

INSPECTION REPORT

Broad Oak Primary School
Manchester

LEA area : Manchester

Unique Reference Number : 105467

Headteacher : S Marchant

Reporting inspector : F Ravey
11371

Dates of inspection : 8th – 11th November 1999

Under OFSTED contract number: 706767

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and junior
Type of control :	County
Age range of pupils :	4 to 11 years
Gender of pupils :	Mixed
School address :	Broad Oak Lane East Didsbury Manchester M20 5QB
Telephone number :	0161 445 6577
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Appropriate authority :	Governing body
Name of chair of governors :	T Regan
Date of previous inspection :	June 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr F Ravey, RgI	English Music	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development
Mrs L Brock, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr J Heap, Team Inspector	Religious education Physical education	Curriculum and assessment Leadership and management
Mrs H Evans, Team Inspector	Information technology Under fives Section 11 Equal opportunities	
Mr G Longton, Team Inspector Mrs S Power, Team Inspector	Mathematics Geography History Science Art Design and technology Special educational needs	Staffing, accommodation and learning resources The efficiency of the school

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MAIN FINDINGS

What the school does well

Standards in reading, writing and mathematics are above average by the end of Key Stage 1. Standards are well above average in English and above average in mathematics and information technology by the end of Key Stage 2.

- Pupils make good progress in developing skills in literacy, numeracy and information technology at both key stages.
- Teaching of good quality makes a strong contribution to the good standards achieved.
- Relationships throughout the school are very good.
- Children under five in the nursery and reception classes receive a very good start to their education.
- Very good provision is made for special educational needs.
- Very good provision is made for pupils for whom English is an additional language.
- Planned opportunities to develop pupils' cultural awareness are excellent.
- The school provides a very good all-round education for its pupils.
- Parents are encouraged to play an important part in this.

Where the school has weaknesses

The school has no significant weaknesses.

This is a very effective school with no significant weaknesses.

How the school has improved since the last inspection

The school has successfully addressed all the key issues raised in its last inspection in 1996. In particular, the quality of teaching has been improved at Key Stage 2 with a consequent improvement in standards. Procedures for monitoring quality and standards are well developed, especially in English and mathematics. Assessment procedures are used effectively. Action has been taken to resolve the budget deficit. Provision for spiritual development has been improved. Standards in the core subjects of English, mathematics, science and information technology have improved at both key stages since the last inspection. All this represents a good level of improvement. No major issues remain to be tackled but the school has the capacity to continue improving its performance. Challenging targets for improvement are set in English and mathematics and the school is very successful in achieving them.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	C	C
Mathematics	C	D
Science	C	D

<i>Key</i>	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The table shows that standards achieved at the end of Key Stage 2 last year in English, mathematics and science were broadly in line with the national average. In comparison with similar school, standards were average in English and below average in mathematics and science. However, this does not present an accurate picture of standards in the school at present nor does it fit in with the trend over recent years. Standards amongst the oldest pupils at present in Key Stage 2 are much the same as last year in science but are now above average in mathematics and well above average in English. This represents a much more accurate picture of standards in the school over the past four years.

Standards in English, mathematics and science last year were better than those in similar schools. Standards in information technology are above average and those in religious education are average by the end of Key Stage 2. Last year, the school exceeded its agreed performance targets for English and mathematics. As pupils start their formal schooling with average attainment overall, the school is doing well to enable them to achieve good standards by the time they leave. Children under-five make good progress to achieve standards which are suitable for their age by the time they start their formal schooling.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	good	good
Mathematics	Good	good	good
Science	-	good	good
Information technology	-	good	good
Religious education	-	good	good
Other subjects	Good	good	good

Teaching is at least satisfactory in 98 per cent of lessons. In 18 per cent of lessons it is very good. Teaching is unsatisfactory in 2 per cent of lessons. The quality of teaching was at least good in 80 per cent of lessons observed at Key Stage 1 during the inspection and it was very good in 45 per cent of lessons observed at Key Stage 2. Teaching for the under-fives is good. Teaching for pupils with special educational needs is very good. Teaching for pupils for whom English is an additional language is good. Strengths in teaching include the high expectations which teachers have of the standard and pace of pupils' work. There are very few weaknesses. Teaching makes a strong impact throughout the school on pupils' good progress in developing their knowledge, understanding and skills.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good. Pupils behave well in lessons and around the school. They are polite and helpful.
Attendance	Satisfactory. There is very little unauthorised absence. Some pupils are a little slow arriving for registration.
Ethos*	Very effective in promoting improvements in standards and in developing a strong sense of community founded upon respect and very good relationships.
Leadership and management	Good. The headteacher provides strong and inspirational leadership. She is ably supported by other managers and by the governing body. A clear commitment to high attainment underpins a very effective ethos.
Curriculum	Good. The school provides its pupils with a broad, balanced and relevant curriculum. Good use is made of assessment information to help teachers in their planning and to set targets for improvements in standards.
Pupils with special educational needs	Good provision which helps pupils to make good progress.
Spiritual, moral, social & cultural development	Good provision overall with particular strengths in the way in which pupils' social development is fostered. Provision for cultural development is excellent.
Staffing, resources and accommodation	Good provision of support staff. This is especially effective for pupils for whom English is an additional language when they are in the Reception year. Accommodation is good except for the location of the school library. Resources for learning are adequate but are sometimes rather old and worn.
Value for money	Very good.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
I. The part they are encouraged to play in school life. II. The approachability of school staff. III. The way they are kept well-informed. IV. The standards of work and behaviour achieved. V. The values and attitudes the school promotes. VI. The fact that their children like school.	VII. Very few parents expressed concern over the work their children receive.

Inspectors endorse in full the strong support expressed by the vast majority of parents. Homework is of good quality and helps pupils' learning.

KEY ISSUES FOR ACTION

There are no key issues for the school to address but, in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan:

- * allowing older pupils at Key Stage 2 more opportunities to make their own decisions about how to carry out a scientific investigation and evaluate their results; (paragraphs 13, 136)
- * deciding upon its revised scheme of work and assessment procedures for science and implementing these; (paragraphs 46, 48, 141)
- * helping older pupils at Key Stage 2 to develop the skills of using a library; (paragraphs 13, 109)
- * continuing to develop assessment procedures in religious education; (paragraphs 48, 159)
- * improving procedures for encouraging all pupils to arrive on time for registration; (paragraphs 27, 62)
- * ensuring that targets for improvement are included in all annual report to parents on their children's progress. (paragraph: 67)

INTRODUCTION

Characteristics of the school

- 1 The school is situated in East Didsbury in the south-east of Manchester. It has 389 pupils on roll, much more than most primary schools in England. This number has grown by about 15 per cent since the time of the previous inspection. Pupils are organised into 14 classes, two in each year group from Reception to Year 6. Children are admitted to the school's Reception classes either in September or January of the school year in which they are five, depending on the date of their birth. At the time of the inspection, 34 children under the age of five were being taught in one Reception class supported by 2 full-time NNEB's. The average class size is 30. The ratio of pupils to teachers is 23:1, about average for primary schools nationally.
- 2 The school has a nursery class which caters for 45 children who attend for full day sessions. About 60 per cent of the total number attending the school are supported by funding for pupils speaking English as an additional language. This figure is well above the national average for primary schools. These pupils come from a wide variety of ethnic groups, mainly Asian but also European. The school has fewer pupils with special educational needs than is found nationally. Half of one per cent of pupils have statements of special educational needs, below the national average.
- 3 The school takes its pupils mainly from the local area. Their socio-economic circumstances vary widely. The local area houses the Didsbury campus of Manchester Metropolitan University and contains many more adults with higher educational qualifications than found nationally. Entitlement to free school meals is broadly in line with the national average. However, a significant minority of children start school with poorly developed language skills and with very limited knowledge and understanding of the world. The most recent data for assessment on entry to the school indicates that attainment on entry varies widely but that overall it is average.
- 4 The school's aims include helping pupils to think rationally; to acquire the skills of citizenship; to develop respect for others' religions and moral values; to develop a sense of responsibility; and to experience a supportive learning environment which promotes equality of opportunity; enjoy learning, now and for life. Current areas for development include:

- implementing the National Numeracy Strategy;
- monitoring the continued implementation of the National Literacy Strategy;
- implementing the National Grid for Learning in order to develop further the provision for information technology;
- monitoring the implementation of schemes of work;
- reviewing policies in the light of national initiatives;
- considering the implications of the recently revised curriculum for primary schools;
- developing a range of resources including those for information technology.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	29	25	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	23	22	27
	Girls	24	24	24
	Total	47	46	51
Percentage at NC Level 2 or above	School	87	85	94
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23	22	27
	Girls	24	24	24
	Total	47	46	51
Percentage at NC Level 2 or above	School	87	85	94
	National	82	86	87

¹

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	31	28	59

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	21	21	22
	Girls	22	19	24
	Total	43	40	46
Percentage at NC Level 4 or above	School	73	68	78
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	22	22	23
	Girls	23	21	25
	Total	45	43	48
Percentage at NC Level 4 or above	School	76	73	81
	National	68	69	75

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	7.9
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.2

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	18
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 Results of the National Curriculum tests at the end of Key Stage 2 in 1999 show that the percentage of pupils achieving the expected Level 4 was broadly in line with the national average in English, mathematics and science. The percentage of pupils attaining more highly at National Curriculum Level 5 was also broadly in line with the national averages in all three subjects although slightly above average in science. The 1999 National Curriculum test results in science are a fair reflection of standards amongst the oldest pupils at present in Key Stage 2 but in English and mathematics standards this year are higher, being well above average in English and above average in mathematics. In this they reflect more closely the 1998 end of Key Stage 2 results.
- 2 The 1999 cohort had an unusually high percentage of pupils with special educational needs and the school's accurate reading of this is reflected in the targets it agreed with its local authority that year for English and mathematics. In English the target for pupils attaining Level 4 or above was 70 per cent; a total of 73 per cent actually achieved this level. In mathematics, the target set was 66 per cent; the actual total of pupils achieving Level 4 was 69 per cent. The school has set much higher targets for the present cohort at Year 6, recognising that they have higher attainment. For English, the target figure is 80 per cent to achieve Level 4 or above. For mathematics, the target is 78 per cent. These are challenging targets but the good quality of teaching and curriculum means that pupils should achieve them.
- 3 The school improved standards in English, mathematics and science at the end of Key Stage 2 at a higher rate than the national picture from 1996 to 1998, the most recent comparisons available. Girls outperformed boys slightly in English test results during this time at a rate similar to the national picture. The school also achieved much higher standards than similar schools at the end of Key Stage 2 in 1998, but in 1999 students compared to similar schools were average in English and below in mathematics and science. However, overall the school is achieving standards for its pupils by the time they finish their primary education which are high enough in relation to their prior attainment.
- 4 Results of the 1999 National Curriculum tests at the end of Key Stage 1 show that attainment at the expected National Curriculum Level 2 was above average in reading and mathematics and average in writing. Attainment at the high Levels 3 was well above average in reading, a little above average in writing and above average in mathematics. Teacher assessments for science in 1999 indicate above average attainment. The trend of results at the end of Key Stage 1 in recent years shows that attainment well above average in reading and is above average in writing and mathematics. Attainment this year at the end of Key Stage 1 is above average in reading, writing and mathematics. The school has also achieved much higher standards at the end of Key Stage 1 in recent years than similar schools.
- 5 Children under five enter the nursery class with different attainments but a significant minority are from homes where English is not spoken as the first language. As a result, attainment on entry to the nursery class is below average. Children make good progress in all the nationally recognised areas of learning; and most are ready to start the National Curriculum in the term after their fifth birthday. Before they move into Key Stage 1 the great majority make good progress towards the nationally recognised learning standards for five year olds and reach these standards in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development.

