

INSPECTION REPORT

**ST MATTHEW'S CHURCH OF ENGLAND INFANT
SCHOOL**

Chadderton

LEA area: Oldham

Unique reference number: 105709

Headteacher: Mrs D Wild

Lead inspector: Mr A Clark

Dates of inspection: 10 - 12 November 2003

Inspection number: 257858

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	175
School address:	Chadderton Hall Road Chadderton Oldham
Postcode:	OL9 0BN
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Appropriate authority:	Governing body
Name of chair of governors:	Rev. Lindsay Owens
Date of previous inspection:	22 June 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than average. There are 175 pupils on roll with a balance of girls and boys. The majority of pupils are from white British backgrounds with a small percentage from Black Caribbean and Chinese families. No pupils are at an early stage of language acquisition. The percentage of pupils eligible for a free school meal, seven per cent, is below average. The families are from a wide range of social and economic circumstances; there are very few families in high social contexts. The percentage of pupils with special educational needs is about average at 15 per cent. The pupils' needs include moderate learning difficulties and emotional and behavioural concerns. The percentage of pupils with a statement for their special needs is about average. The percentage of pupils who leave or start the school other than in reception is about average. The pupils' attainment on entry to the school is broadly typical for their age.

Since the last inspection three new classes have been built as a result of an increase to the school population. The school achieved the Oldham Business Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20794	A Clark	Lead inspector	Mathematics Art and design Design and technology Special educational needs English as an additional language
19740	A Smith	Lay inspector	
19709	J Fisher	Team inspector	English Geography History Areas of learning in the Foundation Stage
33147	T Nelson	Team inspector	Science Information and communication technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. It is very well led and managed and pupils of all abilities achieve high standards. The quality of teaching and learning is very good, especially in the foundation stage (the reception classes). The school provides very good value for money.

The school's main strengths and weaknesses are:

- The standard of pupils' work is well above average in reading, writing, mathematics and science.
- The teaching is very effective because the majority of lessons are very well planned and stimulating.
- Through the school pupils are persistent, hardworking and curious. In the reception classes they learn to concentrate beyond the normal expectations for their age.
- The care for the pupils' well being is excellent.
- The curriculum is rich and varied and pupils have very good opportunities for learning outside their lessons.
- The teaching of pupils with special educational needs is very effective because their progress is carefully tracked and very good educational support is given.
- The school is very well led by the headteacher. She has created an effective team of staff and governors.
- Although the pupils have good skills in information and communication technology (ICT), they do not yet make enough use of them in other subjects.
- The subject coordinators do not have enough opportunities to observe lessons in order to share the very best practice in their subjects.

There has been very good improvement since the last inspection. Standards have risen well in many subjects, and ICT, which was unsatisfactory, is now good. School improvement planning is very much better and is closely monitored by the governing body. There has been very good improvement to the accommodation and provision for outdoor play for reception pupils is good and used very well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	A	A*	A
writing	A	A	A	A
mathematics	B	A	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

The pupils' achievement is very good. The children achieve very well in the foundation stage and a high proportion of the children exceed the goals they are expected to reach by the end of reception in all areas of learning. The pupils achieve very well in Years 1 and 2 and standards are very high in reading, writing, mathematics and science. The school test results for reading were in the top five percent in the country this year. Standards are above expected levels for ICT. Pupils with special educational needs and the most able pupils achieve very well because work is matched well to their needs.

The pupils' personal qualities, including spiritual, moral, social and cultural development are very good. The pupils' attitudes to work are very good and they behave very well. The pupils are

enthusiastic and work well together. Through links with other schools they learn to appreciate the multi-cultural nature of modern Britain. Levels of attendance are well above average and pupils are punctual and start work promptly.

QUALITY OF EDUCATION

The quality of education provided by the school is very good.

The quality of teaching and learning is very good. Teachers' plan lessons very well so that stimulating ideas challenge pupils. The pupils are keen to puzzle out problems as a result. Teaching assistants provide very good support both to the most and least able. In the foundation stage, teachers use all areas of learning to promote children's basic skills very effectively. Very occasionally, in Years 1 and 2, the work is a little too challenging and the most appropriate resources are not always used, confusing the pupils. The teachers' question pupils skilfully.

The curriculum is very good; engaging the pupils well through drama, visits and visitors. The teachers use good techniques to teach ICT skills. However, the use of these skills is not build into other subjects. The school provides excellent standards of care for the pupils. There are very good links with parents, the local church and the business community, providing support and resources for learning and contributing to the very effective ethos for learning.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good. The headteacher provides a clear direction for improvement and manages the school efficiently. She has led significant change since the last inspection. Senior staff have well established roles in developing the curriculum and monitoring standards of work. However, observations of teaching are largely by the headteacher so subject coordinators do not have enough first hand opportunity to ensure the very best practice. Governance is good. The governing body is well organised and has a positive effect on many aspects of school life. Governors are developing effective systems to closely monitor the impact of their work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very pleased with the school and feel that they are given very good information on their child's progress. They have no significant concerns. The pupils enjoy their lessons and are very happy in school.

IMPROVEMENTS NEEDED

There are no significant weaknesses. The most important things the school should do to improve are:

- Opportunities for subject coordinators to share best practice through observations and demonstrations of teaching.
- The use of ICT as a tool for learning in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards of achievement are very good. They are very good in the foundation stage and Years 1 and 2. Standards are well above average in the core subjects in Year 2.

Main strengths and weaknesses

- Children in reception achieve very well in all areas of learning.
- Pupils read and write very well.
- The pupils use very good numeracy skills.
- Pupils with special educational needs achieve very well.
- Pupils have good ICT skills but do not make enough use of them in other subjects.
- There is a good trend of improvement to standards.

Commentary

1. Standards are very high for reading, writing and mathematics. There has been a good trend of improvement since the last inspection. The results of national tests for Year 2 pupils are well above average. They are in the top five per cent in the country for reading. Standards are also well above average when compared with schools with similar free school meal percentages. Standards in science are well above average. Standards of speaking and listening are well above average. In reading, writing and mathematics the percentage of pupils attaining high levels in the tests are well above average and very few pupils do not reach the normally expected results for their age. Targets for attainment are challenging and the school makes good progress towards them. The standards are high because subjects are very well led, with a focus on building on strengths and addressing shortcomings.
2. The pupils' speaking and listening skills are very good and they achieve very well. They speak clearly and purposefully because of the teachers' very well constructed questions and opportunities for speech and drama. Pupils' achievement in reading is very good. By Year 2 they read a wide range of texts with fluency and interest. They make very good progress through Year 1 and 2 because they are given a thorough grounding in word building skills and many opportunities to read and listen to stories. Pupils' achievement in writing is very good. The pupils write imaginatively for a very good range of reasons. Their handwriting is neat and spelling is accurate. Sometimes they write more neatly in handwriting exercises than they do in other writing and the marking does not always address this.
3. Pupils' achievement in mathematics is very good. The pupils make very good progress in numeracy and mental mathematics skills. They respond well to the good range of chants, games and puzzles that make them think quickly and retain number facts. They learn to use skills well to solve problems in mathematics and in other subjects such as science.
4. Standards of ICT are above normally expected levels and achievement is good. However, they do not make full use of their skills in other subjects.
5. Pupils with special educational needs achieve very well. This is because the teachers use a good range of assessments to accurately identify strengths and weaknesses and target support accurately. There is a thorough concentration on developing reading and writing skills so that pupils have full access to the wider curriculum. Pupils with behavioural and emotional difficulties are very well supported by the caring ethos and good support staff.

