

INSPECTION REPORT

Newall Green Junior School

Firbank Road
Newall Green
Wythenshawe
Manchester
M23 2YH

LEA area: Manchester

Unique Reference Number: 105430

Headteacher: Mr D J Oldham

Reporting inspector: Mr I Hocking
T11733

Dates of inspection: 18 & 22 May 1998

Under OFSTED contract number: 695527

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

(to go inside the front cover)

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Basic information about the school

Name of school:	Newall Green Junior School
Address:	Firbank Road Newall Green Wythenshawe Manchester M23 2YH
Telephone:	0161 437 2872
Head:	Mr D J Oldham
Type of school:	Junior
Age range:	7 to 11
Status:	County
Chair of governors:	Mr N G Wilson
Address:	As Above
Local Authority area:	Manchester
DfE LEA/School number:	352 / 2182
Registered Inspector:	Mr I Hocking
Dates of inspection:	18 - 22 May 1998

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mr I Hocking Registered Inspector	Mathematics Physical Education	Characteristics of the School. Teaching. Leadership & Management. Efficiency.
Mr T Heppenstall Lay Inspector		Attitudes, Behaviour & Personal Development. Attendance. Support, Guidance & Pupils' Welfare. Partnership with Parents & the Community.
Mrs J A Hill Team Inspector	History Geography	Special Educational Needs. Equal Opportunities. Staffing, Accommodation & Learning Resources.
Mr R Coupe Team Inspector	English Information Technology Religious Education	Curriculum & Assessment. Spiritual, Moral, Social & Cultural Development.
Mr M Hemmings Team Inspector	Science Design & Technology Art Music	Attainment & Progress.

The inspection contractor was: Focus Inspection Services

*Focus Inspection Services
The Court
8 Bar Meadow
Dobcross
Saddleworth
Oldham
OL3 5QW*

01457 872427

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The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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Main findings

1 Newall Green Junior school provides an effective education for its pupils. It has several strengths and some areas which need to be improved. Educational standards have risen and are continuing to improve. The school is characterised by: good leadership, a hard working staff, some good quality teaching, very good relationships and outstanding links with the local infant and high schools.

2 When they begin in this school, many pupils have attained the nationally expected standards in English, mathematics and science. However, a significant number of pupils have levels of attainment in these subjects which are well below those expected nationally for pupils of their age.

3 Pupils make at least satisfactory progress in all subjects. Progress is, however, not even through the school with relatively less progress occurring in some Year 6 lessons. This is particularly evident in reading. In general, the introduction of grouping pupils according to their mathematical ability, and the implementation of the National Literacy Project has led to improved progress in mathematics and English.

4 Whilst progress in English is satisfactory overall, pupils' progress in reading is not being recorded sufficiently frequently in order to remedy any difficulties. Writing skills are not progressing as fully as they might, due to: limited opportunities for pupils to redraft their written work; and the inconsistent application of the handwriting policy. Progress in mathematics is satisfactory overall but insufficient progress is made in pupils' skills of mental manipulation of number. Progress is good in physical education and religious education and satisfactory in all other subjects. Pupils with special educational needs make satisfactory progress towards the targets in their Individual Education Plans (IEPs). There are, however, many occasions within lessons, especially in English and mathematics, where their progress is restricted by a lack of adequate classroom support to assist the teacher.

5 Education standards are satisfactory in most subjects. By the end of Key Stage 2 pupils' attainment in the core subjects of English, mathematics and science is below the national expectation. However, it is appropriate to compare the school's standards against those of other schools of a similar intake. When making such a comparison the school's standards are in line with the average in English, mathematics and science. Pupils' attainment in these subjects has risen over the last three years, as reflected in the results of the National Standardised Assessment Tests (SATs). In science and mathematics, pupils' limited vocabulary and below average writing skills are impairing their attainment. Also, in science, pupils have insufficiently developed skills of investigation which limits their overall attainment in the subject. Pupils' attainment in design and technology is below the expected standard. In all the other subjects pupils attain the national expectation. Pupils with special educational needs attain standards that are commensurate with their abilities but often these are below those expected nationally.

6 Pupils have good listening skills but their speaking, writing, reading and numeracy skills are below average.

7 Pupils are happy in the school and take pride in its appearance. Pupils are good listeners both to teachers and to their peers. Pupils respond well in the vast majority of lessons and their attitude towards work is generally good. They show interest in their work, are confident to answer questions and show independence in carrying out tasks. Good standards of behaviour are evident in classrooms and, for the most part, elsewhere. On occasions, when not directly supervised, for example in their movement along corridors, a few pupils behave inappropriately. Otherwise, the school is a happy, orderly and caring community where pupils show respect and courtesy to adults and each other. Very good relationships are evident between pupils and teachers. The overall quality of pupils' behaviour contributes to their progress.

8 Attendance levels are below average. Despite the school's determined efforts to gain parental support to improve this situation, some parents are not co-operating as fully as they should, for example by taking holidays in term time; this is restricting the progress of their children. Pupils' punctuality is generally satisfactory but late arrivals are not always challenged. Furthermore, sessions tend to start a few minutes late because of the procedures for admitting pupils to the classrooms after play. Registration procedures are unsatisfactory on the one day of the week when the register is not called until after the morning assembly. This presents a potential risk to safety in the event of an evacuation of the building.

9 The quality of education is satisfactory overall.

10 Teaching is at least satisfactory in 19 out of every 20 lessons. Teaching is at least good in over one-third of lessons, very good in a few of these lessons and unsatisfactory in very few lessons. Though good teaching occurred in some lessons within each of the Year groups the highest incidence of good and very good lessons occurred in Years 4 and 5. The rare occurrences of unsatisfactory teaching were seen in some Year 6 lessons.

11 Teaching is good in physical education. It is satisfactory in all other subjects except in history where insufficient lessons were seen to make a secure judgement. Teachers are secure in their subject knowledge. They plan very well and, in most lessons, are clear about what they expect pupils to learn. Pupils are usually given work which is well matched to their ability, though in some lessons the match of work is inappropriate for some pupils, resulting in excessive demands or under-challenge being presented. Almost all lessons are well structured; teachers give clear explanations and skilfully direct questions at pupils. Many lessons are appropriately concluded by the teacher and pupils summarising the main points learned during the lesson.

12 In almost all lessons, teachers have good class control based upon the consistent use of the Behaviour Strategy and very good relationships with pupils. Occasional instances of inappropriate behaviour are dealt with sensitively and effectively. Homework in the

form of reading, learning tables and spelling, is provided. The work set is appropriate and contributes to pupils' progress.

13 The curriculum is broad, balanced and relevant to the needs of pupils and meets the statutory requirements. It is appropriately planned and managed and includes appropriate time for religious education, health and sex education and drugs awareness. Curriculum planning is sound, providing continuity and progression in pupils' learning. Good quality policies are in place for all subjects. Schemes of work have been implemented for most subjects but, in some cases, have not yet been in place for sufficient time to impact on pupils' attainment. The school's allocation of time to the curriculum is below the recommended level, which, combined with the frequent late start of lessons, results in the loss of valuable learning time.

14 All pupils, including those who have special educational needs, have equality of opportunity and full access to the curriculum. Pupils' learning is enriched through a wide range of visits, including residential visits, and visitors to the school. An appropriate range of extra curricular activities, including good provision for competitive sport, give a significant proportion of pupils enjoyable and worthwhile opportunities for personal development.

15 There is a clear policy for assessment including guidance on the marking of pupils' work. However, there is some inconsistency in practice with occasionally some negative comments evident in the response to pupils' work. There are some good features in assessment including: the analysis of tests to inform curriculum planning; target setting for individual pupils in English; and the recording of pupils' personal and social development.

16 The school's provision for pupils' spiritual, moral, social and cultural development is good overall.

17 Provision for the spiritual development of pupils is satisfactory overall. Collective acts of worship fully meet the statutory requirements by providing opportunity for prayer and reflection. Provision for pupils' moral development is good. Moral issues are successfully introduced in assemblies, religious education and in personal and social education lessons. Pupils' moral development is promoted by the good role models presented by teachers. Pupils are taught the principles which distinguish right from wrong. Provision for pupils' social development is also good. Pupils are encouraged to relate well to each other and to adults, and are given appropriate opportunities to take on responsibilities, for example, in the library; at lunchtime etc. Opportunities for pupils' cultural development are very good. The school provides a wide range of appropriate visits to enhance pupils' learning and their cultural awareness. Good provision is made within religious education for the development of pupils' awareness of several major faiths and cultures. The 'European Awareness Day', observed during the inspection week, and the regular provision of French language teaching for Year 6 pupils make a strong contribution to this aspect of pupils' personal development.

18 Pupils' welfare and guidance is taken seriously by the school. There are good quality procedures for monitoring pupil progress, their personal development, and behaviour and attendance. All staff, including non-teaching staff, show great care for pupils.

19 There are sound links with parents. Parents receive good quality information from the school and, for the most part, are very supportive of the school. The school has an 'Open door policy' and encourages the full involvement of parents. Those who take up this opportunity provide valuable support for teachers and pupils. Outstanding links and very good relationships have been established between the local infant schools and high school, which serve to ease transition between these stages of education.

20 The school's resources are well managed.

21 The school is successful in fulfilling most of its stated aims.

22 The headteacher has a clear educational philosophy and provides effective leadership and guidance. His care and concern for pupils' academic and pastoral welfare sets a good role model for colleagues. He is well supported by the governors and by staff.

23 A positive, caring ethos exists in the school in which individual pupils are valued and equal opportunities are presented to all pupils, including those with special educational needs. The headteacher has established good professional relationships at all levels and has earned the confidence of staff, governors, parents and pupils.

24 The governors carry out their statutory responsibilities effectively, and are highly committed to the school.

25 The School Development Plan (SDP) is of a very good quality and provides clear purpose and direction for school improvement for the next two academic years.

26 Leadership roles and responsibilities have been appropriately delegated to the staff. The deputy headteacher provides a good role model of care and commitment to pupils.