- 6 The very good foundation for learning given to the under-fives is built upon successfully at Key Stages 1 and 2. By the end of Key Stage 1, attainment is above average in English, mathematics. In science, it is average. The skills of literacy and numeracy are developed to above average levels. At Key Stage 1, pupils learn to become fluent and avid readers. They develop good skills of tackling unfamiliar words. They write interesting stories and accounts. Good development of writing skills in other subjects, even in art, helps pupils develop the range and quality of their writing. In numeracy, pupils develop an appropriate mathematical vocabulary. By the end of Key Stage 1, they can carry out simple calculations accurately and have a satisfactory knowledge and understanding of number facts. They understand simple fractions and can calculate halves and quarters of numbers. In science, by the end of Key Stage 1, the majority of pupils can classify materials according to various properties and can record their findings. They can make predictions based on everyday observations and their own experiences.
- 7 By the end of Key Stage 2, attainment is well above average in English; it is above average in mathematics; and it is average in science. At Key Stage 2, many pupils become fluent readers of challenging texts. Their writing is well structured and interesting. Pupils retrieve information quickly from reference books and summarise it succinctly. Once again, good attention to developing reading and writing skills through other subjects helps improve the quality of their work. In numeracy, pupils learn to many pupils handle mental arithmetic confidently and. Most can use the four basic operations of number competently. By the end of Key Stage 2, they have a very good knowledge of two and three dimensional shapes and their properties. They use a variety of methods to collate and represent data. Their mathematical vocabulary of is well developed. In science, by the end of Key Stage 2, the majority of pupils can suggest reasons why different animals are suited to their habitats. They can make accurate classifications and recognise the effects of forces. They know and can use the correct scientific vocabulary in different contexts.
- 8 Attainment in information technology is above national expectations by the end of both key stages. Pupils' increasingly confident use of their skills, understanding and knowledge to support all learning makes their achievements in the subject above expectations and well above those found in most other schools. Attainment in religious education matches the levels required in the local Agreed Syllabus by the end of both key stages. Some pupils can use e-mail. Many use spreadsheets and analyse information accurately. In religious education, many pupils show a good understanding of world faiths. They understand how religion affects everyday life and behaviour.
- 9 Pupils of all levels of attainment make good progress at both key stages in English, mathematics, science, information technology, design and technology, geography and history. Progress is satisfactory at both key stages for pupils of all levels of attainment in religious education, art, music and physical education. Only occasionally is progress in science at Key Stage 2 slowed when pupils are not given sufficient opportunities to devise their own investigations. In English, the skills of using a library are not well-developed. Otherwise, teachers are very successful in helping pupils to develop their knowledge, understanding and skills. In no key stages or year groups does progress slow unduly.
- 10 Attainment of pupils with special educational needs at Key Stage 1 is below the expectation for age. Pupils with special educational needs at Key Stage 1 make good progress in relation to the targets set for them. They are able to consolidate their phonic skills in relation to reading and spelling and practise pencil control in letter formation. They are making good progress in developing visual discrimination skills and this assists their learning in numeracy and literacy.
- 11 The attainment of pupils with special educational needs at Key Stage 2 is below the expectation for age but they make good progress in relation to the targets set for them. They show good levels of progress in learning during small group lessons and take part successfully in classroom activity through well differentiated tasks.
- 12 Pupils for whom English is an additional language make good progress in developing their skills of spoken and written English. This is especially notable in Reception and Year 1. Throughout the school, specialist support of good quality assists the progress of these pupils.

- 13 The previous inspection raised no key issues relating to standards but did highlight some weaknesses in pupils' progress in writing and speaking and listening at Key Stage 2. This was due to a lack of opportunities to develop these skills sufficiently in some classes. This weakness has now been remedied, in writing due to the school's very effective planned programme for developing skills across the curriculum and in speaking and listening through its effective programme in drama.

Attitudes, behaviour and personal development

- 14 Children under the age of five demonstrate good attitudes to learning. They benefit from the effective induction programme and settle quickly into school routines. They are attentive and show sustained levels of interest in their work. They are confident children, eager to talk about their work and to share it with others. For example, nursery children were excited and absorbed in a dance lesson and totally enthralled by the music. They re-told stories well about family bonfires and of new clothes for Divali. Reception children were keen to place shapes on a felt board when listening to a story about 'Barney the Bear'. The behaviour of the vast majority is good. Children are familiar with school and classroom rules and show a good understanding of the boundaries of acceptable behaviour.
- 15 Personal development of children under five is good. They make independent choices and demonstrate a mature approach to the school and respond well to opportunities to take responsibility. Many children show independence when completing group tasks and work effectively when completing an activity without direct adult supervision. Children work independently and in pairs to good effect.
- 16 The vast majority of pupils at both key stages demonstrate good attitudes to learning. They are interested in their work, are well motivated and generally eager to participate in lessons. On occasions, a few pupils show weaker attitudes to learning, particularly when the teacher is talking to the class. Most pupils moderate their behaviour in response to specific strategies used by the teachers. Good examples of pupils' mature approach to their work were seen. In a Year 2 art lesson, pupils tried to capture the details of shells in pencil and crayon media. Year 5 pupils explored feelings about bereavement in a sensitive way in a literacy lesson on Dicken's "A Christmas Carol". They were totally enthralled by the atmosphere created by the teacher's word picture.
- 17 At both key stages, the standards of behaviour are equally good in class and around the school. Pupils are courteous and very willing to help. Most are helpful to each other during lessons and to visitors. They listen well to other groups during plenary sessions and most follow instructions well. Pupils understand and follow school rules well, they respond well when corrected. They show respect and care for games equipment and resources for indoor and outdoor play. Many pupils were observed behaving well and concentrating hard when participating in the after-school chess session. There is a noisy but sociable atmosphere in the dining hall. Pupils move to and from assemblies in an orderly and respectful manner. No pupils have been excluded from school in recent years.
- 18 The quality of relationships in all areas of the school is very good. Pupils are mutually supportive particularly of those pupils with special educational needs. The school is a harmonious community. Pupils and teachers recognise and demonstrate a good understanding of the diversity of beliefs and cultures within the school. Mixed gender groupings in lessons and paired work on the computers are successful in encouraging boys and girls to collaborate with each other well. The idea of establishing "tutor" roles for pupils with well-developed computer skills was seen to work well in a Year 6 lesson. Pupils responded confidently to instructions from their peers. There is a very high degree of racial harmony.

- 19 Pupils' personal development and their contribution to the school community is good overall. They take advantage of the many opportunities available in the school. The newsletter the "Broad Oak Files" is an outstanding example of news items written entirely by older pupils. They enjoy independent activities and a good example was seen when two older pupils were on duty in the school office at lunch time. They answered the telephone confidently and confirmed that they enjoyed helping in the school. Pupils helped to set personal targets and then make decisions about the content of their records of achievement. Pupils contribute to charitable appeals and this effectively improves their understanding of the needs of others.
- 20 At Key Stage 1, pupils with special educational needs show positive attitudes to learning, behave very well and are able to take part fully in all classroom activity. At Key Stage 2, pupils with special educational needs generally apply themselves well to the tasks set and have positive attitudes to learning although a small minority occasionally show disaffection which is expressed in disruptive behaviour. The majority of Key Stage 2 pupils with special educational needs behave well, ask for help when appropriate and maintain good relationships with their peers.
- 21 Parents are positive about the attitudes, behaviour and personal development of their children and inspection findings confirm their views. Apart from a small minority of pupils, the positive attitudes reported at the time of the previous inspection have been maintained.

Attendance

- 22 Attendance since the previous inspection has stayed a little below the national average but overall it is satisfactory. It has remained steady at an average of 92 per cent over all classes. An analysis of registers for the current term to date shows that the school is on target to improve on this and at 93.7 per cent overall, is now nearer the national average. Unauthorised absence is below the national average. Holidays taken in term time, some of them extended beyond the two weeks allowed, account for a large amount of the authorised absence. Parents are reminded both in the school prospectus and in school newsletters about the importance of regular attendance and the effect that this has on attainment and progress.
- 23 The registration of pupils is sometimes delayed by up to ten minutes due to the late arrival of some pupils. Pupils do not line up in their groups to enter school and this results in a more casual approach by some pupils to arriving for registration on time. There are guidelines to staff on completing registers but these are not followed consistently by all staff. Parents confirm that children like school and attend willingly.

QUALITY OF EDUCATION PROVIDED

Teaching

- 24 The quality of teaching is good overall and makes a strong contribution to pupils' good progress in many subjects and to the high standards they attain, especially in English and mathematics. Overall, 98 per cent of lessons observed were at least satisfactory; about 68 per cent of lessons observed were at least good; 18 per cent of all lessons were very good; and only two lessons (out of 85 observed) were unsatisfactory. Teaching is of good quality at both key stages in literacy and numeracy. The school has improved the quality of teaching overall since its last inspection, particularly at Key Stage 2.

- 25 For the under-fives, teaching is of good quality. About 66% of lessons observed were at least good and 19% of all lessons were very good. No unsatisfactory teaching was observed for the under-fives. A significant strength of teaching for the under-fives is the way in which all staff create a very effective learning environment based on very good relationships with children and high expectations of their work and behaviour. As a result, children are eager to learn and make good progress. It is noticeable, on entering lessons, how well children are listening to teachers and qualified support staff and how well they respond when given practical work to do. In a numeracy lesson in Reception, the teacher posed taxing questions that got children thinking. In a nursery technology session, all staff knew exactly when to question or hold back and when to ask for more effort. Their work is grounded in a very good understanding of young children's learning needs. They lose no opportunity to develop children's skills of speaking and listening. This is an important influence in developing skills in literacy particularly for children for whom English is an additional language.
- 26 At Key Stages 1 and 2, teaching is of good quality. At Key Stage 1, 80% of lessons observed were of at least good quality; 17% were very good. At Key Stage 2, nearly half the lessons observed were very good and about 60% overall were at least good. The two unsatisfactory lessons observed occurred at Key Stage 2.
- 27 At both key stages, teachers have high expectations of the standards pupils should achieve. Many classes contain a wide spread of attainment and teachers plan effectively to provide all pupils with the challenge to learn. They make clear what pupils are intended to learn from lessons. For example, in a religious education lesson in Year 2 the teacher explained clearly that the lesson was about belonging to a family. She then led a discussion about this in which pupils developed their thinking about the variety of families to which they belong.
- 28 Teachers value pupils' responses and this makes pupils want to show their learning. For example, in Year 2 again, a teacher valued the learning of a pupil for whom English is an additional language by singing a 'vowel' song the pupil had learned out of school and saying how much she enjoyed it. Teachers ask searching questions to help pupils develop their thinking. For example, in Year 6, a teacher provoked a lively response by the way in which she asked for explanation of 'passionate'.
- 29 This very good quality of relationships is evident in many lessons. It forms the basis of the good level of control which exists. A minority of pupils sometimes show quite challenging behaviour but are very rarely allowed to disrupt lessons. Only very occasionally, in a science or a music lesson, do pupils behave unsatisfactorily as a response to the teacher's uncertain knowledge and understanding of the subject or to lessons lacking sufficient pace and interest. Mostly, teachers provide great encouragement and a lively pace to lessons whilst still allowing pupils time to learn. In a Year 5 numeracy lesson, for example, the teacher expected pupils to work at a brisk pace but at one point stopped the lesson saying, "You need time to think".
- 30 Teachers have high expectations of pupils' ability to work independently and to take responsibility. Pupils are often seen using dictionaries to find spellings and meanings. They are expected to listen carefully, too. In Year 1 music, for example, the teacher focused pupils very effectively upon a particular piece of music by asking them to check on the number of times a phrase was used. They responded well by listening to the piece and discovering the information.
- 31 Most teachers are confident in their knowledge and understanding of the subjects they teach. This is especially true of teachers' understanding of the National Literacy and National Numeracy Strategies, enabling them to develop pupils' skills well in literacy and numeracy. Subject knowledge is often good in other subjects. For example, it was evident in the high expectation of a Year 6 teacher shown when she used correctly terms such as 'stanza' and 'narrative poem' in literacy. As a result, pupils had the confidence to develop their understanding of poetic genre. In Year 3 music, the teacher used her own voice confidently to lead pupils in an 'echo' song that got her lesson off to a good start.