6. There is no significant difference in the attainment or achievement of boys and girls. The curriculum is interesting to all pupils because of the balance between practical activities and those which are more reflective and academic. The few pupils from ethnic minorities achieve very well. The school analyses the achievement of different groups of pupils well and uses this knowledge to improve standards.
7. Standards in art and design and design and technology are above average.
8. The children achieve very well in the reception classes. A high proportion of children exceed the early learning goals in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. The very good achievement is a direct result of very effective planning and teaching.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	18.2 (17.3)	15.8 (15.7)
writing	16.3 (16.4)	14.4 (14.3)
mathematics	17.8 (16.9)	16.5 (16.2)

There were 52 pupils in the year group. Figures in brackets are for the previous year

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes and behaviour at school are very good. Overall provision for social, moral, spiritual and cultural development is very good. Attendance is very good. This reflects the views of both parents and pupils, as expressed in the questionnaires analysis, and is an overall improvement on the previous inspection report. This quality of provision makes a very positive contribution to the personal development of all pupils and plays a strongly supportive role in their overall attainment and achievement.

Main strengths and weaknesses

- Pupils display very high levels of interest in school life and activities provided.
- There are very good relationships between pupils and between pupils and staff.
- The school promotes very high standards of spiritual, moral and social awareness.
- Pupils know right from wrong and respect others’ feelings and beliefs.
- The school has a very friendly and supportive ethos.
- Attendance is very good, although a small number of parents persist in taking pupils on holiday during term time.

Commentary

9. Pupils’ attitudes and values are very good. Personal development is good. The generally positive picture found at the last inspection has been significantly improved. Pupils are very well behaved, polite and courteous, and respond very well to the caring family ethos of the school. There are a few pupils who do have challenging behaviour, but staff work very well together to consistently reinforce good behaviour, and consequently they deal quickly and effectively with the few incidents of inappropriate behaviour that do occur. Some children in the Foundation Stage enter school with underdeveloped social skills, but they learn the rules quickly, and respond positively to the clear routines. They enjoy the range of activities planned for them and are eager to learn.
10. Pupils’ relationships with adults and each other are very good, and have a positive impact on their learning. They are very supportive of each other and their teachers. Pupils are happy

and secure, and enjoy school life in an atmosphere where all are valued. Pupils respond well to the help provided, and enjoy the praise that is often given. They take much pleasure in receiving rewards for their achievements and strive to be mentioned in 'Good work Assembly'. These rewards are strong motivators, especially for the younger pupils. Pupils of all ages mix well at playtime and lunchtime, and pupils with special educational needs take a full and active part in lessons, and activities at playtimes.

11. Attendance is above that to be found in most schools. The overwhelming majority pupils arrive punctually for the start of school. Registration practice is generally efficient and no time is therefore wasted. The significant majority of parents ensure that their children attend school regularly and arrive punctually. Most absences arise through sickness or medical visits, although some parents do withdraw their children from school to undertake holidays during term time. The school is active in informing parents of the potential disruption upon the children's education that this can cause.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.0
National data	5.4	National data	0.5

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

12. The school policy on behaviour is clear, with pupils involved in the generation of, and their acceptance of class and playground rules for behaviour. The good role models of the staff promote an awareness of the consequences of their actions. There is a high regard for both moral and social development, with good emphasis on right and wrong, and fairness and honesty. This understanding is planned through personal, social and health education across the school. When given opportunities to work independently or in groups, pupils work co-operatively, sharing and valuing ideas, and concentrating well on the task.
13. The opportunities for pupils to gather insight into beliefs and develop their spiritual awareness are very good. For example, the pupils are regularly involved in creating their own prayers and poems following discussion or religious stories. The weekly assemblies, which celebrate pupils' successes, are very beneficial in raising their self-esteem. The provision for moral and social development is very good. Teachers have high expectations for the behaviour of pupils and they in turn rise well to the challenge. Moral issues are raised and discussed in planned times for pupils to express their thoughts and emotions through games. Older pupils care for younger ones and there is a range of responsibilities that pupils accept. The provision for pupils' cultural development is very good. There are links with a school where pupils are predominantly from a Muslim background – sharing friendship days, visits and special occasions (Eid and Easter) also broadens pupil understanding and gives greater depth and quality of learning.
14. Pupils throughout the school show a considerable pride in being members of the school community and clearly enjoy being in school. They are interested and involved in the wide range of activities that the school provides, both in lessons and out of school hours. Parents are very supportive of the school, and very happy with the values the school promotes. Pupils' behaviour in lessons and around the school is very good overall. No incidents of bullying were seen during the inspection, and as the table below shows, no pupils have been excluded from school. There have been no racist or sexist incidents.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The quality of teaching and learning is very good. The curriculum is very well planned and exciting. The care shown to pupils is excellent and there are very good links with parents and the community.

Teaching and learning

The quality of teaching and learning is very good. Teaching is very good in the reception classes and good in Years 1 and 2. Learning is very good throughout the school. The quality and use of assessment in reading, writing and mathematics is very good and effectively used.

Main strengths and weaknesses

- The quality and use of lesson planning and assessment are very good.
- Relationships and the management of behaviour are very good.
- Teaching in the reception classes is strength because of the focus of key skills in all areas of learning.
- The questions teachers ask encourage pupils to think deeply.
- Teaching is often imaginative.
- The pupils are persistent, hardworking attentive and eager.
- There is not enough use of ICT in lessons.

