention and pupils are well prepared for tasks set. This was evident in lessons observed in Years 5 and 6, where pupils made good progress in formulating letters of persuasion and letters to friends about significant experiences, and understanding and composing Haiku poems. In physical education, teachers' good subject knowledge promotes good achievement. They are able to demonstrate new techniques accurately to pupils and to suggest ways of developing their skills across a good range of activities. This was exemplified in a dance lesson for pupils in Year 4, in which pupils made very good progress in their ability to explore the use of actions, space and timing to convey significant features of character.

20. Teachers generally arrange learning that is tailored satisfactorily to pupils' differing needs. For pupils in Years 5 and 6 in mathematics, this is achieved well through selecting pupils for the three classes according to previous attainment. This helps teachers to provide well for average, higher and lower attaining pupils. In English, most teachers plan differing tasks to meet differing needs satisfactorily. Individual education plans set for pupils with special educational needs are generally suitably focused and provide a clear agenda for meeting their needs. The practice of providing supplementary teaching for pupils with special educational needs in English outside lessons too often means that gains in learning are reduced through limited experience of working in a mainstream class. Pupils who have English as an additional language are suitably supported in class and make good progress; teachers are aware of their needs and, for most, the very good relationships in school mean that they feel confident to answer questions and contribute to class discussions. Limited opportunities for discussions in pairs or small groups mean that fluency of pronunciation and phraseology for the pupils in the earliest stages of English is slower to develop than it might be.
21. Teachers assess and record pupils' progress well in English and mathematics, and satisfactorily in other subjects. Day-to-day assessment is sound and is used satisfactorily to inform planning of activities and build on pupils' prior learning experiences. Pupils have challenging but achievable targets for English and mathematics, which have led to an improvement in the quality of their writing in literacy lessons and in recording their ideas and findings in other subjects. The computer suite is beginning to be used well to teach pupils basic skills in ICT. Pupils are not yet given enough opportunities to use these skills to enhance their learning in other subjects.

The curriculum

The curriculum is satisfactory, overall. It is generally broad and balanced and meets the needs of the pupils. Provision for pupils with special educational needs is satisfactory. There are very good opportunities for enriching learning outside the school day. The school's accommodation and resources are good.

Main strengths and weaknesses

- The curriculum for children in the nursery and reception classes is good.
- The range of activities provided outside the school day is extensive, particularly for sport.
- Opportunities to develop investigational and research skills are limited.
- There has been a good improvement in resources for ICT but computer work is not used sufficiently in other subjects.

Commentary

22. The curriculum for children in the Foundation Stage is good and takes account of all the nationally recommended areas of learning. Interesting activities are suitably practical and get the children off to a good start in school.

23. The school has rightly concentrated on developing skills of literacy and numeracy and this is helping to raise standards in English and mathematics by the time pupils leave school. Aspects of some other subjects do not receive sufficient emphasis, however, and this limits the standards achieved. For example, investigational skills in science are not given due weight and science is not taught throughout the summer term in Year 2. There is little work in pupils' geography books for the year in some classes and this is a factor in standards in geography being below average in Year 2 and Year 6. There has been an improvement in the curriculum for art and design since the last inspection, evident in the work on display through the school.
24. There are satisfactory opportunities for pupils to develop literacy and numeracy skills across the curriculum. Pupils use their literacy skills well in some classes in history. Pupils in Year 2, for example, write good accounts of the lives of famous people. In other classes, however, the extensive use of worksheets that require brief answers results in missed opportunities to develop writing skills. Pupils develop their numeracy skills satisfactorily in other subjects through, for example, using a range of graphs and measuring their pulse rates in science, and taking careful measurements for work in design and technology. The installation of a well-equipped computer suite is providing good support to raising standards in ICT but there is insufficient use of computers as yet in other subjects to promote a clear understanding of possible uses for ICT.
25. Provision for pupils with special educational needs is satisfactory. The school is very committed to helping all pupils to take full advantage of the curriculum provided and suitable individual education plans are generally provided for pupils with learning difficulties. The school is intent on identifying such pupils early and this has helped to increase the number of children reaching the required levels at the end of reception, Year 2 and Year 6. Budgetary constraints, however, mean that the number of teaching assistants employed is lower than average. Those available are skilled and work hard to promote the progress of pupils with special educational needs. The school's policy of withdrawing such pupils from class for extra support means, however, that pupils have a limited curriculum in English and their performance in the mainstream class improves more slowly than it might. Where pupils are supported mainly in class, progress is good and sometimes very good, as for a pupil with a statement of special educational need in Year 6.
26. Provision for personal, social and health education is satisfactory. Issues such as sex and relationships are included in the science and religious education curriculum, with other issues, such as drugs awareness, being suitably dealt with through visitors to school, such as the annual visit of 'The Life Education Caravan'. There are specific personal, social and health education lessons in some classes, in which pupils discuss a range of issues and this approach is to be extended following the planned training for staff. The school is also working towards a Healthy Eating award.
27. A strong feature of the school is the very good range of activities available to pupils outside the school day. The very wide range of sports on offer contributes well to the pupils' good achievement in physical education. The good opportunities to participate in the arts include clubs in art, dance, French and singing and pupils also benefit from good specialist instrumental tuition. The very good variety of other activities such as the Bible club, and 'Achieve clubs' for mathematics and English, helps pupils to improve their enjoyment and understanding of these subjects.
28. There is an appropriate number of suitably qualified teachers. While there is a satisfactory number of learning assistants overall, there is not enough help in all literacy and numeracy lessons to provide consistently well for lower attaining pupils and those experiencing learning difficulties. Unusually, the school has a resources officer who has organised an impressive

storage room, where resources are labelled well, kept in optimum condition and made easily accessible to teachers.

29. Accommodation and resources are good and have greatly improved in the aftermath of the devastating fire. The school benefits from a new ICT suite and a new music room that also serves as a small room for group work. The well-organised and stocked library is to be relocated in September, to provide enough space for a whole class to work and develop their skills.

Care, guidance and support

The school takes good care of its pupils and they work in a very safe and secure environment. They have good opportunities to make their views known and affect the way the school is run. As they progress through school pupils are given satisfactory support for their learning and their personal needs.

Main strengths and weaknesses

- The school manages a healthy and safe environment very well and organises the care and welfare of pupils well.
- Pupils are helped to settle quickly and confidently when they join the school.
- The school seeks and responds well to the views of pupils.
- The strategies used to support pupils' personal needs are good but, for learning, the use of agreed systems varies through the school.