27 The good quality of subject leadership has raised standards in English, mathematics, science, information technology and religious education. Monitoring of provision in mathematics and science is now required to further raise standards.

28 The present co-ordinator for special education needs has insufficient time to undertake the important duties as fully as is required of this role. This lack of time is limiting the opportunity for the co-ordinator to assist class teachers in their provision for pupils with special educational needs and to monitor the progress of such pupils.

29 Accommodation is spacious and there is ready access for people with mobility difficulties. Good, and in some classes very good, displays of pupils' work provide a

stimulating environment. High levels of cleanliness are maintained through the diligent work of the caretaker and cleaning staff. Learning resources are generally satisfactory in quantity and quality and are well organised.

30 The headteacher, with the support of the governors, provides good quality financial management of the school. Careful spending and increased pupil numbers over recent years has enabled the school to build up a healthy surplus of funds some of which is earmarked for internal decoration and improving staffing provision.

31 High levels of budget control are in place as testified by the very recent audit report. Routine administration and many aspects of financial housekeeping are carried out effectively and efficiently by the school clerk.

32 Resources are deployed effectively throughout the school. Non-contact time, created for some co-ordinators to perform their duties, has had a positive impact on the quality of education provided and is raising standards especially in English, mathematics, science, information technology and religious education.

33 Provision for pupils with special educational needs is currently inadequate. The governors are aware of this and are reviewing staffing arrangements. Some non-teaching support is called for, particularly to work with low-attaining pupils when they are being taught the core subjects of the curriculum.

34 When taking into account pupils' levels of attainment on entry to the school, the low unit costs per pupil and the quality of education it provides, the school provides sound value for money.

Key issues for action

35 In order to fulfil the school's commitment to raising standards in the core subjects, the governors, headteacher and staff should:

- Raise standards in English by:
 - a) recording more regularly pupils' reading skills to promote consistency of progress through the school;
 - b) improving writing skills by encouraging pupils to draft and re draft their work;
 - c) improve handwriting by consistent use of the handwriting policy throughout the school and to extend this practice throughout the curriculum;
 - d) monitoring the quality of teachers' planning to ensure that the good practice seen in Year 4 is extended through the school;

- Raise standards in mathematics by:
 - a) monitoring the provision of the subject throughout the school to ensure policy is evident in practice;
 - b) improving pupils' skills of mental manipulation of number;
 - c) improving pupils' mathematical vocabulary;

- Raise standards in science by:
 - a) implementing and monitoring the scheme of work throughout;
 - b) systematically developing pupils' scientific vocabulary;
 - c) ensuring that the schools of scientific investigation are systematically taught throughout the school;

Improve provision for pupils with Special Educational Needs by:

- a) providing classroom support for these pupils, especially in English and mathematics;
 - a) providing the co-ordinator for special needs with time to: assist class teachers in planning appropriately for these pupils; and to gain a more comprehensive insight into the progress being made against their Individual Education Plan (IEP) targets;
- Improve pupils' attendance rate:

Ensure that attendance registers are called at the start of each school day.

The school has already identified most of the above as areas it wishes to improve.

Introduction

Characteristics of the school

36 Newall Green Junior School is above the average size for schools of this type. It is situated in pleasant, spacious grounds in the Baguley ward of Wythenshawe to the south of the City of Manchester. The school was built in 1951 from surplus wartime materials; it has recently been adapted for ease of access for people with restricted mobility.

37 The area from which pupils are drawn consists almost entirely of Council housing built in the 1950's. There is a high population of families suffering from socio-economic pressure resulting from high unemployment. This is reflected by the number of pupils registered to receive school meals free of charge which, at 52 percent, is much above the national average.

38 Currently there are 359 pupils aged 7 to 11 on roll. Pupils are organised into 12 classes of similarly aged pupils. The school admits pupils from several feeder infant schools. More than half of its pupils have previously attended the adjacent Infant school and most of these have attained standards in line with the national expectation. However, the overall intake of pupils represents a broad range of ability a significant number of pupils who have levels of attainment which are well below average. The school has identified 58 as having special educational needs, six of whom have a statement. Very few pupils come from homes where English is an additional language.

39 The school has 12 classrooms, a library, a music room, a hall / gymnasium, dining hall, a large playground and playing fields.

40 The school's stated aims are in keeping with those of Junior schools in general but with high emphasis on equal opportunities within a happy and caring environment where children are encouraged to develop to their maximum potential.

41 Major targets set by the school, within its School Development Plan, include the implementation of the National Literacy Project and the organisation of pupils into groups of similar ability for mathematics lessons.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 2
for the latest reporting year:

Year	Boys	Girls	Total

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 4 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 4 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 1
for the latest reporting year:

Year	Boys	Girls	Total
1997	41	37	78

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15	17	19
	Girls	11	12	12
	Total	26	29	31
Percentage at NC Level 2 or above	School	34	38	43
	National	63	62	68

Teacher	Assessments	English	Mathematics	Science
Number of pupils	Boys	21	17	22

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

at NC Level 2 or above	Girls	13	13	12
	Total	34	30	34
Percentage at NC Level 2 or above	School	44	38	44
	National	63	64	69

Attainment at Key Stage 3³

Number of registered pupils in final year of Key Stage 3
for the latest reporting year:

Year	Boys	Girls	Total

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 5 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)
Percentage at NC Level 6 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 5 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)
Percentage at NC Level 6 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)

³ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 4⁴

Number of 15 year olds on roll in January of the latest reporting year:

Year	Boys	Girls	Total

GCSE Results		5 or more grades A* to C	5 or more grades A* to G	1 or more grades A* to G
Number of pupils achieving the standard specified	Boys			
	Girls			
	Total			
Percentage achieving standard specified	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)

Number studying for approved vocational qualifications or units, and percentage of *such pupils* who achieved all those they studied:

	Number	% Success Rate
School	-- (--)	-- (--)
National		-- (--)

Attainment in the Sixth Form⁵

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--	--	--

Number entered for the International Baccalaureate Diploma and percentage of	Number	% Success Rate
School	-- (--)	-- (--)

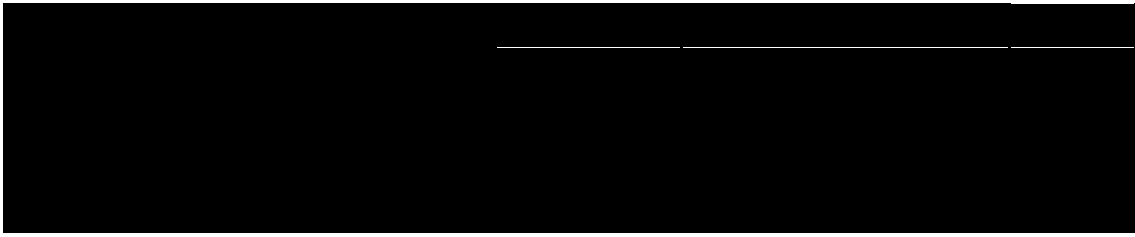
⁴ Percentages in parentheses refer to the year before the latest reporting year

⁵ Percentages in parentheses refer to the year before the latest reporting year

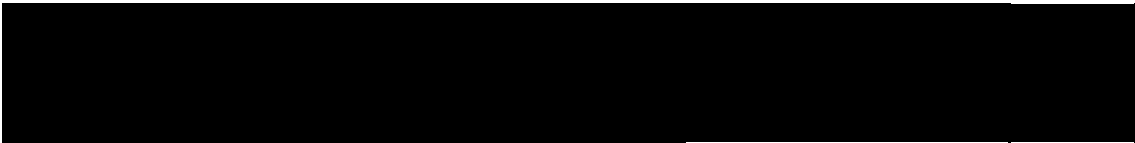
<i>such students</i> who achieved this qualification:	National		-- (--)
-------------------------------------------------------	----------	--	---------

Number in the final year of approved vocational	Number	% Success Rate
qualifications, and percentage of <i>such</i>	School	-- (--)
<i>students</i> who achieved these qualifications:	National	-- (--)

Attendance



Exclusions



Quality of teaching



PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

42 The attainment of many pupils on entry to school is in line with national expectations in the core subjects of English, mathematics and science. However a significant number of pupils have attainment which is well below that expected nationally.

43 During the key stage progress is satisfactory in all three core subjects. It is satisfactory in all other foundation subjects except for physical education and religious education in which progress is good. However, progress is not consistent through the school. It is not as satisfactory in some classes in Year 6, especially in reading and mathematics.

44 The national tests for 11-year-olds in 1997 show that the proportion of pupils in the school reaching the expected levels at the end of Key Stage 2 is below average in English, mathematics and science. This is confirmed by inspection evidence. However, it is also appropriate to compare the school's standards against those of schools of a similar intake. When making such comparisons the school's standards are in line with the average for English, mathematics and science. An analysis of test results shows a steady improvement in standards attained in these core subjects over the last three years. The attainment of pupils in all other foundation subjects meets national expectations, apart from design and technology in which attainment is below expectations.

45 Many pupils are at an average level of attainment for reading but a significant number are below average. Where pupils have below average skills of reading this is largely due to weaknesses in their ability to decode unknown words. Pupils' attainment is being steadily improved because of the attention given to raising their interest in stories through the National Literacy Project.

46 Pupils' writing skills are generally below average. There is only limited opportunity for pupils to be involved in drafting and improving their work through redrafting. There is an inconsistent application of the handwriting policy through the school and it is not well developed into other curriculum areas.

47 Pupils' speaking skills are below average. The majority of pupils show a limited vocabulary with which to communicate their ideas and feelings to others. Pupils' listening skills are good and are progressively developed through the variety of tasks given to pupils.

48 Most pupils have below average levels of attainment in numeracy. Few pupils at the end of the key stage are able to mentally recall or calculate to the level expected for pupils of their age. However, pupils do experience opportunities to apply their mathematical skills in other areas of the curriculum. This is evident in science lessons when pupils measure minibeasts, and in geography lessons when they are able to appropriately use co-ordinates.