Commentary

15. The teachers' planning is very good and ensures that pupils achieve very well. In the reception classes and in Years 1 and 2, teachers work in pairs to plan lessons from the very good schemes of work in place for many subjects. They consider the needs of groups of pupils carefully and identify how key skills will be developed. The teamwork and thoroughness means that teaching has a very positive impact on learning, even on the few occasions when other aspects of the lessons are not as effective. It is also why pupils of the same age in different classes make similar progress overall.
16. In the reception classes, there is a very good focus on developing basic skills through all areas of learning. The lessons are often imaginative and link well together. Children receive letters from storybook characters and act out dramas involving the characters from their reading books. They create pictures charts and diagrams on their work on 'taste'. They have frequent opportunities to 'write' and draw in writing corners, offices and role-play areas. The teachers' very good knowledge of the needs of young children means they know when to intervene and join in the children's activities to extend their vocabulary and knowledge, and when to observe and allow the children to explore their own learning. The motivation and imagination means that children learn to concentrate for longer periods than normally expected and become independent and confident, and thus well prepared for Year 1.
17. The use of assessments to plan work for pupils in reception and Years 1 and 2 is a particular strength, especially for English and mathematics. The plans have clear learning objectives, often written in a child friendly language so that it is easy to see whether they have been achieved. New learning is planned to build on these outcomes. For example, in a very good English lesson in Year 1, the teacher used key words from the reading scheme to match the sentences pupils had to complete very closely to their individual needs. In mathematics, mental mathematics questions are focused on individuals to provide the right challenge. The teachers generally guide the pupils well through their marking and regular comments. The pupils have a very good understanding of the targets they are working towards in English and mathematics and these give them something to aim for.

18. The teachers' questioning is very effective. It is a good reason why pupils' speaking and listening skills have improved well since the last inspection. Such questions encourage pupils to think about their work because they are open ended and challenging; for example 'What could you do to improve that sentence?' By following question with question they guide pupils to the correct answer and give them a feeling of achievement.
19. The teachers often use imaginative techniques to interest and motivate pupils. As a result the pupils are eager and persistent in their work. For example, in science, pupils progress up a ladder of questions to help them structure their investigation and ensure it is a fair test. There is good use of drama and discussion in many lessons. There are not, however, many times when teachers use ICT as part of their teaching.
20. Classes are calm and hard working. There are very good relationships between staff and pupils. Teachers are firm, but friendly and the pupils respect this. There is a good pace of working because teachers usually set clear time limits and have high expectations for behaviour and independent work. Teaching assistants make a very good contribution to learning. They are well trained and well informed and provide skilful support to pupils of all abilities, especially those with special educational needs.
21. Very few lessons were less than good and none were unsatisfactory. There are few significant weaknesses. The work set for more able pupils was a little too difficult in one lesson. In a mathematics lesson, the teacher used resources which confused rather than helped the pupils. Although the headteacher regularly and rigorously monitors the quality of teaching, the subject coordinators do not often observe teaching in their subjects to ensure the best practice is consistently shared.
22. Homework is used well in several subjects. Regular reading and mathematical activities are set from the time pupils start school, and the homework book provides good communication opportunities between parents and staff. The pupils are often asked to find interesting facts and information at home to support their learning, for example in science.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	12	4	0	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.

The curriculum

The school's curriculum is very good. The range and quality of extra curricular activities is very good. The quality and use of accommodation and learning resources is good.

Main strengths and weaknesses

- The school provides a well planned and interesting curriculum within and beyond the school day.
- The ethos of the school ensures that all groups of pupils are fully included in the experiences that it offers.
- The provision for both special educational needs and personal, social and health education is very good.
- Further development of links between curriculum subjects and the greater integration of the use of information and communication technology (ICT) into all curriculum areas would further improve its quality.

Commentary

23. The success of the curriculum in meeting all pupils' needs is based on a number of different factors. These include: the strong leadership of the headteacher, and the role of co-ordinators who are key to specific subject areas; the long term planning which has been carefully deliberated on and trailed over a period of time – with all staff contributing their thoughts and findings; and the imaginative and sensitive delivery of the curriculum which stimulates learning, translating the schemes into manageable medium term planning units. The curriculum has improved well since the last inspection.
24. The whole curriculum is permeated by the school's caring ethos, which is often reinforced through ideas discussed in the daily act of collective worship. This understanding approach ensures equal access to the curriculum for all pupils. It begins very effectively in the foundation stage. Based on the 'ideal' that all pupils are special and can have specific needs in different curriculum areas or at various times in their school life, teachers work hard to involve all groups of pupils in the curriculum, assisted in this by well trained support staff, who are also sensitive to pupils with special educational needs. Teachers take every opportunity to promote pupils' personal and social skills through the curriculum, encouraging pupils to work collaborative and independently in situations which promote learning through direct experiences. Health education, including sex and drugs awareness, is further supported by the use of outside expertise, raising pupils' awareness of themselves and their local environment.
25. Thoughtful preparation ensures a smooth transition for pupils moving from the Foundation Stage to Year 1, while the policy for pupils moving from Year 2 to the next phase of their education is currently being reviewed.
26. The provision for pupils with special educational needs is very good. The school is aware of pupils needs from a very early age. They make a detailed analysis of pupils' learning needs giving priority to basic skills including social and emotional factors and early literacy and speaking skills. The individual education plans provide good guidance to support staff who are experienced and trained well.
27. The curriculum meets statutory requirements and is used to teach pupils skills that are discrete to specific subject areas. Teachers use opportunities to help pupils' awareness of how learning will assist them in the wider world. The school is not yet making full use of ICT for learning in other subjects.
28. A strength of the curriculum is the way in which learning is improved through rich learning activities and extra-curricular provision. This contributes to the high standards of achievement and brings excitement and challenge to learning, extending pupil skills and raising their self-esteem.
29. Within the curriculum the quality of regular visits in each year group, including the Reception visit to Blackpool, Year 1 to the Saddleworth Museum and Canal Barge, and Year 2 to Southport, all help to structure learning beyond the classroom into meaningful curriculum experiences. This is further extended by a wide range of diverse extra-curricular activities varying from choir, Spanish and drama to dance and sports.
30. Links with the school's community through the performance of concerts (most recently 'Oliver' and 'Joseph') the extensive church organisations, and the sponsored fundraising activities, all help to support learning beyond the school day.
31. The school's improved accommodation is also used effectively to contribute to the quality of pupil's education. The outside learning area and new building are used well. The refurbished toilets and good clean decorative standard of the building ensures that it offers a good learning environment for all pupils.

32. The well trained classroom assistants work well alongside teachers and bring very good support for children of all ages.
33. The purchase of resources is prioritised and has focused mainly upon the core subjects in recent years. There has been much improvement with the provision of ICT resources, which the school now uses to enhance curriculum delivery and meet pupils' needs.

Care, guidance and support

The care, guidance and support for pupils are excellent overall. The school's monitoring of pupils' achievement and personal development is excellent.

Main strengths and weaknesses

- There is a very strong family caring ethos within the school.
- The involvement of pupils in the school's work and development is very good.
- The health and safety procedures are very good.
- Very good relationships exist between pupils and teaching staff.
- The school's provision for support, advice and guidance of pupils is excellent.