Commentary

30. Health and safety routines are dealt with very thoroughly. Day-to-day matters are dealt with by the headteacher, and the caretaker and staff are diligent in reporting concerns. There are regular site inspections and reports to the governing body, with a governor taking specific responsibility for this aspect of the school. The policy and procedures are reviewed regularly and cover all the essential matters of fire safety, medicines, first aid, school visits and safe practice in lessons.
31. Class teachers have the first responsibility for pastoral care and know that the pupils' well-being is of the highest priority at all times. The pupils' questionnaires confirm that adults have the pupils' trust and respect and, if they have problems, pupils know very clearly that staff are there to help them. 'Circle time', when the class sit in a circle and pupils have the opportunity to talk about things that concern them or any of the many aspects of school life, are not yet used consistently, and needs to be developed further if pupils are to have a regular opportunity to present their views. High standards of behaviour are expected at all times. The school is a good environment for learning.
32. Children are well prepared to join the nursery by visits accompanied by their parents, and meetings with staff who get to know them and any particular needs they may have. At the start of term, children and parents come to the nursery together until the child is completely happy and confident to stay. Before they transfer to the reception class, there are similar visits to get to know the different routines. Parents are encouraged to join in the sessions to learn about how literacy and numeracy will be taught to their children so that they provide further help at home if they wish to do so. Children joining school at other times receive a warm welcome and their needs are promptly assessed so that they can settle into school as quickly as possible.
33. Pupils' views are taken seriously. The school council has been in place for the past year and is the forum by which pupils can put forward their ideas and suggestions for the development of the school. Pupils' views are readily considered when an issue is raised for development by

staff or governors. In the last two years, pupils have been included in opinion surveys about behaviour, the literacy policy and after-school clubs, and have been closely involved in designing signs to direct visitors. The school has introduced learning targets for literacy and numeracy, operated on a small group or an individual basis. As understanding of their own learning improves, pupils are increasingly able to share the responsibility for their own progress.

34. Support for pupils' personal development is good. Pupils' personal circumstances and needs are understood well by teachers and there is rigorous monitoring of behaviour and attendance. Where necessary, good support is given in these respects. Support for pupils' learning, based on monitoring their needs, is satisfactory. Although sometimes better in English and mathematics, systems, such as marking and providing clear guidance on next steps, are inconsistently applied through the school.

Partnership with parents, other schools and the community

Parents are pleased with the school. Good links with parents help them to support the school well in many ways and help their own children to learn. The school has good links with other schools and very good links with local community groups and organisations and these are very beneficial to pupils.

Main strengths and weaknesses

- Very effective contacts with the community benefit pupils directly.
- Good work with partner schools enriches pupils' learning opportunities.
- The good links with parents mean they support the school well.

Commentary

35. The school is well regarded locally and has very good community links. Immediately after the fire, the local community came to the aid of the school and the community centre was placed at its disposal. Many individuals, businesses and organisations rallied around with practical, as well as financial, support. The result was the 'Phoenix Fund', which was used ultimately to finance the ICT suite within the new building. Since then the school has continued to be outward looking. For example, pupils in Year 5 are working with the local Groundwork Trust on the development of a community woodland; pupils in Years 3 and 4 have worked on a butterfly park with the Clifton Park rangers; and the local Business Education Partnership has trained reading mentors to work in school. There are good links with local youth centres, holiday play schemes, the church, library, and the Territorial Army, who are helping to develop outdoor play facilities for children in the nursery and reception classes.
36. The local group of schools forms an effective alliance that benefits pupils well. The headteachers and subject leaders pool their expertise and work towards harmonising policies and practice, and arrange joint training for staff. Teachers from the local secondary school provide specialist expertise in physical education, music and French, which benefit pupils' learning well. Pupils visit the secondary school to meet teachers and sample lessons, join social events and enjoy the headteacher's visits to lead school assemblies, all of which are profitable in preparing pupils for the next stage of their education. Teachers from the two schools liaise well to ensure the hand-over of pupils and information is efficient. Contacts between the two schools are maintained during the autumn term to ensure the transfer has been successful.
37. The school enjoys good relationships with parents, who are positive about all aspects of the school's work. Parents are kept well informed with newsletters, brochures, occasional workshops about the curriculum and access to policy documents. The school's website

provides a new and useful avenue for communication. The headteacher and deputy are available on the playground every morning to greet children and parents and this gives parents the confidence and opportunity to talk informally. The two consultation meetings each year are well attended by parents, who also have a further option to discuss their child's annual report. The reports give a satisfactory picture of each pupil's progress and achievement but could be more precise in identifying the next steps to help parents to understand how they can support their child's learning at home. Parents of children with special educational needs are invited to the regular reviews and share the next set of targets.

38. Because they are kept well informed and involved, parents support the school's work and activities effectively. Social events organised are very well attended and the Parents' Group do a good amount of fund-raising, helping to finance play equipment, water coolers and equipment storage, for example. Parents of children in the nursery have funded and created a library of story sacks. A small number of parents help in the classrooms, supporting reading practice and practical work, and there is a long list of parents who are willing to help with visits. Most parents are keen for their children to succeed, and help them as well as they are able with their work at home. The school recognises that this is an area where it can do more to give parents practical guidance and increase parents' confidence in helping their own children with work in progress at school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall. The key strength is the good leadership of the headteacher, heading a team of staff that is firmly committed to improving provision and raising standards. The leadership of key staff is satisfactory, overall. The governing body is efficient and governance is good. Management is satisfactory, with new systems yet to make a full impact on standards.

Main strengths and weaknesses

- The enthusiastic and determined leadership of the new headteacher provides very clear educational direction to the school.
- Governors have a good understanding of the main strengths of the school and areas for development, and play a significant role in shaping the vision and direction of the school.
- The school has a deficit budget of long-standing to resolve but the headteacher and governors are tackling difficult issues, such as reductions in staffing, well.
- Self-evaluation systems are satisfactory but in the early stages, and the work of key staff has been limited by budget constraints and the long-term ill-health of some members of staff.

Commentary

39. The new headteacher provides the school with a clear educational vision and strong sense of purpose, determined that the school will provide increasingly well for its pupils. A fall in standards in recent years due to the disruption and aftermath of the fire set a considerable challenge for the headteacher, staff and governors, made more difficult by long-term staff absences and a falling budget that was already in serious deficit. A prompt and efficient review of possible action by the headteacher, acting in close partnership with the governing body, led to difficult but necessary decisions on staffing issues. These have put the school back on course towards a sound financial footing but there are still significant constraints on expenditure. In particular, this is affecting the time that can be made available for subject co-ordinators to check thoroughly on standards of teaching and learning throughout the school. The financial clawback also means that the expenditure per pupil is lower than it would be otherwise.