- 32 Teachers are well organised and they make good use of other staff and adult helpers to assist in lessons. In Year 6, a rota of activities including art, science, information technology and design and technology was very well organised. Adult helpers included the a member of the caretaking and cleaning staff whose skills a graphic artist were used to good effect in helping a group of high attaining pupils develop their understanding of proportion in a picture. In Year 1 and Year 2, the deployment of a bilingual instructor during literacy and numeracy lessons gives a real boost to the learning of pupils for whom English is an additional language.
- 33 Homework is used well, especially at Key Stage 2, to extend pupils' learning and to allow them time to complete work begun, for example, in literacy lessons. Teachers also show their high expectation in the way in which they mark work, sometimes setting out specific targets for improvement. This is especially noticeable in Year 6. Good attention to standards of presentation encourages pupils to take pride in their work.
- 34 The very good teaching observed was evident in all three phases of education but was most evident at Key Stage 2. In the very good lessons, teachers often enthuse pupils to learn by means of very good relationships and very challenging tasks. Many elements of effective teaching combine with that 'something extra' to produce a very effective result. For example, in Year 1 literacy, the teacher expected *total* involvement of pupils and high quality work. As result, pupils worked very hard and effectively at developing their phonic skills.
- 35 The teaching of pupils with special educational needs is very good. Three quarters of lessons observed with these pupils were very good; the other lesson was of good quality. All pupils at Stage 2 and above of the Code of Practice for special educational needs have individual education plans containing clear and relevant targets that challenge the pupils. Teachers are involved in regular discussion with the co-ordinator for special educational needs and with parents. Work is matched well to pupils' ability and in-class support is used effectively. In the vast majority of lessons, behaviour management of pupils with special educational needs is calm, sensitive and supportive. Teachers take active steps to build self-esteem and encourage confidence. Class organisation takes account of pupils with special educational needs through careful grouping and support. Careful monitoring of pupils' progress takes place.
- 36 Teaching of pupils for whom English is an additional language is good. Support given in lessons by specialist teachers and support staff is very effective in encouraging pupils to take full part in lessons. Specialist teachers plan closely with class teachers to provide pupils with suitably challenging work. Expectations of what pupils should achieve are high. Great care is taken to integrate pupils fully into the life of the school.

The curriculum and assessment

- 37 The school provides its pupils with a broad, balanced and relevant curriculum which meets the requirements of the National Curriculum and those for religious education. The quality of the curriculum makes a strong contribution to pupils' all-round development. Of the available teaching time, about 97 per cent is allocated to the National Curriculum subjects and religious education. The remainder provides for successful initiatives, such as European Studies, circle time and class meetings. These all make significant contributions to pupils' personal and social education and to their understanding of citizenship. The amount of time allocated to each subject is appropriate and properly reflects the school's priorities in successfully implementing their Literacy and Numeracy Strategies. The time allocated to developing the skills of literacy and numeracy is sufficient and is used well.

- 38 The curriculum provided for children under five in the nursery and reception classes is very good. It is grounded firmly and thoroughly in the six areas of learning recognised as appropriate for children this age. A particularly strong feature is the system of transition from the nursery into the school when teachers and children work in the other area for some sessions before and after the change is made. The planned curriculum has a strong emphasis on learning by direct experience and activities succeed in helping children develop a wide range of skills. Assessment procedures for the under-fives are very effective, being based upon a well-organised induction process.
- 39 The curriculum is coherent, both in its planning and in lessons. Teachers make connections between different subjects and take opportunities to reinforce literacy and numeracy skills. For example, in environmental studies, much work, particularly in history and geography occurs in the context of the overall theme. The governing body has an appropriate policy for sex education and the school provides health education, including attention to drug misuse, to which the physical education and science programmes make a substantial contribution. These are also supported well by the school nurse.
- 40 The school's commitment to developing the arts is supported by extra-curricular activities and includes significant events like the arts week. This work provides pupils with an extensive view of music, art, drama and dance from several cultures. For example, Chinese, Afro-Caribbean and Sikhism.
- 41 All pupils have equal access to the school's curriculum and this is very well monitored and provided for by the school. Pupils with special educational needs benefit from good support, both within the classroom and the awareness of when to support by withdrawing them from their normal class lessons. Curricular arrangements for these pupils are effective. When pupils are withdrawn from class for individual or small group teaching, steps are taken to ensure that no other work is missed. The Code of Practice has been very effectively implemented and the provision complies fully with statutory requirements. Individual education plans are well drawn up and contain appropriate and realistic targets. Pupils for whom English is an additional language receive good provision. They are given very good support in lessons, especially in the crucial early years of their education. They are integrated very well into all aspects of school life.
- 42 Curriculum and lesson planning by class teachers is comprehensive: the school has a policy and structure for planning and recording what is taught and this is followed throughout the school. Consequently, teaching is continuous and pupils progress well in their learning. The school has appropriate policies for each of the subjects taught, but not always more detailed schemes of work to guide teachers in planning their lessons. For example, the school is waiting for the local education authority to produce its updated scheme for religious education. In science, the school is in a period of transition before adopting the national guidelines. Overall, schemes of work are helpful and indicate what is to be taught in relation to the National Curriculum programmes of study for the subject. This is a good improvement from the last inspection and is monitored closely in key stage meetings. For example, detailed analysis of the mathematics scheme highlighted gaps which needed to be filled if it was to successfully support the school's numeracy strategy.
- 43 The staff, helped by professionals from outside the school, provide a satisfactory range of extra-curricular activities. These include choir, chess, dance, football, lacrosse, netball and cricket. Furthermore there are many activities arranged in the arts. They organise visits and trips to enrich pupils' learning in many subjects of the curriculum, rightly taking advantage of the school's privileged location. For example, the science museum is used a great deal, including work on the Victorians. Regular theatre visits are arranged, including one to the recently re-furnished Royal Exchange Theatre and every class goes on at least one visit a term. For instance, the Mersey Valley, Fletcher Moss Gardens and Bramhall Hall. The religious education curriculum has an important influence on pupils' spiritual, moral, social and cultural development and this is further enhanced by visits to a Hindu Temple, Jewish Museum and local churches. The school is careful to ensure the acceptability of its provision to all the major faiths represented in the school population.

- 44 The school has a detailed policy for assessment. It provides a good rationale and indicates a reasonable level of evidence gathering for teachers to be able to show the basis for their judgements of pupils' progress. In some subjects, specific guidance on assessment and marking is not included in the policy or scheme of work. In science and religious education, revised assessment procedures are not yet complete. There are helpful portfolios containing examples of teachers' agreed assessments of pupils' written work in English, mathematics and science. The arrangements for assessing the attainment and progress of pupils with special educational needs, in the relation to the special provision they receive, are detailed and effective.
- 45 The use of assessment, to ascertain pupils overall level of attainment and to help plan the future work, is good. This is true on a day-to-day and more formal basis. For example, assessment from Year 2 is used effectively to form groups in Year 3 and analysis of lesson planning shows that in the majority of sessions pupils' work is matched to their level of ability. There has also been some successful use of assessment to indicate shortcomings in the mathematics curriculum. As a result, these shortcomings have been eradicated. In some older classes in Key Stage 2, when pupils finish a project their work is evaluated against a small number of criteria and targets are set for the next topic.

Pupils' spiritual, moral, social and cultural development

- 46 The school makes good provision overall for its pupils' spiritual, moral, social and cultural development. Provision for cultural and social development are particular strengths. The school has addressed successfully the key issue raised in relation to spiritual development at the time of its last inspection and now provides good opportunities for its pupils to develop spiritual awareness within the curriculum and through collective worship.
- 47 Provision for spiritual development is good. Class assemblies provide some good opportunities for pupils to reflect in a spiritual way. For example, in a Year 3 class assembly a very spiritual atmosphere was developed while pupils were considering Divali. The teacher was sensitive to the range of faiths represented in the class saying, "Think about your own God and peace." In all assemblies a candle is used as a focus for quiet and reflection. The quality of collective worship is satisfactory overall and sometimes it is good. Occasionally, however, insufficient time and guidance is given in a key stage assembly for pupils to take advantage of time for reflection.
- 48 The way in which everybody in the school upheld a two minute silence on Armistice Day was most impressive. In a Year 6 class, following this silence the teacher read out a Hindu reflection on peace thereby developing spirituality even further. Throughout the curriculum, opportunities are planned for pupils to develop awareness of their own and others' beliefs. A Year 6 lesson in religious education resulted in high attaining pupils producing some thoughtful poetry. The programme for religious education encourages pupils to explore beliefs and values from all major world faiths.
- 49 Provision for moral development is good. Pupils are clearly taught right from wrong and are encouraged to reflect upon moral issues as they grow up. A clear moral code is emphasised in all classes. All staff demonstrate a high expectation of appropriate behaviour with good behaviour being rewarded. Parents who responded to the pre-inspection questionnaire and those who attended the pre-inspection meeting arranged for them expressed great support for the values the school promotes.
- 50 Provision for social development is very good. From the earliest years in school, pupils are encouraged to take responsibility for their actions and to be aware of the needs and rights of others. They are encouraged to work co-operatively and also to find things out for themselves. This happens from under-fives onwards. For example, in Reception the teacher was heard exhorting pupils to try to find a solution themselves before asking for help. Older pupils are given opportunities to play a strong role in helping younger ones.

