

INSPECTION REPORT

**ST PAUL'S CHURCH OF ENGLAND PRIMARY
SCHOOL**

Bury, Lancashire

LEA area: Bury

Unique reference number: 105332

Headteacher: Mr T Croasdale

Reporting inspector: Mr G R Alston
20794

Dates of inspection: 8 – 11 July 2003

Inspection number: 259874

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 12 years
Gender of pupils:	Mixed
School address:	Porritt Street Bury
Postcode:	BL9 6LJ
Telephone number:	0161 7643788
Fax number:	0161 2535967
Appropriate authority:	The Governing Body
Chair of governors:	Mr D Burgess
Date of previous inspection:	July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20794	Mr G Alston	Registered inspector	Mathematics Design and technology Physical education Foundation stage	What sort of school is it? What should the school do to improve further? The school's results and achievements How well are pupils taught? Assessment of pupils' academic achievement
19740	Mr A Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
	Mr P Martin	Team inspector	Science Art Music English as an additional language	How well the school is led and managed?
	Mr R Linstead	Team inspector	English Geography History Information and communication technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?
	Mr T Boys	Team inspector	Special educational needs The Resource Provision unit	

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's is a Church of England primary school that caters for pupils between the ages of four and eleven. It is situated on the outskirts of Bury. This is an average size primary school with 182 pupils on the roll of the main school: 92 boys and 90 girls. In the reception class, seven boys and 11 girls attend full-time. The school has been under-subscribed in recent years. Children arrive at school reflecting the full range of ability levels, but overall the attainment on entry is well below average. Pupils are organised into seven classes; four classes have mixed age groups. The pupils come from an area that has very significant signs of deprivation. Housing is mainly terraced dwellings. It is also an area of high mobility; for example, whilst 72 pupils entered the school in the last year, 31 left. The majority of pupils are white, although a small number come from Asian or from Black-African backgrounds. Nine pupils are learning English as an additional language, of which two are at an early stage of acquiring English. These figures are higher than in most schools. There are 77 pupils (42 per cent) entitled to free school meals, which as a percentage is above average. Seventy-eight (43 per cent) are on the register of special educational needs; the majority have moderate learning or behavioural difficulties, and 16 pupils have a Statement of Special Educational Needs. These figures are well above the national average. The school has a Resource Provision (RP) unit with 15 places for pupils with moderate learning difficulties. Eight pupils are attached to the unit.

HOW GOOD THE SCHOOL IS

This is a good school with a strong Christian ethos that meets its aim well, 'to encourage in pupils a sense of decency, commitment, respect for others and a sense of self worth'. It is effective because staff and pupils work closely together in a warm, caring environment. Pupils enjoy school, have very good attitudes to work and behave well. Teaching is good and pupils achieve well. The school is very well led and managed by the headteacher with the help of a dedicated staff and supportive governors. As a result, it gives good value for money.

What the school does well

- Pupils' achievement is good, including those with special educational needs, those learning English as an additional language and pupils attached to the Resource Provision unit.
- The quality of teaching is good; and is very good in the Foundation Stage. The school meets the needs of all of its pupils well.
- The school provides a good range of learning experiences for pupils, enriched by many visitors to school, visits out of school and a very good selection of out-of-lesson activities.
- The school provides very good opportunities that help pupils to develop well spiritually, socially and morally. As a result they behave well, form warm, sincere relationships and try hard with their work.
- Pupils benefit from the very good links the school has with parents, the community and other schools.
- The headteacher, with the support of a committed staff, provides very good leadership and in consultation with a conscientious governing body ensures that money is used effectively.

What could be improved

- *Standards in English, mathematics, science and information and communication technology (ICT) by the age of seven and eleven.
- *Pupils' ability to solve problems and answer mental type questions in mathematics.
- *The consistency in the use of reading, writing and computers across the full range of subjects.
- *The checking on how well pupils are doing in subjects other than English and mathematics.
- Outdoor play facilities and reading books in the Foundation Stage.

**The school has planned programmes in place to address these areas for improvement.*

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1998. There has been good improvement since that time. Pupils continue to achieve well, although standards in national tests have fluctuated according to the high numbers of pupils with special educational needs in the classes that took the tests and the effect of pupil mobility. The good quality of teaching has been maintained. The accommodation is better than it was at the time of the last inspection. In addition, the strengths identified last time have been maintained. In relation to the key issues identified:

- pupil achievement in English is better;
- although the provision for the Foundation Stage has significantly improved, further improvements can still be made for example, to the outdoor play area and reading resources;
- there has been a good improvement in the quality of school development planning;
- the governing body's role in checking on how well the school is performing is well established.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The information shows that results are well below average in English and science and are below in mathematics for 11 year-olds. When the school's results are compared to those in similar schools, they are average in English and science and above average in mathematics. Results of 2002 tests for seven-year-olds are very low in reading and writing and well below average in mathematics and science. When compared to similar schools they are well below average in reading and writing and below average in mathematics and science. Results have been consistently well below average at the ages of seven and 11, and reflect the large proportion of children entering the school whose level of attainment is well below expectations, particularly in language and number. The high proportion of pupils with special educational needs (35 per cent in most classes) and of those entering and leaving the school at times other than usual also have an adverse impact on results. However, results have risen over the past three years at a better rate to that found in most schools nationally.

Although the current children in the reception class achieve well, by the time they reach Year 1 the great majority of children are unlikely to reach the expected levels in any of the areas of learning. By the end of Year 2, standards are well below expectations in reading, writing, speaking and listening, mathematics and science. By the end of Year 6, standards are well below expectations in reading and writing, and below in speaking and listening, mathematics and science. However, pupils achieve well based on their prior learning, including those with special educational needs and those learning English as an additional language.

Taking into account the variation in levels of ability, standards seen in English and science and in most aspects of mathematics are satisfactory by the ages of seven and 11. However, by the end of Years 2 and 6, pupils' mental and problem solving skills in mathematics are not good enough. In information and communication technology, at the ages of seven and 11, pupils' attainment is below national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn. They settle quickly to tasks and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Good. Behaviour both in lessons and around the school is good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Good. Pupils accept opportunities for personal development well and have a clear sense of responsibility. Relationships are very positive.
Attendance	Unsatisfactory. The school works very hard to improve attendance but it is well below the national average. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 - 2	Years 3 - 7
Lessons seen overall	Very good	Good	Good

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

Overall, the quality of teaching is good. Teachers successfully meet the needs of all pupils. Across the school all of the teaching was at least satisfactory and 26 per cent of the lessons seen were very good. The teaching in reception and Years 1, 3 and 5 is strongest. The good features of the teaching in these classes are the high expectations of pupils, clear objectives of what the pupils are to learn, challenging tasks and the effective interaction of teachers with pupils as they work. Pupils learn well because they are interested in what they do and make a lot of effort.

English is taught well, with a good emphasis on developing pupils' literacy skills. Although these skills are taught effectively, there is a lack of opportunities for pupils to further develop these skills in other subjects, for example, in reading for information or extended writing. The teaching of mathematics is good, but mental strategies are not taught effectively and pupils have limited opportunities to apply their knowledge in everyday, practical situations. The teaching of science is good because teachers provide good opportunities for pupils to plan and carry out their own investigations. There is a strong focus on developing pupils' scientific vocabulary. In most other subjects, where a judgement could be made, the teaching is satisfactory and good in art, physical education and information and communication technology. The exception is geography in junior classes where the teaching is unsatisfactory.

The teaching of pupils with special educational needs and those for whom English is an additional language is good. The teaching for pupils when they are taught in the Resource Provision (RP) unit is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A good range of visits and visitors and activities outside lessons enriches pupils' learning experiences. Provision for personal, social and health education is effective. Areas for improvement are the outdoor play area for reception children and more opportunities for pupils to use their reading, writing and computer skills in all subjects.
Provision for pupils with special educational needs	Good. Close liaison between the co-ordinator and class teachers leads to greater understanding of the needs of individual pupils. Specific support is effective and, as a result, pupils make good progress.
Provision for pupils for whom English is an additional language	Good. The pupils are well supported by staff and pupils alike. As a result they quickly make good progress and enjoy school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Strong Christian values are evident and the pupils know the difference between right and wrong. Collective worship is effective. Pupils are taught to be very aware of the less fortunate and to find ways to support them. An area for development is to improve pupils' knowledge of the multicultural society in which they live.
How well the school cares for its pupils	Good. Child protection procedures are strong. There are good procedures for monitoring attendance, behaviour and health and safety matters. Procedures for checking on what pupils have learnt are best in English and mathematics. However, these procedures are lacking in other subjects.
Partnership with parents	Very good. There is a very good level of communication, including annual reports of pupils' progress. Parents have very positive views of the school and make a very good contribution.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership and has the respect of staff, pupils and parents. He is well supported by all the staff and there is a very good team approach in decision-making and day-to-day organisation. Co-ordinators manage their subjects well.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and carry out their duties conscientiously. They are highly committed, have effective committee systems in place and act as 'critical friends'. The school considers carefully how it can get best value in purchasing equipment and services.
The school's evaluation of its performance	Good. The school carefully evaluates its performance. Where areas for improvement have been identified, the school considers and implements ways to raise standards.
The strategic use of resources	Very good. The money the school receives is used well and resources are very effectively deployed.

Overall, the accommodation and resources are satisfactory. The school has satisfactory levels of teaching staff and teaching assistants.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The progress that their children are making.• Behaviour in the school.• The quality of teaching.• The approachability of the school.• The expectations the school places on pupils of hard work and achievement.• Leadership and management.• The way the school is helping their children become more mature.	<p><i>There are no significant issues the parents wish the school to deal with.</i></p>

The inspectors' judgements support the parents' positive views. In relation to the progress pupil's make, it is clear that inspectors partly agree with this, although there are areas for improvement in pupils' ability to solve problems and answer mental calculations in mathematics.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Taking into account the variation in levels of ability, standards seen in English and science and in most aspects of mathematics are satisfactory by the ages of seven and eleven. However, by the end of Year 2 and 6, pupils' skills in problem solving and their ability to answer mental type questions quickly and correctly are not high enough. Standards fluctuate from year to year and have not risen, and in some instances have fallen, since the previous inspection. This is because:
 - the school currently has a large number of pupils with special educational needs and the number of pupils for whom English is an additional language is increasing;
 - standards are adversely affected by movement of pupils in and out of school;
 - a significant minority of pupils are frequently absent during the school year.

However, the scrutiny of pupils' work shows that they are achieving well compared to their low attainment on entry to the school, and inspection evidence confirms that pupils of all abilities make good progress in their learning, mainly due to high-quality teaching and the very good attitudes of the pupils.

2. The 2002 tests for seven-year-olds show that results were very low in reading and writing and well below average in mathematics. When compared to those in schools with pupils from a similar background, they were well below average in reading and writing and below average in mathematics. Trends over time show that results have been consistently very low, and reflect children's very low attainment on entry to the school and the high percentages of pupils with special educational needs. Results in 2003 were similar to those in other years.
3. In the 2002 national tests for pupil's aged 11, results are well below average in English and science and below average in mathematics. When the school's results are compared to those in similar schools, they are average in English and science and above average in mathematics. Results reflect the proportion of pupils with learning and behavioural problems in the class that took the test and the number of pupils attached to the RP unit. The movement of pupils in and out of the school also adversely affects results. Seventy-two pupil's left and 31 pupils entered the school in the last year. This change in pupil population makes it difficult to compare the national test results of cohorts of pupils in Year 2 with those in Year 6. Results in 2003 were similar to those in other years in English and mathematics but were better in science.
4. There has been a good improvement in the issues raised in the last report. The school has effectively raised pupils' achievement in English. The school has worked hard and introduced several new initiatives that are trying to raise standards in aspects of English, mathematics and science. National test results do not confirm this improvement by the age of seven or 11 due to significant differences in the cohorts. However, the tracking systems the school is developing show the good progress being made by pupils who attend the school for the whole of their education from the reception to Year 6. The school met the targets it was set by the local authority in 2002 in national tests in English and mathematics and has been set very challenging targets for 2003 that it is likely to meet. The overall feeling of the parents was that they were happy with the standards that pupils achieve.