40. New management systems have been put into place to enable the school to evaluate the progress of pupils, analyse data and highlight areas for improvement. These are in the early stages and there is still more work to be done in refining the use of the systems to improve their impact on standards. The new target-setting system for literacy and numeracy, for example, is under review and although useful overall, the school is well aware of modifications needed to make it work well. Reviews by subject co-ordinators have been hampered by staff absence and budget constraints and a thorough understanding of standards in different parts of the school does not always exist, which limits the action taken to raise pupils' attainments further. Although a new data analysis system is helping the school to track pupils' progress more rigorously, the school is in the early stages of realising its full potential. Outcomes of test scores are not yet thoroughly monitored to provide pointers for further development in English, mathematics and science. The work of the co-ordinator for special educational needs has been hampered by a lack of time to review teaching strategies. Arrangements for providing support for pupils with special educational needs within class or by withdrawal from class have not been thoroughly monitored to set a clear policy for the school. Nevertheless, the staff want to see every pupil do well and make sure the individual educational plans for these pupils are kept up to date and are carried out conscientiously.
41. The headteacher provides a wealth of information to allow the governing body to carry out its duties well. Open and honest debate precedes school development planning and makes sure the views of the governing body are taken into account. Governors show an impressive interest in the continuous improvement of the school and are prepared to seek outside advice, attend courses and ask pertinent questions in order to assure themselves that their decisions are the right ones for the pupils. They are justly proud that the school has emerged from the complex problems generated by the effects of the fire into a position where the school is well placed to move forward. The school development plan – an issue within the last inspection – has improved well and is now clearly focused on raising standards, with science appropriately set as the next focus for improvement. With the support of the headteacher, governors compare the performance of the school satisfactorily with others, both locally and nationally, and take action where necessary. The school seeks the views of parents, pupils and outside specialists where appropriate before making decisions, thus carrying out the principles of obtaining best value for action and expenditure. Performance management systems for teachers are appropriately linked to whole school targets for development. All statutory duties are met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	741,081	Balance from previous year	-42,068
Total expenditure	716,001	Balance carried forward to the next	-16,988
Expenditure per pupil	2,217		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children in the Foundation Stage is **good**. There has been good improvement since the last inspection due to improvements in teaching, assessment procedures and the curriculum.
43. When children start the nursery, their attainments are below average, overall, particularly in speaking and listening skills. Most children in the nursery and all children in reception attend school full-time. Of the 36 children in the reception year, six work in a class with pupils in Year 1. The accommodation for the children in the Foundation Stage is large, bright and attractive, with direct access to an interesting outdoor area. Resources are of good quality and are used effectively in a stimulating range of practical activities that meets the needs of young children well in all areas of learning.
44. Achievement is good for all children. The children with special educational needs are well supported and they achieve well. The very caring approach to individuals has contributed significantly to the good progress of a child for whom English is an additional language, who also receives good specialist help from a visiting Cantonese speaker. From below average attainment on entry, the good teaching and interesting activities help children achieve well in the nursery. Nevertheless the attainment of many is below average when they enter the reception class. Good teaching continues in reception where children make good progress in all areas of learning. Most children are on course to achieve the early learning goals set for the end of the reception year.
45. Teaching is good and children learn well. There has been good improvement since the last inspection, when some teaching was judged to be unsatisfactory. The very good relationships between all adults and children are evident throughout and this is an important factor in the productive and calm working atmosphere, which helps children settle quickly into nursery. There is a good balance between adult-directed activities and the freedom for children to choose their own tasks, though learning is enhanced significantly when adults participate in activities, such as creating a circuit with the cars or completing the large floor jigsaw. Basic skills are taught systematically throughout the Foundation Stage and so children learn to read, write and count well. A strong feature of the teaching is the good use of resources to engage children's attention and to help them understand. For example, in reception, the teacher uses a sand-timer to help children to count quickly and to improve their counting skills. Planning is satisfactory. Yearly and termly plans are well organised and indicate good progression and effective links between all areas of learning. Some plans for literacy and numeracy lessons, however, do not identify clearly the expectations for different groups of children. Nevertheless, assessment procedures are thorough and used well to help children to improve.
46. Leadership of the Foundation Stage is good and an effective team of adults works well together. The co-ordinator evaluates the provision closely to identify areas for improvement. This has led to the establishment, for example, of good assessment procedures. The current focus of working more closely with parents is developing well, with parents helping their children in the nursery to 'sign in' each morning and also to change the books they take home. This is proving successful in reception, too, where parents come into school each week to share 'story sacks' with their children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Relationships are very good.
- There are high expectations for children to follow clear rules.
- A small minority of children in reception sometimes find it difficult to concentrate in a class session.

Commentary

47. This area of learning receives a high profile when children start in the nursery and consequently children achieve well. Teaching is good, and staff provide a well-ordered environment in which children quickly settle and feel secure. Relationships are very good and, as a result, children's personal skills quickly improve so that they reach the expected goals by the end of the reception year. Rules and routines are carefully explained and children respond well to the high expectations of behaviour. For example, they take a coloured token before going into the construction area in the nursery, so that it does not become overcrowded. The good range of interesting activities and the good attention paid to each individual help children to develop good attitudes to learning from an early age. Children gain in confidence and children in reception enjoy joining in assemblies with older children. Children develop their independence well as they choose an activity and sustain concentration to finish a task. Most participate well in class activities, but a very small minority of children in reception find it difficult to concentrate and become restless when the teacher is talking and so do not always understand what to do.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Reading and writing are taught systematically.
- Speaking skills are not so well developed.

Commentary

48. The good teaching, which places strong emphasis on developing reading and writing, helps all children to achieve well in this area of learning. Writing is developed well through regular practice of writing patterns and letter formation and through good opportunities to write and make marks at the writing tables and in more focused activities, such as children in reception writing a postcard to Fred the puppet. In reception, most children can write a simple sentence with recognisable spellings, higher attaining children can write several sentences using capital letters and full stops correctly, and lower attaining children are beginning to form recognisable letters.
49. Children begin to develop a love of books from an early age as they share a book with an adult, enjoy listening to stories and take books home to share with parents. There is a good emphasis on letter sounds and children in reception read books regularly at the appropriate level from the reading scheme. A good feature is the mixture of fiction and factual books that caters for children's varied interests and provides good motivation to read.

50. The speaking skills of many children are below average when they enter the nursery. Despite good opportunities to encourage children to speak, such as taking turns to say a sentence about a favourite food in 'circle time' in the nursery, the speaking skills of many develop less rapidly than reading and writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The practical approach and very good use of resources help children to develop their understanding well.
- Good questioning challenges children to think.
- Lesson plans do not always include clear expectations for different groups of children.