49 Pupils with special educational needs attain standards that are commensurate with their abilities, but often these are below those expected nationally. Pupils make satisfactory progress towards the targets in their individual educational plans. This enables pupils to make satisfactory progress overall. However there are many occasions in lessons when pupils' progress is restricted by a lack of adequate support.

50 Appropriate attention is given to pupils of different attainment. In the vast majority of classes the setting arrangements for mathematics suitably challenges pupils of high and low attainment.

Attitudes, behaviour and personal development

51 Pupils are happy in school and, in general, they have good attitudes to learning. They are interested in their work; their response to lessons in all subjects is at least satisfactory and usually good; they participate with enthusiasm and they can concentrate. The attitudes of pupils with special educational needs are satisfactory.

52 Behaviour is generally good although there are some challenging pupils and a vigilant attitude is needed by staff. The good support provided for pupils with behavioural difficulties enables them to develop more positive attitudes towards their learning. Any poor behaviour tends to occur when the level of supervision is low, for example, in corridors. Pupils are very courteous to adults; for example, all the non-teaching staff feel that they are treated with appropriate respect. Pupils are trustworthy, co-operative, both at play and in lessons, and they show respect for property.

53 Relationships between staff and pupils are very good. This is much valued by the pupils. It allows them to feel secure and it provides a strong basis for the resolution of any personal problems.

54 Personal development is good. Pupils are confident in their dealings with adults, they readily engage in conversation and they are at ease when performing before or presenting to an audience. Volunteers from Year 6 perform conscientiously a range of

monitor roles such as patrolling corridors during breaks and preparing the hall for assembly. Pupils show initiative in the support of charities. There is no evidence of racial intolerance and the few pupils from ethnic minority backgrounds are fully integrated into school life.

Attendance

55 Attendance is unsatisfactory. The levels for the previous academic year and the current year to date are 92.1 percent and 90.8 percent respectively. National average attendance is in the range 93.3 percent to 93.9 percent. Unauthorised absences for the current academic year are at about the national average level. Sickness is the main reported reason for absence but holidays in term time are significant at certain times of the year.

56 Punctuality is not a serious problem but there is some unchallenged "drifting in" for the first few minutes of the morning sessions. Furthermore, sessions do not start promptly according to the timetable because of the time taken by the procedures to transfer pupils from the yard to their classrooms. Delays of 5 to 10 minutes occur before all pupils are in classes.

57 The school emphasises to parents the need for good attendance and there are various initiatives which are intended to improve performance such as class and individual awards. However, these efforts are offset in one or two cases by a relatively low expectation of good attendance. The registers are monitored regularly and they satisfy legal requirements.

Quality of education provided

Teaching

58 In the vast majority of lessons, teaching is at least satisfactory. It is never less than satisfactory in 19 out of every 20 lessons. Teaching is at least good in over one-third of lessons, very good in a few of these lessons and unsatisfactory in very few lessons. Though good teaching occurred in some lessons within each of the Year groups the highest incidence of good and very good lessons occurred in Years 4 and 5. The rare occurrences of unsatisfactory teaching were seen in some Year 6 lessons.

59 Teaching is good in physical education. It is satisfactory in all other subjects except in history where insufficient lessons were seen to make a secure judgement. Teachers are secure in their subject knowledge. They plan very well and, in most lessons, are clear about what they expect pupils to learn. Pupils are usually given work which is well

matched to their ability, though in some lessons the match of work is inappropriate for some pupils, resulting in excessive demands or under-challenge being presented; for example, in mathematics where, in a minority of lessons, the same tasks are set for all pupils. Almost all lessons are well structured; teachers give clear explanations and skilfully direct questions at pupils, of all levels of attainment, to develop their thinking. In many lessons, teachers plan effectively for pupils with special educational needs, and include them well in class discussions. Many lessons follow the recommended structure of the National Literacy Project and are appropriately concluded by the teacher and pupils summarising the main points learned during the lesson.

60 The best teaching occurred in lessons which were characterised by: teachers' enthusiasm and their good knowledge of pupils' attainment; very skilful interventions and direction resulting in evident progression in pupils' learning.

61 In almost all lessons teachers have good class control based upon the consistent use of the Behaviour Strategy and very good relationships with pupils. On the very few occasions when poor behaviour does occur, teachers manage the situation sensitively and effectively. Homework in the form of reading, learning tables and spelling, is provided. Homework provision is sometimes inconsistent but when it is set it is appropriate and contributes to pupils' progress.

Curriculum and Assessment

62 The school provides a mainly broad and balanced curriculum, which satisfies the requirements of the National Curriculum. The overall provision for pupils' spiritual, moral, social and cultural development is good. There are appropriately planned programmes for health education which includes sex education and drugs awareness.

63 The school is not meeting the minimum recommended time allocated to the teaching of the curriculum. Furthermore, there is additional erosion of teaching time due to the late start to lessons following pupils' departure from the playground and their arrival in class.

64 Each co-ordinator. With the help of colleagues, they have produced schemes of work in all but one of their designated subjects. The exception being information technology, which is identified within the School Development Plan for completion in the autumn term. Most teachers have attended appropriate training courses as they continuously develop their subject area and they disseminate this information to other staff members through a combination of formal and informal discussions. All schemes of work are closely linked to the Programmes

of Study outlined in the National Curriculum and provide a good basis for teachers' planning. In English, the school is one of twenty in the Local Education Authority, which is currently piloting the National Literacy Project. For religious education the school uses the Local Education Authority Agreed Syllabus.

65 Curriculum planning throughout the school is usually sound. The school has established an agreed and appropriate framework for long, medium and short-term planning. Better planning is seen where it is collaborative, such as for English in Year 4. This enables lesson content to be more closely aligned across the parallel classes within the year group.

66 Teachers' planning files are well prepared. In English, they are particularly well prepared often with fine detail. Procedures for the monitoring of planning are in place but are not clearly defined, and arrangements for co-ordinators' access to them is inconsistent. However, there are effective strategies for monitoring the teaching of the curriculum in English, and mathematics. The school has identified the need to extend this practice into other areas of the curriculum.

67 The school offers a variety of curricular activities to extend and enrich pupils' experiences. Many educational visits are made to support learning in class, such as to local museums, art galleries and places of worship. The school regularly arranges a valuable residential visit for older pupils. Other activities include the teaching of French in Year 6, and access to music for some pupils, provided by visiting specialists. After-school clubs offer a range of sporting opportunities. The school also participates favourably in competitive games, with pupils of other schools, resulting in a few individual pupils representing the school at higher levels.

68 Pupils have equal access to all areas of the curriculum. Pupils with special educational needs are identified at an early stage. The school complies with the Code of Practice and there is a designated special needs co-ordinator. Individual learning programmes are appropriately met and where specialist support is offered, it is effective. However, the lack of classroom assistance to support lower attainers, reduces the effectiveness of well targeted work in English and mathematics. In other subjects, where whole class targets are set, again targets are often not well matched to the needs of lower-attainers.

69 Overall, the school has good arrangements for assessment and is constantly seeking ways of improving them. Baseline assessment on entry is used as a yardstick to measure pupils' progress. Throughout school, assessment information is gathered from a variety of commercial tests in reading and spelling, in addition to the standardised tests at Year 4 and Year 6. All information is analysed and used to inform curriculum planning. To help with assessment, teachers have built up an English portfolio of pupils' work, which has

been matched to National Curriculum levels of attainment. However, similar files for science and mathematics need to be further developed.

70 Teachers' files show that pupils' attainment is recorded in the core subjects of English, mathematics and science. In English, it is used, in discussion between teachers and pupils, to set targets for further improvement. For most of the foundation subjects, the recording of assessment is confined to pupils' significant achievements or weaknesses. Twice annually, pupils' personal and social development is assessed and parents are informed of their progress. Teachers have devised their own strategies for day-to-day assessment of pupils' work, and whilst there is a lack of consistency of approach, it is generally appropriately used to inform lesson planning.

71 There is no structured approach to the assessment and recording of pupils' attainment in reading. The school needs to more closely monitor pupils' individual reading skills in order to promote consistency of progress throughout the school.

72 There is a need for teachers to match their marking of pupils' work, to the guidelines set out in the School Marking Policy.

Pupils' Spiritual, Moral, Social and Cultural Development

73 Overall, the school makes good provision for the pupils' spiritual, moral, social and cultural development.

74 The school ensures for its pupils, a warm, caring and welcoming environment. Its strong community atmosphere is underpinned by a positive ethos which is guided by its clear School Aims. Parents support the values and attitudes offered by the school, which have a beneficial effect upon their children.

75 The school meets the statutory requirements for the Act of Collective Worship. The daily assemblies are well prepared. In the main, they are led by staff members, but the weekly family assembly creates an opportunity for pupils to celebrate with others what they have learned during their religious education lessons in class. During the inspection, a Year 3 class presented an assembly in which all pupils took part. They spoke with confidence and made a useful contribution in helping all pupils to appreciate the worth and value of pets and wild creatures. These assemblies are well attended by pupils' families. In assemblies, pupils pray respectfully and sing hymns joyfully, tunefully and often with enthusiasm. They are provided with opportunities for reflection which also contributes to the sound provision for pupils' spiritual development. Other aspects of spiritual development are seen in cross-curricular activities; for example, pupils in another Year 3 class, experienced a sense of excitement and wonder and they studied the movements of 'mini-beasts' in science.

76 Provision for moral development is good. A strong sense of right and wrong is fostered in the school. Relationships are very good throughout the school. Staff are responsive to the needs of pupils and offer themselves as good role models. In return the pupils show them respect. Pupils are well mannered, polite, cheerful and comfortable with visitors to the school. Self-discipline is encouraged and pupils know and respond well to the school's rules of conduct which are displayed in most classrooms. Moral issues are raised in assemblies, through curricular activities and through the religious education programme. Provision for sex education is supported by the school nurse as part of health education and in which pupils are also made aware of the dangers of drugs.