5. When children enter reception their attainment varies with different groups of children and is well below average when compared with that of children of a similar age. Most children have limited personal and social skills; their communication and early mathematical skills are also underdeveloped and this affects their overall learning. Although the children currently in the reception class achieve well, by the time they reach Year 1 the attainment of the great majority is likely to remain below the national expectation in all areas of their learning.
6. Overall, by the age of seven, pupils' standards of work seen during the inspection are well below the nationally expected level, mainly because standards in reading, writing, speaking and listening and mathematics are well below expectations. This is because the proportion of pupils working at the expected level (Level 2) is less than that found nationally. In the current Year 2 class, 60 per cent of pupils have learning or behavioural difficulties. However, standards are not high enough in aspects of mathematics. In most other subjects, where judgements can be made, standards meet national expectations, except in physical education (games), where standards are above expectations and in art and information and communication technology where standards are below expectations. No judgement could be made on standards in design and technology and music.
7. Overall, although all pupils achieve well, the standards of work seen during the inspection by the age of 11 are well below the nationally expected level in English and below in mathematics and science. This is because the proportion of pupils working at the expected level (Level 4) is lower than that found nationally. In the current Year 6 class, 39 per cent of pupils have learning or behavioural difficulties and four have a statement. However, standards are not high enough in some aspects of mathematics. In most other subjects, where judgements can be made, standards meet national expectations, except physical education, where standards are above expectations and in geography and information and communication technology where standards are below expectations. No judgement could be made on standards in design and technology.
8. In English, at the ages of seven and 11, pupils' overall standards are well below national expectations. Standards are well below the expected level in reading and writing. In speaking and listening standards are well below expectations at seven and below expectations at 11. Throughout the school, listening skills are good and pupils' speaking grows increasingly confident over time. However, average and lower-attaining pupils have limited vocabulary and find it difficult to express their ideas clearly either verbally or in written form. Overall, pupils' basic reading skills are sound, and most understand the books that they read.
9. In mathematics, attainment at the age of seven is well below national expectations and at 11 is below national expectations. Throughout the school, pupils achieve well. Higher-attaining seven-year-olds have sound number skills, knowledge and understanding. Their mental arithmetic and problem-solving skills are not as strong as their number calculations. The large numbers of lower-attaining pupils lack confidence in calculations and find difficulty retaining facts. At the age of 11, pupils have soundly built on and improved their skills, knowledge and understanding of number. Higher attaining pupils are able to identify the correct form of calculation needed to solve a problem, but lower-attaining pupils become confused, particularly in tests. Likewise, the high proportion of lower attaining pupils have difficulty remembering number facts. This results in pupils learning well in lessons but not performing to the same level in tests.

10. In science, attainment at the age of seven is well below national expectations and at 11 is below national expectations. Many seven-year-olds do not have levels of knowledge and understanding that match national expectations in materials, plant life, animal life and forces. Few pupils know what makes a test fair, but higher attaining pupils predict the consequences of any unfairness in the testing. Eleven-year-olds build successfully on previous learning and although the number of pupils reaching nationally expected levels is similar to the national average last year, not as many, reached the higher levels. In Year 6, higher attaining pupils show a sound understanding of scientific terminology and methodology relating to plants, living processes and forces. They have adequate measuring and recording skills and know how to control a fair test. Overall, progress is good considering the low starting point for many pupils. The high proportion of lower attaining pupils in the cohort find difficulty in remembering facts and low literacy skills hampers their ability to explain their investigations clearly with correct scientific terminology, either orally or in written form.
11. Standards in information and communication technology are below those expected for pupils at the age of seven and 11, and lower than those reported at the time of the last inspection. Pupils achieve similar standards in control, simulations, use of e-mail and the Internet, word-processing, data handling and graphic programmes. These lower standards are mainly a result of the high proportions of pupils with special educational needs in these year groups. Overall, progress is good, considering that only 30 per cent of pupils have access to a computer at home.
12. The school has made a good effort at introducing the National Literacy and Numeracy Strategies. Careful monitoring in English and mathematics has enabled the school to modify the Strategies to meet the needs of its pupils. However, pupils' literacy skills are not given sufficient emphasis and further developed in other subject areas in both infant and junior classes. There are few opportunities for them to write at length for different purposes in subjects other than English. Likewise, there are too few opportunities for reading for information across subject areas. In mathematics, good use is made of pupils' numeracy skills to classify, compare and measure in other subjects. Examples were seen in art and design, design and technology, information and communication technology, and science. However, limited use is made of pupils' computer skills in other subjects, and computers in classrooms are under-used at times.
13. Pupils who have special educational needs, including pupils in the RP unit, achieve well. Class teachers assess their needs and progress, and discuss them with the special-needs coordinator, who draws up and monitors the individual educational plans. This close co-operation and frequent reviews of pupils' targets contribute significantly to the good progress made by these pupils. A scrutiny of pupils' individual and group target plans and their work indicates that they make good progress towards their targets. Pupils with statements of special educational need make very good progress towards their targets. About five per cent of the total pupil population have English as an additional language. A small number of these pupils, particularly in infant classes, are new to the English language. The school's strategies for assessing and identifying targeted support impact positively on the progress pupils make towards their targets. Overall, the progress of pupils who are at an early stage of English language acquisition is good. This is mainly because teachers are clear about what pupils know and understand, and plan their lessons well to consolidate and extend their learning. Gifted and talented pupils' needs are met through the challenging tasks that are provided in lessons and the good opportunities which they and other pupils have to take part in out-of-school clubs, particularly in sport and music.

Pupils' attitudes, values and personal development

14. Pupils' attitudes are very good, their behaviour and personal development are good. Parents state in the questionnaire that their children like school and the inspection team found this to be the case. Pupils think that there are lots of interesting things to do and they like their teachers and the children in their classes very much. The overwhelming majority of parents thought that pupils' behaviour was good. This view is supported by the inspection team.
15. Apart from attendance, which is unsatisfactory, pupils' attitudes, values and personal development are similar to the judgements in the last inspection report. Attitudes are very good. Children in reception, show very positive attitudes. They come in happily and confidently and quickly select an activity. These positive attitudes continue throughout the school. Pupils are very enthusiastic in lessons, concentrating well on their work. Across the school, pupils work well together. For example, in pairs in the information and communication technology suite, at the computers, discussing ideas before sharing them with the class. In Year 5, pupils created a rap song highlighting their opinions of the school:

*We love to be at the top,
With Mr. D, and his super mop.
Mrs. M, can be kind
But sometimes she gives us a piece of her mind.
The teachers like to bring things packed
We couldn't bear to see them sacked
Our teachers are brill
Except when we are having a fire drill
Our teachers like to give us support
Even if we were in court.*

16. Behaviour is good. When groups of children go on an outside venture or participate in events, their behaviour is very good and often praised. Pupils' behaviour in lessons is regularly very good. There were five fixed-period exclusions; these have all been for unacceptable behaviour. Pupils' playground behaviour is good. The strategies and activities adopted by the school have a positive impact. Pupils have an open and engaging manner. They are polite and confident in their conversations with visitors. They take pleasure in explaining about themselves and their school. They are curious enough to ask direct questions. They show pride in the appearance of the school. Older pupils provide good models for younger ones. Pupils are pleased to be given responsibility and welcome the initiative offered by the school that lets them put forward their ideas. Through the school council they requested and received break time resources and water fountains.
17. Pupils listen carefully and respectfully to the ideas of others and then add their own views. The valuing of others' efforts is a strong focus in the school's programme for pupils' personal development. Its success is reflected in the very good relationships between adults and pupils, and between pupils.
18. Pupils with special educational needs, including pupils attached to the RP unit, and those for whom English is an additional language are well integrated into lessons. Lessons are well adapted to suit their needs, they are eager, work conscientiously, are confident and keen to answer questions. Pupils receive positive feedback from teachers, which encourages them to work hard.

19. The level of attendance is unsatisfactory, being well below the national average with the level of unauthorised absence above the national average. The school is aware of this and is working hard to improve attendance in conjunction the education welfare officer. A number of parents take their children out of school for holidays in term time. The school is active in stressing to parents the positive value of pupils' regular attendance and punctuality. A significant minority of pupils, despite the school's positive efforts, arrive late. Nevertheless, lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The overall quality of teaching is good and the needs of all pupils are well met. In the lessons seen, all the teaching was at least satisfactory, and it was very good in 26 per cent of lessons. In the previous inspection the quality of teaching was unsatisfactory in two per cent of the lessons seen. The quality of teaching has improved in the reception class and the proportion of good and very good teaching has been maintained in junior and infant classes. Teachers now have higher expectations of pupils, plan lessons well and use time effectively. Examples of good teaching were seen in all classes. A number of factors have contributed to the improvement in the overall quality of teaching:

- a rigorous programme of monitoring of teaching by the headteacher, which has led to discussions with teachers on strengths and areas for development in their teaching;
- the increase in the number of teaching assistants to help pupils;
- raising teachers' expectations through target-setting in English and mathematics;
- teachers' short-term planning has improved;
- lessons clearly identify what pupils are to learn.

This confirms the positive views expressed by parents at their pre-inspection meeting with inspectors and in the returned questionnaires.

21. In the reception class the quality of teaching and learning is very good. Particular strengths are:

- the very good understanding of how children learn is crucial to the effective development of their basic skills;
- the very good planning and management of the children ensure that time is well spent and profitable;
- the effective partnership between teachers, nursery nurses and teaching assistants fosters a happy working atmosphere and an enthusiasm for learning;
- the rigorous observation and recording of what the children have achieved and using this information well to plan interesting, challenging tasks;
- a strong focus on learning through play and good opportunities for children to choose for themselves.

There are no significant weaknesses in the teaching.

22. The quality of teaching and learning in Years 1 and 2 is good, being strong in Year 1. The particularly strong aspects in the teaching are:

- the good teaching of basic skills. For example, in a Year 1 literacy lesson the pupils were taught to look for vowel blends within words. Pupils developed good skills that will help them in their reading;
- teaching methods that challenge pupils. For example, in a Year 2 mathematics lesson the teacher got the pupils to use positional vocabulary and give instructions to a classmate so that he could get to the teddy bear which had been placed on a grid. Pupils began to understand and use the vocabulary successfully in guiding their space rocket to a safe planet;
- very good pupil management. For instance, in a Year 2 science lesson pupils were able to respond well to clear instructions and transfer the results of their investigation into deciding which was the best material to keep Mrs X's chair dry.

There are no significant weaknesses in the teaching. Teachers make adequate use of homework, and the judgements of pupils' level of attainment to plan and check on their work are good in English and sound in mathematics.

23. The teaching and learning in Years 3 to 6 are good, being strong in Years 3 and 5. The lessons observed range from very good to satisfactory. In the best lessons the teacher's planning clearly links with previous work and sets out unambiguous intentions for pupils' future learning. For example, in a Year 5 literacy lesson the teacher asked the pupils, 'What is rap?' From the brainstorming that followed she then introduced a challenging task that involved pupils using their new knowledge in writing 'St Paul's school rap.' In addition, common strengths in these lessons are:

- high expectations; Year 4 pupils successfully explained the results of their scientific investigations into how they separated their mixtures;
- the wide variety of teaching methods; for instance, in a Year 3 games lesson, the teacher organised small groups, showed them the skills needed to hit a ball effectively with a cricket bat and used individual pupils to emphasise teaching points.

The majority of lessons were judged to be good or better and there are no significant weaknesses in the teaching. Homework is adequate. The quality of marking is generally good where the comments are helpful and challenging.

24. The Literacy and Numeracy Strategies have been implemented well. Overall, the planning is faithful to the national guidelines, but the teaching of mental mathematics and problem solving is not effective in helping pupils achieve the standard that they should. There are too few planned opportunities for pupils to use and develop their reading and writing skills in all subjects.

25. Throughout the school, teaching is good in English, mathematics, science, art, information and communication technology and physical education, and satisfactory in history. In Years 1 and 2, teaching is satisfactory in geography. In Years 3 to 6, teaching is satisfactory in music but unsatisfactory in geography. There is insufficient evidence to make secure judgements in design and technology and music in Years 1 and 2 and in design and technology in Years 3 to 6. There are not enough opportunities planned by teachers for pupils to use and develop their computer skills across the full range of subjects.

26. The teaching of pupils with special educational needs, including pupils attached to the RP unit, is good and they make good progress towards their targets because:

- teachers use the assessment information well to plan for their needs;
- planning reflects the targets identified in pupils' Individual Education Plans;
- teaching assistants who work with pupils with special educational needs are used well in lessons to offer focused individual and group support;
- the support offered by these staff is good, as they have a good understanding of pupils' academic and emotional needs.

The focused support offered by the specialist teachers is good overall, with some very good lessons seen where the teachers used the strategies well to extend pupils' learning and raise their self-esteem. Pupils with emotional and behaviour difficulties are managed well in lessons. Teachers give pupils the opportunities to work in different groups in the foundation subjects. This helps them to develop their thinking as they discuss and exchange ideas with their peers. There are very good relationships between pupils and staff, and between pupils themselves.