Commentary

51. The good teaching and wide range of practical activities help children to gain a sound understanding of mathematical skills and they achieve well throughout the Foundation Stage. In the reception class, a good range of strategies, such as stretching out fingers, help children to understand when they are counting in tens. Resources are used well to help children to work out problems. For example, children have finger puppets to share between two train carriages when working out the different combinations that make ten. There is a good emphasis on pattern, as when children in the nursery choose an apple or a lemon to join the line to continue the repeating pattern. In reception, most children are developing a sound understanding of practical addition to 12, and higher attaining children can work out simple problems, while lower attaining children can count to 10. Teachers make good use of questions to challenge children to think. For example, children in reception are asked, "How many children would need to stand up to show 40 fingers?" Children contribute to a good range of graphs, such as the pictogram of sea creatures, and these are used well for comparing and counting.
52. Lessons are generally well planned but it is not always clear what is expected from each group for independent work, and so some children are not sufficiently focused when working without an adult.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

53. There was insufficient evidence to make an overall judgement on provision in this wide area of learning but displays, teachers' assessments and plans, and talking with children indicate that they achieve well and reach the expected standard. Children in the nursery have planted seeds and understand what plants need to grow, and relate this well to their own needs in terms of healthy eating. Computers are readily available and children manipulate the controls well to produce a picture, to write a sentence or to simulate rainfall on Teddy's head. Children know a range of Bible stories, such as Noah's Ark, and are developing an appreciation of various festivals of world religions.

PHYSICAL DEVELOPMENT

54. Although there was insufficient evidence to make an overall judgement on provision, observations of children using a good range of tools and steering the wheeled toys around the outdoor area indicate that children achieve well and that their physical skills are in line with the expected goals for the end of reception. From starting the nursery, there is good teaching of the correct control of pencils and pens as children practise forming numerals and letters. The recently developed outdoor area provides frequent and regular opportunities for extending physical skills and, in addition, physical education lessons take place in the school hall.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have plentiful opportunities to experiment with a good range of materials.
- The imaginative play areas are well planned.
- There has been very good improvement since the last inspection, when weaknesses were identified in the opportunities provided for children to experiment and explore for themselves.

Commentary

55. Teaching is good and a suitable range of activities is planned so children achieve well. Children enjoy experimenting with clay, for example when making fish, and the nursery nurse is skilled in getting children to appreciate the texture and coldness of the material. Children are encouraged to look closely at seashells when drawing and shading their own shells, using pencils and pastels. In reception, children have produced some good designs for mugs after examining a variety of commercial patterns. Work on display in the nursery and reception classes shows that children experience a good range of painting techniques, including printing from bubbles, painting with their fingers and finding out that wax drawings resist paint.
56. A strong feature of provision is the varied themes of the imaginative play areas, such as the travel agent, the fire station and the florist. Children enjoy dressing up and slip quickly into character. This stimulates their imagination, as well as providing good opportunities for developing their speaking and listening abilities. Children know a good range of songs and listen carefully to different instruments before choosing those that, for example, remind them of the sound of the rain.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good, overall; consequently most pupils achieve well.
- Standards have fluctuated in recent years but are now average in Year 6, although below average in Year 2.
- Reading skills are generally more successfully taught than writing skills.
- Insufficient opportunities are provided in most lessons for the development of pupils' speaking and listening skills.
- Some pupils with special educational needs are withdrawn from lessons with their class too often.
- The co-ordinator is leading effective action to improve standards further.

Commentary

57. Following the aftermath of the fire and a fall in standards, the school has focused considerable attention over the past two years on raising standards in English. A review of pupils' work indicates definite signs of improvement year on year. Because teaching is good in Years 3 to 6, older pupils are making consistently good progress and achieving well. The picture is less consistent in Years 1 and 2, where teaching and learning are satisfactory overall, leading to satisfactory achievement.
58. Teachers are generally more confident about how to improve pupils' reading. Letter sounds and spelling rules are taught well through the school and this gives most pupils a firm foundation for reading. Pupils get plentiful opportunities to develop their reading skills and most are helped by further practice at home. Teachers focus well on the styles of different authors and poets and pupils can usually talk about their favourites. Higher attaining pupils in Year 6 gave a succinct account of the story of Macbeth and were able to identify the possible motivation of characters, as well as for stories by more modern authors. In lessons observed in Year 2, where teaching was satisfactory rather than good, opportunities were sometimes missed to provide further reading practice and to help pupils to achieve well. For example, a small book rather than a large one was used for whole-class teaching that required pupils to analyse parts of the story of the Enormous Crocodile, and most pupils could not see the text. In the Year 1/2 class, pupils were asked to compare two different stories by Dick King Smith from memory, without copies of the book for reference. Nevertheless, standards in reading in Year 2 are broadly average, with most pupils reaching the expected level for their age and some being competent at higher levels. By Year 6, reading skills are firmly established; pupils show a good interest in reading and are confident in accessing information from texts.
59. The teaching of writing is a current focus for development in the school and standards are rising although still below average by the end of Year 2. Pupils get off to a good start now with writing in Year 1, with teachers building well on spelling skills begun in the nursery and reception classes. Handwriting is generally correctly formed and pupils develop the confidence to write with fluency, and sometimes at length, by the end of Year 2. Punctuation skills, however, are slow to develop and this reduces the quality of their work. In addition, the teachers do not always use this fluency to good effect. Pupils are required to retell stories and write about past events too often without clear direction towards greater quality of description or improvements in vocabulary. Tasks are not tailored to focus closely on areas for

improvement. These weaknesses limit the achievement of higher attaining pupils in particular. Although most pupils achieve satisfactorily, too few pupils in Year 2 achieve higher than average levels in writing.

60. By Year 6, pupils achieve well because teachers focus clearly on improving pupils' skills of description and on the use of language that has greater impact on the reader. Teachers in Years 3 to 6 engage pupils well, helping them to maintain a high level of interest in their work and to sustain concentrated effort. In Year 5, for example, pupils became increasingly involved and interested in writing persuasive letters supporting either the abolition or the retention of school uniform and worked very hard to add impact to their work by incorporating suggested words and phrases, such as 'Furthermore' and 'Are we expected to..?'. By the end of the lesson, pupils were ready to ask a range of pertinent questions of the pupil acting as the headteacher in the 'hot seat'.
61. In most lessons, however, pupils play a restricted part within discussions, often sitting listening to the teacher for too long without sufficient involvement in answering questions or discussion in pairs or small groups. This means that pupils miss opportunities to develop their speaking and listening skills and, in turn, this impacts on the quality of their writing. Many pupils use a limited vocabulary that restricts the detail included in their written work, and their sentences are slow to develop greater complexity.
62. The good attention to letter sounds and blends generally supports lower attaining pupils and those with special educational needs well in both reading and writing. However, the school's decision for some pupils with special educational needs in Years 3 to 5 to be taught in small groups outside the class means that they miss a significant number of literacy hours in the mainstream class each week. This reduces significantly their access to the statutory curriculum and opportunities for broader based learning. Where support is arranged largely within class, as for a pupil in Year 6 with a statement of special educational need, achievement is good.
63. The subject is led well and managed soundly. New developments within assessment systems have led to improvements in standards and the co-ordinator is aware of adjustments necessary within the new target-setting system. Some errors in assessing pupils' writing have occurred largely because teachers have used the published target-setting system more closely than national guidance. After-school 'Achieve Club' classes arranged for pupils in Year 6 are well organised and well attended, and have proved effective in topping up pupils' skills in English. Outcomes of national tests are not yet thoroughly monitored to provide pointers for further development in provision. Since the last inspection, the National Literacy Strategy has been adopted and there have been sound improvements in standards.