Commentary

34. Induction arrangements are good. These arrangements start the work of developing good and trusting relationships between pupils and staff. This gives pupils the confidence to seek support and guidance when they have concerns about their work, or a personal problem, or when they want to share a success or news of something special. Staff respond well to such requests and, through their good knowledge of pupils as individuals and monitoring of pupils' personal and academic development, provide well-informed support, advice and guidance. For example, several teachers have sufficiently well established relationships with pupils to allow for high levels of exchange of humour as a teaching aid. These relationships generate a very secure and supportive family atmosphere that positively embraces all pupils. There has been very good improvement since the last inspection.
35. The confidence and happiness of the pupils is targeted well by the school as part of their personal development, and the school works hard to achieve this end. Pupils enjoy coming to school, with the overwhelming majority being very keen to please their teachers. They try very hard in lessons and make good efforts to achieve.
36. Child protection has a high priority. The staff are well trained and understand the need to be aware and maintain constant vigilance. There are very good systems in place to support attendance and punctuality, including outside support as well as internal rewards across the whole school. The governing body has a dedicated health and safety policy that is reviewed regularly. It fulfils its responsibilities for both internal and external risk assessment. There is very good involvement in this area by the site manager.
37. The very good relationships allow for good avenues of dialogue between pupils and teachers. Circle time and achievement assemblies are all good means for pupil communications. The 'Spencer Bear Box' gives the pupils chance to express their thoughts and worries in confidence and the headteacher makes certain the letters and pictures sent are regularly followed up. The pupils' views are gathered by the headteacher through questionnaires and surveys on a range of issues such as lunchtime arrangements are acted upon.

Partnership with parents, other schools and the community

Partnership with parents is very good. Links with the local community are very good. Links with other schools and colleges are good overall. These constructive links are very effective in supporting the positive relationships existing between parents and school for the improvement of pupils' learning.

Main strengths and weaknesses

- The school's partnership with parents makes a very positive contribution to pupils' learning.
- Parents are very happy with what the school provides for their children.
- The level of information, newsletters, pupils' reports etc., provided to parents are good.
- There is a very beneficial number of volunteer helpers in school.
- Links with the community and other schools enrich learning experiences for pupils and provide very good opportunities for their social development and awareness.

Commentary

38. Parents have very positive views of the school and the education that it provides. The partnership between school and home is very good overall and plays a positive role in supporting pupils' learning at school and home. Analysis of parents' questionnaires returned showed that they are very satisfied with the all aspects about the school. This gives them great confidence in the school's ability to teach their children well. They feel particularly strongly that teaching is very good, school is approachable and the management is very good. They believe school is very fair to all and their children are encouraged to be considerate and develop a mature viewpoint. The school actively seeks the views of parents in supporting pupils' learning and for key aspects of the school such as the building and construction work.
39. The information provided by the school is good. The parent/teacher meetings, along with the annual pupil reports, give parents a sufficiently clear picture of what pupils have done. Reports give sufficient detail in setting future targets for pupils and parents to reach towards. The school issues termly topic information of class activities that allows parents to participate in pupils' learning at home during the term. There is a good range of social news issued about school, church and community activities to inform parents who may wish to be involved.
40. There is a solid core of dependable and regular volunteers that make a positive contribution to the quality of teaching in classrooms. They in turn are well trained by the school. The school has run several meetings to help parents' understanding of current teaching styles. These are helpful in supporting children's learning at home. Pupils are well supported by their parents in their homework. This enriches pupils' development by extending the learning that takes place in classrooms for example, in spelling, reading and mathematics.
41. Links with the community and a wide range of visits and visitors provide very good enrichment of the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. The school has secure links with the church through such events as Harvest Festivals. There are very good links with the community, which involve visits to a good range of local areas and an active involvement in sporting events. There are very good links with business and industry in the area.
42. Links with other schools are good, and the school plays an active part in the local pyramid of schools. Links with the local junior school appropriately support the transfer of pupils by providing opportunities to visit and gain an understanding of what junior schooling will be like. The school is active in seeking to further develop these links. The links the school has

established with other infant schools both near and afar give pupils opportunities to be aware of cultural and social differences. .

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good. The school is very well led by an enthusiastic and hard working headteacher and senior staff. Governance is good.

- Very good improvement in leadership by the headteacher generates a very good learning ethos, promotes confidence in the school and ensures that the maintenance of very good standards for all pupils remains a high priority.
- Teaching and non-teaching staff work very hard and share a very high level of commitment to the improvement of provision and standards.
- Parents have every confidence in the leadership of the school and are extremely appreciative of its caring, Christian family ethos.
- The development and management of the reception classes is a strength.
- The management of provision for special educational needs is very good.
- The close partnership between the governors, the school and the church ensures that the governing body is well informed, has a good understanding of the strengths and areas for development in the school. The governing body fulfils its statutory duties very well.
- Educational priorities are supported very well through effective financial planning, and specific grants received by the school are used very effectively.
- Management systems to check the quality of provision and the impact of new initiatives are consistent and rigorous, particularly in the Foundation Stage, English and mathematics.
- Subject co-ordinators check the school's curriculum and assessment provision and practices thoroughly and meticulously, but their first hand knowledge of classroom effectiveness remains limited.

Commentary

43. The headteacher has a high profile about the school. She leads in a thorough, perceptive manner, which stems from her own very good teaching. She teaches part of the time and supports colleagues and pupils very well. She has established effective systems for monitoring the quality of teaching and learning and this has had a significant impact on maintaining the very high standards. Teaching, non-teaching staff and the site manager are equally committed and share a high level of commitment to the improvement of provision. The school puts into practice its mission to provide equally for all pupils whatever their ability, race or background. This is carried out in an atmosphere of genuine concern for each individual, and pupils and parents appreciate this.
44. There has been very good progress in the issues raised in the previous inspection, but the role of the subject co-ordinators remains underdeveloped. Co-ordinators lead their subjects well, link their findings effectively to an improved staff development plan, and make very effective use of planning and assessment, but lack first-hand opportunities to gain a good overview of actual provision in their subjects. Performance management is very effective in identifying areas for improvement, targeting improvement in standards and providing appropriate training. The school recognises that still more is required in ICT.
45. The school has an effective policy on racial equality. There have been no racial incidents and the school promotes a greater understanding of racial equality through its links with other schools and personal, social and health curriculum.
46. The headteacher provides a very good example through her role as special educational needs coordinator. The effective targeting and support for special educational needs and also the less able pupils is a very good reason why only a few pupils do not meet the expected levels in national tests.