77 Good social development is promoted through class discussion and by the provision of opportunities for pupils to take initiative and accept responsibility. Older pupils prepare the hall for assembly, look after the library, tidy equipment and assist in several other ways through participation in routine day-to-day activities. Some Year 6 pupils hear Year 4 pupils read, an activity which is enjoyed by both groups. Many good examples of social behaviour are seen regularly in lessons, such as in physical education and mathematics, in which pupils collaborate well. The extra-curricular activities provided by the school are mainly associated with sport as well as a recorder group. The school also has good record of arranging residential visits for pupils in Year 5 and Year 6. It is successful in raising pupils' awareness to the needs of others. Consequently, generous contributions have been made to the NSPCC, National Children's Homes, Oxfam, St Anne's Hospice and many other similar local, national and world-wide charities.

78 Cultural provision is very good. Educational visits are extensive and include local museums and art galleries such as Ordsall Hall, Wigan Pier and local exhibitions, such as The Anne Frank exhibition. International educationalists from Russia, America, Australia and Asia have visited the school whilst studying English education. The school encourages pupils to learn about and celebrate the feasts, festivals cultures and traditions of others, such as the Chinese New Year and Ramadan. This aspect of work is well supported by good quality displays around the school. Multi-faith awareness is strong and encouraged through the programmes of study in religious education. Visits to the Jewish museum, the Mosque and local churches have enriched pupils' understanding and broadened their education. Many aspects of multicultural awareness are included in the curriculum, such as in music, mathematics and art. The teaching of French in Year 6 classes makes a valuable contribution to pupils' cultural development.

Support, Guidance and Pupils' Welfare

79 The school is very committed to good support, guidance and welfare provisions. There is a range of academic assessment procedures and personal development is monitored

and reported to parents, in writing, on a twice-yearly basis. The provision for day-to-day guidance is enhanced by the good pupil/teacher relationships.

80 A computer-based attendance recording system is used and the associated procedures are well established and understood. However, the school does not fully comply with statutory requirements because, on one day per week, register marking is delayed until after the assembly, about 45 minutes after the start of the school day. Registers are regularly monitored by the head and there are arrangements for class teachers to bring concerns about attendance to the attention of the education welfare officer who visits the school regularly.

81 There are effective behaviour management strategies which are based on rules reinforced by rewards, such as badges, certificates and recognition at a weekly assembly, and sanctions. There are provisions to monitor closely pupils whose behaviour gives cause for concern. Support received from outside agencies, for pupils with special educational needs, is very effective. At present, the level of provision provided by the school, is inadequate to support all pupils identified as having special educational needs.

82 The lunchtime supervisory staff are competent, well managed and familiar with their roles and responsibilities. However, at the time of the inspection, the number of supervisors was too small to cover adequately all the areas of the school grounds where the pupils believed they had permission to access.

83 Child protection arrangements are satisfactory. There is a policy and a designated teacher who, along with one other teacher, has received formal training. There has been no recent staff training but the policy document gives guidance and there is awareness of the need to draw any concerns to the attention of the designated teacher.

84 The health and safety arrangements are good. There is a policy document, which includes guidance on accidents, first aid, emergency evacuation, etc. and a governors' committee to take responsibility. The committee includes the caretaker and a teacher representative who has received relevant training. However, there is evidence to suggest that the operational boiler capacity is inadequate.

Partnership with Parents and the Community

85 Parents are generally happy with the school and they provide support. There are about 15 to 20 parents who help in school on a regular basis, mainly with reading and on a literacy project. Every class is encouraged to recruit a helper. All parents are expected to support the home/school reading arrangements and other homework requirements. There is

no parent teacher association or equivalent but there are regular social and fund-raising events which make a significant contribution to the school fund.

86 Parents are pleased with the generally good information provided by the school. Pupils' progress reports, which are issued annually, tend to emphasise achievement and give little constructive criticism or indication of what should be known. Also, there is no clear distinction between some of the subjects of the curriculum. However, the school issues very frequent and informative newsletters; there are twice yearly reports on pupils' personal development; the school prospectus is exemplary in quality both with regard to presentation and content and the governors' annual report is very comprehensive. The contents of the prospectus and governors' report satisfy legal requirements.

87 Parents are and feel welcome in school and there are many informal opportunities for them to speak to the staff. Parents appreciate the quality of their relationships with the teachers all of whom they find to be very approachable and who will address any issues which are raised. There are two "formal" parents' evenings which attract attendance in the range 50-70 percent. Parents of children with special educational needs have an opportunity for involvement in the development of plans and their reviews but response to this provision is rather limited.

88 The school has made a significant contribution to the development of arrangements to transfer pupils from the feeder infant schools and to the main receiving secondary school. This has resulted in comprehensive procedures to provide good pastoral care and curriculum continuity during the transitional periods.

89 The school has a varied range of community links which enhance the curriculum and raise the school's profile. These include, for example, involvement in community events such as tree planting and local festivals, entertaining and presenting work in the locality and visits to places of interest. There are close links with the local church; the priest helps in classrooms and with the planning of religious education. Several teachers have been on industrial placements organised by the Education Business Partnership.

The management and efficiency of the school

Leadership and management

90 The school is successful in fulfilling most of its stated aims.

91 The headteacher has a clear educational philosophy and provides effective leadership and guidance. His care and concern for pupils' academic and pastoral welfare sets a good role model for colleagues. He is well supported by the governors and by staff.

92 A positive, caring ethos exists in the school in which individual pupils are valued and equal opportunities are presented to all pupils including those with special educational needs. The headteacher has established good professional relationships at all levels and has earned the confidence of staff, governors, parents and pupils.

93 The governors carry out their statutory responsibilities, through appropriate committees, and are highly committed to supporting the work of the school. They welcome the opportunity to work collaboratively with the headteacher and staff, for example on training days.

94 The School Development Plan (SDP) is of a very good quality and provides clear purpose and direction for two academic years. All staff and the Governing Body were involved in the process of formulating the SDP. The headteacher and senior management team monitor the progress made towards the SDP targets, many of which have already been achieved, and report such progress to the governors.

95 Leadership roles and responsibilities have been delegated to the staff, most of whom carry out their duties enthusiastically. The deputy headteacher provides a good role model of care and commitment to pupils.

96 Subject co-ordinators audit needs, manage their budgets and prepare action plans which contribute to the SDP. The role exercised by co-ordinators has begun to raise standards in several subjects including English, mathematics, science, information technology and religious education. The present co-ordinator for special education needs has insufficient time to undertake these important duties as fully as is required. Substantial class release time is required to enable him to fulfil this role.

97 Written documentation, including a very comprehensive and helpful staff handbook, ensures that all staff are well informed.

98 Parents appreciate the quality of information they receive and the opportunities provided to them for developing a close working partnership with the school.

Since his appointment, eight years ago, the headteacher has made a significant impact upon the school by:

- improving standards of pupil behaviour and relationships;
- steadily raising standards in English and mathematics;

- introducing a very good process of development planning and monitoring;
- introducing detailed analysis of national test results.

99 He remains committed to raising standards throughout the curriculum, especially in the core subjects.

Staffing, Accommodation and Learning Resources

100 The school has sufficient experienced and appropriately qualified teachers to meet the demands of the primary curriculum. Teachers are deployed appropriately, and effective use is made of their subject expertise, in the role of subject co-ordinator. The school meets the statutory requirement to have a named co-ordinator for special educational needs, but the effectiveness of the role is limited by the inadequacy of time available.

101 Procedures for the induction and mentoring of newly-qualified teachers are good. The school has reviewed and improved the process of staff appraisal, and this contributes effectively to further developing the quality of teaching. Arrangements for the professional development of teachers are sound, and there is a full and effective range of in-service training available. Recent training for the National Literacy Project and also in religious education, has made a positive impact on the quality of the education provided. Instrumental tuition provided by the Music Service, enriches the curriculum, and teachers from the Specialist Support Services are very effective in their work with a small group of the pupils identified as having special educational needs. However, a lack of non-teaching assistance, from within the school, means that there is insufficient additional support for the majority of pupils with special educational needs. At lunchtimes, pupils are adequately supervised by the supervision assistants, but the large number of pupils, combined with extensive grounds, makes supervision difficult at times. Good clerical and administrative support is provided by the administrative officer.

102 The accommodation provides for the teaching of the full range of the curriculum to all pupils. Effective use is made of corridor areas for group activities and for work with information technology. The recent upgrading of the library, provides a welcoming atmosphere, and has introduced a classification system, which should promote reading and research skills. Classrooms are well organised, and colourful displays provide stimulation for pupils' future work. The standards of cleanliness in this large building, are a credit to the caretaking and cleaning staff. The accommodation is accessible to all pupils. The outside areas of the school are extensive, and are well used for a range of games and investigational activities.

103 Learning resources are adequate in all subjects, and particularly good in physical education. Library resources are currently being developed, but at present, library books are insufficient both in range and quality. Lunchtime play resources are used effectively to stimulate the pupils' imagination. The use that teachers and pupils make of the resources is satisfactory, and all classrooms have books and materials relevant to the curriculum currently being taught. Pupils experience a wide range of visits to places of interest, for example, Styal, New Mills, Chester and Wigan Pier, and these visits greatly enhance the curriculum, particularly in geography and history.

The Efficiency of the School

104 The school's resources are well managed. The headteacher with the support of the governors provides good quality financial management of the school.

105 The good quality School Development Plan (SDP) identifies management and curriculum priorities for a two year period. Priorities have explicit targets and associated costs. These are very effectively monitored by the headteacher and senior management team, and are evaluated as a basis for determining future targets. Despite the rather ambitious nature of the current SDP, most of the targets for the current year have been met. The governing body is regularly informed as to the outcomes of the SDP and have informal means for checking the effectiveness of their spending decisions.

106 Careful spending and increased pupil numbers over recent years has enabled the school to build up a healthy surplus of funds some of which is earmarked for premises related spending and improving staffing provision.