27. The teaching of pupils with English as additional language is good because:

- there is a strong emphasis on developing their speaking and listening skills;
- the good relationships teachers have with their pupils give those who are new to English language the confidence to join in the class activities;
- pupils are provided with opportunities to work alongside their monolingual peers;
- modelling of language by other pupils helps pupils to transfer the knowledge they already have about the structure of their home languages into English;
- teachers use prompts and questions to include pupils in whole-class discussions.

A scrutiny of pupils' work and lesson observations indicate that the support offered by the teachers is good. All the targeted pupils make good progress towards their targets. For example, when the rest of the group which usually included such a pupil was carrying out an independent writing task in English, the teacher placed the pupil temporarily in another group where he received good support in developing speaking and listening skills. This encouraged him to talk about his own ideas. Teaching assistants and resources are used well in lessons to cater for pupils' specific language needs. As a result, pupils become confident learners and achieve the objectives set for them. Such pupils are well integrated into their classes at playtimes and lunchtime, and this leads to rapid acquisition of English, which gives them full access to the curriculum.

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

28. The quality and range of learning opportunities are good as at the time of the last inspection. The curriculum, which meets statutory requirements, is socially inclusive and gives all pupils a good range of interesting and at times, exciting learning opportunities. The strengths of the curriculum are:

- the successful implementation of the revised National Curriculum and National Strategies for literacy and numeracy;
- the very good attention to equal opportunities and the inclusion of all pupils;

- effective provision for pupils with special educational needs and those for whom English is a second language;
 - very good provision for extra-curricular activities;
 - the enrichment of the curriculum through very effective links with the local community and schools.
29. Areas for development are:
- increasing the time given to teaching geography so as to raise standards;
 - more opportunities for pupils to practise and extend their reading, writing and computer skills in all subjects;
 - more opportunities for pupils to use and apply their mathematical knowledge in everyday, practical situations.
30. The school plans to teach geography in one half term and history in the next. However, in practice, teachers give more time and priority to history work. As a result, pupils' geography standards are lower than those in history. The school has plans to address this next year.
31. Since the last inspection, the school has improved provision for children in the reception class, which is now good. The introduction of the new Foundation Stage curriculum has helped staff plan a well-balanced programme in all areas of the children's development. As a result, children now have more opportunities to take part in practical activities, make choices and find things out for themselves. However, limited outdoor facilities impact on the quality of provision for children's physical and creative development.
32. Pupils with special educational needs, including pupils attached to the RP unit, have full access to the curriculum and none are disapplied from the National Curriculum. Pupils at all stages on the special needs register are well provided for and the school's procedures comply with the Code of Practice. Teachers use their knowledge of pupils' achievements in order to plan future targets and the individual education plans are reviewed regularly to ensure that targets reflect the progress made. The class teacher and other support staff help pupils with reading difficulties to understand written work, sometimes providing modified reading material. For pupils in Year 6 who are due to transfer to secondary school there is liaison with the receiving school to discuss their needs.
33. The school makes good provision for pupils for whom English is an additional language. Pupils who are learning English as an additional language are given equal access to all areas of the curriculum. The way teachers find out what pupils can do and how well they are getting on with learning English is effective in helping pupils move forward more quickly in their language-acquisition skills. The school's inclusive approach to dealing with individual needs is clearly evident in the way pupils are encouraged to follow their interests. The joint planning and sharing of ideas by the class teachers and the support staff is effective in setting helpful targets for pupils. Good support is provided individually to pupils either by teaching assistants or teachers.
34. The development of literacy skills in subjects other than English is unsatisfactory overall. Although pupils write to record new learning adequately in science and history, there are not enough planned opportunities to improve their skills and the range of their work through tasks in these and other subjects. For example, following several weeks' learning about the original Olympic Games, Year 4 pupils' creative writing was to design a poster rather than to write a first hand account of being there. Writing

development is also limited at times through worksheets requiring a series of one-word answers. Occasionally, teachers get pupils to research new topics, but independent reading as a means of learning is not developed in subjects other than English. The well-organised library is used more as an additional support base than a hive of information.

35. Pupils' wider use of information and communication technology skills is at a similarly early stage. Teachers and pupils do not use computers much outside the suite. The school has already identified this situation as an area for improvement. However, teachers have made a start through word processing in English, graph work in mathematics, colouring and pattern programmes for art, sketching in design and technology and a small amount of map work in geography.
36. The development of pupils' numeracy skills in other subjects is satisfactory. Across the school, work was seen that related to number, shape and space, the measures and the handling of data. Mathematical skills are used and developed effectively in other areas of the curriculum. In history, in junior classes, pupils use a time line to chronicle events and record significant changes in society. In geography, the development of mapping skills to fix the position of places accurately using scale, and understanding co-ordinates, is linked well to work in mathematics.
37. The school offers pupils a very good range of extra-curricular activities. Pupils in Years 5 and 6 have the opportunity to go on a residential trip. Each class goes out on at least one trip each year. As well as these and other, shorter, local trips, pupils may take part after school in choir, recorders, keyboard and brass groups, homework and drama clubs. School and class productions and presentations give pupils in both the infant and junior classes good opportunities to develop their speech, confidence and drama skills.
38. Provision for after school sport continues to be outstanding. A large number of pupils take part in training for football, cricket, tennis, rounders, netball, badminton, gymnastics and athletics. Teams compete successfully in leagues and with local schools in most of these sports. For example, during the inspection, the school won the Bury primary schools tennis championship. The school also shows considerable initiative in gaining support through local and national sponsorship and coaching schemes.
39. Provision for personal, social, health and citizenship education continues to be good. Pupils in classes up to Year 3 have weekly lessons using good new initiatives to boost their self-esteem and social skills and to increase their understanding of each other. In Years 4 to 6 this learning continues through pupils' religious education, science and history lessons. The effective School Council is a further good example. The Council's successful campaign for better outdoor playtimes considerably improved games and equipment available to all pupils. The school provides effective health education appropriate to pupils' ages, including awareness of the dangers of drugs. It is the governors' policy not to provide sex education. The school also arranges annual visits from the health education caravan.
40. The school has also maintained its very good links with the community since the last inspection. For example, pupils' visits to local shopping areas, museums, galleries and a recycling plant broaden their science, art, geography, history and social education work. The vicar regularly teaches classes and leads assemblies. The school also has an extensive programme of visiting speakers, for example, to explain the work of guide dogs for the blind or describe memories of World War 2.

41. Links with partner institutions are also very good, for example, Year 3 pupils are in touch, through e-mail, with a very small village school in the Lake District. Effective transfer arrangements with secondary schools enable pupils to move smoothly into the next stage of their education. Very good links with a local high school also considerably strengthen provision for physical education.
42. The school is a religious foundation that provides very well for pupils' spiritual, moral and social development. Provision for cultural development is good. The very good overall quality of this provision for pupils' personal development maintains the high standards found at the last inspection.
43. Strengths are:
- effective links with the local church which strengthen spiritual provision;
 - the success of daily assemblies in promoting pupils' personal development;
 - the house system in developing team spirit and pupils' sense of responsibility for their own conduct, effort and achievement;
 - the team work and very good example of all staff in reflecting the school's aims and values in all aspects of its work;
 - consistent and continual praise and celebration of goodness in pupils' work, effort, consideration and conduct.
44. Areas for development are:
- improving pupils' understanding of the multi-ethnic character of Britain;
 - increasing their appreciation of the richness of the cultural diversity in today's society
45. Well-planned daily assemblies teach and celebrate the Christian values and principles at the heart of the school's work. Teachers give pupils opportunities to reflect on their experience in the light of the precepts of the scriptures. Pupils come to appreciate that belief and faith extend understanding beyond the physical world. For example, Year 6 pupils confidently started a conversation with a visitor on life after death. Pupils also have good opportunities to develop understanding of important human values and beliefs through history and religious education lessons. For example, Year 6 pupils understand the importance of the gods in ancient Greek, Egyptian and Roman civilisations. Religious education lessons develop pupils' understanding of Christianity, and introduce them to the fundamental beliefs of Judaism and Islam.
46. The school promotes pupils' moral development very well. In lessons, conversations and assemblies, teachers make very clear the difference between right and wrong and the need to consider others. Simple school rules with their 'bee' logo remind pupils to be industrious, be polite, be kind and be tidy. The widespread use of the house system stimulates their efforts. The well-understood systems of sanctions and rewards, together with showers of praise and encouragement, help to keep all pupils on the straight and narrow path. Above all, the headteacher sets an inspirational example of how to work very hard with and for everyone else, while being constantly cheerful and always ready to listen.
47. There is very good provision for pupils' social development. High expectations of good behaviour, co-operation and helpfulness sustain the good quality of learning in nearly all lessons. Teachers' very good relationships with other adults and pupils make them very good role models. The weekly praise assembly effectively strengthens pupils' self-esteem and their appreciation of the wide range of good qualities in all members of the

school. For example, the whole Year 2 class clapped when their teacher told them of the achievement of a pupil with special educational needs in working by himself at the first attempt. There are a good number of opportunities for pupils to take on responsibility or use their initiative for the benefit of others. Pupils also have good opportunities to raise money for charities.

48. Study of literature, art, history and music increases appropriately pupils' knowledge of their own and other cultures. For example, Year 6 pupils learn of their Greek and Roman heritage, and the cultural changes in Britain since the 1930s. Visits to local historical sites, museums and galleries and discoveries of the work of great artists and designers broaden pupils' cultural experience. Teachers have taken early steps to strengthen pupils' awareness of the multi-ethnic character of today's society, and resources, particularly in English, reflect this. However, such awareness does not yet inform the whole curriculum. Similarly, there is little acknowledgement in most lessons or in displays around the school of the riches within the nation's cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school is a caring, secure place for pupils and the school's provision is good. The staff's concern for each pupil's well being is of a high quality. All pupils are equally highly valued as individuals. The school pays good attention to pupils' health and safety and to child protection matters. These strengths underpin the whole ethos and work of the school, because they bring out the best in pupils. They promote confidence and self-esteem, a desire to achieve and a willingness to learn. The school's overall aim;

“to nurture and develop its pupils and staff to their full potential, via a broad and caring environment, fostering high expectations and aspirations”,

is very well met. Parents' confidence in the support and guidance offered to their children is well founded. However, pupils' academic progress is insufficiently monitored in most subjects, the exceptions are English and mathematics. The school has an action plan in place to remedy this.

50. Staff are clear about the health and safety arrangements and teachers adopt safe practices in their day-to-day work. Regular risk assessments are carried out and there are procedures that ensure the governing body takes action to deal with any health and safety issues that might arise. However, some health and safety issues were brought to the school's attention during the inspection. The school was aware of most of these and is attempting to address them. Pupils' medical needs are catered for well; with a good level of medically trained staff and there are good arrangements to inform parents about illness or accidents at school.
51. The arrangements for child protection are securely in place with all staff being fully aware of them. The school ensures that any concerns raised receive attention from the appropriate authority. The school has good procedures to eliminate bullying and harassment. An important element is the School Council, which consists of pupils from most years, elected by their classmates. They take their responsibilities very seriously. Less confident pupils are able to raise concerns through council members. Pupils are confident that any incidents brought to the school's attention are dealt with promptly.
52. The support and guidance provided for pupils makes a good contribution towards their academic achievement as the school does all it can to meet pupils' needs. For instance, there is a pre-school breakfast club provided for pupils and a wide range of extra-curricular activities.

53. Teachers know their pupils very well. They involve pupils in class and school life, support and encourage them in their learning and recognise and reward pupils' efforts and achievements. Consequently, pupils want to do well and value greatly a mention in the weekly 'Good News' assembly. The school's ethos and the personal support provided enable all pupils to benefit from their schooling. The high emphasis on promoting good behaviour makes a strong contribution to the support for pupils. It ensures that the school is an orderly community. Those pupils with behaviour difficulties are sensitively helped to develop self-control. Behaviour management plans are well structured and effective. The school works in partnership with these pupils' parents. Pupils' personal development is monitored effectively.
54. The procedures for monitoring and improving attendance are good. Staff raise any concerns with the head teacher and absences are investigated. The school works hard to improve attendance rates and punctuality. The arrangements to support pupils' on entry to the school and to smooth their transition to secondary education are good.
55. The testing and recording procedures of what pupils know, understand and can do are good in English and sound in mathematics. Pupils are regularly tested in English and mathematics. Information gained from testing is used appropriately either to plan work for groups of differing levels of attainment or to identify the right group for individual pupils. In English individual targets are set, but this is less well-developed in mathematics. Effective assessment practice is not in place in other subjects. Consequently, information about individual pupil's achievements is not sufficiently detailed or easily accessible to teachers. As a result, teachers do not always have a clear picture of what pupils know and understand, and of the skills they have in these subjects. This means teachers planning for the next stage of learning by building on the work pupils have learnt in the previous lessons is insecure. The school has plans to develop this practice into all subjects, in a planned programme of curriculum development.
56. The school effectively carries out national testing when pupils are aged seven and 11 and successfully analyses the results of these tests. This information has been used to identify areas for improvement, for example:
- in English, spelling and handwriting were identified;
 - in mathematics, pupils' skills in solving problems.