Language and literacy across the curriculum

64. The standard of language and literacy within other subjects is average and the use of English skills across the curriculum is satisfactory. Reading and writing skills are utilised well in some classes, such as in history in Year 6, where pupils wrote a good description of the end of the day for factory workers in Victorian times. In other lessons, too many worksheets are used that miss opportunities to engage pupils in meaningful reading or writing practice. Opportunities are also missed in many lessons to involve pupils in discussion within small groups and in providing extended answers to questions. In lessons where such provision is made, such as in a music lesson in Year 5, pupils generally make good progress with communication skills. Word-processing skills are developed satisfactorily in ICT.

MATHEMATICS

Provision in mathematics is **satisfactory**, overall.

Main strengths and weaknesses

- The quality of teaching is good in Years 3 to 6, and pupils achieve well. As a result, standards are average by the end of Year 6, showing good improvement on previous attainment in Year 2.
- Teaching in Year 2 varies in quality but is unsatisfactory, overall. Standards are well below average by the end of Year 2, where pupils' understanding of number and use of mathematical language is weak.
- In Year 1, although the quality of teaching is inconsistent between classes, standards in numeracy are at least average, overall, and show good improvement on previous years.
- The school has thorough assessment systems in place to check pupils' progress and these are effective in raising standards where they are used well. However, marking is inconsistent in quality.

Commentary

65. Standards at the end of Year 6 are similar to those reported in the last inspection, and show a continuing good recovery from the fall in national test results that followed the major fire in school. Test results at the end of Year 2 have been significantly affected by staffing problems over the past two years and, although now largely resolved, standards are still lower than they should be. In Year 2, too few pupils make satisfactory progress in their understanding of number and the relationships between numbers, or in their knowledge and use of mathematical language.
66. The quality of teaching in Year 2 is unsatisfactory, overall. There are instances of good lessons but teaching in the long term lacks sufficient pace and challenge and pupils do not achieve as well as they are able. Time is not always efficiently used. Some mental arithmetic sessions are too lengthy, for example, and the teacher's explanations too long, so that pupils do not sustain their attention and too little is practised in the time available. In a lesson observed, this led to missed opportunities for pupils to devise and explain different strategies in their calculations. Teachers sometimes use mathematical language, such as 'multiply', without ensuring that pupils understand its meaning, so that their progress is hindered. Where teachers provide work which is well suited to individual pupils' needs and organise lessons efficiently, as in a lesson in the Year 1/2 class on counting forward and back or when pupils in Year 2 sorted and organised data from a traffic survey, most pupils achieve well.
67. In Year 1, a review of past work indicates good teaching, overall, but with evidence of inconsistencies across the classes. Although, pupils mostly achieve well and make good progress, this is not always the case. Teaching is sometimes unsatisfactory, as in a lesson observed, where an introduction to three-dimensional shapes was insufficiently followed up to enable pupils to achieve well. Too little was expected of most pupils in the time available, with plans for further investigation delayed unnecessarily until the next day. Nevertheless, lower attaining pupils in the same class and those with special educational needs worked hard with a very well organised and well focused teaching assistant, who took them painstakingly through all the language of shape while the pupils constructed and examined cubes.
68. The quality of teaching and learning are consistently good in Years 3 to 6. Pupils make more rapid progress and achieve well. Teachers in Years 3 to 6 have a good understanding of how to teach the basics and how to challenge the more able pupils. This helps most to develop a sound understanding of calculations and mathematical language. Higher attaining pupils are well challenged and a small group of particularly talented pupils in Years 4 and 6 achieve very high standards. Work in this part of the school is further enhanced by the provision in Years 5

and 6 of classes organised according to past attainment. This is complemented by 'booster' classes for those just short of the level required and 'Achieve' classes held after school, where pupils are arranged into graded groups. These are very well attended by pupils and make a significant contribution to the consolidation and extension of pupils' skills in mathematics.

69. In Years 3 to 6, relationships between staff and pupils are very good and pupils are confident to ask and answer questions because they know that their efforts will be valued and taken forward. Pupils are eager to explain their strategies for solving problems and have many opportunities for presenting their ideas to each other in small groups and to the whole class. In a very good lesson for pupils in Years 5 and 6 of average attainment, pupils' understanding of quotients involving decimals and fractions was improved well when, following paired discussions, pupils were challenged to explain to the rest of the class the calculation strategies used by their partners. Teachers generally make good use of time and manage pupils well. This means that lessons are conducted at a brisk pace and pupils behave well so that they sustain their concentration and usually work hard. Because teachers provide work well matched to pupils' differing needs, most pupils, including those with special educational needs, make good progress. Individual education plans for pupils with special educational needs are usually clearly written, with manageable targets for improvement in mathematics where this is appropriate. Because teachers ensure that they clarify and use appropriate mathematical language, pupils' understanding is increased. In lessons in Year 5/6, for example, the use by the teachers and pupils of language such as quotient, denominator, multiple and factor helped to extend pupils' vocabularies and to deepen their understanding of mathematics.
70. Although teachers usually ensure sound standards of presentation in pupils' books, the accuracy of some calculations is impaired because pupils do not set out their work neatly enough. The marking of pupils' work is generally sound but inconsistent. Where teachers provide helpful comments, pupils understand what they need to do in order to improve. Where this is not the case or where occasionally some work is not marked, opportunities for improvement are missed. The school has comprehensive systems for assessing pupils' work in mathematics, including the use of computer programs that allow teachers to check pupils' progress and set individual targets for improvement. The school is aware of the need to further analyse its assessments in order to identify areas of strength and weakness throughout the school. Overall leadership and management of the subject are satisfactory. The co-ordinator has good subject knowledge and checks teachers' planning and pupils' books in order to make improvements and her work is effective in the junior classes. Due to staffing issues and budget difficulties, there has been little time to observe the quality of teaching and learning in lessons, and problems in the infant classes have not been fully resolved. Although standards have been maintained by Year 6 since the last inspection, they have fallen significantly at the end of Year 2 and improvement has been unsatisfactory overall.