- 51 Throughout the school, strong emphasis is placed on helping one another. School policies stress self-esteem and respect. The marking policy for Key Stage 2 emphasises that pupils should take personal responsibility for the evaluation of some of their work and that they should then work with a partner to evaluate it further before the teacher becomes involved. Pupils receive regular opportunities to identify and discuss issues or problems which arise in their classes. They are expected to devise and test solutions for these. The school has developed a very strong environment focus, with the headteacher taking a leading role in this. Pupils enjoy a wildlife area and area often encouraged in lessons to take care of their world. All staff provide pupils with very good examples of appropriate social behaviour in this happy school.
- 52 Provision for cultural development is excellent and permeates the whole life of the school. Pupils who come from non-English ethnic backgrounds find that their cultures are given a high profile. Around the school a wide range of cultures are celebrated through display, for example at present in relation to Divali. Beautiful Thai artefacts are displayed in the entrance hall together with pictures from a wide range of world art. Music used in assemblies and in lessons represents a wide variety of styles and traditions. A recent Arts Week was held and attended by visiting artists and musicians. However, much more significantly even than these examples, the school views its pupils as a living resource for developing cultural awareness. One girl from Year 5 exemplified this when she brought in a video of local Divali celebrations to show inspectors. The headteacher says that the “children are our best resources” and the school lives up to this maxim.
- 53 As part of its cultural provision the school has developed an excellent European Awareness project, organised by a very knowledgeable co-ordinator. The project started three years ago and has become a central feature of school life. An annual European Week is held and links have been established with schools in Holland and Germany. These links involve pupils writing to each other. Year 6 pupils have lessons in German. The European dimension is given a very high profile in the school and contributes significantly to the development of pupils’ understanding of citizenship. Parents are extremely enthusiastic in their praise of this initiative, and rightly so.

Support, guidance and pupils' welfare

- 54 The school successfully lives up to its motto “Broad Oak Cares”. Good provision is made for pupils’ support, guidance and personal well being. Pastoral care is well considered by the staff and is a strength of the school’s provision. Parents’ report that they are happy with the levels of support their children receive. Inspection findings endorse their view. Teachers have a good knowledge of their pupils’ personal and social development. They know their pupils very well and are aware of their achievements. Academic progress is monitored well and teachers set challenging targets. The programme of personal and social education is well considered but is not yet monitored to ensure pupils’ progress from one year to the next. The school intends to conduct an audit of personal and social education in preparation for changes in the curriculum. Provision for pastoral care enables pupils to feel happy and secure and thus forms a good foundation for their learning.
- 55 Pupils with special educational needs are offered good levels of educational support and provision and are quickly identified by the school. Individual education plans are completed to ensure that pupils are sufficiently challenged by the targets set for them. These plans are accessible in classrooms and are used daily by teachers. All pupils set themselves targets for development and staff often remind pupils to check them. Pupils for whom English is an additional language receive good support for learning and this helps them develop self-confidence as well as the skills of English.

- 56 Children under the age of five are well supported by the school. Pre-school visits and effective links between the nursery and school enable the new intake to settle quickly and with the minimum of anxiety. Overall, monitoring of pupils' progress and personal development is good. Teachers offer a good range of activities, which are mainly matched to pupils' levels of attainment and provide effective challenges. Teachers and support staff demonstrate a good understanding of each pupil's strengths and weaknesses. The school welcomes children from a wide range of ethnic and other heritages who are successfully integrated into the life of the school.
- 57 Most staff manage and promote good behaviour well and teachers have high expectations and set equally high standards for pupils. Adults working in the school provide very good examples of behaviour for pupils. They are consistent in their use of praise and encouragement for work well done and there are daily and weekly rewards for effort and attainment. School and class rules are well known to pupils, self discipline and responsibility are encouraged and whilst this is successfully demonstrated by the majority of pupils, there are still pockets of inappropriate behaviour in some classes. Parental involvement is sought at an early stage when any problems arise. There is no evidence whatsoever of bullying or racial harassment.
- 58 Procedures for monitoring attendance are satisfactory in identifying the very few unauthorised absences but they need refining so that all staff are consistent in their completion of registers. Some pupils still need encouragement to arrive at school on time. With support from the education welfare service, the school tracks the absence of pupils and takes appropriate action in cases of prolonged absence.
- 59 Suitable arrangements are made to ensure child protection issues are correctly addressed by all members of staff plus a member of the management team. The headteacher and a member of the management team are the designated teachers responsible for this area. Support from outside agencies is requested when required. The school deals well with any issues of bullying and this was confirmed by pupils and parents.
- 60 There is a health and safety policy which details the various responsibilities of members of the school community. Risk assessments are carried out and issues of concern are dealt with as finance permits. The site supervisor is conscientious in his duties and responds quickly to any hazards. Lunchtime supervisors are well-briefed and uphold the standards of behaviour expected by the school. There are four members of staff suitably qualified to administer first aid and appropriate arrangements have been made for the provision, administration and recording of any first aid treatment. Pupils with special educational needs are offered good levels of support and are able to participate fully in every area of school life. The school has maintained the good pastoral support found at the time of the previous inspection.
- 61 Support agencies for pupils with special educational needs are used appropriately and fully involved at the appropriate levels. The headteacher, teaching staff and others, such as lunchtime supervisors and classroom assistants, are sensitive to the pupils' needs and give appropriate support in all areas of school life. The successful way in which the school cares for its pupils helps it establish and sustain a secure and happy environment through which pupils are eager to learn.

Partnership with parents and the community

- 62 There is a good partnership between the school, parents and the community it serves. The information provided by the school is through letters home, regular newsletters and meetings to inform parents about school developments. Amongst the information sent to parents are booklets on helping children to read and write, welcoming them to the reception class and to the nursery and on the school's behaviour and discipline policy. Parents have attended workshops on the literacy strategy and are invited to presentations on the school's sex education programme. Parents' evenings are held three times each year and these provide good opportunities for parents to discuss their children's progress with the teachers.

- 63 Parents are confident that the school would approach them if they identified a problem or concern. They also confirm that reports to them are detailed about what a pupil can do in terms of subjects but not all of them contain targets for future development. Inspection findings endorse this view. The school has sought parents' views on a number of issues and their responses have been acted upon where appropriate. Parents have received a copy of the Home/School Agreement. Parents are also strongly supportive of the part they are encouraged to play in their children's education. The vast majority are very happy with standards and behaviour at the school. They are impressed with the school's success in promoting good attitudes and values.
- 64 Parents are invited to the reviews of their children with special educational needs and are kept fully informed of their progress as confirmed by parents. Parents are made welcome in the school and a number of parents help in school with a variety of activities. A parent was observed helping Year 5 pupils to design and make slippers and all showed enjoyment of the activity. The PTA is active in raising funds through a variety of social and other events in the school. Amongst the many contributions to the school, the PTA has bought nursery equipment, paid for the enhancement of the school grounds as well as flexible staging, computers and printers. The school works hard to involve parents in the life of the school and this is appreciated by most of them. The high level of parental support was evident both through responses to the pre-inspection questionnaire and by the tone of the pre-inspection meeting held for parents
- 65 The school places great value on its community links and these are very good. The school considers people in the local and wider community who are less fortunate than themselves and a great deal of time and effort goes in to supporting charities. A good example is the support for an orphanage in St. Petersburg. There is support for the elderly citizens in Didsbury Care Group, pupils donate gifts at harvest time and after selling them, give the proceeds to the Care Group. Various sporting organisations use the school and classes in the Q'ran are held in the school. Good links have been fostered with schools in Holland and Germany through the European Awareness Programme. A joint project for the Millennium is being planned, each school is contributing to a calendar for the year 2000. Pupils go on visits connected with their topic work and amongst others, have visited Bramhall Hall for the Tudors and enjoyed visits to the Science and Industry Museum. A wide range of visitors to the school was enjoyed during Arts Week. These included Indian musicians, a puppeteer, an origami expert and a Caribbean poet and singer.
- 66 The school enjoys good links with Parrs Wood High School, the main receiving school. A teacher from the school teaches German to Broad Oak pupils, there are exchange visits between staff and pupils from the high school visit Year 6 pupils. Additional liaison work is undertaken to ensure the smooth transition of pupils with special educational needs. Year 6 enjoy a taster day in the high school before transfer. The school is part of a cluster group of primary schools who work together on transition links. All these good links enhance pupils' personal development and raise their awareness of the importance of the school in the local community.
- 67 The school keeps parents well informed about arrangements for pupils with special educational needs. This is done through the prospectus and the governors' annual report to parents. Parents are alerted about possible concerns at an early stage and kept fully informed of progress. They are given advice on how they can help their child and they can purchase or borrow a commercially published programme of activities to support learning at home. Parents of children at all stages, including those with statements, are kept fully informed of their child's progress and are involved in the formal annual reviews. Annual reports make clear the progress that is being made against the child's targets.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 68 This school is led and managed well. This is due primarily to a dedicated and capable headteacher who provides strong and inspirational leadership and who has the support of a highly committed staff. In the vast majority of the planning and actions there is a clear picture of a school that knows where it is going and how it will get there. Consequently, the school has developed well since the last inspection and is rightly expected to be successful in the future. The governing body discharges its functions satisfactorily, giving effective support to the headteacher. Statutory requirements with regard to the curriculum and policy matters are attended too properly. Through difficult times, caused by problems such as a large budget deficit, the management decisions taken by the governing body and headteacher have successfully safeguarded the quality of education in the school. There has been a concerted and strongly-driven striving for higher academic standards, catering for pupils' different needs and abilities and providing opportunities to give pupils competence and confidence as continuing learners. The senior management team plays a strong role in advising the headteacher and in providing a professional forum for the initial discussion of ideas.
- 69 Monitoring of standards and quality is good. Key stage and subject leaders monitor the implementation of the curriculum plans and the headteacher monitors the quality of teaching. The detailed recording of these arrangements, and subsequent feedback, have served to build up professional trust and on-going expectations. Curriculum co-ordinators are rightly encouraged to develop subject knowledge and prepare subject files. Their influence on the planning for teaching within the teaching teams is satisfactory and they provide additional advice to individuals as appropriate.
- 70 Management of special educational needs is very good. The co-ordinator is a very effective communicator and manages procedures very efficiently. The headteacher is fully involved in all decisions made about pupils with special educational needs and holds regular consultations with the co-ordinator to monitor developments. A member of the governing body is named as the person with special oversight of special educational needs and governors are aware of their overall responsibility for special educational needs provision. The named governor keeps the governing body fully informed.
- 71 The school has an appropriate range of aims and policies, which are implemented very well. These provide suitable guidance on most aspects of school life and underpin the very good ethos of the school which conspicuously values each individual child. These aims are appropriately published in the school brochure. Almost all of the parents who returned a questionnaires to the inspectors consider that the school's values have a positive effect on their children. Recent results indicate that standards are rising and that the school has a commitment to the highest possible achievement.
- 72 The school development plan successfully highlights current and future priorities, acts as an aide-memoire and helps the school to anticipate change and implement initiatives. The plan has an appropriate form which identifies priorities, funding and management structures. Consequently, it provides a strong strategic vision. These are all good indications of improvements since the last inspection and an effective and professional response to the key issue raised at that time. This response has contributed strongly to improvements in standards since the last inspection.

Staffing, accommodation and learning resources

- 73 The school has sufficient experienced and suitably qualified teachers to meet the demands of the National Curriculum, religious education and the education of children under five. The provision and deployment of support staff is good both for general support and for pupils with English as an additional language. The school has a member of staff designated for co-ordinating the provision for pupils with special educational needs, which is thorough and fully meets the requirements of the Code of Practice.