As a result, planned programmes of improvement are being introduced. Pupils are tested in English and mathematics each year in Years 1,3, 4 and 5 using commercial tests, and the results are beginning to be used to track individual pupil progress. Test results when children first enter the school are carefully analysed and are used effectively to plan sessions to meet the needs of all children. Similarly, observation and recording of what children achieve throughout the reception class provide a clear picture in all aspects of children's development. Most teachers use appropriate marking procedures. Work is regularly marked, but a minority of teachers do not give constructive comments or suggest ways in which work can be improved.

57. Methods of assessment for pupils with special needs are clearly outlined in the special educational needs policy and guidance. The pupils undergo all the routine assessments that apply to other pupils in the school and a range of other assessments to monitor academic and personal development supplements these. Records are kept up to date and these show that the full range of assessments is used to get a rounded picture of each pupil's progress. The local authority Support Service teacher provides help and advice on carrying out and following up the assessments. Where necessary, the school has access to specialist help in order to meet the needs of some pupils. The

arrangements for assessing, monitoring and supporting pupils' development help to ensure that they make progress in achieving the targets set for them. The results of tests and assessments are used well to set these targets but there is a weakness in the school's systems for analysing the results to measure the overall rate of progress for individuals and groups of pupils. The school is aware of this need and now has the computer software to carry out the analysis. Although the pupils' individual education plans contain appropriate targets for literacy and numeracy, these targets are not modified for other subjects. This is an area of improvement, particularly in science.

58. Most pupils whose mother tongue is not English are as competent in speaking as their classmates. The few pupils who are at an early stage of learning English are supported well by the teacher and a visiting specialist. The school analyses results in English and mathematics of individual pupils, including those from different ethnic minority groups, but has not started to build up a picture of how well the different groups perform over time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school has very good links with its parents. In the previous inspection report these links were good. Parents have a very positive opinion of the school. The analysis of their responses to the questionnaire and their comments at the pre-inspection meeting confirms this view. The impact of parental involvement with the school is very effective and the quality of information provided to parents about pupils' progress is very good. The high level of day-to-day partnership with parents is a significant factor in the life of the school.
60. Pupils' annual written reports provide a very good level of information to parents about what their children have been studying and achieved over the past year. They also include a detailed section on targets for improvement in English, mathematics and science. The parents are encouraged to attend open evenings at which their children's progress can be discussed in more detail. The school also sends out regular newsletters to keep parents informed and these provide a useful level of detail covering school trips/visits and other relevant domestic issues. Each class teacher issues a termly topic sheet to inform parents about what pupils are learning in all subjects.
61. The level of parental support for pupils at school is very good. There are dependable numbers of parents and grandparents who are regular visitors to the school. They provide classroom support by listening to pupils read and assisting on school trips. The Parent Teacher Association is a valuable asset by supporting events and generating worthy levels of additional funding to enrich the resources. The school operates an effective open door policy and parents are always welcomed to discuss any particular areas of concern about their children. The school has good arrangements for involving the parents of pupils with special educational needs, including pupils attached to the RP unit. The school's policies and procedures in relation to special educational needs have been made available to all parents and these are clearly outlined in non-technical language. Parents are invited to all reviews and most attend the formal annual review. They are kept well informed of their children's progress through the review process and through the normal consultation appointments. They can also speak to staff informally at any time and they are alerted at an early stage when problems occur. There is also a wide range of external visitors to the school who provide academic, medical, and pastoral support to both pupils and parents.

62. The parents' meeting with the registered inspector and analysis of the questionnaires shows that there is a very high level support for the school from parents and the community. The great majority of parents are happy with all aspects of the school. The inspectors' judgements support the parents' positive views. In relation to the progress pupils make it is clear that inspectors partly agree with this, although there are areas for improvement in pupils' ability to solve problems and answer mental calculations in mathematics.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are very good. The headteacher provides strong leadership and it is because of this and his commitment to the pupils that the school has moved forward in many areas since the last inspection. Together with the staff and governing body, he has devised clear aims for the school and a mission statement that is clearly set out for parents in the school prospectus. This reflects the Christian nature of the school as well as a commitment to the local community. On a daily basis, staff and governors show a clear commitment to the school's vision and this has a strong impact on the ethos of the school. It is evident in the pupils' confidence and the very good attitudes that they have towards their work, their sensitivity and consideration for others, and their good behaviour.
64. The headteacher leads from the front and provides a clear educational direction for the school. He is well supported by the conscientious and caring members of staff. The governing body fulfils its responsibilities well. This represents a good improvement since the last inspection. At that time, leadership and management were judged to be good.

Particular strengths in leadership and management are:

- the very good leadership of the headteacher;
 - the reflection of the school's commitment to helping pupils to achieve well and to their personal development in the work it does;
 - there is a very good level of shared commitment to improve and capacity to succeed;
 - specific grants received by the school are used effectively.
65. There is a good level of delegation of responsibilities for subject provision to subject co-coordinators. They have a clearly defined role in monitoring lessons and teachers' plans and the work that pupils do, as well as supporting other teachers in their work. This helps to ensure that the curriculum is covered and that pupils are making good progress. The co-ordinators write useful annual reports on how well their subject is developing and where improvements need to be made. These reports provide good quality information that helps when formulating the school's improvement plan. In a number of cases, the subject co-ordinators offer good leadership and management through their expertise and enthusiasm. For example, English, mathematics, information and communications technology, art and design, design and technology, music and physical education are led and managed well.
66. The special needs co-ordinator provides very good leadership and management for the teachers, teaching assistants and support staff. The policy gives a clear rationale for the school's procedures and this helps to ensure that there is a shared understanding of the requirements among all the people involved. Pupils with statements receive the support they are entitled to. Planning is good and records are kept up to date. Appropriate staff training has taken place and new priorities for this have been

identified. The special educational needs governor has some experience with special needs and is conscientious in carrying out his role in supporting the school. The school has sufficient specialist resources and funds are used appropriately. Computers are available for use by pupils with special needs and they help pupils with writing difficulties to access the curriculum. Changes in the management of the school's provision for special educational needs, introduced since the last inspection, have been successful and despite the wider range of responsibilities now undertaken by the co-ordinator the good quality of provision has been maintained.

67. There are good procedures for performance management (the continuous process of teachers' professional development). All staff are set clear objectives during this process and team leaders help to ensure that these are successfully met. As part of this, the quality of teaching is observed and points for development are shared. This has a positive impact on the quality of teaching. The school has achieved an Investors In People Award for the third time. This underlines the school's positive approach to the training and development of all staff.
68. There has been a good degree of improvement the school's strategic planning. The school's improvement plan is drawn up by the headteacher, supported well by the chair of the governing body. Then a full consultation procedure with governors and staff follows. This culminates in a good improvement plan that recognises the priorities for improvement, outlines the way in which these can be achieved, and contains a long-term as well as short-term overview. The financial implications of meeting the plan are included, as is the time scale over which this will be completed. This is an improvement since the last inspection when these elements were weak and unclear.
69. The governing body fulfils all its statutory duties well. Governors have a good understanding of the strengths and weaknesses of the school. The headteacher provides the school with good quality information. All governors keep themselves up-to-date in the provision for a subject and look carefully at the progress of a year group. This helps them to understand the successes and challenges of the school and provides useful information for making informed decisions.
70. The school's provision for supporting pupils with English as an additional language is sound. Three pupils are at an early stage of learning English and the teachers support them well using a range of strategies and ensuring that they have work that, although challenging, is within their capabilities. The school also draws well on the support from the local education authority's ethnic minorities achievement team.
71. The school uses its funding, including any specific grants, well. For example, monies received from the New Opportunities Sports Fund have helped to maintain the good level of provision on physical education, including extra-curricular activities. The school has used funding from the controlling diocese well to improve accommodation. The governing body does not shirk from making difficult decisions in order to make good use of the funds available for the benefit of pupils' education. Last year, in order to reduce excess staffing and reduce budget costs, a member of staff was made redundant. However, the headteacher and governors find it difficult to keep an up-to-date picture of school's spending because the figures provided by the local education authority lag behind actual spending. The governing body has a sound understanding of the principles of 'best value' and uses this in making financial decisions.
72. There is a sufficient number of qualified teaching and support staff and they are deployed well. There are good procedures for helping new staff to settle into the ways of the school, and the school provides well for students who are training to be teachers.

73. The accommodation is satisfactory overall. Some of the shortcomings reported at the previous inspection have been overcome, for example, some of the steep slopes have been fenced off. However, others remain as hazards to pupils' safety, particularly those near fences. There is now an outdoor play area for the reception class. This is an improvement since the last inspection. However, because the surface is hard, the school has not been able to put up large climbing equipment, reducing children's opportunities for physical and creative development. A programme of internal improvement has helped to improve teaching space. Of particular note are the improvements made to an infant classroom. A number of local businesses provided furniture, materials and voluntary labour to make this classroom bright, well furnished and cheerful. However, the relatively small size of the classrooms for pupils in Years 5 and 6 sometimes hinders learning, for example, pupils cannot collect their own equipment for science and art. The school has some problems with the heating system. One of these problems resulted in a day's closure, to the detriment of pupils' education. The caretaker and his staff are valued and respected members of the school community and work hard to keep the school very clean and in good condition.
74. The quality and amount of learning resources are satisfactory overall. Those for English, art and physical education are good. However, there is a shortage of materials for teaching geography and a lack of books in the reception class. The computer suite, opened since the last inspection, is a good resource for teaching information and communication technology. Areas for improvement include:
- some parts of the playground present a potential hazard to pupils' safety;
 - there is no large climbing equipment for children in reception;
 - there is a shortage of books in reception and resources for teaching geography.
75. The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order for the school to improve further the quality of education it provides and build upon the good progress it has made since the last inspection, the governors, headteacher and staff should;

- a. Continue to raise pupil achievement in English, mathematics, science and information and communication technology by the ages of seven and 11 by continuing to implement the planned programmes for improvement which the school already has in place,

And further:

- in English by ensuring there is consistency across classes in the opportunities pupils have to use their reading and writing skills in all subjects,
- in mathematics by improving pupils' ability to answer mental questions and solve problems,
- in science by implementing more effective procedures to check on and record what pupils know, understand or can do and using this information in planning tasks,
- in information and communication technology by developing opportunities pupils have to use and develop their information and communication technology skills in all subjects in order to raise further standards in these subjects.

(Paragraphs 11,12, 24, 25, 29, 34, 35, 92, 93, 100, 105, 109, 118)

- b. Implement the procedures aimed at:

- finding out and recording how pupils are attaining in subjects other than English and mathematics;
- tracking pupils' progress from year to year.

(Paragraphs 55, 56, 57)

- c. Improve the provision for children in the Foundation Stage by:

- providing better facilities for outdoor play;
- increasing the range and quality of books available for children to read.

(Paragraphs 31, 77, 84)

Other issues which should be considered by the school:

- Improve pupils' geography skills. (Paragraphs 29, 30, 132)
- Providing a greater focus on preparing pupils to live in a multi cultural society. (Paragraphs 44, 48)
- Ensuring the playground is a safe place for pupils. (Paragraphs 50,64)
- Improvements to pupil attendance. (Paragraph 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	19	18	0	0	0
Percentage	0	26	38	36	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	182
Number of full-time pupils known to be eligible for free school meals	77

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	17
Number of pupils on the school's special educational needs register	72

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	72
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	1.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	10	2

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	8
	Girls	7	7	8
	Total	12	12	16
Percentage of pupils at NC level 2 or above	School	55 (76)	55 (72)	73 (72)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	8	6
	Girls	7	8	7
	Total	12	16	13
Percentage of pupils at NC level 2 or above	School	55 (72)	73 (72)	59 (68)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	19	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	13	12	15
	Total	23	22	27
Percentage of pupils at NC level 4 or above	School	74 (63)	71 (75)	87 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	11
	Girls	9	10	11
	Total	17	20	22
Percentage of pupils at NC level 4 or above	School	55 (68)	65 (68)	71 (84)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	163	5	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	7	1	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	21.4
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	176

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	537,570
Total expenditure	531,519
Expenditure per pupil	2,754
Balance brought forward from previous year	-6,528

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	185
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	2	2	0
My child is making good progress in school.	64	31	2	3	0
Behaviour in the school is good.	60	37	2	2	0
My child gets the right amount of work to do at home.	57	36	7	0	0
The teaching is good.	78	19	2	0	2
I am kept well informed about how my child is getting on.	51	37	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	22	2	2	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	61	29	8	2	0
The school is well led and managed.	75	24	2	0	0
The school is helping my child become mature and responsible.	63	32	2	2	2
The school provides an interesting range of activities outside lessons.	58	29	5	0	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. The reception class provides children with a very good start to their education. Children enter the school on a full-time basis at the beginning of the year in which they reach five. Overall, the provision is good although:

- the reception classroom is quite small and does not lend itself easily to all aspects of learning;
- a small outside area has been created but the school has yet to provide a safe surface in order for children to be able to use large climbing equipment;
- there is a lack of good quality books.