Mathematics across the curriculum

71. The school makes satisfactory provision for the use of mathematics in other subjects. When opportunities arise, mathematical skills are used with precision, such as when measuring, cutting and joining materials in design and technology, or using co-ordinates to help with map work in geography. Data analysis is included in subjects such as science, where pupils in Year 3 produced graphs of their investigations into light. In art and design, pupils in Year 1 extend their understanding of symmetry through creative designs and in the Year 3/4 class, pupils used a computer program to design repeating patterns.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 2 and Year 6.
- Pupils have a satisfactory knowledge of scientific facts but are not given enough opportunities to develop their scientific investigational skills.
- The development of scientific vocabulary is weak in Years 1 and 2.
- The quality of teaching is satisfactory, overall, but is sometimes good, enabling pupils to achieve well.
- Some pupils in Year 2 do not have science lessons throughout the summer term and this adversely affects their progress.
- There are insufficient opportunities for pupils to make use of ICT in this subject.
- Pupils have positive attitudes to their work.

Commentary

72. Pupils' achievement is satisfactory, overall. Although pupils by the end of both Year 2 and Year 6 achieve a sound knowledge and understanding of scientific facts, they do not achieve enough in the key area of scientific investigation and consequently standards are below average at both stages. In the limited number of experiments carried out, their conclusions tend to be a description of what they have done rather than an evaluation based on their prior scientific knowledge and understanding. Pupils have limited skills in interpreting data and identifying patterns in the outcomes of investigations.
73. Though teaching and learning are satisfactory overall, there are not enough opportunities for pupils to be actively involved in structured scientific investigations. Teachers have secure subject knowledge and so are able to give precise explanations at the start of lessons. This enables pupils to have a clear understanding of what they are to learn and what is expected of them. However, the main activity is often too closely directed by the teacher, with little chance for pupils to discuss their ideas or to work with others to plan and carry out experiments. This limits the development of such skills as making close observations, taking careful measurements, recording findings in a variety of ways and in considering what these findings tell them. The school acknowledges that this is a priority area for development and is to review the curriculum to find ways of better teaching this aspect of the subject.
74. Leadership and management are satisfactory, though the co-ordinator does not have sufficient time to monitor the quality of teaching and learning through the school. She provides a good role model for colleagues. In a lesson in Year 6 on learning about biodegradable and non-biodegradable materials, pupils made good progress in their understanding of the role of microbes in decay because of the emphasis on pupils' use of accurate scientific terms when talking about their work. This was not as apparent for pupils in Years 1 and 2, which results in an underdeveloped scientific vocabulary by the time they enter Year 3.
75. Pupils talk with enthusiasm about their work in science. They have positive attitudes and enjoy their activities, particularly when they are practical. Behaviour is very good; pupils maintain their concentration and have a good work rate. The curriculum is satisfactory, but one of the classes with Year 2 pupils does not have any science lessons during the summer term, when the national tests in reading, writing and mathematics are administered. This hinders the progressive development of their scientific knowledge and understanding. Provision is enhanced by the use of visits, for example to a science museum, to provide further significant learning opportunities for pupils. There is not enough use made of ICT to support learning in the subject. Assessment procedures are satisfactory but the information gained is not used yet to set targets for improvement for groups or individuals. There has been unsatisfactory improvement made since the last inspection because provision for investigation has been reduced and standards have declined.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 2 and Year 6, most pupils do not reach the expected standards.
- The computer suite is beginning to be used well to develop basic skills in the subject and standards are improving.
- The co-ordinator has created a good action plan to improve provision.
- ICT is not used enough to support learning in other subjects.
- Pupils have good attitudes to their work, which have a positive effect on the progress that they make.
- Assessment systems do not provide sufficiently clear information on how pupils need to improve.

Commentary

76. Pupils' achievement is satisfactory overall, by both Year 2 and Year 6, with progress much improved in recent months. Due to difficulties with accessing resources over the last few years, pupils' achievement has been restricted and important aspects of the subject have not been covered in enough depth. For instance, there has been too little opportunity in the past to be involved in activities to develop their skills in handling data, controlling or designing and modelling using ICT. Consequently, there are gaps in pupils' knowledge and understanding in these areas and they have not been able to develop the necessary skills in a progressive manner. There has been more emphasis on developing pupils' word-processing skills and they reach the expected standards in this aspect of the subject. A well-equipped computer suite has been created since the fire but, due to technical problems, has only been operating at full capacity for the last few months. This means that pupils are now able to have more hands-on experience of computers and are developing their skills at a faster rate than before in all aspects of the subject. This better rate of progress has been helped by the recent training that all teachers have had, which has improved their expertise and confidence in teaching the subject.
77. The quality of teaching and learning is satisfactory, overall, and sometimes good. Lessons are planned well to maintain the pupils' interest and concentration. This was evident in a lesson of good quality for pupils in Years 5 and 6, learning how to use a database program. The teacher demonstrated how to use the program clearly so that pupils made good progress in their ability to input information, enabling them to make good progress in comparing and contrasting climatic conditions in Bangalore and London. Pupils have positive attitudes to learning and show a lot of enjoyment when working on computers, which helps them to make suitable progress in lessons. They are confident in their ability to work independently of their teacher and show good motivation when doing so.
78. Leadership and management are satisfactory, with the co-ordinator having a clear view of the subject's strengths and weaknesses. This has enabled her to create a focused action plan for taking the subject forward. There have been few opportunities for monitoring the quality of teaching and learning through the school. Assessment procedures are satisfactory but not precise enough to set clear targets for improvement for groups or individual pupils. There has been unsatisfactory improvement in standards since the last inspection although recent improvements in resources have put the school on course to redress the situation.

Information and communication technology across the curriculum

79. There is some use of ICT to help pupils extend their learning in other subjects. For example, art programs have been used well for pupils to design Islamic prayer mats in religious education, and to create repeating patterns in art and design. This work is being extended, such as through recent opportunities for data processing in geography. However, the school acknowledges there are not enough planned opportunities for pupils to practise and refine the skills learned in the computer suite to support learning in other subjects.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in Year 2 and Year 6.
- There are good links with numeracy.
- Opportunities for individual research are limited.
- Good use is made of the local area.