47. Governors are well informed, well organised, actively involved and have now built up an effective committee structure to support and develop the aims of the school. They promote the close relationship between the school, the church and the community. They ask questions of the school and challenge its thinking on several issues. Hence, the governing body has a good working knowledge of the school's strengths and knows where and when improvements are needed, such as a disability access. Financial control is very good and the school applies the principles of best value. The budget is closely linked to strategic planning for the future. A substantial part of the surplus in 2002/03 contributed to the recent building work including the outdoor play area and facilities. There are perceptive contingency plans to deal with the projected shortfall for the current year in order to maintain the breadth of the curriculum. The headteacher and governors are very resourceful in seeking out additional funds.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	380,113	Balance from previous year	32,167
Total expenditure	357,288	Balance carried forward to the next	22,824
Expenditure per pupil	2,042		

48. The management of the Foundation Stage is very good and is strength of the school. The quality of curriculum provision and assessment procedures result in a learning environment in which very young children are carefully nurtured and quickly make good gains in their learning. It is entered in the Oldham's Schools' Register of Good Practice for excellence in Early Years.
49. The management of provision for special educational needs is very good. The pupils are identified at an early stage and their progress is monitored very closely. Through a good range of structured tests and assessments the pupils' needs are accurately identified and used to target support effectively. The provision for special educational needs makes a good contribution to standards, particularly in reading. Taking into account the very good provision, pupils' achievement and the relatively low expenditure per pupil, the school gives very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is very good.

50. The school provides a very good start to children's education and good improvement has been made, including very good outdoor provision, since the previous inspection. The overall quality of the teaching is very good. Together with the very good planning of the relevant curriculum, thorough assessment procedures, excellent, knowledgeable, adult support, and the improved facilities for outdoor provision, the children are nurtured effectively in a very rich learning environment. As a result the children are happy, enthusiastic, concentrate well, and work with interest. The attainment of the 60 children on entry to school is average overall, but fewer children are of lower attainment. Most have had some form of pre-school experience. An examination of past and current work shows that children make very good progress towards the learning goals set for this age and achieve very well. Most are on target to achieve the goals and the majority are likely to exceed them. Standards in physical development have risen since the previous inspection, because of the good outdoor provision. All children are fully included in all aspects and activities of the Foundation Stage, and those with special educational needs are given a high level of appropriate support from the teachers and other adults. The very good quantity and quality of resources and displays in all areas of learning, stimulate children's imagination and language skills and enriched learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good procedures and practices help children to start school, adapt quickly and easily, and move on confidently to the next stage of their education.
- A warm, secure atmosphere is generated by adults who are very good role models, in which the children feel valued, secure, happy and confident.
- The classroom is structured and well organised.
- Daily routines show high expectations of children, within a framework of appropriate experiences and activities.
- There are very good opportunities to encourage responsibility and independence, but a few are missed at snack time for children to develop independence and social skills.
- Relationships are very good and foster the spiritual, moral, social and emotional development of the children very well.
- Children's efforts are valued and work accomplished in school and at home is celebrated.

Commentary

51. Adults are very effective in nurturing all pupils' personal and social skills. Children enter the class confidently because of the school's very good induction procedures. They adapt, quickly, to the routines, learning to make decisions and organise their own time through a wide range of very well thought out 'free choice' activities. By the end of Year R standards are above average.
52. The excellent liaison between the teachers and nursery nurses is beneficial to all children. Children are happy and enthusiastic, concentrate well and work with interest. They are motivated well and co-operate sensibly when sharing equipment. Children's behaviour and their attitudes to learning are very good. Resources are very well matched to individual needs

to enable children to concentrate and persevere independently for lengthy periods of time. They achieve very well in relation to their capabilities and make good gains in their learning. In the lessons observed, there were missed opportunities for the acquirement of social skills and independence during 'Snack Time'.

53. There is an appropriate emphasis on values beyond the functional. The respect and care that the children receive, contributes well to their spiritual, moral and social development, and most children respond very well by being polite, kind and helpful to others. Children are likely to exceed the goals for this area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are very good, early opportunities for children to become competent in basic skills.
- Very effective teaching, organisation and management in all aspects results in very good progress and all children achieve very well.
- Imaginative resources, along with role-play, are used very effectively to promote speaking and listening skills.
- Reading and writing skills develop very well because of early regular practice to recognise letters and sounds and write independently.
- Children have very good, incidental opportunities to attempt to write with developing confidence.
- Children are highly motivated, enthusiastic and enjoy learning.
- There is a well-organised and well-equipped library.
- Pictorial comments in reading diaries by children develop their opinions about stories they have read.

Commentary

54. Speaking and listening skills are taught very well through a wide variety of methods such as songs, stories and discussions and by using relevant vocabulary in all activities. Most children interact well with each other, and the appropriate balance of teacher talk and children's opportunities to speak in front of others and during role-play and public performances, promotes very good expression of ideas and widens their vocabulary. In one lesson seen, there was limited adult intervention in the sand and water play to extend children's speaking skills. Skilful teaching and very good use of resources maintain their interest, concentration and engagement. Children enjoy listening to, and retelling stories and plays in the correct sequence. Most recognise a range of simple words that occur frequently their knowledge to read each letter in selected three letter words. Higher attaining children can read the words independently. Children are given many formal and incidental opportunities to develop their independent writing skills. They use the writing areas regularly to experiment, develop and practise their skills. Most make good attempts at early writing, and lower attaining children are given very good adult support to help them make progress. One higher attaining child wrote expressively IHdUdTHETAbANDTHEbAlcudnFidme (I hid under the table and the bear couldn't find me'). Adults draw children's attention to the correct formation of letters and many children are developing good pencil control. Children take books home regularly and share the stories with their parents and other adults. Homework is used productively to extend the work done in the classroom and point children towards becoming critical readers. Most children are well on course to exceed the expected levels in reading and writing. They achieve very well and make very good progress.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching is very good and children achieve very well.
- There are very good, early opportunities for children to become competent in key skills.
- Imaginative resources, along with role-play, are used very effectively to promote numeracy skills.
- Very good equipment, activities and displays of numbers and graphs help children to learn.
- Lively mental warm-up games using puppets and jingles make learning fun.
- Good use of outdoors to enrich the numeracy provision.

Commentary

55. Children sing a range of counting songs with enjoyment and confidently chant number jingles such as '1, 2, 3, 4, 5, Once I caught a fish alive'. Most children can count up to five and many count rhythmically to 20 and a few beyond. No opportunity is missed to reinforce counting skills by rhythmic chanting of the numbers and the use of a puppet and an outdoor number line. Children are successfully learning to use simple mathematical vocabulary, for example lively games help them to put numbers in order. Jigsaws, construction bricks, and puzzles are used effectively to encourage recognition of similar shapes and familiar colours. Through creative activities and constructional play, children show an interest in shape and space and draw, cut and stick circles, squares, triangles and rectangles and talk about shapes in the world around them. Children have many opportunities to explore and use all areas of mathematics and have early opportunities to calculate and manipulate numbers and problems. They become aware of block graphs through recording their favourite and least-liked reading books. All adults help all children, including those with special educational needs effectively, so they all are fully involved and make very good progress. Most children are on course to exceed the goals expected of them well before the end of their time in reception. They achieve very well and make very good progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Teaching is very good and children achieve very well.
- Children develop enquiring minds.
- Effective links are made between science, art and design, design and technology, history, geography and religious education.
- Role-play raises awareness of the cultural and multicultural society in which children live.
- There are good opportunities to design and make objects, using a variety of skills and techniques.
- There is a wide range of resources to support the curriculum, with improved computer provision.