Since the last inspection, there has been a big improvement in the organisation of activities and the school has successfully established the Foundation Stage. The basic planning conforms to the national guidelines. The reception class teacher provides a stimulating environment and there are good opportunities for the children to choose and learn through play.

78. Children enter the school with a wide range of attainment but their attainment is well below that expected for their age. A significant number have speech problems and children's language and number skills are poor. They make very good progress across all areas of learning. However, by the end of the reception year very few will have achieved the level expected for their age in any of the areas of learning. A very small number will be capable of work at Level 1 of the National Curriculum.

79. The teaching is very good. The strengths in the teaching are:

- the staff work very well together as a team;
- relationships with the children are excellent;
- particular attention is given to children's personal and social development;
- the teaching of sounds and letters is given a high priority;
- good teachers' planning ;
- long-term planning which gives detail about the topics;
- medium-term planning which gives detail of the links between areas of learning, highlighting the depth and vitality of the programme;
- short-term planning: which gives clear indication of structure for free-play;
- effective checking on what children can do or have learnt and using ongoing assessment to influence the short-term planning, so that individual children are always sufficiently challenged.

Personal, social and emotional development

80. Teaching is very good. Relationships between children and with adults are excellent because the whole ethos in the room is one of working together. Adults address the children with courtesy and respect, which fosters an atmosphere of trust. Carpet-time sessions, frequently used for whole class teaching, occur several times each day. Children are used to finding and selecting their own resources. Behaviour is good. It is clear that children understand the simple routines underpinning the daily organisation, share and take turns. They fulfil their teacher's expectations. The following examples typify the reception experience:

- children were keen to share information from home. They listened well to the teacher and each other;
- at snack time, individuals enthusiastically took responsibility for handing round the `eats` and pouring out drinks;
- at regular times in the day, groups of children selected their own activities. The play dough drew them to the role-play area. After making cakes for the bears' picnic, spoken language sustained their collaboration at a basic level of play;
- adults used their time effectively, ensuring a balance between whole class, group and independent activities. This helped children to sustain their concentration and interest. An adult presence was always most welcome.

Communication, language and literacy

81. Teaching is very good. Speaking and listening is stressed, enabling those who have speech problems to hear and use language regularly. The teacher regularly focuses on letters and sounds and, as a result, most children can identify quite a few. The higher attaining children use this knowledge in some aspects of reading and writing, whilst others find it more difficult to use and apply their knowledge. Stories and big books are used as a context for exploring and developing reading skills. There is plenty of evidence of class efforts with sounds and letters, and shared class stories. There are examples of the teacher writing simple stories at the children's direction. There is lots of stimulating writing around the room to move children's writing on. The following examples provide a flavour of the experiences:

- carpet time provided the opportunity to talk about materials and to learn new words such as 'stretchy and squidgy';
- most children were happy to try writing about the Three Bears. Some words were identifiable and children used their phonic understanding effectively, but words were seldom demarcated. Others underwrote, copying the adult's writing. Most make an attempt at writing their name;
- photographs show children sharing books but the book area was not a first choice activity;
- children worked with adults on sound and letter worksheets;
- a number of the children were able to read a range of the high frequency words from `their phonic book`. Some did not always recognise these when they occurred in a book, or read for meaning, or used picture information to help. Progress in this area is hampered by a lack of books.

Mathematical development

82. Teaching is very good. The teacher is confident in the class-teaching element of the lesson. She found interesting ways in which to encourage children to think about patterns. She encouraged them to draw on their knowledge of shapes, and gave them time to put their ideas into words, helping those who were less fluent. Tasks, planned to fit with the class-teaching element, are well structured and, as a result, children are challenged. Mathematical ideas are not very evident in children's free play. The following examples illustrate the children's responses during the inspection week:

- the interesting tasks, such as those using apples to divide equally between the three bears, provided opportunities for the adult to increase the complexity of the challenge;
- during pattern-making activities, very few children instinctively stopped and counted how many flowers they had used;

- children were interested in the patterns. They understood that the pattern was repeated in a particular order;
- lower-attaining children found it hard to match on a one to one level when giving out plates and food to their friends during the bears' picnic;
- workbooks show that children work on number regularly as pencil and paper exercises.

Knowledge and Understanding of the world

83. Teaching is very good. It is at its best when exciting activities such as the visit of David the nurse, spark the children's curiosity and the range of follow-up activities allows for further explorations and imaginative play. How all this develops is clearly identified in the planning and there is strong evidence in photographs or the children's own books of previous experiences. Children use construction materials and a good collection of bricks. The computer is on all day. The following examples illustrate some of the most exciting themes and activities over the year:

- the topic transport enabled the teacher to explore the countries the children had visited for their holidays;
- as part of their exploration of materials, children stretched and twisted different materials. They showed a willingness to experiment;
- in the autumn, they talked about themselves and their families, developing an awareness of how they had changed;
- boys in particular, relish opportunities to use the computer. They collaborate well. Their mouse skills are sound.

Physical Development

84. Teaching is good. A lack of a safe surface and large climbing equipment limits provision in this area. However, the teacher has made good use of weekly periods in the school hall. She has ensured that children fully understand the routines necessary for safety. The following examples demonstrate what children can do: children demonstrate a confident and sensible use of space;

- they have a good awareness of safety rules and of how to move equipment;
- they negotiate space well as they play and use wheeled toys;
- they explore movement as they find different ways of moving around;
- children's hand-eye co-ordination is satisfactory. However, they do not find it easy to handle everyday tools such as paintbrushes, pencils and scissors.

Creative Development

85. Teaching is very good and role-play areas are used well to develop children's imagination. Children use these areas effectively to act out stories they know and create roles and things they have seen and experienced. They gain confidence in organising themselves into different roles in negotiation with their classmates and use the available resources as props to develop their play. The selective intervention by the staff in these situations helps the children to move the play forward and to extend and consolidate their knowledge and skills in other areas of learning. Teachers use the sessions well to develop children's literacy and numeracy skills. Children join in with nursery rhymes and songs they know. They are beginning to explore pulse and many can identify high and low sounds. Opportunities for children to explore different materials and media are good. Children are given opportunities to express their ideas

freely, using different media, as well as opportunities to learn about specific techniques through adult-directed activities. The following reflects evidence collected over time:

- the individual paintings on the wall are below the level that is typical of young reception children. However, they have made progress since their early efforts, recorded in September;
- the collage, 'We're going on a Bear Hunt' includes children's efforts;
- children have easy access to different textured material and small objects;
- role-play and dressing up are very popular activities.

ENGLISH

86. Standards are well below national expectations by the ages of seven and 11 and lower than those found at the last inspection. There are no significant differences in the standards of girls and boys. Standards in speech, though below average are significantly higher than those in reading and writing. This is because teachers give good opportunities and encouragement to develop pupils' speech in lessons, assemblies, visits and after school activities.
87. Pupils' results in last year's national tests tell a similar story. Standards in reading and writing were much lower than those in most primary schools by the end of Year 6. Although three-quarters of the pupils reached the standards expected for their ages very few reached the level above. These standards were similar to those of pupils in schools like St Paul's. However, inspection shows that pupils achieve well given their low standards of speech, reading and writing when they start school.
88. There are several reasons for the continuing low standards:
- the number of pupils in the school with special educational needs in language (43 per cent) continues to be high. 16 pupils have statements of special educational needs, a well above average proportion;
 - the proportion of pupils with special educational needs and with English as an additional language in Year 6 is also high (39 per cent). It is very high in Year 2 (60 per cent);
 - A large number of pupils join and leave the school each year. For example, fewer than one third of pupils in Year 6 have spent the whole of their school life at St Paul's.
89. There has been a good improvement since the last inspection. Pupil achievement is now good, because pupils are making good progress in most lessons and as they move through the school. The main reasons for pupils' good achievement are:
- good use of the National Literacy strategy because of teachers' training, confidence and experience in using it;
 - basic reading and writing skills are well taught in the infants;
 - the school's success in supporting and developing individual reading in the juniors;
 - the good levels of support for pupils who are beginning to fall behind;
 - the effective methods used to check on and track pupils' attainment and progress so as to give them individual writing targets.
90. At the age of seven, standards in speaking and listening are well below the expected level and at 11 are below the expected level. Good teaching enables pupils to make good progress. Strengths in speech development are:

- the clarity and expression of teachers' speech and reading enables pupils to listen with growing attention and concentration as they move through school;
- teacher's hard work to improve pupils' skills in expressing themselves through skilled questioning encourages pupils to speak in more detail;
- pupils of all abilities gain confidence through experiences of speaking to audiences at the end of lessons, in class presentations and in assembly;
- pupils show increasing understanding of technical language in subjects such as science, mathematics and design technology;
- although higher attaining pupils present their opinions well and give clear reasons for them, large numbers of lower attaining pupils find this difficult because they are short of words and often do not find it easy to put their ideas in order.

91. Reading standards at the age of seven are well below those expected for pupils of this age. However, there are significant strengths:

- reading skills are well taught, and pupils make good progress;
- nearly all pupils know how to use contents pages to find facts in books;
- all pupils know how to read back their own writing to check it;
- they know alphabetical order and are able to use simple dictionaries to improve spelling.
- teachers carefully match the reading level of text and the amount of support they receive to pupils' achievement.

Higher attaining pupils read simple stories with enjoyment and understanding by themselves. Lower attaining pupils and those with special educational needs in language often need help because they forget letter shapes and sounds. Other pupils read aloud accurately and sometimes expressively. Higher attaining pupils find words in books by using indexes.

92. By the age of 11, reading standards remain well below expectations. However, there are significant strengths in reading development:

- nearly all pupils read by themselves for enjoyment both at school and at home;
- pupils in Year 6 show good levels of understanding when they compare and discuss books, characters and authors.

Lower attaining pupils and those with special educational needs in language now read simple text accurately but slowly. Skills in finding information are weak for example, less able pupils are often unsure how to use catalogues and book numbers. Although all pupils know how to find information on the Internet and from CD ROMS, limited reading skills reduce the rate and amount of their understanding. The few pupils for whom English is an additional language make good progress because of the effective support they get in reading.

Areas for development are:

- extending opportunities for pupils' to use and develop their reading skills in all subjects.

93. Writing standards overall, including punctuation and expression, are well below expectations by the ages of seven and eleven. Strengths in writing development are:
- secure sentence control by end of Year 2;
 - good development of planning, paragraphing and structure from Year 3 onwards;
 - effective teaching and practice of cursive handwriting in the junior classes;
 - careful assessment, leading to individual targets for each pupil which effectively improve standards;
 - pupils' skill in matching their writing to a wide range of different genres and audiences.