Commentary

80. Standards are below average in Year 2 and Year 6 because of the limited range of work completed. This less favourable picture than the last inspection, where standards were judged to be average, is due in part to the great emphasis the school has placed, since the fire, on improving standards in English and mathematics. In Year 2, pupils show a sound understanding of where they live, stating likes and dislikes, and know that maps give a 'bird's eye' view of a room or an area. However, pupils have not had the opportunity to find out information about places beyond their own locality. In Year 6, pupils have studied the rainfall, population and economy of India and made comparisons with Salford. However, they have limited experience of using a range of sources to help them investigate places and environments in different parts of the world.
81. Achievement is broadly satisfactory. Lower attaining pupils and those with special educational needs are supported well in lessons, especially where the help of teaching assistants is available, through practical activities, such as using bricks to help them draw a plan of a room. However, as at the time of the last inspection, there are no examples of higher attaining pupils working at higher levels.
82. Teaching and learning are satisfactory, overall, and sometimes good. In a good lesson observed in Year 2, instructions and explanations were clear so pupils knew what to do. The teacher asked pupils to visualise what view they would have of the bunk bed, for example, if they were looking down from the ceiling and this helped them to appreciate the shapes they needed to draw. Some opportunities are provided for discussion within small groups though, in some cases, pupils appear lethargic and find it difficult to sustain concentration for the full hour. This is mainly because teaching methods lack the variety needed to encourage pupils to participate more fully in the lesson. Good use is made of the locality. Pupils in Year 3, for example, investigated the local marina and woodland. More distant field trips are restricted by cost but pupils in Years 5 and 6 who are able to join the annual residential visit to Ross-on-Wye benefit from viewing a contrasting locality.
83. There are good opportunities for pupils to develop numeracy skills, as when pupils in the Year 3/4 class discussed information on graphs showing the temperatures and rainfall in mountainous areas. In some classes, however, the work is overwhelmingly based on

completing worksheets and so opportunities to develop writing skills are missed. Pupils in Year 3 download weather charts from the Internet but, overall, the use of ICT is underdeveloped.

84. Leadership of the subject is satisfactory. The co-ordinator looks at teachers' planning but there has been no opportunity to monitor teaching and learning in lessons. Simple assessment procedures have recently been introduced but provide a limited basis for the adjustment of future plans for teaching.

History

85. No lessons were observed in history so there is insufficient evidence to make an overall judgement on provision. A review of pupils' past work shows that the school is providing suitable experiences in history and that standards in Year 2 and Year 6 are broadly average. A strong aspect is the good opportunities for pupils to write their own descriptive pieces. This develops good historical knowledge alongside literacy skills. Pupils in Year 2 label their drawings of the Tudors well and write interesting descriptions of famous people, such as Samuel Pepys and Neil Armstrong. Pupils in Year 6 show a clear understanding of Victorian times as they contrast Victorian and modern schools following a visit to Wigan Pier.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils understand that there is a range of religious traditions, that are important to different communities.
- Teachers provide some interesting activities so that pupils want to learn but, in some classes, worksheets to be completed are used too often, limiting pupils' opportunities to extend fully their knowledge and understanding in the subject.
- Pupils have few opportunities to visit different places of worship.

Commentary

86. By the end of Year 2 and Year 6, standards are in line with the expectations set by the locally agreed syllabus for religious education. The quality of teaching and learning is satisfactory, overall, so that most pupils, including those with special educational needs and English as an additional language, achieve soundly. Planning is linked well between the different age groups, so pupils accumulate a sound understanding of many different responses to religious experience from their studies of a good range of religions: Judaism, Islam, Buddhism, Hinduism and Sikhism. The school's good supply of religious artefacts helps pupils develop sound insights into religious practices when, for example, they view and handle Menorah, and Puja trays, and design patterns for prayer mats. However, apart from visits to a local church, pupils have few opportunities to visit different places of worship and few representatives from faith communities visit the school. An exception is the regular visits to school assembly from a member of a local Christian organisation, with linked Bible classes for pupils in Year 6.
87. Teaching is good when teachers present work in a stimulating way so that pupils' interest is aroused well. For example, infant pupils visited the local church and enacted the Christian ceremony of baptism. Junior pupils responded imaginatively when asked to describe examples of actions that are courageous, and produced thoughtful advertisements for positions as disciples and imams. Older pupils enjoy considering possible responses to moral dilemmas and learn, through a good use of resources, how dress and food are important to some religious communities, such as Jews and Muslims. The school makes good use of a Christian

outreach worker to bring liveliness and vitality to work on the New Testament so that pupils are well motivated to learn and deepen their understanding well. In a good lesson in Year 3/4, pupils enjoyed learning about rituals for naming babies within Islamic family life because the teacher carefully related the lesson to pupils' own experience of name giving for infants. In Year 2, the teacher made good use of challenging questions to encourage pupils to think about belief and faith as they discussed the Christian story of Jairus' daughter. However, when pupils are asked to colour in pictures or to fill in missing words on worksheets, opportunities for deepening and extending their understanding are limited. Links with ICT are being developed and graphics programs have been used successfully to design examples of Muslim prayer mats.

88. Leadership and management of the subject are satisfactory. The co-ordinator checks teachers' planning and her good subject knowledge means that she is able to provide useful support for colleagues in order to help improve the quality of teaching and learning. Improvement since the previous inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. Due to the small number of lessons observed, no overall judgements on provision can be made on creative, aesthetic, practical and physical subjects, except for physical education. Judgements on standards in art and design were possible through a review of past work but this was not possible in design and technology or in music.

Art and design

90. Although pupils were not observed at work, a review of their past work indicates that standards are at least average by Year 2 and Year 6. Good improvement is evident since the last inspection, when art and design was an issue for development. This has been achieved through the introduction of a carefully planned scheme of work, supplemented by staff training.
91. By Year 2, pupils' work shows good control of a range of media, and suitable tasks are set to extend their skills. Pupils in Year 1, for example, completed captivating, well-observed self-portraits in oil-pastel colours, with individuality of design evident from the earliest stages. Subsequent work in paint, based on a study of portraits by Picasso, led to designs with more contrast in colour and of abstract design. By Year 2, portraits of Elizabeth I were detailed and enhanced by the representation of her clothes in collage, using a good range of materials.
92. By Year 6, pupils demonstrate that they are able to select their own media to produce carefully detailed compositions, for example to represent images of India. Some work is of above average quality, with a study of a tiger in pastels showing intricate detail and a portrait in watercolours of a peacock demonstrating good control of paint and the use of fine brushwork. Sketchbooks are kept but work is inconsistently completed and varies widely in quality. In general, sketchbooks are not used sufficiently as a means of recording details and samples of work for future use.
93. Leadership of the subject is good. The co-ordinator has good subject knowledge, has ensured that the curriculum and resources are organised suitably and inspires colleagues to focus well on key skills. Management is satisfactory. A newly introduced assessment system makes a start on judging pupils' skills within units of work but does not focus clearly on specific skills to guide teaching and learning clearly towards higher levels. Too few examples are kept of pupils' work to provide exemplars of the standards expected at different stages in the school. Links with other subjects are chosen well; for example, links with history and geography enhance the pupils' understanding of art in other cultures and past ages. Pupils in Year 6 wrote sensitive accounts of imagined backgrounds to famous paintings, and work on repeat patterns extends mathematical skills. Work on computers with graphic programs is being extended and pupils in

Year 1 are confident in producing pictures on-screen. Pupils in Year 3 know how to design and reproduce a repeating pattern electronically.