- 74 All support staff are involved in the planning and evaluation of pupils' work and make a significant contribution to the quality and standard of their work. The teachers are dedicated to the pupils in their care, work hard and are loyal to the school. The school caretaker, cleaners, lunch time supervisors and kitchen personnel all provide a caring environment in which children feel safe and secure.
- 75 The school has an induction policy for new teachers and guidance to newly qualified teachers is good. All staff have job descriptions which clearly define their role. A satisfactory system of appraisal is in place. It is viewed positively by participants and is a useful vehicle for targeting personal development and increasing communication between members of staff. The headteacher provides good leadership in relation to in-service training and provides very good opportunities for all staff to undertake training which is carefully matched to the needs of the school. Detailed records are maintained and the benefits of training are shared by all staff through discussions and presentations at staff meetings. For example, the good arrangements for staff training have been instrumental in the successful implementation of the National Literacy and Numeracy Strategies.
- 76 The accommodation is satisfactory. In spite of restrictions imposed by the need to balance the school's budget the governors have tried very hard to maintain and improve the building. Since the last inspection the school has been completely rewired and a new lighting system has been installed. The school has been particularly successful in receiving grants to improve the boundary path including a programme of hedge planting inside the school grounds. The governors have carried out an audit of necessary improvements to the building and have established an order of priority of work to be done as soon as funds allow. The school is converting a music room to a suite for information technology which is intended to further enhance the good work being done in this subject. The hall is of adequate size for assemblies and other communal activities. It provides suitable accommodation for physical education and extra-curricular activities.. There is a separate dining room which is rather small for the number of pupils using it.
- 77 Good use is made of displays of pupils' work in classrooms, corridors and shared areas and is a credit to the time and attention paid to this aspect by staff. The playground is spacious and provided with many seats for pupils to use. The school is surrounded by mature trees and the large playing field provides more space for outdoor play in fine weather. Play areas for the nursery and pupils under five are attractive and enclosed satisfactorily but only one reception classroom has a sheltered canopy in place. The location of the school library on a corridor means that it is not a good place for pupils to develop their enjoyment of books.
- 78 Resources are good in music and information technology and satisfactory in all other subjects though spending on resources has been severely restricted in order to balance the deficit budget. The school is indebted to parents and friends for help received in this area. Educational visits are effectively used to enhance the learning in several subjects including English, geography and history. The school does not arrange a residential visit for pupils in Key Stage 2.

The efficiency of the school

- 79 The resources available to the school are managed efficiently and effectively. This is similar to the judgement made in the previous inspection. The quality of financial planning is good. The budget is drawn up by the headteacher in consultation with the governors' finance committee, with half termly meetings to monitor expenditure. Good quality financial information, provided by an independent financial adviser, is made available to the committee prior to the meetings. In response to the previous report the governing body made difficult decisions to bring the deficit budget back into a surplus position but with good financial planning they have achieved their objective and by the year 2000 will be able to declare a small surplus. The need to reduce the budget deficit has necessarily meant that spending on learning resources has been restricted in recent years. Whilst no shortages of resources exist, some, for example books in the school library, are quite worn.

- 80 The grant for teachers' professional training is used appropriately to increase the effectiveness of teaching by financing training courses for the full range of staff. Very effective use is made of funding for pupils with special educational needs. The special educational need co-ordinator, who teaches in Reception, is free of class teaching responsibilities in the autumn term owing to pupils being admitted at two points in the school year. She uses this time very effectively to support pupils in classrooms and in withdrawal situations and to complete management tasks related to her role.
- 81 The school makes good use of teaching staff. They are a strong team that is well deployed. Support staff are used very effectively. They are well informed and work closely and effectively with teachers making a strong contribution to the standards attained. Support for pupils with English as a second language is particularly effective and as a result these pupils make good progress.
- 82 Good use is made of resources and accommodation. The school makes good use of outside resources, arranging many visits to museums and places of interest that make a significant difference to the pupils' interest in their work. The school has already begun the conversion of a room into a special resource for the teaching of information technology. Good use is made of the spacious grounds for recreation and games. Resources for learning are used well in order to provide pupils with a range of learning opportunities and to assist their good progress.
- 83 The headteacher and office staff maintain very good management of the day to day financial procedures of the school. These include the minor changes recommended in the last auditor's report. Careful records are kept of the school fund including generous amounts of money donated by the Parent, Teacher Association. All private funds are audited annually. Office staff work very conscientiously and offer a warm welcome to visitors, thus making a positive contribution to the ethos and smooth running of the school. The caretaker, kitchen and supervisory staff have a clear commitment to the work of the school and perform their duties with care and efficiency.
- 84 In judging the value for money provided by the school, the following factors are considered. By the age of five, pupils are attaining levels typical for their age group. They make good progress as they move through the school. By the end of Key Stage 2, they attain well above average levels in English, above average levels in mathematics and information technology and average levels in science. Pupils' attitudes, behaviour and personal development are good and the quality of education provided by the school, particularly teaching, is good. Relationships are very good. The school makes very good provision for its pupils' all-round education. When these factors are set against the cost of educating pupils at the school (similar to the national average) the school is judged to be providing very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 85 At the time of the previous inspection the work of this part of the school was judged to be very good. Since then the quality of teaching and the provision for learning in the nursery and reception classes have been maintained at least and in some areas, such as the development of the use of information technology, the work has improved.
- 86 Education for children under five is provided full-time both in the nursery and in the reception class. At the time of the inspection, there were 38 children on roll in the nursery and 34 in the reception class. Children are admitted to the nursery soon after their third birthday and transfer to the reception classes in the September or January of the school year in which they will be five. At the time of the inspection there were 6 children in the nursery who were three. At the beginning of the term in which the inspection took place no child in the reception class had already celebrated their fifth birthday. In the nursery, 22 children speak English as an additional language (58%) and 15 children in the reception class also speak English as an additional language. These children have additional help from specialist support staff.
- 87 Most pupils start the nursery with levels of attainment below those expected for their age. Their learning needs are identified by a very well-organised induction process and early assessment strategies. Pupils follow a carefully structured programme of work. They begin to develop knowledge, skills and understanding in the nationally recognised six areas of learning. Although attainment is still below expectations when they start the reception class, most children are ready to start the National Curriculum in the term after their fifth birthday. All children make good progress in both the nursery and the reception classes. Before they move into Key Stage 1, the great majority reach the nationally agreed desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development. Children with special educational needs, and those learning English as an additional language, also make good progress and reach standards commensurate with their abilities.
- 88 Since the last inspection, the extension and revision of the well-structured early years policy and the implementation of thorough assessment procedures have enhanced nursery provision. The planned programme of work enables children to develop their social skills and their knowledge of language, literacy and numeracy in a systematic way from the earliest days in the nursery. The provision for children under five has remained very good. A particularly strong feature is the very well integrated system of transition from nursery into reception. This process works well and children feel very secure. No learning gains made in the nursery are lost by children becoming anxious or confused.
- 89 Children make good progress in their personal and social development. They soon settle into school routines in the nursery class and show increasing levels of independence in dressing and personal hygiene. They enjoy coming to school and show enthusiasm for their work. They concentrate for increasing lengths of time and behave well, forming very good relationships with one another and with staff. Teaching and support staff in both classes provides good examples for the children and take time to discuss difficulties with them, using praise effectively to raise their self-esteem. Children adapt well to the brisker pace of lessons in the reception class and maintain the happy atmosphere by responding well to the simple but clearly explained classroom rules. They are confident in asking for help when they need it, and gain an increasing sense of responsibility as they help to clear away activities and when they get ready for outside play or at home time. The quality of teaching for personal and social development is good.

- 90 In the nursery and reception class, children make good progress in developing the skills of language and literacy. They listen to stories with enjoyment and know a good range of songs and rhymes from memory. They talk about their experiences and discuss their feelings, likes and dislikes candidly. In the nursery, some children have difficulties in expressing themselves clearly because of a lack of appropriate vocabulary. Skilful staff intervention and direct teaching, which continue in the reception class, have a very positive effect and children use their listening and speaking skills effectively in all areas of the curriculum by the time they are five. In the nursery, children handle books carefully, turn the pages appropriately and know that print has meaning. They tell stories by looking at the pictures, and begin to recognise letter shapes and sounds. In the reception class, many children begin to read simple texts and know a good number of simple commonly used words. High attaining children discuss the text in a mature way. Many children still have weak pencil control, but they write from left to right, form letters correctly and trace or copy the teacher's writing with increasing skill. High attainers write simple sentences independently. The teaching of language and literacy for children under five is good.
- 91 Children make good progress in mathematics. In the nursery, most children count confidently to ten and understand the value of numbers to five. They join in number rhymes and songs with understanding. They have a wide range of sorting and matching experiences and develop an appropriate vocabulary to express size, shape and colour. Children play purposefully with sand and water, developing mathematical language such as 'full' and 'empty'. They measure ingredients when they make cakes and biscuits, and develop a greater understanding of sequence and order as they plan their activities and play with well-chosen puzzles and games. In the reception class, children develop an awareness of simple number operations and understand the concepts of needing 'more' or 'less' to make a given number of objects. Almost all count confidently on to 20 and backwards from it and some are confident when calculating numbers to ten and 20 and recording the answers. Orally, children work in games and activities counting in fives and tens beyond 100. They know that much bigger numbers are used in everyday life, and most recognise their own house numbers. They use their mathematical language effectively and accurately. Teaching is good overall in both classes with teachers using an appropriate mix of direct teaching, questioning and activities to promote learning. The support given by nursery assistants and classroom support staff is equally good.
- 92 In the nursery, children develop their knowledge and understanding of the world at a good rate of progress and through a wide range of carefully chosen activities. They know that their birthdays are at different times of the year and that some events happened long ago. They enjoyed following the development of a family tree in the nursery and then drew their own families. They gain a wider knowledge of the school neighbourhood when they go for walks in the locality. They were keen to explain what happened to a letter after it was placed in the post box. During discussion times they talk about the weather and the seasons. They are aware of the countries where many of their families live and celebrated the festival of Divali. Children concentrated for some time on a lighted candle during a time of reflection for Armistice Day and spoke of how people helped to create a world where children from all over the world could be friends. They know that animals live in different habitats and that they need food and shelter.
- 93 In the reception class, children develop early mapping skills when they locate the school on a map of Manchester. They increase their understanding of chronology and historical enquiry when they research their own lives and collect pictures of themselves now and as babies. In both classes, the majority of children are keen to use the computer. All children are confident controlling the computer mouse independently and when they use a drawing program. They all recognise that the machines respond to signals and they try to fulfil tasks such as dragging litter into a bin or responding to icons and clues on the screen. The teaching of knowledge and understanding of the world is good in both classes, with some very good science teaching in the reception class.