Areas for development are:

- extending opportunities for pupils' to use and develop their writing skills in all subjects.
94. By the age of seven, higher attaining pupils form letters accurately and space words out in simple sentences. They understand how to put ideas in order for example when writing recounts of stories and instructions for making a cup of tea. Pupils begin to write to record new learning, for example in summaries of the main events in the Life of Florence Nightingale. A Year 2 pupil registered both the cuddly and wild qualities of a cat. *'very cute, roll on their tums, cats are very vicious, smelly and pounce.'* Lower attaining pupils use simple sentences to describe experience accurately: *'There was an exhibition at Worthington Lake.'* The high proportion of lower attaining pupils find recording their ideas hampered by a lack of rich experiences to write about and limited colourful vocabulary.
95. By the age of 11, pupils have satisfactory basic skills of writing. For example, handwriting is joined up, easy to read and often neat, and pupils organise their ideas effectively. However, the amount and expressiveness of writing is often limited because pupils do not have much to say when working independently of the teacher. The lower attaining pupils describe finding it 'harder to write than think', 'running out of ideas' and finding it difficult to write at times when they can talk about their work. Higher attaining pupils in Year 6 write with a clear sense of audience and choose words to catch the reader's interest. For example:
'(Speak in a Cornish accent) Tea looks cold again. T's always cold. She makes it wi' cold water.'
96. The development of literacy skills in other subjects is unsatisfactory overall. Although pupils write to record new learning adequately in science and history, there are not enough planned opportunities to improve their skills and the range of their work through tasks in these and other subjects. For example, following several weeks' learning about the original Olympic Games, Year 4 pupils' creative writing was to design a poster rather than to write a first hand account of being there. Writing development is also limited at times through worksheets requiring a series of one-word answers. Occasionally, teachers get pupils to research new topics, but independent reading as a means of learning is not developed in subjects other than English. The well-organised library is used more as an additional support base than a hive of information.

97. The quality of teaching taken overall is good. During the inspection, the quality varied between satisfactory and very good. The strengths of teaching include:

- teachers' good knowledge of language development and children's books which enables them to match pupils' work effectively to their achievement;
- effective support for pupils either on a one to one basis or in small groups;
- the clear aims for each lesson which pupils understand;
- the good choice of high quality material in literacy lessons to engage and sustain pupils' interest and enjoyment of reading and writing.

Areas for development are:

- improving opportunities for pupils to read and write in all subjects;
- developing the use of the library

Teachers have worked hard to improve strategies in the literacy hour. For example, in a Year 1 writing lesson all pupils made good progress. This was because the teacher made the new work enjoyable by keeping them busy all the time in speaking, reading and writing. All the hands went up to put the full stops at the end of the sentences they wrote as a class. Careful planning ensured that all pupils were well involved in discussing the story of Humpty Dumpty, including those for whom English was an additional language. In lessons, effective classroom routines establish a purposeful atmosphere. Pupils are keen to learn, and often work with enthusiasm and interest to finish tasks. For example, a very good Year 5 poetry lesson gave pupils a strong creative stimulus and opportunities to rehearse and perform their work.

98. Leadership and management are good. The co-ordinator provides good support and guidance for staff. Good systems of assessment give clear pictures of pupils' achievements. Thorough monitoring of teaching and learning identifies areas for improvement. Effective use of the literacy strategy, training to update teachers' skills and improved teaching and resources are coming together to raise standards. The school works hard to ensure that by the end of Year 6 pupils leave school thoroughly prepared for the demands of language work in their secondary schools.

MATHEMATICS

99. Pupils' attainment at age seven is well below national expectations and below by the age of 11. However, pupils make good progress based on their prior attainment in the infant and junior classes. Pupils' attainment at age 11 is similar to results of national tests in 2002, which were below the national average and above what was achieved by similar schools. About 65 per cent of pupils in the present Year 6 are on track to meet national expectations by the end of the year and a small number will exceed them.

100. Strengths in the subject are:

- the good planning that helps pupils develop effective skills, knowledge and understanding in most aspects of the subject;
- good teaching of basic skills of computation;
- teachers' high expectations, promoting effective learning and good achievement;
- the great enthusiasm which pupils show in their lessons.

Areas for development are:

- a stronger focus on developing pupils' mental skills at the start of lessons so that pupils can answer mental questions with greater speed, accuracy and confidence;
 - providing pupils with more opportunities to use and apply their knowledge in practical, problem solving situations in order to improve pupils' ability to solve written problems.
101. Since the last inspection, standards in national tests have fallen at the age of seven and risen by the age of 11. Standards fluctuate due to variations in the high proportions of lower attaining pupils in the classes who took the test and great pupil mobility. However, pupils' achievement is good. This is due to:
- the improvements in the overall quality of the teaching;
 - careful attention that is given to the analysis of test results;
 - good management of the subject;
 - effective support for pupils from increased numbers of teaching assistants.
102. At the age of seven, pupils' skills in the key area of number are below the expected level. Pupils display sound strategies for counting on in twos, fours and fives. Only higher attaining pupils demonstrate an appropriate understanding of place value, know the value of each digit in a three-digit number, for example, that 248 is made up of two hundreds, four tens and eight units. Few pupils can confidently add and subtract two digit numbers, understand basic mathematical symbols and recognise and use coins appropriately. Pupils have a satisfactory understanding of shapes and identify two-dimensional shapes such as triangle, square, rectangle and circle by reference to properties, such as the number of sides and corners. Good progress is being made in number but this is less so in mental mathematics. Pupils recall of number bonds and multiplication tables is weak. Similarly, due to the limited opportunities to use and apply their knowledge in practical everyday situations, their skills in solving problems and practical application are not as strong as their number skills.
103. At the age of 11, the large proportion of lower attaining pupils do not have a sound knowledge of number, including recall of multiplication tables. Their understanding of place value is not secure and they do not always add, subtract, multiply and divide numbers accurately. Higher attaining pupils' knowledge of fractions is satisfactory and they understand the relationship between fractions and decimals. Pupils' knowledge of shape, space and measures is sound. They recognise lines of symmetry in shapes and they have a satisfactory knowledge of the functions of a calculator. Data handling skills are sound. Pupils collect information, record it in appropriate ways including frequency charts and then use bar, line and pie graphs to display the information. Higher attaining pupils understand the terms mean, median and mode. However, most pupils' skills in applying their mathematical knowledge in everyday practical situations or solving problems are weak. They do not answer mental type questions quickly or confidently.
104. Pupils achieve well in the lessons observed. There are no marked differences in the performance of girls and boys. The progress in the pupils' learning is good overall, particularly in the development of number skills and the use of key vocabulary. The daily class sessions of mental arithmetic and problem solving activities are not always fully effective in helping all pupils to rehearse and apply knowledge and are dependent on the quality of the teaching. In discussion with a group of Year 6 pupils, they were hesitant in response to mental questions, such as add 69 and 77 together, and their explanations on how they reached their answers were not always clear or logical. The school policy on inclusion ensures that pupils with special educational needs or those

for whom English is an additional language make good progress and are fully integrated into the activities of the class. However, in the oral/mental sessions there are limited opportunities through targeted questioning to meet these pupils' specific needs.

105. The overall quality of teaching is good. The effective support from teaching assistants impacts positively on the teaching and learning. Teachers' planning and their subject knowledge are good. The qualities of the good and very good teaching are:
- what is to be learnt is clearly identified and focused and the well-planned activities enable the objectives to be realised in lessons;
 - teachers have high expectations of what pupils can do and achieve in lessons, including their behaviour and achievements in their work;
 - lessons are well structured and achieve a good balance between direct teaching and pupils being actively engaged in activities, which are well matched to their abilities;
 - teachers use questioning techniques well to assess and develop pupils' understanding;
 - teachers use time and resources well, which has a clear impact on the good rates of learning achieved by pupils in lessons.

As a result of the good teaching, pupils have good attitudes towards their mathematical work. They enjoy taking part in the oral and mental parts of the lesson and in other activities planned for them in lessons. Pupils work with enthusiasm and are able to sustain their concentration over long periods of time when working independently. However, there are weaknesses in the teaching of pupils' mental skills and in providing pupils with effective strategies to solve problems. This is because the quality of the oral/mental starter at the beginning of the lesson and the discussion at the end varies throughout the school. At times, pupils are not given sufficient opportunities to describe and compare strategies and mental recall is restricted to too narrow a range of examples. Similarly, there are not enough opportunities for pupils to use the knowledge they have gained in everyday, practical, problem solving activities.

106. There is a satisfactory curriculum for mathematics. Across the school, work was seen that related to number, shape and space, the measures and the handling of data. Mathematical skills are used and developed effectively in other areas of the curriculum. In history in junior classes, pupils use a time line to chronicle events and record significant changes in society. In geography, the development of mapping skills to fix the position of places accurately using scale, and understanding co-ordinates, is linked well to work in mathematics. Pupils use their skills in information and communication technology to record and display data collected in surveys in a range of formats. The development of mathematical vocabulary in all classes makes a positive contribution to the literacy development in the school. Pupils' reading skills are used to good effect in interpreting problems.
107. The co-ordination and management of the subject is good. The co-ordinator monitors teachers' planning, pupils' work and the teaching and learning in lessons. As a result, the co-ordinator has a clear picture as to the strengths and areas in need of improvement. For example, problem solving and mental strategies are a focus for improvement. There is an appropriate range of resources available to support teaching and learning across the school. The subject policy and scheme of work have been updated to meet the requirements of the National Numeracy initiative in the subject. There are sound assessment procedures in place, which keep teachers and the co-ordinator informed and aware of how well pupils are achieving. For example, the co-ordinator monitors test results to identify the strengths and areas in need of

development. Formal assessment records of each pupil are kept but these are not yet used enough, for example, to set group targets or individual targets that are shared with pupils. The school has plans to develop this practice further.

SCIENCE

108. Standards in science are well below those expected nationally at the age of seven, but below at the age of 11. Pupils of all ability levels, including those with special educational needs, achieve well and make good progress in relation to their prior attainment. Those pupils who come from backgrounds in which English is not the mother tongue also make good progress.

109. Strengths in the subject are:

- the quality of teaching is good;
- the importance that teachers give to teaching scientific enquiry skills;
- the enthusiasm that pupils have for the subject.

Areas for development include:

- developing assessment procedures and their use in planning work.

110. Last year's results in national tests at the end of Year 2 are reflected in the inspection findings. In the national tests at the end of Year 6 in 2002, pupils' overall performance was well below the national average but average for similar schools. It must be remembered that these statistics are based on all the pupils in the Year group, including the high number of pupils with special educational needs, including those in the Resource Provision unit. Pupils perform well in relation to their prior attainment.

111. Many seven-year-olds do not have levels of knowledge and understanding that match national expectations in materials, plant life, animal life and forces. Few pupils know what makes a test fair, but the highest-attaining pupils predict the consequences of any unfairness in the testing. Eleven-year-olds build successfully on previous learning and although the number of pupils reaching nationally expected levels is similar to the national average last year, not as many, reach the higher levels.

112. In Year 6, higher attaining pupils show a sound understanding of scientific terminology and methodology relating to plants, living processes and forces. They have adequate measuring and recording skills and know how to control a fair test. Overall, progress is good considering the low starting point for many pupils. The high proportion of lower attaining pupils in the cohort find difficulty in remembering facts and low literacy skills hamper their ability to explain their investigations clearly with correct scientific terminology, both orally and in written form.

113. The quality of teaching is good at both key stages, resulting in a good quality of learning. Teachers plan lessons that develop pupils' understanding well. The activities that are planned match the intentions of the lesson and help pupils to learn well. These activities are based on developing scientific enquiry skills so that pupils not only learn to ask questions and how to answer them, but also learn scientific knowledge. Teachers introduce lessons well, reminding pupils of what they have learned, and establish a secure foundation for learning during the lesson. However, sometimes teachers miss opportunities to develop and extend pupils' understanding during question and answer sessions. In Year 4, the teacher did not ask for explanations of why certain methods might be useful for separating sand and salt water. Teachers

provide clear explanations of concepts and tasks. This helps pupils to make good use of their time in group and practical activities. The Year 1 teacher set the pupils the task of finding a suitable material to cover a chair to be used outside. This fired their imagination and they worked hard, testing a range of materials and finally arriving at the conclusion that plastic would be suitable. This teacher used a range of resources well and encouraged pupils to work together, thus making a positive contribution to their social development. On the other hand, a Year 2 lesson about the life cycle of a frog would have been enlivened by a wider use of resources.