Commentary

56. Children make very good progress and achieve very well because of their many opportunities to learn about the world around them through very well planned themes, such as 'The Weather', 'The Senses' and 'Families'. They investigate for themselves and question why things happen. Children gain a sense of the passing of time through the regular use of significant times of the day and daily routines and learn about significant events in the year and in the church calendar, such as Harvest, Easter and Christmas. They plan, design and make products, such as attractive calendars from materials, and use a range of construction equipment to design and build models, linked to their other work, such as different types of buildings and vehicles. The very good variety of role-play scenarios in the different topics bring learning to life, for example, 'The Hairy Bear' musical, and the Nativity story. The increased number of computers now available is used well. Specific teaching, using laptops, allows children's skills to be developed systematically, and the use of two other classroom

computers allows the integration of information and communication technology with everyday activities. Children are familiar with the simple programs. They manipulate the mouse well when using literacy, numeracy and art programs. A wide range of visits is used to extend children's learning beyond the classroom and to raise awareness of the cultural and multicultural society in which they live. Children acknowledge the existence of a Christian higher being, through simple prayers at the end of a session and learn about festivals in the major world religions. The children are likely to exceed expected levels for their age.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Teaching is very good and children achieve very well.
- Children's movements are well co-ordinated and controlled.
- Resources are good and outdoor accommodation and facilities have much improved since the previous inspection.
- There is regular use of the improved outdoor facilities. Its planning is to be refined.

Commentary

57. Physical skills develop very well as a result of very good teaching and frequent opportunities to use a range of appropriate resources. When children enter the reception classes their manipulative skills and co-ordination are usually typical for their age, with appropriate control in large and small-scale movements. They develop this control and improve co-ordination and learn to express their feelings and emotions through movement, working co-operatively in groups. They learn to take turns and share resources well and use tools and equipment, such as pencils and scissors, with adroitness and increasing dexterity.
58. In the one physical education lesson seen, very good teaching indicated that there are profitable opportunities to develop a sense of space and bodily awareness, learn to co-operate and work as a team. Children moved confidently, with good control and co-ordination, moved to the teacher's command and used the large hall space well. The large-wheeled toys and climbing and balancing equipment provide greater physical challenge, which is a good improvement since the previous inspection. A high proportion of children are likely to exceed the goals for their age.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Teaching is very good and children achieve very well.
- There are regular and frequent opportunities to explore and experiment in two and three-dimensional art.
- There are very good resources to support the curriculum.
- Creative development is linked well to all other areas of the curriculum.

Commentary

59. Skilful teaching ensures that children have a rich variety of opportunities to develop their creative abilities. They make good progress in their artistic skills and achieve standards that well exceed the goals set for them, such as when they painted and made collages of Nursery Rhyme characters in the style of Henri Matisse. Children show creativity and imagination and

explore and experiment using colour, texture, shape, form and space in two and three-dimensional art. They enjoy regular opportunities to explore colour, learn how to use tools correctly and make good use of their developing computer skills to create artwork. Children also make good gains in their dramatic expression in role-play, exploring ideas introduced through investigations, stories and shared personal experience. No music lesson was observed but singing is used regularly and effectively in the classroom. Songs, chants and jingles are used very effectively to reinforce literacy and numeracy. Taped music is used to enrich dramatic productions such as the highly successful 'Hairy Bear' musical, performed for the school and parents.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in all aspects of English is **very good**.

Main strengths and weaknesses

- Standards in all aspects of English are well above average and very good progress is made in Years 1 and 2.
- Teachers place importance on teaching basic literacy skills so that activities are well targeted, planned and prepared to enrich reading and writing activities.
- Assessment information is used very well to identify areas for curriculum development, so that work is very well planned and builds on prior attainment.
- Targets set are challenging but realistic for pupils' next steps in learning.
- Pupils' attitudes to learning are very positive.
- Marking does not always inform pupils how to improve their work.
- Limited opportunities for all pupils to use their ICT skills on a frequent and regular basis.

Commentary

60. Pupils' speaking and listening skills are well above average throughout the school. Pupils' achievement is very good. The majority of pupils are confident speakers and attentive listeners. The school provides many very good opportunities for pupils to develop their skills by discussing their work in pairs, groups and whole class sessions. Teachers focus on developing a wide range of vocabulary to help them explain themselves clearly and make their work interesting. There are some very good planned opportunities for pupils to discuss and practise these skills throughout the curriculum, such as in the use of Punctuation Buddies, Writing Buddies and Reading Buddies, when pupils engage in purposeful discussion, and public dramatic productions when pupils gain confidence.
61. Reading standards of achievement are very high because of the school's sharp focus on this. Teachers have very good knowledge of how to teach reading, have high expectations and are very aware of the needs of their pupils. Pupils read regularly to adults, good records of progress are kept and parents share in their children's learning. Pupils are taught clear strategies to help them to decipher words. Group reading sessions are very well organised so that a good level of attention is paid to each group. Pupils are very interested in, and enjoy reading and as one pupil stated, 'Reading will make your brain better'.
62. Standards in writing are high, because, again, the teachers have very good subject knowledge, high expectations, and give pupils good opportunities to write in different styles, such as in science, history and geography. They write accurate instructions on how to wrap a parcel, compose meaningful prayers and compile plans for backpacks. This accelerates their progress. Pupils use a good range of descriptive vocabulary to make their stories interesting. Standards of formal handwriting practice are good, but the same standards when writing in other subjects are not as evident. Marking is encouraging and applauds successes, but does not always offer enough help to improve. There are limited opportunities for pupils to edit their work using ICT.
63. Pupils with special educational needs make very good progress in their reading and writing skills. This is because the special educational needs coordinator makes very careful and detailed assessments of pupils' attainment in basic literacy skills. She then sets a detailed programme in place to provide structured progress, and targets good support from teaching assistants. In this way, some of the key barriers to pupils' learning are removed. This has a significant impact on the pupils' self-confidence and ability to study other areas of the curriculum.