- 94 Progress in developing physical skills is good. Children in the nursery show good control during music and movement lessons. They run, jump and move around purposefully and are well co-ordinated. During the inspection, imaginative and purposeful play was seen as children play outside on wheeled toys and with small apparatus such as balls and beanbags. Children develop increasing control of pencils, paintbrushes and scissors, and almost all use these confidently. Teaching is good in both classes and activities are well organised. In the reception class, children enjoy outdoor play with Key Stage 1 pupils and they have regular physical education lessons in the hall. They also have a small area outside the reception classes and sometimes use the nursery garden and toys as a regular but 'special' treat. Manipulative control improves and this has a positive effect on writing, craft and technology skills. Only a minority of children need additional support with handwriting.
- 95 Children make good progress in developing their creative skills. In both classes, children use a wide range of media, including paint, crayons, pastels and collage, to make pictures with a range of textures. Their paintings are bright and colourful, and their drawings are lively and expressive. In both classes, children use bold colours and interesting patterns to decorate their work. This was seen to very good effect in creating Rangoli patterns as part of the Divali celebrations and in the Mehendi patterns created both on paper and on children's hands in the nursery. Manipulative skills improve as children gain experience with malleable materials such as dough and clay.
- 96 In the reception class, children make imaginative models of monsters. Teaching is at least good in both classes, and teachers link creative activities effectively to other areas of the curriculum. Most art work enables children to explore their own creative ability although some is still teacher directed. Children express themselves through role-play in the home corner and other role-play areas and their interaction with one another increases as they gain a wider vocabulary. Singing is tuneful and children play a wide variety of percussion instruments. The range of multi-ethnic instruments and the Bhangra music in the nursery creates an infectious atmosphere where singing becomes part of other activities. In the reception class, performance improves as children join with Key Stage 1 pupils to sing in assemblies.
- 97 The overall quality of teaching is good. Half the lessons observed during the inspection were of good quality; one sixth were very good; a third were satisfactory. Teachers have a clear understanding of the needs of young children and of national expectations for the age group. Lesson planning is good and teachers plan together to ensure proper curriculum provision and effective development of skills from the nursery to the reception class. Links with the service for ethnic minority attainment are very good. Teaching and support staff work together very well to provide high quality integrated education. This provision benefits all children including those with special educational needs, those capable of higher attainment and those children learning English as an additional language. Activities are organised and prepared well to provide stimulating and appropriately challenging experiences. Time and resources are used effectively to make the most of all the time in the nursery class.
- 98 The brisker pace in the reception class is appropriate to prepare children for the more formal activities of the National Curriculum. Assessments are used very effectively to help teachers in the next stages of planning. Teachers evaluate their lessons thoroughly and record the achievements and needs of children. All members of the non-teaching staff are fully involved in planning and assessments and they are well deployed so that there is maximum benefit to the children.
- 99 There is a helpful policy for early years provision and the schemes of work show clarity and sensitivity in providing appropriate, challenging experiences for children in both classes in order to enhance their learning. Resources for children under five are satisfactory. However, much of the equipment is old and will need to be improved or replaced in the near future. Accommodation is good and is used well. The school has identified the need for a canopy outside the second reception class in the near future to enable more work to be undertaken outside. Enriching activities such as visits and visitors are used regularly to bring relevance and excitement to the children's education. Children visit the park with their teachers in all seasons to see the changing colours and growth of plants and trees. Parents appreciate the nursery provision at the school and the good start given to all children under five. They are sure that it gives their children a good start to their

formal education.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 100 Results of the 1999 National Curriculum tests at the end of Key Stage 2 show that the proportion of pupils attaining the expected Level 4 or above was broadly in line with the national average and that the proportion of pupils attaining the high Level 5 or above was also broadly in line with the national average. However, these results are not an accurate reflection of the school's performance in English at Key Stage 2 in recent years nor of the overall levels of attainment amongst the oldest pupils at present in Key Stage 2. The oldest pupils at Key Stage 2 are now attaining well above average levels, owing to greater ability in this cohort and to the school's continuing success in improving teaching. For the period 1996 to 1998, pupils at the end of Key Stage 2 achieved results which were well above the national average overall and standards have been rising steadily since the last inspection. Boys and girls have attained similar levels in test results over recent years although girls have performed slightly better (in keeping with the national picture).
- 101 The school performed at a much higher level than similar schools nationally in 1998, but at average levels last year owing to the high proportion of pupils in the 1999 cohort who had special educational needs. The present cohort of pupils in Year 6 is achieving standards which are well above national expectations and are likely to meet the challenging targets for attainment in English which the school has agreed with the local education authority for the year 2000. Standards in literacy are well above average by the end of Key Stage 2.
- 102 At the end of Key Stage 1, the 1999 National Curriculum test results show that attainment in reading and writing was above average in reading and close to average in writing. For the period 1996 to 1998 standards in reading were well above the national average overall whilst those in writing were above the national average. Girls performed slightly better than boys in writing. The school performed at a much higher level than similar schools nationally in reading and much better than similar schools in writing. The present cohort of pupils in Year 2 is achieving standards which are above national expectations in both reading and writing.
- 103 In speaking and listening, pupils' attainment is well above national expectations by the end of both key stages. By the end of Key Stage 1, pupils answer questions accurately and articulately. They listen carefully and speak clearly, varying the tone of their voices in conversation. They converse easily about different subjects. By the end of Key Stage 2, pupils many pupils attain high standards in their speech. High attaining pupils are particularly fluent and have developed a strong and mature vocabulary. Average and low attaining pupils speak clearly in conversation. They talk aloud confidently in class discussions. Many pupils converse in a way that easily holds the listener's attention. Work of good quality in drama helps pupils develop confidence in their speech. The development of such opportunities represents improvement since the last inspection.
- 104 In reading, pupils' attainment is above average by the end of Key Stage 1 and is well above average by the end of Key Stage 2. By the end of Key Stage 1, average and low attaining pupils read confidently and accurately from texts which are above the level of difficulty expected for children this age. They show good understanding of what they have read and express firm views about it. They read clearly and with expression. For example, one girl responded well to punctuation and context by varying the tone of her voice to express 'crossness'. High attaining pupils read very fluently and with very good expression. They know how to change a book using simple classification skills and how to use the local library.

- 105 By the end of Key Stage 2, many pupils are fluent readers from a wide variety of books. They retrieve information easily from reference books and summarise it succinctly. High attaining pupils are very confident indeed in their approach to reading. One pupil identified with great clarity Mary's feelings of fear and anger in a section of "The Secret Garden" whilst another said that her reading experiences range from Enid Blyton to J R Tolkien. The only minor weakness in reading is that few pupils at the end of Key Stage 2 are confident in describing how they would use a library classification system to help them locate a reference book. (Apart from the pupil who used her knowledge of information technology to tell the inspector that she would simply undertake a search by title and that would provide her with all the information she required to locate the book!)
- 106 In writing, pupils' attainment is above average by the end of Key Stage 1 and is well above average by the end of Key Stage 2. By the end of Key Stage 1, pupils of average and high attainment write their ideas in interesting sequences of sentences often extending these sentences in different ways. Low attaining pupils still write imaginatively and express their ideas clearly. Simple punctuation is used accurately by many pupils. Handwriting is neat and often joined script. An impressive feature of pupils' attainment is the range of purposes for which they write. A look around the walls of the Year 2 classes revealed work of good quality relating to a trip to the supermarket, writing postcards, descriptions of a drawing of an orange (good attention being paid here to developing the skills of literacy through work in art), thoughts about "Quiet times", work about oranges and lemons and a variety of labelling. One high attaining pupil wrote with great maturity in "Quiet Times", "I am quiet when I am reading because I read in my head."
- 107 By the end of Key Stage 2, pupils write very well structured and interesting stories and accounts. Some of their work is of very good quality. Their choice of words captures and holds the reader's attention. One pupil adapted the story of the Pied Piper as one about cats and filled it with humour and menace. Another wrote a story entitled "Rat Trap" which was filled with excellent variations in tone and style, including subtle use of parentheses to make humorous points such as " the wise rate was called Camembert (the big cheese)". It is often difficult to differentiate between pupils of differing attainment amongst the oldest pupils because the standard of their work is so high.
- 108 Pupils of all levels of attainment make good progress in developing the skills of literacy throughout both key stages. Progress was good in many lessons observed during the inspection. This includes pupils with special educational needs and those for whom English is an additional language. At Key Stage 1, all pupils develop the ability to read accurately and for pleasure. Strong attention to the teaching of phonic skills helps them to develop confidence in tackling unfamiliar words. In a Year 1 lesson, for example, pupils developed their recognition of words containing 'en' and their ability to use these in sentences. Pupils learn to use dictionaries and can find information independently from simple reference books. In writing, pupils develop their handwriting from clear print to joined script. Good use of the independent group activity section of the literacy hour helps pupils develop their personal writing skills. In the same Year 1 lesson, high attaining pupils developed their ability to write for a purpose when describing "Firework Night". Pupils for whom English is an additional language make good progress in developing the skills of spoken English, aided very well both by the opportunities for this identified in teachers' planning and by the very good support given to them in lessons by the school's bilingual instructor.
- 109 At Key Stage 2, the skills of literacy continue to be developed well, aided by good attention to using these skills in work in other subjects. Examples of this are to be found throughout Key Stage 2. In science, pupils in Year 6 wrote notes about the solar system and throughout the school pupils write up their scientific investigations. In information technology, pupils compose very good acrostic poems. Pupils of all attainments extend their styles of writing from prose to poetry. This wide range of opportunities for writing represents improvement from the previous inspection. Standards of handwriting and presentation of work are good, helped by teachers' high expectations. Progress is also helped by the way in which teachers set targets for the amount and standard of work to be completed and by unfinished work being given as homework. Skills of speaking are developed well through drama, for example in role play activities.

- 110 Pupils with special educational needs make good progress at both key stages toward achieving the targets set out in their individual education plans. They are helped by being provided with good one-to-one support at this time of the year by the special educational needs co-ordinator. In one such lesson, pupils from Year 3 made good progress in developing their awareness of the difference between 'ea' and 'ee' words when the teacher maintained very good relationships and a high level of concentration throughout. Pupils for whom English is an additional language also make good progress at both key stages. Many develop good skills of spoken English owing to good support at Key Stage 1. This effective support continues as required at Key Stage 2.
- 111 Pupils at both key stages show good attitudes to learning. From Year 1 onwards, they concentrate well and are eager to learn. In a Year 1 lesson, pupils for whom English is an additional language were very eager to show what they had found out about matching individual letters to sounds. Pupils are inquisitive to learn and acquire good skills of finding out information for themselves. They co-operate well in small group activities. Behaviour in lessons is mostly good.
- 112 The quality of teaching is good overall at both key stages. During the inspection, over 70 per cent of lessons were of at least good quality; all lessons were at least satisfactory and nearly half the lessons observed were very good. At Key Stage 1, five out of six lessons were of at least good quality; two of these were very good. At Key Stage 2, nearly half the lessons seen were very good although less good teaching overall was observed than at Key Stage 1 and some less effective teaching was observed although never to unsatisfactory levels. The teaching of pupils with special educational needs is very good. Teaching has improved in quality since the school's last inspection.
- 113 Strengths in the teaching include teachers' high expectations of the quality of work they expect pupils to do and the very good level of challenge which is provided in most lessons. Teachers understand the National Literacy Strategy and implement it well, helping pupils to develop a good range of skills in reading and writing. Lessons are well organised. Pupils know what they are to learn and are given clear instructions how to go about it. Teachers take great care to evaluate the quality of work in lessons. In a Year 6 lesson, for example, the teacher reminded pupils to be aware of their learning targets again demonstrating high expectations. This attention to achieving targets is also evident in the way teachers mark pupils' written work. Skills of speaking and listening and also pupils' self-esteem are enhanced through teachers' good work in drama.
- 114 Teachers establish very good relationships with their pupils, promoting a good environment for learning. A few pupils occasionally exhibit challenging behaviour but teachers are firm yet fair in ensuring that this does not disrupt lessons. Only very occasionally does a teacher have a problem with pupils' behaviour and this results in less progress being made in a lesson. Overall, teaching makes a strong impact on pupils' progress in lessons and over longer periods of time.
- 115 The subject is led well. Good attention is paid to analysing data about pupils' progress in order to help teachers plan future work. The main issue raised at the last inspection – the restricted range of opportunities for writing in some classes at Key Stage 2 – has been addressed very effectively. The issue about the range of opportunities for speaking and listening is being addressed effectively through the school's good programme in drama. There is a clear commitment to high attainment – pupils of all levels of attainment are challenged appropriately. Commitment to providing equality of opportunity is clearly evident in the way in which pupils with special educational needs and those for whom English is an additional language are given such good support to help them develop their skills.
- 116 Resources are adequate but many books are quite old and some are rather worn. The school library is in a corridor and, although used frequently, is not a good place for pupils to browse or to develop their skill of finding their way around a library. Teaching and other staff are used effectively, especially in supporting pupils for whom English is an additional language. The good attention paid to developing the skills of literacy throughout the curriculum makes a strong contribution to progress in other subjects.