107 High levels of budget control are in place, as testified by the very recent audit report. Routine administration and many aspects of financial housekeeping are carried out effectively and efficiently by the school administration officer.

108 Resources are deployed effectively through contact time, created for some co-ordinators to perform their duties, has had a positive impact on the quality of education provided and is raising standards especially in English, mathematics, science, information technology and religious education.

109 Provision for pupils with special educational needs is currently inadequate. The governors are aware of this and are reviewing staffing arrangements. Some non-teaching support is called for, particularly to work with low-attaining pupils when they are being taught the core subjects of the curriculum.

110 Curriculum co-ordinators are responsible for identifying needs and for the spending within their curriculum subject. They have each produced a relevant action plan for their area of responsibility and many of their targets have been achieved already. The school purchases consumable items with due regard to value for money. The school accommodation and learning resources are used efficiently and effectively and are treated carefully by pupils.

111 The school is able to supplement its resources through additional income generated by the school's social events.

112 When taking into account pupils' levels of attainment on entry to the school, the low unit costs per pupil and the quality of education it provides, the school provides sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science

English

113 When pupils enter school many of them have levels of attainment which are closely aligned to national expectations. However, for a significant number, attainment is well below national expectations.

114 Within the school, **pupils' overall progress, in English, is satisfactory**. The school is committed to developing English through the National Literacy Project. This commitment is having a significant effect upon raising standards. Because the school allocates a substantial proportion of curriculum time to English, pupils have made good progress in the development of listening skills and in some aspects of writing. For example, pupils' better understanding of grammar has resulted in enhanced sentence structure through the use of adverbs and adjectives in English exercises.

115 Nevertheless, **in spite of the satisfactory progress made in English, pupils' overall attainment at the end of the key stage is below the national average**. This judgement, based on inspection evidence, is an improvement on the school's 1997 Standards Assessment Tests for 11-year-olds, which showed that pupils' attainment in English was well below the national average. **However, when measuring pupils' attainment in English against schools of a similar intake, the comparison is in line with the average**.

116 Overall progress in reading is satisfactory. Better progress is made in Years 3, 4 and 5. However, unsatisfactory progress is made in Year 6, where in two of the three classes, pupils fail to make progress in line with their chronological development. Time is consistently given to reading each day. Pupils in all classes are provided with access to enjoyable literature. Teachers read extracts from well chosen books and through good questioning, lead pupils to a good understanding of stories, authors and styles of writing. As a result, pupils' appetite for quality literature has been appropriately stimulated and they are encouraged to read more frequently. Within lessons, pupils in group sessions are regularly heard reading by their teachers. However, regular procedures for the recording of individual pupils identified reading difficulties and achievements are unsatisfactory and inconsistent. Often appropriate remedial action is not effectively provided at an early enough stage of development. For example, several pupils in Year 6 classes have difficulty in phonic blending and de-coding words, which in turn does little to improve their levels of confidence and fluency.

117 Pupils' overall attainment in reading, at the end of the key stage, is below the national average.

118 In Year 3, higher-attaining pupils are usually confident readers and although some errors are made there is an element of fluency and understanding. In Year 4 and Year 5 confidence has improved for the majority but many fail to self-correct errors they have made. Lower attainers struggle to achieve when reading new words or attempting to sight read. Throughout the school many pupils are reading at a level commensurate with their age, especially in Years 3 and 4. However, very few read at a higher level and there is a significant number who are below average. Very few pupils, when reading out loud, show any degree of expression which reflects the mood or quality of the passage.

119 In writing, pupils again make satisfactory progress throughout the key stage. The range of pupils' writing in Year 3, includes stories, letters and book reports. In Year 4 and Year 5 this extends to include short plays, newspaper articles, limericks and diaries. By Year 6, pupils can write short summaries of Shakespeare's plays and express themselves in simple poetry. In cross-curricular activities such as in history and geography, pupils are encouraged to use their writing skills in appropriate situations. For example, pupils in a Year 3 history lesson impersonated Roman soldiers writing letters home, telling families of their experiences in Britain. There is a structured approach to writing and pupils are taught, through a number of exercises, how to improve their work as they learn more about syntax and grammar. However, the skills learned in grammar exercises together with pupils' improving vocabulary, do not feature regularly in their writing, which, on the whole, is produced at a simple and immature level. The limited opportunities for drafting and re-drafting work restricts pupils' effective opportunities to discuss, practise and improve their writing techniques. Pupils' handwriting is below average. This is mainly because teachers do not consistently ensure that pupils adhere to the school's approved style of handwriting in written work other than specific handwriting exercises. Pupils' overall attainment in writing, at the end of the key stage, is below the national average.

120 Pupils' progress in speaking and listening is satisfactory. Pupils show good listening skills, not only to their teachers but also to each other. Opportunities for the development of listening and vocabulary enhancement are well provided for during the daily story-reading by the teachers. However, pupils' speaking skills are not well developed. Generally, their poor vocabulary range restricts the quality of their answers in class, which are characterised by a lack of fluency and organised speech. Furthermore, there are limited opportunities for them to develop oracy by being involved in debate or to express themselves through drama and similar public speaking activities. At the end of the key stage attainment in speaking and listening is below the national average.

121 Pupils with special educational needs make satisfactory progress in relation to their prior attainment, although the standards they achieve are below, and often well below, the national average. Pupils with statements receive particularly good support, but other pupils with special educational needs do not benefit from any additional adult support within lessons.

122 Pupils' attitudes to English are good. They show interest in their work and maintain a high level of concentration. They remain on task and when required to work collaboratively in groups, they do so often without direct supervision. In most instances behaviour is good, and where minor disturbances take place teachers manage the situation effectively and disruption is minimal.

123 The overall quality of teaching throughout the key stage is satisfactory, although good teaching was seen in over four-tenths of lessons. Teachers have benefited from special training in preparation for the introduction of the National Literacy Project and from its associated scheme of work. This has helped improve subject knowledge, teacher confidence and provided a structured framework which contributes to the good planning prepared by teachers. Where there is corporate planning, as in Year 4 classes, lesson contents for all pupils in the age group are more closely matched than in other year groups, where teachers plan independently. This type of planning also enables teachers to be more effective when evaluating curriculum content. Most teachers hold pupils' attention in lessons and which are generally at a brisk pace. On the whole, the standard of work is well matched to pupils' attainment, especially where teachers use day-to-day assessment to inform their planning. Just occasionally, however, teaching input is too lengthy and teachers' expectations of their pupils are only moderate so that there is an element of under-challenge. The marking of pupils' work varies from teacher to teacher, as the agreed marking strategies, contained within the school marking policy, are inconsistently applied. In some cases, however, it is very good and teachers' constructive comments help pupils' development, but in other cases, comments are little more than an acknowledgement of work completed.

124 The school has established good procedures for assessing pupils' attainment. Pupils are assessed on entry to school and their progress is then monitored through various tests in reading and spelling in addition to the statutory and non-statutory Standards Assessment Tests. Results are very carefully analysed and the information gained is used to inform long-term curriculum planning. The school has recently established effective systems for recording pupils' individual progress. As a result, teachers identify, with pupils, targets for improvement in the following term. These are beginning to have a positive effect on raising standards. However, there is a need to improve the recording of pupils' progress in reading on a more regular basis than currently exists. **The co-ordinator is very effective in monitoring the teaching of English throughout the school and also offers good support to colleagues.**

125 Resources overall are satisfactory and have been improved by a range of books to support the National Literacy Project. The school library has recently been organised, but its use has not yet impacted upon raising the individual research skills of pupils. There is a need to increase the range and quality of reading material, in both fiction and non-fiction books which are currently insufficient. Staff make good provision for pupils to make appropriate use of information technology equipment.

126 In order to raise standards in English the school should:

- a) recording more regularly pupils' reading skills to promote consistency of progress through the school;
- b) improving writing skills by encouraging pupils to draft and re-draft their work;
- c) improve handwriting by consistent use of the handwriting policy throughout the school and to extend this practice throughout the curriculum;
- d) monitoring the quality of teachers' planning to ensure that the good practice seen in Year 4 is extended through the school.

Mathematics

127 Many pupils have attained the nationally expected standard when they start in this school. However, there is also a significant number of pupils whose attainment on entry is well below the national average.

128 Overall, pupils in Key Stage 2 make satisfactory progress. Pupils make progress more evidently in their written computation than they do in mental manipulation of number. This arises due to the greater emphasis given to the teaching of written skills. In most other aspects of mathematics, satisfactory progress is maintained with pupils building on their prior knowledge, skills and understanding as they progress through the school. Pupils with special educational needs generally make satisfactory progress towards their Individual Education Plans but there are occasions when these pupils and low-attainers generally do not progress as fast as they might. Such situations occur when pupils are grouped by prior attainment and the group containing low-attainers is too large for the teacher to provide adequate support as quickly as is required.

129 At the end of Key Stage 2, most pupils' attainment is judged to be below national expectations. This represents an improvement over the results of the 1997 national test results, which were well below the national average. **However, last year's results are in line with the average level when viewed against schools of a similar intake.** Furthermore, test results have risen significantly over the last three years.

130 By the end of Year 6, the group of high-attainers are broadly achieving the levels expected of the average 11-year-olds, whilst the group of average attainers are achieving at a level approximately one year behind. Most pupils can accurately compute with all four operations and can manipulate simple fractions. They can construct line graphs of temperature, use angle measure, calculate the volume of cuboids and determine simple probability of events. Very few pupils are able to rapidly recall and mentally manipulate number; only those who are high-attainers are able to mentally compute at a level which approaches the national average.

131 Pupils' mathematical vocabulary is under-developed and this inhibits the ability of many to read text and write clearly about their results of investigations. By contrast, many pupils were seen to be competent and confident users of information technology, making sensible use of computers and calculators to support their learning.