Design and technology

94. Insufficient evidence of past work was available to make overall judgements on standards. Teachers' planning indicates that there is a satisfactory curriculum that gives pupils opportunities to use a suitable range of materials to develop their skills in the subject. Pupils experiment with different ways of joining materials and practise finishing techniques to improve the quality of their products. The co-ordinator is aware that the pupils' skills of design and review are not as well established as their making skills.
95. The two lessons observed showed that pupils understand the importance of careful planning through accurate and increasingly detailed designs. In a good lesson observed in Year 5, pupils showed that they could work safely, handle tools carefully and use them accurately in cutting and joining a variety of materials to make a shelter, following their own design. The pupils' very good behaviour means that time is well used and most pupils make good progress with their work. After designing and making products, pupils have suitable opportunities to make evaluations and say how they might be improved.
96. There are satisfactory links with other subjects. This was evident in a good lesson for pupils in Year 3 in which they were designing and making a variety of lamps. They were able to use their scientific knowledge and understanding of forces to enable them to incorporate a switch into a simple electrical circuit to turn the lights on. Suitable opportunities are found to practise mathematical skills, as when the pupils in Year 5 measured materials carefully in preparation for making shelters. Resources are set up to establish links with ICT through control technology and modelling designs but this is an area for future development.

Music

97. Only one lesson was observed and no overall judgement on provision or standards can be made. Discussion with the subject leader and a review of the planning scheme indicate that the statutory curriculum is taught. Singing heard during school assemblies indicated that the quality of pupils' singing by both Year 2 and Year 6 is at least satisfactory. In a good lesson in Year 5, pupils showed a good ability to sing in a round, with groups joining the performance in sequence. The pupils working in small groups were able to compose simple songs in time to a given rhythm, accompanied by untuned percussion instruments. The teacher promoted improvements in their performance well through involving pupils productively and sensitively in reviewing outcomes. The pupils reflected the teacher's confidence in performance well and sang with enthusiasm and enjoyment. The school sees instrumental composition and links with ICT as areas for further development.
98. Pupils listen to a good variety of music played daily in school assemblies. The school is keen to celebrate pupils' endeavours and those who learn to play musical instruments get the opportunity to perform for the school in addition to occasional local events. Instrumental tuition from visiting specialists is of good quality and pupils who take up this opportunity achieve well. Teachers of music from the local high school support the quality of teaching in some lessons, such as in Year 5. School musical performances, such as a musical version of *The Wind in the Willows* by pupils in Years 3 and 4, are well attended by parents and promote the ethos of the school well.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Provision for pupils to participate in sport, particularly extra-curricular sport, is very good.
- By the end of Year 2, standards are above average. This is an improvement on the findings of the last inspection.
- By the end of Year 6, standards are above average as they were at the time of the last inspection.
- The quality of teaching and learning is good, overall, so that pupils achieve well.

Commentary

99. The school has a very strong tradition in sport. This is part of its ethos to promote fairness and sporting behaviour and to give pupils a wide range of opportunities to achieve well. The school makes sound links with the local sports development agency and arranges coaching as part of its physical education programme in a wide range of sports. Extra-curricular activities, well supported by staff and parents, include athletics, swimming, football, cricket, hockey, rugby, netball, cross-country, dance and keep fit. Pupils take part in competitive sport and usually perform very well. The school has close links with local sports clubs and encourages pupils with special talents to extend their skills, when appropriate, by continuing their interest with these associations. Pupils in Year 5 receive swimming instruction locally. Most pupils learn to swim and many go on to reach high standards. Opportunities are provided for pupils to engage in outdoor adventurous activities as part of their residential visits to an activity centre.
100. Teachers train pupils to thoroughly warm up and cool down before and after lessons so that they are fully prepared for vigorous activity and ready to return to class at the end of lessons. Most pupils come to lessons appropriately dressed and teachers remind them of safety issues whilst they work so that pupils exercise freely and safely.
101. Most teachers have a good knowledge of the subject. This enables them to observe and analyse pupils' movements well and help them to improve. In a very good lesson in Year 6, pupils improved their co-ordination and balance very well in their gymnastics work on apparatus because they were engaged in a profitable ongoing discussion with the teacher. They were encouraged to comment critically on their own performance and that of others. Because relationships are very good, they did this in a positive way and improved their collaborative skills by working with partners. Lessons are generally well organised and pupils are managed well so that teaching runs smoothly and pupils behave well. In a good lesson in Year 2, pupils extended their throwing, catching and striking skills well because the teacher had made notes during previous lessons that gave pointers for improving pupils' performance and ensured that equipment was readily to hand so that no time was wasted. Pupils knew that high standards were expected and quickly arranged themselves into groups to begin to practise their skills. A strong feature of the very good teaching in Year 4 was the use of an overhead projector to review previous work and subject vocabulary. Pupils responded well to music and improvised characterisation effectively as part of their dance. This was enhanced because the teacher explained and illustrated terms such as 'unison', 'canon' and 'tension'.
102. The subject is well led and managed. The new co-ordinator has very good subject knowledge and organises the teaching programme and extra-curricular activities effectively and enthusiastically. The school keeps abreast of developments in the subject, both locally and nationally, and above average standards have been maintained well since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

103. It is not possible to make an overall judgement on provision in personal, social and health education. In the one lesson observed, teaching and learning were satisfactory. Issues such

as sex and relationships are included appropriately within lessons in science and religious education. Other issues, such as awareness of the dangers of drugs, are suitably dealt with through educational opportunities, such as the annual visit of 'The Life Education Caravan'. There are specific personal, social and health education lessons in some classes, in which pupils discuss a range of issues, such as the need for rules and for consequences if rules are broken. These lessons are to be extended to other classes following the training that is arranged for staff. The school is working towards a Healthy Eating award and has recently installed a water cooling system to encourage pupils to drink water. Pupils learn about the responsibility of citizenship through voting for class representatives to the school council. The residential visit arranged for the older pupils provides a good way of developing teamwork and social skills. The subject is a focus for development in school and the co-ordinator is making good efforts to develop a scheme of work and to acquire appropriate resources to support colleagues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgements</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