Mathematics

- 117 Results of the 1999 National Curriculum tests at the end of Key Stage 2 show that the percentage of pupils attaining the expected National Curriculum Level 4 or above was in line with the national average. The percentage of pupils attaining more highly at Level 5 was slightly above the national average. The results of the 1998 National Curriculum tests at the end of Key Stage 2 were much better than those in 1999. They show the percentage of pupils attaining Level 4 or above was well above the national average and the percentage reaching Level 5 was close to the national average. Taking the three years 1996 to 1998 together, performance was above average. Boys and girls reached very similar levels of attainment during this period. When compared with similar schools, test results last year were below average. Inspection findings indicate that the attainment of the oldest pupils at present in Key Stage 2 is above average and more in line with the trend from 1996 to 1998 than with the lower 1999 figure. Levels of high attainment this year are average. Standards in numeracy are also above average by the end of Key Stage 2. The rise in standards this year is due to a combination of this year's cohort having greater ability and to the school's continuing and successful attention to improving teaching strategies.
- 118 Results of the 1999 National Curriculum tests at the end of Key Stage 1 show that the percentage of pupils reaching the expected National Curriculum Level 2 or above was above the national average. The percentage attaining more highly at Level 3 was also above the national average. Taking the years 1996 to 1999 together, the figures show that attainment is above the national average with a slight dip in 1997. In this period both boys and girls reached similar levels of attainment. The school achieves higher than average results when compared to similar schools. Inspection findings indicate that the attainment of the oldest pupils at present in Key Stage 1 is above average. Levels of high attainment this year are average. Standards in numeracy at the end of Key Stage 1 are also above average.
- 119 By the end of Key Stage 1, pupils have an appropriate mathematical vocabulary. They carry out simple calculations accurately and have a satisfactory knowledge and understanding of number facts. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They can estimate length and weight and check their answers by accurate measurements. They understand simple fractions and can calculate halves and quarters of numbers.
- 120 By the end of Key Stage 2, the majority of pupils of all abilities have a good grasp of their multiplication tables. The emphasis placed on mental and oral work has resulted in many pupils handling mental arithmetic confidently and correctly. Most pupils have a sound knowledge of place value and can use the four basic operations of number competently. They have a very good knowledge of two and three dimensional shapes and their properties and can describe them using the correct mathematical terms. Pupils can use a variety of methods to collate and represent data they have collected. The mathematical vocabulary of pupils is well developed and they use words such as 'numerator', 'denominator', 'likely' and 'unlikely' correctly and in context. Good use is made of mathematical skills in other areas of the curriculum such as science and geography and pupils are introduced to the relevance of mathematics in their daily lives.
- 121 Pupils of all levels of attainment in Key Stage 1 make good progress. Year 1 pupils know how to write and read numbers up to 10 and many can go beyond this. They add numbers up to five and set their sums down appropriately. Pupils practice their tables with actions and take turns to lead the class. Year 2 pupils increase their confidence with number. They count forwards and backwards to 100 in twos and fives. They can order numbers up to 100, knowing which is the highest and lowest figure and which numbers come in-between. After watching a TV mathematics programme, pupils estimate accurately how many pictures there are on the wall in the hall. .

- 122 Pupils of all levels of attainment continue to make good progress in Key Stage 2. Year 3 pupils count well in tens up to 300. They understand place value to 1000 and use a set number of digits to make 18 explaining what they have done and why. Year 4 pupils practice making amounts of money using different coins. Some pupils find seven different ways in which to make the specified amount. Year 5 pupils order equivalent fractions using several different methods to record their results. Year 6 pupils understand probability. They construct a probability scale from poor chance to certain and place statements in the appropriate place. Pupils show a good understanding of number, for example they know that an even chance can be expressed in a variety of ways. .
- 123 Pupils with special educational needs and with English as a second language make good progress in relation to their prior attainment due to the excellent support they receive from teachers and all classroom staff.
- 124 Pupils' attitudes to mathematics are good at both key stages. Their enjoyment of the subject and their good behaviour in most classes have a positive impact on their attainment and progress. They work collaboratively often reinforcing their own learning by helping others. They have positive relationships with their teachers, listen with attention and respond eagerly to questions. They work hard and have undertaken an impressive amount of work since the beginning of the school year.
- 125 The quality of teaching in mathematics is good at both key stages. The previous inspection identified some unsatisfactory teaching at Key Stage 2 but due to effective monitoring by the headteacher the quality of teaching in mathematics throughout the school has improved with half the lessons observed during the inspection being good and one fifth being very good. More good teaching occurred at Key Stage 1, where no teaching observed was less than good but more very good teaching occurred at Key Stage 2. The majority of satisfactory teaching was seen at Key Stage 2, accounting for about two fifths of lessons seen at this key stage.
- 126 All teachers have good understanding and good subject knowledge which they use in a variety of interesting ways to present challenging work to pupils. Teachers in each year group plan work carefully together, both classes covering similar activities which match closely the abilities of the pupils. The good lessons combine strong whole class teaching, including challenging mental mathematical problems and games. In one Year 5 class, games in mental mathematics, involving holding up cards with numbers in response to questioning by the teacher, made the subject enjoyable and fun. The majority of teachers have very good rapport with their pupils. They have high expectations and pupils respond to those expectations. Teachers ensure that all pupils work at a good pace and sustain their concentration throughout the lesson. They visit groups frequently during the activity sessions giving advice and encouragement. Teachers make very good use of the plenary session at the end of the lesson using searching questions to assess if pupils have understood what they have been learning. Teachers are implementing the National Numeracy Strategy successfully. This is having a good impact upon pupils' progress.
- 127 The co-ordinator and the colleague who supports her in this role have worked hard since the last inspection to complete the policy and scheme of work. Very effective systems of assessment, used to help teachers with their planning, are carefully completed by all staff. The co-ordinator is knowledgeable and skilled. She monitors planning and pupils' work on a regular basis. In-service training in the National Numeracy Strategy has been completed and the school has effectively introduced the new system which is having a beneficial effect on standards, especially in mental mathematics and in the development of mathematical language. Homework is set on a regular basis and the involvement and support of parents also helps improve standards. Resources are satisfactory though due to budget restraints very few have been improved or replaced for several years.

Science

- 128 At the end of Key Stage 2, the percentage of pupils reaching the expected National Curriculum Level 4 or above in 1999 matched the national average. The percentage of pupils reaching the high Level 5 was broadly in line with the national average. Inspection findings indicate that present cohort of pupils is in line with the national average. Since the last inspection standards have remained constant, being around or slightly above the national average. There is no significant variation in the performance of boys and girls, contrary to the national picture where boys outperform girls in science. Compared with similar schools standards at the end of Key Stage 2 last year were below average but standards have improved this year.
- 129 At the end of Key Stage 1, teacher assessments for 1999 show the percentage of pupils reaching the expected National Curriculum Level 2 or above was above the national average. The percentage attaining more highly at Level 3 was in line with the national average. Inspection findings indicate that the present cohort of children is at least in line with expectations for their age at this early stage in the school year.
- 130 Throughout the school pupils take part in relevant activities which develop their scientific knowledge and investigation skills. By the end of Key Stage 1, the majority can classify materials according to properties such as texture, or flexibility and record their findings. They can make predictions based on everyday observations and their own experiences, for example in predicting whether objects will float or sink. They know that some materials, such as popcorn, can change when heated and that change is not always reversible. They make good progress in their learning and apply themselves very well to the tasks they are set. They are developing confidence in making predictions and expressing their ideas in practical situations.
- 131 By the end of Key Stage 2, the majority of pupils can suggest reasons why different animals are suited to their habitats. They can group vertebrates into five classifications. They know about solutions from their investigations into sugar dissolving. They know that water can exist in three states and that steam is formed when water evaporates. They recognise the effects of magnets on different materials as a force, represent electrical circuits in diagrammatic form and know about the conductive nature of some materials. They know and can use the correct scientific vocabulary in different contexts.
- 132 At Key Stage 2 pupils of all levels of attainment make good progress as they strive to meet the challenges set for them and often make significant progress in single lessons, for example when Year 6 pupils discovered through investigation that not all metals are attracted to magnets. They are learning the skills necessary for scientific investigation but there were too few opportunities observed during the inspection for older pupils to make their own decisions about how to carry out an investigation and evaluate their results. This occasionally hinders progress. Pupils with special educational needs make good progress in relation to their abilities and are supported with sensitivity by the teachers, who adapt their teaching methods according to need.
- 133 Teaching is good overall at both key stages. At Key Stage 1, half the lessons seen were of good quality; the other half were satisfactory. At Key Stage 2, half the lessons observed were good; one lesson was very good; one was satisfactory; and one was unsatisfactory. Teachers have sufficient subject knowledge and they are good at communicating information to pupils at the right levels. Lessons have clear learning goals and build securely on previous learning.
- 134 The topic based approach for teaching science in Key Stage 1 is effective when there is direct teaching at the beginning of the lesson and the teacher spends planned time with the focus group. Very good relationships exist which inspire confidence in the pupils and promote effective learning. Most pupils in Key Stage 1 show good attitudes to their learning in science and the good behaviour and co-operation of the pupils is a strong contributory factor to the good progress they make.

- 135 In Key Stage 2, a rota system is used for teaching science alongside other subjects. When this system is managed efficiently it creates opportunities for focused teaching in small groups. This good practice was particularly noticeable in Year 6. There is some variation in the quality of classroom management but most teachers organise the groups successfully and productive learning takes place as a result. The best teaching has clear objectives and purposeful activities for all pupils. It makes consistent use of assessment to ensure that the planned learning is taking place and sets targets for pupils' future achievement.
- 136 Most teachers have high expectations of good behaviour but there were a few instances during the inspection when inattention and disruptive behaviour in class lessons prevented effective learning from taking place for other pupils and resulted in pupils' response being unsatisfactory. However, most pupils in Key Stage 2 show good levels of interest in their science learning. In the smaller teaching groups pupils behave more responsibly and co-operate well in paired practical tasks. They know what is expected of them and usually make efforts to complete the tasks set for them in the allotted time. There is complete racial harmony and pupils show respect for the feelings of others and help each other.
- 137 The subject is well managed and is being further developed by the new co-ordinator. The school scheme of work for science needs clarification and consultation is presently taking place on whether to adopt the national scheme of work. The development of a system for assessment in science, identified in the school development plan, is not yet complete. The 1995 inspection identified the need for more effective procedures for monitoring the subject. Whilst some progress has been made in monitoring test results the procedures for monitoring the range, quality and standards in the subject are not documented and need clarification in order for the future development of the subject to be most relevant to the needs of the school.