64. Teaching is very good. Teachers have secure subject knowledge and plan interesting lessons, using resources imaginatively to motivate pupils to work hard. They incorporate computers into some lessons, but overall, little use was evident in the lessons seen. Teachers use their knowledge of the pupils well to plan work to meet their needs. Teaching assistants make a very good contribution to lessons by supporting the least able and working with other groups. Support staff are well informed and involved in the planning stage. They have very good relationships with pupils and this gives them confidence. Management is positive and most pupils' very good attitudes and good behaviour contribute well to their learning. Teachers contribute very well to the detailed, meticulously kept records of pupils' progress. They analyse assessment information and identify new priorities. The subject is led well and clear and appropriate priorities are set to improve standards and rectify the weaknesses highlighted by the school staff improvement plan. Staff training and resources are provided to support developments. However, the monitoring of the quality of teaching and learning are carried out by the headteacher and there are not enough opportunities for subject leaders to gain a clear insight on the effectiveness of classroom practice. The attractive school library, recently relocated, refurbished and replenished, is well stocked, and now includes a wide range of non-fiction books.

Language and literacy across the curriculum

65. This is good. English writing skills are now used frequently and effectively across the curriculum to extend learning in subjects such as history, geography or science. The use of these skills is systematically planned. Teachers place a good emphasis on specific vocabulary in each subject, ensuring that pupils understand the relevant terminology. The very good standards pupils achieve in reading ease their access to all subjects of the National Curriculum.
66. Pupils learn Spanish in an after-school club on a fee paying basis. No lesson was observed, but during some registrations, pupils responded spontaneously and confidently in the language, clearly benefiting from the teaching.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- The quality of planning is very good.
- Teachers have a good knowledge of how to teach mathematics.
- There is very good support for less able pupils.
- The school makes very good use of homework.
- There is not enough use of ICT in mathematics.

Commentary

67. By time pupils leave school, standards are well above average and achievement is very good. A high proportion of pupils are at higher levels and very few pupils attain below the expected level for their age. There has been good improvement since the last inspection.
68. The pupils develop good strategies for tackling their work. For example, they add two or three digit numbers by using their good knowledge of place value and number bonds to decide on the best numbers to combine first. The pupils are making very good progress in learning basic skills through lively classroom games and chants and very good regular homework focusing on basic skills. As a result, pupils know their 5, 10 and 2 times tables well and more able pupils know several more. The teachers place a strong emphasis on

using a good technical vocabulary and so pupils identify 'multiples' and 'factors'. They sort multiples by using Venn diagrams and describe the activity well. Pupils have a very good knowledge of three-dimensional shapes such as triangular prisms, cones and cylinders. They enjoy sharing this knowledge. They understand how to produce a tally chart when collecting data and how to develop this into a graph. The practical, problem solving nature of many lessons means that pupils develop very good skills in using their knowledge. For example, when solving measuring problems.

69. A clear strength of the teaching is the very good scheme of work that teachers base their planning on. It provides very precise learning objectives for lessons, which are presented in a language pupils easily understand. This is then related well to the marking comments to guide the pupils and set them targets for future learning. The quality of teaching observed was good overall, but the effective planning ensures that achievement and learning is very good overtime. A strength of the teaching is the very good questioning, especially in challenging the more able pupils in the mental and oral sessions. The work is matched well to the needs of different groups of pupils and most activities are attractive and motivating. Support staff make a very good contribution by supporting different groups of pupils. The pace of most lessons is brisk and challenging. There is very good support for the less able pupils and those with special educational needs, who make very good progress, because of the individual nature of many tasks. However, in one lesson the teacher confused the pupils by trying to explain how to round numbers up or down in too complicated a manner and the resources used didn't make the problem any clearer.
70. The subject is very well led, and with enthusiasm. The planning and assessment procedures in place are of a very high quality, except for the provision of ICT in lessons. This is the main area for development. The subject coordinator monitors standards of work well through pupils' work and analysis of national tests. This has led to significant improvements to problem solving tasks and mental mathematics tasks. However, the monitoring of lessons has been carried out by the headteacher, which limits opportunities for the co-ordinator to develop and share the very best practice.

Mathematics across the curriculum

71. This is good. Work in one subject is often closely linked to another. In design and technology for example, the pupils use accurate measurements as part of their design work on bridges and vehicles. In science, they make a detailed traffic count using tally charts and bar and line graphs to compare a busy and a quiet road.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- By Year 2 standards are well above average.
- Curriculum and lesson planning is very good and ensures pupils make effective progress.
- The focus upon encouraging the development of enquiry skills through questions and structured investigations.
- The enthusiasm, curiosity and interest which pupils show in their learning.
- The recording of work and results in a range of ways.
- There is a lack of use of ICT across the school in this subject.

Commentary

72. There is a very good scheme of work developed by the subject coordinator which is used to plan effectively. Through a whole school teaching approach, great emphasis is placed upon

practical investigation and the development of pupils' enquiry skills with their curiosity being aroused through open questioning. Improvement since the last inspection is good.

73. Standards are well above average and pupils achieve well. Pupils with special educational needs achieve well. In Year 1, pupils have a good understanding of a “fair test”, seen in work investigating which material would keep Little Red Riding Hood’s cakes dry as she took them to grandma in the rain! Similarly, with work posing a question about which material would be best to wrap a parcel and send it through the post, the Year 1 pupils predict, present their evidence and evaluate their findings. The Year 2 pupils operate confidently using these principles and skills in their work. They remember well the science knowledge gained from work in previous weeks about proteins, carbohydrates and vitamins and their contribution to a balanced diet. They relate this very effectively to life and the idea of eating healthily to support the body. They use good charts and basic graphs to illustrate their findings, which they use well to make an analysis and comparison with their predictions and hypotheses.
74. Teaching is good overall. In Year 2 there was very good teaching, as the teacher constantly challenged pupils about their findings and helped them to question the enquiry skills they had used and how the investigation could be improved. Similarly, in Year 1 the lessons are very well planned and organised, with a clear focus on the classification of ways in which sounds are made, with pupils encouraged to interpret their results.
75. The combination of good planning, developing of enquiry skills, arousing pupil curiosity through investigation, and interesting and well-organised teaching result in high standards of achievement and very good learning. Portfolios of pupils’ work at different levels assists teachers to make accurate assessments which the teachers use well to ensure all pupils are challenged. The subject is well managed and resources are reviewed and renewed regularly.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Standards and provision have improved considerably since the last inspection.
- The school scheme with the assessment of half termly units is very good.
- The range of resources and improved teacher expertise and confidence.
- The motivation of the pupils to use this learning support.
- The school does not make enough use of ICT in all subjects.

Commentary

76. There have been great improvements made in the provision of ICT in terms of resources, teacher knowledge and understanding and a whole school scheme to work from. This has resulted in vastly improved teaching skills and teacher confidence, which in turn is having a positive impact on learning and standards.
77. Overall, the current practice is good, with the school providing computers in every classroom and eight laptops to support the learning of ICT skills. In addition, staffs use an interactive whiteboard and paper versions of the keyboard to assist pupils’ understanding. This begins in reception with basic mouse control and keyboard familiarity. Pupils with special educational needs make good use of computers to develop basic literacy skills and their progress is good.
78. The teaching of computer skills in ICT lessons is very good. There is clear progression. In Year 1 pupils understanding a very good range of keyboard skills, using the shift key and delete key to good effect, and being able to change the size of the font. The Year 2 pupils change the type of font and determine the appropriateness of this together with size and colour of text with ease. They plan, enter, save, amend and retrieve work. They bold and highlight text and work well collaboratively, with both boys and girls sharing learning

opportunities. They use the icons and can print out. They are highly motivated by their new resources.