132 Pupils' response to mathematics is good. Throughout the school most pupils, of all levels of attainment, enjoy the subject and respond positively to the work they are set. For example, in a Year 3 lesson, a group of high-attainers responded very well to games, problem-solving and text-based tasks. Similarly, in some Year 6 lessons involving 'European Awareness', some low-attainers enjoyed the rota of activities which involved them in using technology, interpreting data contained in holiday brochures and planning holidays within a set budget. Pupils work effectively when called upon to co-operate with each other, either in sharing resources or collaborating in solving a problem.

133 Pupils' good response to the subject is largely attributable to the positive ethos created by teachers.

134 Teaching is satisfactory overall with good teaching evident in approximately one-third of lessons. Very good teaching was observed in a Year 5 lesson given to a group of low-attainers. All teachers prepare thoroughly and have clear intentions as to what pupils will learn. Most lessons build successfully on prior learning and involve real-life contexts. The arrangements whereby pupils are grouped according to their levels of attainment are largely successful. On occasions, the work set is the same for all pupils, which is appropriate for investigative tasks, but inappropriate for some other tasks, resulting in insufficient or excessive challenge for some pupils.

135 Groups of low-attainers include many pupils for whom considerable support is required. On several occasions, despite the good quality of teaching evident for these groups, additional adult support is required to enable all pupils to make good progress. The help provided by some parents in a Year 3 lesson was valuable and helped to alleviate such difficulties.

136 In all lessons, teachers are secure in their knowledge of the National Curriculum and teach confidently. Teachers give clear explanations, use appropriate resources and give effective support to pupils in groups and individually. Questioning of pupils is a frequently used and effective strategy for developing pupils' understanding. Insufficient emphasis is given to the teaching of mathematical vocabulary, the skills required for investigating and problem-solving and mental manipulation of number. All teachers manage pupils well and deal sensitively but firmly with those who might present inappropriate behaviour. Relationships between teachers and pupils are always at least good and in some cases excellent; for example, those involving groups of low-attainers in Years 5 and 6.

137 The recently introduced scheme of work makes clear and appropriate links to the requirements of the National Curriculum, which is met in full. All pupils receive equality of opportunity in their entitlement to the National Curriculum. Assessment procedures, particularly the analysis of tests results, are satisfactory and help to inform future planning.

138 Appropriate homework is given to pupils but this provision is sometimes inconsistent across the school.

139 Subject leadership is good. The co-ordinator is enthusiastic, has expertise, and has been responsible for the production of a good quality policy document, the introduction of a scheme of work and has presented an appropriate development plan. She is aware of the need to monitor teaching throughout the school but has, as yet, had no opportunity to do so.

140 There are adequate, good quality resources for this subject.

To raise further pupils' attainment the school should:

- a) ensure the systematic teaching of mathematical vocabulary; the skills required to investigate, solve problems and mentally manipulate number;
- b) ensure that 'low-attainer' groups receive adequate support in their learning;
- c) monitor the quality of teaching across the school.

Science

141 The attainment of many pupils on entry to school is in line with national expectations in science. However, a significant number of pupils have attainment that is well below that expected nationally.

142 Pupils make satisfactory progress through Key Stage 2.

143 Pupils are provided with opportunities to be involved in practical activities. This enables pupils to suitably develop their scientific knowledge and understanding whilst also maintaining the progress made in using their investigative skills. Examples of this were seen in Year 4 lessons in which pupils were carrying out tests on parachutes to investigate air resistance. During these lessons pupils were able to extend their ability to make predictions and use these as a basis for planning a fair test. However, many pupils do not demonstrate sufficiently developed skills of investigation. The school recognises the need to ensure that the specific skills of experimental and investigative science are systematically taught throughout the school. Most pupils show limited development of scientific vocabulary to be able to explain their ideas and actions. The school has already identified that it needs to systematically develop pupils' scientific vocabulary. Pupils are given opportunity to record their findings in a variety of ways and, as a result, make suitable progress in this aspect of the subject. Pupils with special educational needs are fully involved in scientific activities and they make satisfactory progress. The progress of high-attaining pupils is limited by the lack of opportunity to be involved in activities that promote the higher order investigative skills of evaluation and of making conclusions based on prior scientific knowledge.

144 Pupils' attainment at the end of Key Stage 2 is below national expectations. This is reflected by the school's results in the national tests for 11-year-olds in 1997. However, it is appropriate to compare the school's standards against those of schools of a similar intake. When making such comparisons the school's standards are in line with the average for science. An analysis of national test results shows steady improvement over the last three years.

145 By the end of the key stage, pupils show appropriate knowledge and understanding of the position and functions of the major internal organs of the human body. Pupils in Year 6 know that a battery and circuit are needed for devices to work. They can use this knowledge to test materials to see whether or not they could conduct electricity. When given the opportunity, pupils can work collaboratively to solve problems. An example of this was seen in a Year 6 lesson when pupils were working on a range of activities related to the human body. Within this lesson, pupils were able to show initiative and take responsibility. Such opportunities are limited. The ability of most pupils to use appropriate scientific vocabulary to talk about their work is limited. Many pupils in Year 6 do not show suitable ability to carry out investigations or to be able to record their findings in the most appropriate way. The ability of pupils to be able to evaluate their investigations and make conclusions based on prior scientific knowledge is under-developed.

146 Pupils' attitudes to learning are positive and their response in lessons is good.

147 Pupils are able to use scientific equipment and resources carefully and safely. Pupils sustain concentration, listen attentively and apply themselves willingly to the activities

set for them. They show curiosity, interest and a great deal of enjoyment when involved in practical activities. Behaviour in all lessons is very good. When given the opportunity pupils can work collaboratively to solve problems.

148 The quality of teaching is never less than satisfactory and is good in some lessons.

149 Teachers prepare their lessons carefully and use suitable classroom management and organisational methods. There are very good relationships and teachers work hard to give pupils first-hand practical experiences. Pupils are given effective support, positive feedback and encouragement to try their best. The marking of work is generally used well to support pupils' learning but in one Year 6 class the standard of marking is unsatisfactory. Where teaching is at its best, the teacher has high expectations of pupils' work; good subject knowledge, and is able to provide pupils with activities that promote collaborative problem-solving. Such teaching was seen in a Year 4 lesson when pupils were testing parachutes during an investigation into air resistance, and in a Year 5 lesson on investigating the preferred habitats of earthworms. The teachers used questioning effectively to probe pupils' knowledge and understanding. They allowed pupils to show initiative and take responsibility for their own learning.

150 Throughout the school there is very limited use of information technology to enhance pupils' work in science.

151 There is an able and enthusiastic co-ordinator who is committed to raising standards in the subject. She is currently developing a scheme of work in an attempt to ensure that the skills of investigative science are taught in a more systematic way throughout the school. This scheme needs to be implemented and monitored throughout the school.

152 The school has a range of procedures for assessing and recording pupils' attainment. Assessments made are generally accurate but there are instances when the work provided for pupils does not match their ability. This results in some pupils not being appropriately challenged. As a way forward the school recognises the need to create collections of pupils' work to serve as exemplars of the required standards. The use of assessment information to influence future planning is not used consistently by some teachers.

153 There has been a comprehensive analysis of national test results in science. The information gathered is starting to be used to set focused targets for improving pupils' standards of attainment.

154 Learning resources are satisfactory in quality and quantity and are well organised and used effectively. The accommodation is spacious enough for pupils to be suitably involved in practical activities.

In order to raise standards in science the school should:

- a) implement and monitor the scheme of work throughout the school;
 - e) systematically develop pupils' scientific vocabulary;
- ensure that the skills of scientific investigation are systematically taught throughout the school.

Other subjects or courses

First subject / course title

Art

Pupils make satisfactory progress through the school.

The school gives many opportunities for pupils to suitably develop their skills in drawing by giving attention to the way they develop line, tone, texture, colour and form. They are able to use these elements in their own work. There is appropriate development of pupils' skills in colour mixing to achieve different colours. Pupils are learning about the work of famous artists. This was evident in a Year 3 lesson in which pupils were able to use a range of media, including pastels, paint and collage to create pictures in the style of Van Gogh. Pupils are making satisfactory progress in learning to appreciate art from other cultures. This was evident in a Year 6 lesson in which pupils were making close observational drawings of African artefacts. Pupils with special educational needs are fully involved in art activities and make satisfactory progress.

The attainment of the majority of pupils at the end of the key stage is in line with national expectations.

159 Pupils demonstrate that they can experiment with a variety of materials with increasing control. They show suitable ability to visually express their ideas and feelings using a range of media and different techniques. Pupils show they can appraise their work as it develops. This was seen in a Year 6 lesson on close observational drawings of African artefacts. Pupils show suitable understanding and knowledge of how to use perspective in their work. Pupils demonstrate such ability in Year 6, when they are using colour to show perspective in

drawings of an African family. To further improve pupils' drawing ability, the school intends to develop pupils' sketch book work so that it becomes a visual journal.

160 Pupils' attitudes to learning are positive and their response in lessons is good.

161 Pupils are fully engaged with the activities presented and show interest and enjoyment in their work. They listen carefully and are very willing to answer questions. Pupils collaborate well and are willing to listen to the views of others. They handle the art resources and equipment with care.

162 The quality of teaching is never less than satisfactory and sometimes good.

163 Teachers plan well and have good classroom management and organisational skills. They give pupils positive feedback and support them well during lessons. Lessons are well prepared with suitable resources being available for pupils to use. In the best lessons, the learning is clear and the planning takes appropriate account of knowledge, skills and techniques. Teachers have high expectations of pupils' performance and set challenging and motivating tasks. Such teaching was seen in a Year 5 lesson in which pupils were doing a small-scale piece of weaving on the theme of colour and texture in nature. Good teaching was also seen in a Year 6 lesson on close observational drawings of a variety of African artefacts. In these lessons the teachers show good subject knowledge and expertise and are able to demonstrate techniques to pupils, which improve their knowledge, understanding and skills in the subject.

164 There is an able co-ordinator, with good subject knowledge and expertise, who is able to support and advise her colleagues. She has developed a comprehensive scheme of work that supports continuity and progression throughout the art curriculum. As a way of further raising standards the school recognises the need to create collections of pupils' work to serve as exemplars of the required standards. The school has identified that assessment procedures need to be more fully integrated into planning.