114. Pupils have satisfactory opportunities to record their work, but sometimes teachers ask pupils to complete worksheets that do not offer enough challenge to use either their scientific understanding or their literacy skills. Some worksheets are more useful than others, particularly those that guide pupils through an investigation, ensuring that the pupils follow a logical train of thought, and reinforce ideas such as fair testing. Teachers provide sound opportunities for pupils to record their observations and work, but do not do so in a way that requires pupils to draw on, or practise, a wide enough range of literacy skills. However, teachers require pupils to use numeracy skills. Pupils make measurements, for example of the weight of objects in air and water, or of the temperature of cooling liquids.
115. Teachers keep pupils' work marked. The marking usually includes ticks and positive comments. In a few cases, the teachers' comments provide useful guidance on how to improve, or help to ascertain how well the pupil has done. This practice is inconsistent across the school. The Year 6 teacher provides pupils with useful homework as the national tests approach. This is marked effectively in a way that helps pupils to recall what they have learned.
116. Pupils' attitudes and behaviour in lessons are good. This has a positive impact on their learning because they are keen to be involved in the lesson and take part in the activities. Year 6 pupils ask sound scientific questions when given the opportunity, for example, *'how long does differently prepared jelly take to set?'* They devise suitable ways of finding answers but do not always have the skills to record their findings appropriately
117. A scrutiny of the work that pupils have done this year confirms that pupils are making good progress. They are covering the requirements of the National Curriculum in sufficient depth. This, coupled with the good teaching and positive attitudes, helps to ensure good progress.
118. The subject is soundly led and managed. The school makes good use of the expertise of the headteacher and the science co-ordinator in teaching in Years 3 to 6. There are enough resources and the accommodation is suitable overall, although the Year 5 and 6 classrooms are small for the number and size of the pupils. This restricts their opportunities to move about and develop independence skills, for example, collecting and organising their own equipment. There is little use of information and communication technology in teaching or learning. The school does not yet collect enough information about how well pupils are performing in science, except at the end of Years 2 and 6. Consequently, there is not enough information about what pupils need to do to improve or to set targets for their learning.

ART AND DESIGN

119. Standards of work are below the level expected for pupils at the age of seven, but similar to those expected by the time pupils are 11. Pupils of all abilities, including those with special educational needs and those for whom English is an additional

language, make good progress in the infants and juniors and achieve well in relation to their prior attainment. This represents a sound degree of improvement since the last inspection when although progress was good for the juniors, infants made only sound progress.

120. Strengths in the subject include:

- pupils' achievements in relation to their prior attainment;
- the curriculum provides a wealth of learning opportunities;
- leadership and management are good.

Areas for development include:

- developing assessment procedures and their use in planning work;
- extending the range of artists and styles to include a greater experience of art from different cultures;
- using information and communication technology to support teaching and learning.

121. Many of the inspection judgements are based on an examination of the work on display, photographs and on discussions with the subject co-ordinator and pupils. Based on the lessons observed and from the quality of pupils' work and in view of the pupils' good levels of achievement, the quality of teaching is good. In a satisfactory Year 2 lesson, the teacher used sound methods to encourage pupils to look carefully at a range of natural objects, but did not spend enough time teaching and developing drawing skills. Throughout the school, pupils learn a wide range of techniques and use a good range of different media to produce completed artwork. The care and detail that goes into these reveals that pupils have good attitudes and try hard to produce well-finished work. This includes the work that pupils from each year group completed during their studies of famous artists. All of this work on display shows that pupils have a sound understanding of the work they studied, and they have produced work that accurately reflects the artist's style, for example, pointillist pictures in the style of Seurat, or geometrical pictures after Mondrian. Year 1 pupils have also produced effective pictures in the style of Arcimboldo using pastels.

122. Pupils also work in three dimensions as well as two. Year 3 pupils produce models of sculptures with papier-mâché when designing a sculpture trail for the school. Older pupils produce interesting clay faces for hanging on the wall and sewn fabrics to make cheerful Christmas stockings. Year 6 pupils have benefited from the work of an artist-in-residence and have developed interesting work with a building site theme.

123. The subject is led and managed well. The enthusiastic co-ordinator has helped to maintain good levels of achievement. Although there has been no formal monitoring of teaching, she ensures that guidelines for teaching are followed and offers useful guidance and advice. The curriculum is enriched by visitors into school, for example from an artist-in-residence and visits to places of interest such as art galleries. Teachers themselves learned a range of techniques in printing and collage that will be of use in teaching. Although pupils talk about the work they have done and offer simple evaluations, they do not use literacy skills to write these down. In information and communication technology, pupils have experimented with graphics programs and produced designs and patterns. Teachers have used the Internet as a resource for finding artists work, but the technology is inconsistently used in teaching and learning. The subject makes a good contribution to pupils' cultural development because they study a wide range of European artists. However, they do not develop enough of an

understanding about the work of artists from other cultures. There are no formal procedures for finding out and recording how well pupils are learning, hence not enough information is available to use in planning lessons.

DESIGN AND TECHNOLOGY

124. It was only possible to see one design and technology lesson and one lesson with a visiting expert in the week of the inspection. There were limited examples of the full range of pupils' completed work to scrutinise and therefore no judgement can be made about the standards pupils achieve or the quality of teaching. This reflects the school's approach to design and technology, which it is taught in blocks of time. However, evidence from teachers' planning and discussion with pupils shows that provision has improved since the last inspection. It is better because:

- there is a scheme which provides clear guidance to teachers ;
- there is an appropriate range of tools;
- all statutory requirements are met in the design and making aspects of the subject;
- the co-ordinator provides effective support for teachers.

The areas needing improvement are:

- procedures for checking on and recording what pupils have learnt;
- the use of computers.

125. In Year 1, pupils investigate how card can be used to make moving pictures. They draw their design, cut, stick, decorate and test their card confidently. They evaluate their success and suggest improvements. In Year 2, pupils design enthusiastically their own 'Incy Wincy Spider' and create a winding mechanism using cotton reels. They draw labelled designs, list the resources needed and formulate a plan of work. They use measuring, joining and cutting skills competently on material before assembling and testing. They are very enthusiastic in discussion about their work and show good recall of the processes used.

126. Pupils in junior classes explore a range of design and technology activities successfully. Pupils in Year 3 make a variety of packages, for different purposes, that they decorate using a variety of techniques. Pupils in Year 4 design and make a money container effectively. They use a range of materials based on the knowledge they have gained through investigating commercially produced products. In Year 5, pupils enthusiastically design and make pizzas after deciding what their favourite ingredients are. In Year 6, pupils are challenged to design and make a moving vehicle powered by electricity. They examine types of vehicles in terms of their strength and gain a clear understanding of design for different purposes. They draw an initial design accurately and produce labelled diagrams of different stages in the production process. Having made and tested their products, they make a perceptive evaluation of their work. In discussions with the inspector, they show pride in their work and are keen to explain what they had done.

127. At present the headteacher is the co-ordinator and the management of the subject is good. This is because of effective monitoring of teaching and learning by the co-ordinator as he works alongside staff in lessons. As a result, he has a clear overview about the strengths and areas in need of improvement in the teaching. The scheme of work forms a detailed and helpful guide for teachers, with clear identification of what pupils have to learn by the end of each unit of work. This provides consistency of

approach in order to ensure the step-to-step development of skills. No system is in place to check on or record what pupils know, understand or can do in order to provide teachers with sufficient information to plan lessons to build securely on pupils' past learning. Good opportunities are provided for pupils to develop socially through practising collaborative skills in group work. Links to literacy are developing as pupils discuss, label and evaluate their work, and numeracy skills are practised in measuring and estimating. Links with information and communication technology are underdeveloped.

GEOGRAPHY

128. By the age of seven, the standards of pupils' knowledge, understanding and skills in geography are at the expected level for their age. However, by the age of 11, conversations with pupils and scrutiny of their books and files show that the standards pupils reach are lower than those expected for their ages. Pupils are not achieving as well as they should. The school has not therefore maintained the satisfactory standards found at the last inspection.
129. Teachers have begun to make good use of topics from the nationally recognised whole school plan of work for geography. This ensures that pupils cover all the work they should, matches learning to their ages and gradually builds up their geographical skills. All pupils, including those with special educational needs and those for whom English is an additional language, therefore make steady progress in the infants, but unsatisfactory progress in the juniors. This is because pupils have not done enough geography in recent years. There are, therefore, significant shortcomings in their knowledge, understanding and skills. The school plans to teach geography in one half term and history in the next. However, in practice teachers give more time and priority to history work. As a result, pupils' geography standards are lower than those in history.
130. By the end of Year 2, pupils have the map reading skills expected for their ages. For example, they make maps of imaginary islands, showing human and natural features. They also understand some of the differences between island and mainland, seaside and countryside, town and village. Pupils enlarge their view of the world, weather and climate through investigations into their holiday experiences and study of video material.
131. By the end of Year 6, pupils' map reading skills are below the level expected for their age. They have limited understanding of scale, keys, co-ordinates and symbols. However, they use and read maps which identify the big rivers near cities around the world. Pupils also understand the difficulty of some choices on environmental questions, such as the pros and cons of building a bypass round a village. They know how world climate zones affect people's lives, work and leisure. Work on topics such as water and recycling shows average knowledge and understanding of geographical and moral issues. However, pupils' recall and understanding of life in different parts of Britain and other countries, such as India, are significantly lower than that expected for their age.
132. The overall quality of teaching and learning is satisfactory in infant classes, but unsatisfactory in junior classes. The unsatisfactory judgement is linked to a lack of time allocated to teaching geography. However, there are strengths in the teaching in junior classes that include effective use of visits, for example, to Worthington Lake. These visits enrich pupils' understanding of the environment and related moral issues. Teachers have secure knowledge of the topics they provide and skilfully link learning to pupils' experience of the world. For example, in a very good Year 3 lesson, the

teacher's original and imaginative planning and very good resourcing enabled pupils to make rapid gains in understanding climate and weather. Good use was made of role-play as pupils became travel agents who had to find holidays to match their clients' requests.

133. The school has identified the improvements needed and the action plan that is in place will ensure that pupils will begin to gain the levels of knowledge and understanding expected for their ages. Changes in the time allocated for geography in the curriculum are to be implemented. However, there is little monitoring of teaching and learning in the classroom and assessment arrangements are largely informal.

HISTORY

134. At the age of seven and 11, pupils achieve the standard expected for pupils of this age. The school maintains the standards noted at the last inspection. This is a good achievement over time, as pupils' knowledge and understanding of the world are well below the expected level at the end of the Foundation Stage. Teachers make satisfactory use of the latest national and local authority guidance. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress. The school has built up a satisfactory set of resources for the topics, which teachers enhance effectively through loans from museums and libraries.
135. By the end of Year 2, pupils' show satisfactory understanding of chronology although they find it difficult to appreciate the different scales of 'long ago'. They also learn how to find out about the past from eyewitnesses who wrote down or depicted what they saw. Pupils of all abilities discover how to find out about the more recent past by talking to older members of their families. They begin to make notes about what they discover, labelling pictures and writing simple sentences.
136. By the end of Year 6, pupils' knowledge and understanding of history and their skills in finding out about the past are sound. Pupils compare different sources of evidence such as archaeology, museums, pictures, films, living memory, artefacts and the Internet. They regard studying history at school as important because it helps them 'to understand how the country has changed' and 'not take stuff for granted'. Pupils of all abilities recall key facts about Ancient Egyptian, Greek and Roman civilisations. They understand how and why Romans, Saxons and Vikings invaded and settled in England. Pupils also understand how life for children and families both rich and poor was different in Tudor and Victorian times. For example, Year 6 pupils agreed that Henry VIII 'used his power for greed.'
137. The quality of teaching and learning is satisfactory. During the inspection the quality ranged from very good to satisfactory. The strengths of teaching are:
- good opportunities for pupils to learn about the past from visiting speakers;
 - effective use of visits to historical sites and museums to enrich pupils' experience of the past;
 - teachers' enthusiasm for the topics of study, resulting in well-planned and interesting learning activities.

Areas of a development are:

- the use of reading and writing as learning tools in history;
- arrangements to check on pupils' progress.

Teachers have detailed knowledge of the topics, provide interesting resources and give pupils challenging tasks to do. For example, a Year 2 teacher interested pupils in the seaside in the past through discussing what a large number of photographs showed. Their understanding of past times grew as they worked in groups to sort the photographs into chronological order. Year 6 pupils were fascinated by the relay of information from a visiting speaker talking to them about living and working conditions and leisure time during the depression and World War 2. The teacher enhanced the quality of the learning with a good range of photographs, maps and train timetables from these periods.

138. Satisfactory leadership and management are maintaining standards. There is no formal system in place to record pupils' achievements.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. At the age of seven and 11, the standards that pupils achieve are below those expected for pupils of this age, and lower than those reported at the time of the last inspection. Pupils achieve similar standards in control, simulations, use of e-mail and the Internet, word-processing, data handling and graphic programmes. These lower standards are mainly a result of the high proportions of pupils with special educational needs in these year groups. However, much work has been done since the last inspection to increase all pupils' use of computers and they now have more opportunities to develop computer skills. There has been a marked improvement too in teachers' expertise and confidence, through continuing training. More and better resources, particularly the establishment of a well-used computer suite, have also helped pupils to meet the much higher demands of the revised National Curriculum.
140. Below average language and mathematical skills limit most pupils' speed and efficiency in accessing, understanding and applying information and communication technology. By the end of Year 6, only a quarter of pupils reach the standard expected for their ages although another quarter are close to it. Lower-attaining pupils gain satisfactory understanding of procedures, but take longer to input information and to work independently. However, they do benefit from high quality individual support that improves not only their computer skills but also their confidence and basic literacy and numeracy skills.
141. All pupils, including those with special educational needs and those for whom English is an additional language, are making good progress. Pupils work very enthusiastically on screen, not least because very few have computers at home. They are confident and persevere, collaborating well in pairs and groups. The suite is often full of excited talk during lessons as pupils discuss successes and difficulties in their work with teachers and partners. They look after equipment sensibly and are aware of the needs of other users of both hardware and software.
142. The quality of teaching is good, an improvement since the last inspection. The main strengths are:
- clear learning objectives, which pupils understand and achieve;
 - good organisation and management of learning ;
 - good team work with support staff to ensure pupils of all abilities, including those with special educational needs and those for whom English is an additional language, are fully involved in new learning;
 - teachers' expertise and confidence in presenting and demonstrating new skills.