79. The pupils' attitudes to ICT are very good. The teachers have high expectations for pupils to use computers independently and guide them through simple rules and instructions. Pupils are stimulated by the use of ICT and can explain procedures and how to use specific programs in Year 2.
80. The school scheme has helped teaching and learning in the developing of discrete skills, and with progression. The assessment of the skills at the end of half term units enables teachers to understand how well pupils are progressing and where teaching should lead next.
81. The co-ordinator has very good subject knowledge and regularly updates her knowledge. She supports her colleagues very well through a good range of training and planning opportunities. Staff are much more confident with the use of resources than they were at the time of the last inspection and are making more regular use of them. There is still room for further development. Pupils' work is monitored and teachers' planning is closely reviewed, leading to better teaching. The digital camera and video are used to illustrate learning.

Information and communication technology across the curriculum

82. This is satisfactory. Pupils in Year 1 had used a range of tools to create space pictures. In Year 2, in a more adventurous link with artwork, pupils have created pictures based on the work of Jackson Pollock, and also in the style of Mondrian. In discussion they were able to relate how this was done using an art package. In English, pupils use word processing programs to produce original stories and poems. Pupils practice basic skills in mathematics. There is some good use of digital photography in science work on 'Ourselves'. However, planning in most subjects does not yet routinely identify opportunities to use ICT as a tool for pupils' learning.

HUMANITIES

83. As it is early in the school year, insufficient work could be observed in history and geography to form overall judgements about the quality of provision and standards. No lessons were observed. Pupils' work from across the school was analysed and teachers' planning was monitored. Discussions were held with the older pupils.
84. Teachers' planning and pupils' work showed that pupils' knowledge, skills and understanding are built upon in a systematic way and all attainment targets are covered by the end of the school year. Work in pupils' books from the current and previous years showed satisfactory improvement. Standards are above the expected level, progress is good, pupils achieve well and standards have been maintained since the previous inspection. Good procedures are in place for measuring pupils' progress on a regular basis. Marking did not always provide pupils with enough information about how to improve their work. There are improved opportunities for pupils to develop their skills in writing across the curriculum, but there was less work seen in information and communication and technology to add depth to the quality of pupils' learning.
85. Speaking to pupils indicated that their attitudes towards history and geography are very good and that a good curriculum is enriched through a wide range of visits. Pupils have good powers of recall. They recount vividly the life of Florence Nightingale, the soldiers' suffering in the Crimean war and their enjoyment in using a globe and atlases to locate Turkey and surrounding countries and continents. Resources are good, accessible and used well to enhance learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. Only one lesson was observed in design and technology and no lessons in art and design. It is, therefore, not possible to make an overall judgement on provision. Evidence was gathered from discussions with pupils and an analysis of a sample of their work.
87. In the work seen, standards are above average, as they were at the last inspection. The pupils make good progress in both subjects. The pupils work with a wide range of two and three dimensional material and the finished products are often vibrant and attractive. For example, the Year 2 pupils are learning to weave designs on card, and the fabrics chosen are glittering and bright. Pupils develop a good awareness of colours and how to mix them from primary colours. They appreciate the work of major artists such as Mondrian and Jackson Pollock. The work sounds very exciting; 'We got a large piece of paper and threw paint all over the place.' said one Year 2 pupil about his work on Pollock. The pupils often learn to make different studies, for example in their work on Pollock they used paints, pastels and computer programs. They produce prints with ink and paint in Year 1 and 2. There are some stunning space pictures in Year 1 using a computer program and drawings in paint and pastels. In Year 2 the pupils are designing and making bridges. This is closely linked to science work on forces. The pupils describe how they tested the joints and tried different materials to join them. In Year 1 they made space equipment. One pupil said, 'I made a back pack and you could breathe through it. Another pupil made giant moon boots from a net built out of cereal boxes. The pupils' enjoyment of both subjects is very evident.

MUSIC

Provision in this curriculum area is **good**.

Main strengths and weaknesses

- The quality of teaching is good and pupils are eager to learn.
- The pupils learn to perform and appreciate music from many different cultures.
- Standards of singing are good and pupils perform well. Standards are similar to expected levels overall.
- The school choir and the many opportunities for pupils to perform to adults make a good contribution to their self-esteem.

Commentary

88. Pupils of all abilities obviously enjoy singing both in acts of collective worship and in classroom lessons. They sing with a good awareness of the dynamics of a song because of the good role models provided by the teachers. This is enhanced by the good range of activity songs which they learn. They develop a good awareness of the rhythm of a song because of the links made between music and dance and the range of rhythmical exercises at the start of music lessons. Pupils know the names and sounds of several percussion and untuned instruments and use this knowledge to make simple compositions and accompany their singing.
89. Pupils learn to appreciate music from many different contemporary cultures by singing songs and moving to various recorded music. There are good links to other subjects such as history and geography. Pupils also learn to appreciate different styles of music such as European Folk music and atmospheric music based on their studies of Ancient Egypt.
90. The teaching and learning observed in both Years 1 and 2 was good. The lessons are well planned and lively. Teachers begin lessons with an activity to improve basic skills such as vocal work or rhythmical games. The specialist music teacher makes a good contribution by acting as a good role model to other staff. In Year 2 the teacher's good subject knowledge ensured good pupil achievement. There is no significant use made of ICT.

PHYSICAL EDUCATION

91. Only two lessons were observed and both were dance lessons so it is not possible to give an overall judgement on provision and standards.
92. Pupils are enthusiastic and enjoy dance in particular. In the two lessons observed useful links were made with learning from other curriculum subjects, music, religious education, history and multi-cultural education. By Year 2, pupils move imaginatively, imitating the style of Egyptian illustrations. They use space well with good regard for safety. The teacher motivates pupils well through high expectations for precise movements and a quality finish. The teaching seen in Year 1 was not as effective, as the teacher did not involve the pupils enough.
93. Although swimming is not offered as part of the physical education curriculum, there is useful extra-curricular provision in the form of dance and sports club. The school held a recent football tournament for teams of boys and girls.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

94. This is **very good**. The school plans well for pupils' personal development and effectively teaches them about the dangers of the mis-use of drugs and sex and health education. Pupils are regularly challenged to think deeply about social issues and literature is chosen well to support this. The school is very aware of extending the pupils' opportunities to work with different adults and extends learning through visits and visitors.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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