165 There are adequate resources for learning that are well managed and used effectively throughout the school.

Design and technology

166 Pupils make satisfactory progress through the school.

167 As they pass through the key stage the pupils are developing their designing and making skills in a suitable way. Pupils are given the opportunity to develop their skills in using a wider range of materials, including wood. They also have opportunity to develop

their technological knowledge, understanding and skills through a range of focused practical tasks. This is evident in Year 4 lessons in which pupils are finding out how to make switches before incorporating them into torches they are to make. There is limited development of pupils' technological vocabulary. Pupils with special educational needs are fully involved in technological activities and make satisfactory progress

168 Pupils' attainment at the end of the key stage is below national expectations.

169 The positive impact of the work of the co-ordinator and the developing scheme of work have not yet had sufficient time to raise standards at the end of the key stage. By the end of the key stage the majority of pupils demonstrate only basic ability in their designing and making skills. Pupils do not demonstrate the ability to plan appropriately taking full account of the materials needed to complete their tasks. Pupils in Year 6 do not show an appropriate ability to draft out designs before moving on to the making stage. The quality of models of bridges made out of wood by pupils in Year 6 is below that expected of pupils of their age. Pupils are limited in their ability to evaluate and improve their designs.

170 Pupils' attitudes to learning are positive and their response in lessons is satisfactory.

171 Pupils work co-operatively, allow others to express an opinion and listen to their advice. They concentrate well, share a range of tools willingly and show respect for property and the need to work safely when engaged on technological tasks. Pupils' behaviour is good in all lessons.

172 The quality of teaching is satisfactory.

173 Teachers plan thoroughly and give pupils the opportunity to work collaboratively. Teachers are well organised and ensure appropriate resources are available for pupils to use. Relationships are good and pupils are given positive feedback. Generally, there is secure subject knowledge but some teachers show a lack of confidence in their approach to design and technology. Most teachers are able to use questioning effectively to probe pupils' knowledge and understanding. A good example of this was seen in a Year 4 lesson on investigating how to make electrical switches. Teachers place due emphasis on developing pupils' skills in the subject. In general, teachers need to have higher expectations of the quality of the finished product.

174 There is an enthusiastic and able co-ordinator of the subject who is able to support and advise colleagues. She is developing a scheme of work, which is skills-based, to promote better progression and continuity throughout the school.

175 The school recognises a need to more fully integrate assessment procedures into planning, and to ensure that planned learning objectives are more sharply focused. This is to ensure that activities sufficiently challenge all pupils. The use of assessment information to influence future planning is not used consistently by some teachers.

176 There are adequate resources that are well managed and used effectively.

Geography and History

177 During the period of the inspection, five geography lessons were seen, but only one lesson of history. Judgements are based on evidence gathered from these lessons, discussion with pupils, scrutiny of pupils' work, teachers' planning, and displays of work.

178 Progress throughout the key stage is satisfactory overall in geography and history, for the majority of pupils, including those with special educational needs. Within individual lessons, however, progress made by high and low-attaining pupils is not always consistent. This occurs mainly, when the task or activity does not match appropriately the needs of pupils with different levels of attainment..

179 At the end of Key Stage 2, pupils' attainment in geography and history, is in line with that expected for their age. In their work on Ancient Egypt, pupils in Year 4 are able to explain in some detail why settlements grew up in particular places, and compare the merits of different areas around the River Nile. Pupils in Year 6 develop skills of historical enquiry, and are able to explain how to find out about the past. They understand why historical events and personalities can be represented in different ways, and are able to identify some changes that have taken place since Victorian times, based upon their visits to Wigan Pier and the Police Museum. Through investigation of their own and other localities, pupils are able to describe how people affect the environment, and identify how their home area might be improved. They can talk about places they have visited, for example New Mills, and draw out similarities and differences with their own environment. By Year 6, most pupils have a sound understanding of the United Kingdom and the European Union. They are able to name the capitals, main towns and rivers in the United Kingdom, and describe aspects of some European countries. Many pupils are able to use and interpret plans, maps and globes, and use simple co-ordinates to locate places on a map. Through their study of rivers, including a visit to the River Bollin, older pupils can describe the main features of a river, and follow its course on a map.

180 Pupils enjoy their work in geography and history, and are keen to find out about, and discuss events in the past, and in their own world. Older pupils understand the need to question sources of evidence, and when studying geography, have an awareness of

different points of view, particularly in relation to the environment. When appropriate, most pupils can work collaboratively, and co-operate effectively, both with a partner and in a group. Behaviour is usually good. The majority of pupils concentrate well and persevere with their work. However, many take insufficient care with presentation, and this, combined with limited skills in writing, means that the quality of recorded work in geography and history does not reflect accurately the real level of knowledge and understanding of many pupils.

181 **Insufficient evidence is available to make a judgement about the quality of teaching in history, but in geography, this is nearly always satisfactory, and sometimes good.** Lessons usually have a clear focus and teachers' subject knowledge is sound. Questioning is used well, to recall previous learning, and the effective use of historical and geographical vocabulary, extends pupils' learning. Effective links are made with other subjects; for example, Year 6 work in mathematics, involving maps and plans, and setting a budget for a foreign holiday.

182 Useful schemes of work are in place for both subjects, and thorough planning enables secure coverage of the Programmes of Study. Detailed activity planning focuses on what pupils will actually know, do and understand. However, the match of activity to the particular needs of pupils with different levels of attainment, is not always appropriate. Sometimes, higher attaining pupils are insufficiently challenged, and have little opportunity to extend their learning independently. Tasks set for lower-attaining pupils are often too dependent on skills of reading and writing, and consequently, lack of motivation results in very little work being completed. There is also a need for a greater balance in activities, with a move away from photocopiable worksheets, for the majority of pupils. An increase in collaborative day-to-day planning in some year groups would enable greater consistency in what pupils in different classes actually do. Assessment of progress in geography and history is satisfactory overall. It is focused mainly on activities covered, but does include a more detailed record of significant individual attainment. Some planned assessment opportunities are identified, but assessment is not fully developed to inform future planning for pupils of different levels of attainment.

183 Resources are sound overall, and very good use is made of first-hand experience, as, for example, in the tasting of European foods by pupils in Year 6. The local environment is used effectively, and visits to Chester, Wigan Pier, Ordsall Hall, Styal and New Mills, make a valuable contribution to pupils' knowledge and understanding. Good use is made of visitors in supporting pupils' learning, and the school nurse contributes effectively to work on Ladakh. Resources in information technology are being developed and should enhance pupils' learning in geography and history. The co-ordinators for these subjects provide sound support, but as yet, procedures to monitor teaching and learning are not in place.

184 The school needs to consider extending the management role of the co-ordinators, improving and extending the quality of pupils' written work, and providing a more appropriate match of activity for pupils of different levels of attainment.

Information technology

185 Pupils make satisfactory progress through the key stage. Although the ratio between computers and pupils is below average, the school makes good provision for pupils' access to them. Pupils are able to work quite independently, using a range of software. Pupils can use the mouse to manipulate the toolbar and have developed appropriate keyboard skills, so that word processing throughout the school is commonly used. Pupils in Year 3 make successful use of a phonic program before printing their completed work. In Year 4, some pupils illustrated skills which involved word processing, saving and retrieving, changing font size and highlighting print in colour, before printing the final document. Pupils in Year 5 and Year 6 further develop these and other skills particularly to support English and in mathematics when data-handling and pictorially presenting their work through graphs. However, pupils generally have limited skills and opportunity to support other areas of the curriculum through independent research due to the shortage of CD ROMs. Good and regular use is made of other information technology equipment such as tape recorders, the Phonic master, and ROAMERS. The latter was particularly well used to support learning in geography. Calculators are used confidently and accurately.

186 Pupils with special educational needs make satisfactory progress in both skills and knowledge. They are well integrated in all classes and are confident when using computers.

187 As a result of the satisfactory progress made **pupils' attainment is in line with national expectations at the end of the key stage.**

188 Pupils' attitudes to learning are good. They enjoy the opportunities they have to work on the computer. Relatively few have access to them at home but they show enthusiasm to learn and experiment. They work collaboratively or independently and show appreciation of help by teachers or by pupils more competent than themselves. Behaviour is consistently good and they are particularly keen to talk about and demonstrate their achievements.

189 No actual teaching was seen during the week. However, pupils are well briefed on the software they use and teachers, ensuring that the computers are efficiently used, provide appropriate support. Pupils are enabled to become confident and independent users

of the information technology available. Computer areas in classrooms and on corridors are well organised and wherever possible the software used is related to class lessons.

190 The co-ordinator's work has successfully impacted on raising standards in information technology. Many old computers have been replaced by new ones and others upgraded to meet curriculum demands. There is a planned programme for further acquisition of additional computers and software. Staff have received training and more is identified, particularly with a view to increasing their knowledge and confidence in those curriculum areas which are currently only barely covered. A policy document is almost completed and the School Development Plan shows that a scheme of work should be completed by the end of the autumn term.

191 Whilst resources are just about sufficient, there is a need to increase the number of computers and range of software to provide better support for all areas of the curriculum and to enable pupils to use information technology more regularly for independent research.

Music

192 The progress made by pupils is satisfactory.

193 As they pass through the key stage pupils make satisfactory progress in learning how to communicate musical ideas and opinions and are developing a more extensive musical vocabulary. They are learning how to create a planned musical effect by using structured sounds. This was seen in a Year 5 lesson on composing pieces of music for characters in a story. Pupils, in a Year 6 lesson on furthering their learning about pulse and rhythm, showed they are developing the skills of listening carefully to musical detail and of appraising their own work. Pupils with special educational needs are fully involved in musical activities and make satisfactory progress.