Teachers also make good use of digital cameras, scanners, CD ROMs, radio, video and listening centres throughout the curriculum. The computer club extends opportunities for pupils to practise and widen their experience of information and communication technology.

The main areas for development are:

- increased use of information and communication technology in other subjects;
- arrangements to check on pupils' progress.

A very good Year 1 lesson on pictograms included the characteristic strengths of teaching. All activities were very well planned, prepared, organised and resourced. Learning was very interesting to pupils because it linked well with the recent number and food technology work of making pizzas. Pupils were very busy and highly delighted to choose brightly coloured icons for toppings and then see them appear on screen. An excellent review of the lesson took learning further and ended with pupils asking each other questions about the interpretation of their pictograms. A very good Year 6 lesson demonstrated similarly high levels of application. Lower attaining pupils made rapid progress in control technology as they wrote programmes to operate traffic lights in the correct sequence. Pupils' efforts rose to meet the demands of a challenging task.

143. Pupils' wider use of information and communication technology skills in other subjects is at an early stage. Teachers and pupils do not use computers much outside the suite. The school has already identified this situation as an area for improvement. However, teachers have made a start through:

- word processing in English;
- graph work in mathematics;
- sensor work in science;
- colouring and pattern programmes for art;
- sketching in design and technology;
- a small amount of map work in geography and census interpretation in history.

144. Leadership and management are good. The co-ordinator has worked hard to improve provision and implement the new National Curriculum effectively. For example, the school has developed a carefully planned and well-balanced curriculum, with all the new hardware and software up and running to deliver it. The co-ordinator has a strong commitment to the continued development of the subject in all year groups and the school is well placed to improve further. Teachers make good use of the latest national and local authority guidance and schemes of work. The school acknowledges that arrangements to assess, record and track each pupil's information and communication technology skills development are unsatisfactory. These rely too much at present on teachers' observations and memories.

MUSIC

145. By the time pupils are 11-years-old, standards in music are similar to those expected nationally. It was not possible to make a judgement about standards or achievements in music by the time pupils are seven years of age because it was not possible to observe enough lessons. Pupils make satisfactory progress in the juniors and achieve soundly. Those for whom English is an additional language make similar progress to their classmates.

146. Strengths in the subject are:

- the quality of singing is good;
- there is a good range of learning opportunities;
- leadership and management are good.

Areas for development include:

- developing procedures for checking on what pupils can do and their use in planning lessons.

147. The judgements on standards suggest that standards have declined since the last inspection when attainment at the end of Year 6 was good. However, the number of pupils with special educational needs has had an adverse impact on standards and there have been changes in staffing with musical expertise. The school has done well to maintain the high profile that music has in the curriculum.

148. The quality of teaching is satisfactory. Teachers provide pupils with good opportunities to listen and respond to a good range of music. Singing is of a good standard. Pupils sing tunefully and expressively in assemblies. Often, they do so unaccompanied. The school uses a listening rota for music to be played in assemblies and lessons. This includes a good range of Western music from different times, for example, 'Peter and the Wolf', and also more contemporary music and world music. Thus, the subject makes a positive contribution to pupils' cultural development. Year 1 pupils have looked at pitch, pulse and rhythm and make sensible suggestions about what musical instruments might represent certain sounds, for example, a cymbal to represent thunder. In a Year 2 music lesson, the teacher invited a cornet player to play and demonstrate different brass instruments. This helped pupils to learn more about different musical instruments. In a satisfactory Year 6 lesson, pupils composed and performed music to represent sounds they might hear on a building site. They used conventional and their own symbols to record their compositions in an understandable way. This helped them to rehearse and perform their work confidently in front of the rest of the group. This activity was linked well to work in art.

149. The leadership and management of the subject are good. The music co-ordinator has helped to develop the music curriculum well through:

- playing an important part in ensuring that pupils have good learning opportunities through a wide curriculum and a good range of after-school activities including a choir, and recorder and keyboard groups. The choir has taken part in Church services and taken part in a 'Young Voices' concert in Manchester. These activities help pupils to develop socially as well as musically;
- a brass group, but the numbers have diminished this year;
- successfully introducing a scheme for teaching music and supporting teachers in its implementation so that all feel confident to teach the subject;
- a 'Music Week' that she organised which gave pupils good opportunities to engage in a wide range of musical activities. This included visits from practising musicians.

However, there are no formal procedures for finding out and recording how well pupils are learning, hence not enough information to use in planning lessons. Some classes use their literacy skills to write simple evaluations, but this is inconsistent across the school. There is not enough use of information and communication technology in

teaching and learning. There is a limited amount of equipment for recording performances and little software for composing music.

PHYSICAL EDUCATION

150. Standards of attainment in physical education (games) are above those expected for pupils aged seven and 11 and pupils achieve well. This shows standards have been maintained since the previous inspection. The quality of teaching is good in infant classes and in junior classes. There is no significant difference between standards achieved by boys and girls.
151. Pupils are aware of the importance of warming up and cooling down, the effect of exercise on their bodies and how it contributes to their general health and well-being.
152. In games, the Year 2 pupils demonstrate increasing control and co-ordination when throwing, dribbling or catching a ball over short and then longer distances. They understand how to position their bodies to gain maximum impetus. They work hard to improve their control skills and the accuracy of their throwing. By Year 3, the pupils know how to use a cricket bat, throw and catch using a variety of well-taught techniques. In Year 5, pupils are adept at passing and running with a rugby ball. They display high levels of competitive spirit. By Year 6, pupils demonstrate good dribbling, interception and chest-passing skills with a basketball. They show awareness of tactics in a small game situation. A number of pupils begin to use feints in their game.
153. Pupils enjoy physical education lessons. They have limited opportunities for swimming but all Year 5 pupils are taken swimming at a local pool and most can swim 25 metres by the time they leave the school. They respond positively and have a good attitude to the subject and work hard. Teachers plan their lessons carefully and use resources appropriately.
154. The quality of teaching and learning is good. Throughout the school, teachers interpret well the useful curriculum plans that come from the local authority scheme and a complementary commercial scheme. In general, warm-ups are vigorously successful. Pupils are managed very well and know what is expected from them. Expectations are high, for example, in a Year 6 games lesson, pupils were asked to use their new skills in small team games. The teaching of games is enhanced by the use of outside expertise and the regular use of pupils as exemplars of good practice.
155. There is a good range of extra-curricular activities provided and pupils are able to participate in cricket, football, netball, tag-rugby, tennis and cross-country running. The school participates in competitive team games with neighbouring schools. Each year the school provides an out-door education activity weekend in an Education Centre.
156. Overall, management of the subject is good. the strengths are:
 - experienced, skilful and enthusiastic co-ordinator who gives a lot of his time to activities outside lessons. This has proven to be very successful in relation to the school's successful engagement in competitive sports. The school also benefits from the assistance of a wide-range of staff in running these activities;
 - good curricular guidance;
 - a good range of resources;
 - good use of outside expertise and coaches.

An area for development is the recording of the skills pupils have gained in order for teachers to plan lessons to build securely on past learning.

THE WORK OF THE RESOURCED PROVISION UNIT FOR PUPILS WITH MODERATE LEARNING DIFFICULTIES

157. The Resource Provision (RP) unit provides a very good quality of education. Despite changes in the role and responsibilities of the co-ordinator, the high quality of provision seen in the last inspection has been maintained.
158. The RP unit caters for pupils with statements of special educational needs for Moderate Learning Difficulties (MLD). The local education authority (LEA) controls admission to the unit, which has provision for up to 15 pupils but currently caters for eight pupils from Years 1 to 6. They are taught by the RP co-ordinator through withdrawal for small group or individual work in English and mathematics, along with some lessons in which all the pupils are taught together for art therapy and physical education. The unit has two qualified and experienced support assistants, who also undertake some teaching under the supervision of the RP co-ordinator. None of the pupils are disappled from the national curriculum and they have full access to the whole curriculum in the school.
159. Overall the pupils make good progress in their learning. Their progress is supported and tracked through the use of their Individual Education Plans (IEPs), which set realistic targets for English, mathematics and personal development. The RP co-ordinator and class teachers plan work together and use the IEPs effectively to review the pupils' progress regularly. This ensures that appropriate targets are set. Staff from the LEA support service attend planning meetings to provide help and advice in drawing up IEPs. The school uses a wide range of assessments and tests to measure the pupils' attainment and progress and thorough records are kept. These are used to modify the pupils' individual targets as they progress.
160. The standards of attainment seen in lessons and in the pupils' work show that they are making good progress in their learning. They achieve standards that are in line with the targets in their IEPs. For example, in one lesson observed during the inspection, the teacher skilfully supported the pupils in their work on spelling and word-building. The teacher's good planning and subject knowledge, along with the pupils' hard work and concentration, enabled them to achieve the targets set for the lesson. In an art therapy lesson, the teacher and support assistants worked with small groups of pupils to develop their skills in using different methods of printing. The lesson was well planned and the pupils worked with obvious enjoyment and enthusiasm to achieve the learning targets set for them. The very good quality of teaching and support in this lesson allowed the pupils to make very good progress. The pupils use computers on a regular basis, particularly on programmes to reinforce reading. They can operate the computer effectively and understand how to use the programmes. The computer equipment available in the unit is not fully up to modern standards. Nevertheless, the programmes in use are suitable for the pupils' needs and the unit is very close to the school's suite of computers, which are also used to help the pupils' learning.
161. The teaching provided in the unit is very good. The RP co-ordinator and support assistants plan work well, in consultation with the class teachers, to meet the needs of the pupils. Staff in the unit have good subject knowledge, are experienced in teaching pupils with special needs and use appropriate teaching methods to ensure that the pupils make progress in learning. In one physical education lesson the work planned was too challenging for the majority of the class, resulting in some inappropriate behaviour from a few pupils. The teacher realised this and quickly modified her

approach so that the pupils still made satisfactory progress in the lesson. Teaching generally follows National Curriculum guidelines, modified to meet the learning needs of the pupils. The teacher and support assistants have a calm and confident approach, having established very good relationships with their pupils. They manage the pupils well and the atmosphere in the classroom is relaxed but purposeful. The staff deal firmly with inappropriate behaviour when necessary, although behaviour is usually very good. Praise and encouragement are used constantly to help to motivate pupils to do their best. The consistently high quality of teaching and support is a major factor in ensuring that the pupils make good progress.

162. The pupils' behaviour and attitudes to learning are very good overall. Relationships between pupils are very good and they co-operate well with each other and with their teacher. In the classes observed there were no difficulties in relationships between boys and girls, pupils from different ethnic groups or between pupils of different ages. Although some pupils have limited concentration spans, they generally try hard in lessons and persevere with the work they are set. They are patient when waiting for the teacher's help or when taking turns with equipment. Punctuality to lessons is good and the pupils enter the classroom in an orderly manner. Their attendance levels are similar to those of the pupils with special needs in the rest of the school. The pupils' very good attitudes and behaviour help them to make good progress.
163. The school encourages parents to be involved in their children's education and provides good information to keep them informed about progress. Parents are invited to all reviews and they are able to discuss issues with staff at any time, in addition to the normal consultation appointments.
164. The RP unit is well managed and the co-ordinator provides very good leadership for the support assistants and other teachers. She ensures that resources are appropriately used and that policies and procedures are in place to comply with statutory requirements, including the Code of Practice. Policies for admission to the unit and for assessment are clear and are communicated to parents and staff. The teacher has a high level of commitment to the pupils and their families. The classroom base is appropriate in size for the number of pupils currently using it and is well resourced with suitable equipment for the pupils' needs. It is well decorated and has wall displays that reinforce learning and engage the pupils' attention. This helps to ensure a good atmosphere for learning.