194 Attainment at the end of the key stage is in line with national expectations.

195 By the end of Key Stage 2, the majority of pupils can use a variety of simple instruments and show appropriate singing ability. They can identify the sounds made by a variety of instruments, individually and in combination. Pupils show that they can perform with others and suitably communicate musical ideas. Pupils can recognise such features as duration and tempo. During a Year 6 lesson, pupils showed the ability to perform using musical notation. The majority of pupils in Year 6 demonstrate suitable ability to control the sound of their voice when singing.

196 Pupils' attitudes to learning are positive and their response in lessons is good.

197 Pupils listen carefully to teachers and are eager to make contributions to discussions. They enjoy their musical activities and are able to concentrate for extended periods. Pupils are very well behaved and are able to work independently or collaboratively, as appropriate. They handle musical instruments and resources with care.

198 The quality of teaching is satisfactory overall, and is good in some lessons.

199 Lessons are thoroughly planned and appropriate resources are used for the variety of activities offered. Relationships are good and pupils are given positive feedback during lessons. Teachers are well organised and deliver their lessons with enthusiasm. In the best lessons, teachers have good subject knowledge and expertise and high expectations of pupils' performance. Examples of such teaching were seen in a Year 5 lesson on musical composition, and in a Year 4 lesson on developing an awareness of musical pulse. During these lessons the teachers allowed pupils to show initiative and take responsibility for their learning. This good teaching challenges and motivates pupils of all abilities.

200 There is an able co-ordinator whose work is supporting the raising of standards in the subject. Currently, she is leading the implementation of a scheme of work to further improve continuity and progression in the subject throughout the school. This will also support teachers who are less confident in teaching music.

201 There are sufficient resources that are well managed and used effectively. The school intends to supplement these so that music from other cultures is more fully represented. Provision for music is enhanced by visiting specialists who teach brass, guitar and violin.

Physical education

202 Pupils make good progress throughout the school. This is particularly evident in gymnastics and games. As a result of this good progress, **pupils' attainment meets the national expectation.** Most pupils attain the expected standard in swimming.

203 Pupils show appropriate skills of body control in gymnastic sequences and apply these well on apparatus. They respond sensitively and appropriately to musical stimulus in dance. In games lessons, they demonstrate the ability to invent their own games and to control a ball successfully.

204 **Pupils respond well in the vast majority of physical education lessons;** for example, in the mature and sensible manner shown by Year 4 and 5 pupils when they set out gymnastic apparatus. Mature response was also observed in a Year 5 lesson where pupils were given the opportunity to evaluate the performance of others. Pupils clearly enjoy physical education and, in most lessons, their good behaviour reflects their interest in learning new skills.

205 **Teaching is good in most lessons and never unsatisfactory.** The best teaching was seen in Years 4 and 5. Such lessons are characterised by: good use being made of pupils' demonstration with opportunity for other pupils to observe and then improve their own performance; excellent relationships between the teachers and pupils; good pace; and very good class control achieved unobtrusively. All teachers plan a good structure for the lesson and make maximum use of the available equipment; for example in a Year 6 lesson where pupils developed basketball skills. Appropriate skills are taught through clear instructions and pupils are sufficiently challenged to exert themselves. Teachers provide many opportunities for pupils to work together and to take responsibility which contributes well to pupils' personal development.

206 An appropriate range of activities are provided in the curriculum and these are supplemented by good provision of extra-curricular activities and competitive sport. Activities such as gymnastics, soccer and netball are popular with pupils and notable successes are achieved in soccer. The curriculum is also enhanced by visits from Manchester Giants, and the two major soccer clubs in Manchester. Older pupils have also gained considerable benefit from their annual residential experience in Wales.

207 Assessment and record keeping is currently under-developed.

208 Co-ordination of the subject has benefited from the significant help received from the Advisory Service, in particular with the production of a good quality policy document and in providing training for teachers. The support has been instrumental in the good quality of teaching, observed during the inspection, which will result in raised standards in the future.

209 Good quality and quantity of resources, together with spacious accommodation contribute to pupils' progress.

210 This subject enhances pupils' personal and social development.

Religious education

211 In Key Stage 2 , pupils make good progress in religious education. They learn about holy books, such as The Bible, The Torah and The Quran as part of their study of the six great faiths. The knowledge they have gained enables pupils to talk about the different religions. Pupils in a Year 3 class, were made aware of the need to respect the Quran by washing their hands before handling it. In the same lesson they benefited from listening to the religious experiences of one of their Muslim class friends. In Year 4, pupils compare similarities and differences between Sikhism and Christianity. They can talk about the Five K^os of Sikhism and the story of Guru Nanak. In Year 5, pupils knowledge about Judaism is developed by a visit to the Jewish Museum. Whilst studying the conversion and life of St Paul, they learned about the difficulties encountered by the Early Christians. Progress in Year 6 was also enhanced by an educational visit. Pupils^o knowledge and understanding was increased by entering a mosque when learning about the Islamic religion.

212 As a result of the good progress made, **pupils^o attainment is in line with expectations for pupils of similar age.** Pupils use the knowledge they have gained in their religious education lessons to broaden their views, understanding and respect for people with views different to their own. They can talk in a mature way about other faiths and festivals, make comparisons and show sensitivity to the feelings of others. For example, they can compare the different faiths^o needs and seasons for self-denial and fasting, such as Ramadan and Lent.

213 Pupils^o attitudes to learning are good. They show interest in their work and enjoy the activities in which they are engaged. They listen attentively and show enthusiasm. When required, they work well together and show respect when handling religious artefacts. They take a pride in their work some of which is used in display. For example, stories written by Year 6 pupils about Hindu Gods and work about the Buddhist Eightfold Path are utilised in displays in the classroom and adjacent corridor.

214 The quality of teaching is sound. Teachers^o planning is also sound and they present lessons at a good pace. They make good use of artefacts and other materials to make lessons stimulating and support the work in class by visits to churches and other venues such as the Jewish Museum, the mosque and local churches. Good links have been made with a local minister who occasionally helps teachers in class during religious education lessons. Teachers have worked hard to secure their subject knowledge and, consequently, most are confident when delivering their lessons. Around the school there are some good, displayed examples of pupils^o work reflecting their achievements and the topics they have studied in class.

215 The school is following a new Agreed Syllabus produced by the Local Education Authority and this is giving teachers an added interest and incentive when preparing their work. **The co-ordinator is enthusiastic and knowledgeable about her subject which**

enables her to provide good support for the staff. Elements of pupils' learning in class, and attitudes and values developed within the religious education curriculum, are linked to collective worship. They are contributory to the good relationships evident around the school. The school has identified, within the School Development Plan, the need to prepare a policy for religious education and to consider and implement procedures for assessing pupils' attainment.

216 Resources and artefacts for the teaching of religious education are satisfactory, well stored and readily accessible by the staff.

PART C: INSPECTION DATA

Summary of inspection evidence

217 The inspection was carried out by a team of five inspectors. During the inspection all, or part, of 65 lessons were inspected and a total of over 60 hours was spent in lessons. A range of assemblies, registration sessions and extra-curricular activities were also inspected.

218 Inspectors looked at the work of many pupils. The recent work of a representative sample of 3 pupils, from each year, in each class, was examined and discussed with teachers. These pupils were heard to read and inspectors recorded their skills, the strategies they used and their understanding. Pupils' ability to use reference books was also examined. The reading of many other pupils was observed during lessons. A wide range of displays and some photographs of pupils' work were scrutinised.

219 Informal discussions were held with many pupils in class, during lunchtimes and at break times. The work in some specific subject areas was discussed with small groups of pupils.

220 Planned discussions were held with the headteacher, deputy headteacher, members of staff with whole-school responsibilities and key stage responsibilities, including teachers responsible for co-ordinating the school's provision in each subject area and with key members of the non-teaching staff, including the school clerk.

221 A large amount of documentation provided by the school, including policy statements, schemes of work, long and short-term curriculum plans and records, pupils' records and reports, the School Development Plan, budget information and minutes of meetings, was analysed before and during the inspection.

222 Before the inspection a meeting took place between the Registered Inspector and the Chair of Governors and some other governors. A formal meeting took place during the inspection between the Registered Inspector, and the Chair of Governors and other governors.

223 10 parents attended a meeting with the Registered Inspector to give their views on the school and the team considered 139 responses to a questionnaire for parents about the school, with some parents providing additional written comments.

224 The school's accommodation, resources and storage were also inspected.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR ð Y6	347	6	58	179

TEACHERS AND CLASSES

Qualified teachers (YR - Y13)

Total number of qualified teachers (full-time equivalent)

14.3

Number of pupils per qualified teacher

25

Education support staff (YR - Y13)

Total number of education support staff

1

Total aggregate hours worked each week

11

[Primary and nursery school]

Average class size:

29

FINANCIAL DATA

Financial year:	1997/98
	£
Total income	484,428.00
Total expenditure	474,893.00
Expenditure per pupils	1,364.63
Balance brought forward from previous year	26,240.00
Balance carried forward to next year	35,775.00

PARENTAL SURVEY

Number of questionnaires sent out:

310

Number of questionnaires returned:

139

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	29	57.2	6.5	5.8	1.4
I would find it easy to approach the school with questions or problems to do with my child(ren)	35.5	55.1	4.3	2.9	2.2
The school handles complaints from parents well	18.2	52.6	17.5	9.5	2.2
The school gives me a clear understanding of what is taught	26.6	53.2	10.8	8.6	0.7
The school keeps me well informed about my child(ren)'s progress	33.1	52.5	6.5	7.9	0
The school enables my child(ren) to achieve a good standard of work	32.8	54	8	3.6	1.5
The school encourages children to get involved in more than just their daily lessons	27.5	55.8	10.9	4.3	1.4
I am satisfied with the work that my child(ren) is/are expected to do at home	30.9	46.8	3.6	14.4	4.3
The school's values and attitudes have a positive effect on my child(ren)	29.2	55.5	10.9	2.9	1.5
The school achieves high standards of good behaviour	30.2	49.6	10.8	7.2	2.2
My child(ren) like(s) school	40.3	47.5	5	5.8	1.4