OTHER SUBJECTS OR COURSES

Information technology

- 138 Information technology is an integral part of everyday life in the school and is not always taught as a dedicated subject but throughout and alongside other work as required to support learning. Additional evidence was gathered from observations around the school, evidence in displays and pupils' work as well as in teachers' files. Other evidence was gleaned through discussions with the subject co-ordinator, pupils and other teachers when they used information technology in lessons.
- 139 At the end of both key stages pupils' attainments are above the levels expected nationally. By the end of Key Stage 1, the vast majority of pupils can use information and communication technology to help communicate ideas. They use word-processors to convey their ideas in English and change font and print sizes to enhance their work. Almost all edit their own work, save and print. They know about information technology in the home and in society, for example microchips in washing machines, video recorders, fax machines and bar code readers. They can explain how computers and other technological discoveries are used in the home to make life easier. Most pupils import pictures into their own text with help. They collate data and enter it, displaying bar graphs and pie charts. They programme remote vehicles and programme a robotic vehicle to draw shapes and travel to specified areas of the work space. By the end of the key stage, almost all pupils can enter 10 or more instructions accurately to send the robot vehicle over distances to park in 'garages', wait and then continue its journey. Pupils use programs to model imaginary situations and work out how to make changes.

- 140 By the end of Key Stage 2, pupils are working comfortably at higher levels in work across the curriculum at some time every day. Some are familiar with the Internet and most can use e-mail. Pupils research evidence in the range of research programs available to them to support history, geography, mathematics, art, science, English and mathematics. Besides this they regularly use their understanding of the subject in order to developing their skills and awareness of its possibilities. It is the confident use of their skills, understanding and knowledge to support all learning that makes their achievements in the subject above national expectations.
- 141 Progress is good for pupils of all levels of attainment at both key stages. All pupils make good gains initially and build on these incrementally over the years at both key stages. At Key Stage 1, pupils learn to use computers and tape-recorders to support their learning and increase their independence. They do this throughout the day and with minimal support. Pupils in all classes learn to make choices from a wide selection of programs and menus and know where to find what they need to use.
- 142 At Key Stage 2, pupils develop the ability to use a digital camera and import appropriate pictures into their work such as when compiling the school newspaper or preparing their personal profiles. They learn how to manage the school tuck shop, entering data and identifying spending trends and preferred items of sale. They learn to operate three-dimensional graphs and histograms with ease and can discuss the work shown on the screen to make predictions and decisions. They develop the ability to use control programs to inform their work in mathematics such as when working with the axis of symmetry and can create, draw and print their work and add text to explain their ideas. Pupils learn to analyse information using well-organised structures and procedures as when organising work about the experiences of evacuees during World War 2 and in investigating the habitats of mini-beasts in Year 4.
- 143 Progress is enhanced by regular use and increasingly demanding programs geared to test pupils' abilities. The programme of work for information technology ensures that all procedures are thoroughly grounded before pupils move on. The programme for teaching skills in order with increasing difficulty has been built up over the past three to four years and all knowledge is consolidated through use and sometimes through well-organised play. Some pupils do very well because the ethos of the school expects everyone to succeed and work is staged and planned to ensure that they do. Pupils with special educational needs and those pupils learning English as an additional language make good progress alongside other pupils.
- 144 Pupils' attitudes to learning are good. Pupils of all ages and all abilities are very comfortable using information and communication technology in a wide range of subjects across the curriculum. They are keen to demonstrate their skills to anyone who pauses near to the computers. They enjoy working collaboratively and share time and take turns without needing reminding. They use a range of programs well to find things out. They can be trusted to carry on working when not under direct supervision.
- 145 The quality of teaching of information technology itself was never less than good at both key stages. The quality of teachers' use of information and communication technology as part of the 'rota' lessons (in which several different subjects are taught in small groups) and to support other subjects, was also good in the majority of lessons and was never less than satisfactory. Much of the evidence of teaching was as teachers and pupils used information technology and not as purely information technology lessons. All teachers have at least a satisfactory knowledge and understanding of the power of information technology and their expectations for pupils' using it to support work across the curriculum was high. Planning for information and communication technology to support other work and planning to increase pupils' skills and understanding is as high across the school. The methods and organisation are common in all classes and result from high quality in-service training over the past three years.

- 146 The curriculum provides equality of access and opportunity for all pupils, meets the curricular requirements of all pupils with special educational needs and those learning English as an additional language. The scheme of work follows policy guidelines and is planned very effectively to provide appropriate development of skills. Procedures for assessing pupils' attainment are thorough and detailed. They list skills taught and how knowledge and understanding is checked. They include annotated examples of pupils' work. Individual and group/class assessment is used both on a weekly and half-termly basis to assist teachers in their planning. Included in the schemes of work are opportunities for whole-class sessions in the new computer suite to extend use of the networked system and to make more use of the World Wide Web.
- 147 The collaboration of pupils within groups, sharing listening centres and the computers, is good. Pupils almost always behave well and enjoy the independence of working at their own speed in a socially harmonious way. They discuss options and, even when they disagree about an answer, use the system well to come to an agreed decision in the end. All this enhances pupils' social development. The use of the subject to extend learning in art, music, geography, religious education and history adds to pupils' cultural awareness.
- 148 Leadership of the subject is very good. The co-ordinator shares her knowledge and understanding with colleagues and encourages a commitment to use information technology to promote learning across the curriculum. Monitoring of the subject in other classes has been carefully managed over recent years and there has been good support for other teachers to improve their teaching by developing their skills, knowledge, understanding and confidence. Curriculum development and development planning occurs as part of a regular programme. Monitoring to ensure the full implementation of the scheme of work and work in cross-curricular development is good. The implementation of planned work is consistent across the school and the co-ordinator and all teachers evaluate pupils' work to check that everyone is achieving their learning targets. The present priority is to develop the new computer suite funded by the National Grid for Learning; The scheme of work and the ethos for the subject are very good and totally reflect the school's aims. There is a strong commitment to high achievement within an effective learning environment.
- 149 Teachers and classroom assistants have good knowledge of the subject and their skills and confidence to use it across the curriculum are high. Plans are already in place to provide additional training for the professional development of teachers when the newly purchased equipment is in place. Accommodation and learning resources already allow a good standard of work to be achieved and resources to support the curriculum using information technology are very good. Although the school is not yet connected to the Internet, some pupils use laptop computers that have this facility. Resources are good overall and are soon to be improved even further.

Religious education

- 150 Pupils' attainment by the end of both key stages is in line with that expected by the local Agreed Syllabus. All pupils at both key stages, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. In both key stages, circle time is used effectively as a focus for thought and reflection.
- 151 By the end of Key Stage 1, pupils know a range of stories from the Bible and explain how various Christian festivals are celebrated. They are able to appreciate the reactions and possible feelings of biblical characters in a familiar story, for example 'The Good Samaritan' Pupils talk with confidence about some of the issues that arise about belonging: to organisations, family and race. They develop a growing understanding of the celebration of baptism.

- 152 By the end of Key Stage 2, pupils have increased their understanding of the significance of key people and teachings in the religions they have studied. They can recognise the distinctive features of Christianity, Hinduism, Buddhism, Islam and the Judaism and how these relate to the everyday life of those faith communities. Through meaningful discussions, pupils explore how religion affects everyday life and behaviour. For example, they recognised the importance of truth, kindness and unselfishness when searching for a life full of happiness. They add to their growing understanding of religious beliefs, values and knowledge by studying the similarities and differences between major faiths. They have an understanding of the need to take responsibility for their actions and consider other viewpoints in a mature way.
- 153 Most pupils at both key stages have satisfactory attitudes to work. They respond favourably to the subject as demonstrated in their thoughtful contributions during class discussions. Older pupils display respect for other people's views when talking about moral or social issues. Occasionally, there is some poor behaviour and very occasionally a minority of pupils are unkind in their response to classmates views.
- 154 Overall, the quality of teaching is good at both key stages. In the small number of lessons seen three-quarters were good and the remainder was satisfactory. Work is carefully planned with teachers having clear purposes for the lessons which are carefully explained to pupils. For example, in Year 6 the discussion about personal experiences was prompted by good questioning and was clearly an expected outcome from the school's policy. Nevertheless, there are still opportunities to follow the thoughts and interests of individual pupils. For instance, again in Year 6, a pupil asked, 'What has bullying got to do with religious education?' The teacher responded well by raising the issue with the whole class and their responses were full of commonsense, were definite and contained a strong moral flavour. Year 2 pupils were engaged in a successful lesson which concerned belonging to groups, such as cubs and brownies. Discussion was of a high quality, but the strongest feature was the very good, calm control which emphasised the need for reflection and consideration before comment.
- 155 The management of the subject is good. The co-ordinator diligently monitors teachers' planning for appropriate coverage of the Agreed Syllabus. However, assessment of pupils' progress is underdeveloped at present although this issue will be addressed by the introduction of new procedures in the local Agreed Syllabus. The level of resources is satisfactory and contributes well to pupils' knowledge and understanding. Religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Plans, written work and displays show satisfactory coverage of the Agreed Syllabus. The opportunities provided for pupils to express themselves in writing make a strong contribution to development of skills in literacy.
- 159 **Art**
- 156 At the time of the last inspection, work in art was linked closely to topic work and showed a good range of cultural influences. This is still the case. During the current inspection, displays of work around the school show that standards are broadly in line with expectations for age with some pupils showing evidence of higher levels of attainment.
- 157 During the inspection there were only a few lessons when direct teaching of art was taking place but good use was made of classroom assistants and the volunteer help of a qualified graphic artist. From scrutiny of teachers' planning and from work displayed throughout the school there is evidence that pupils are given opportunities to take part in a good range of creative activities. They are taught to use a variety of different media and tools for creative expression and enjoy their learning in art. They study the styles of other artists such as Lowry and Turner. The art of other cultures is well represented in displays around the school. The subject makes good use of computer software to support learning and some high quality work was seen which used a scanner to turn the pupils' work in the style of Seurat into postcards.

- 158 At Key Stage 1, pupils of all levels of attainment make satisfactory progress. They learn how to create seascapes using different shades of blue tissue paper and make finely observed drawings of seashells that they enhance using shading effects. They develop the ability to use collage, wax resist and fabric paints to good effect.
- 159 At Key Stage 2, pupils of all levels of attainment continue to make satisfactory progress. They extend their skills of creative expression. They can draw and paint using a variety of media and create emotive Turner-style weather moods with special crayons. They use wire and cellophane in three-dimensions to create leaf structures and experiment effectively with weaving techniques. Pupils can explain how they made coil pots from clay and are very proud of their achievements. However, pupils' learning about ceramics is restricted because they are not given opportunities to glaze their pots; and clay is generally under-used in the school. In Year 6, the pupils' drawings in the style of Lowry show very good drafting and drawing skills and reflect the valuable contribution of the visiting graphic artist.
- 160 Pupils at both key stages show good attitudes to work. They are enthusiastic and eager to learn. They concentrate well. In Year 6, a group of high attaining pupils persevered very well in developing their ability to draw in proportion. The good quality of similar work on display suggests that others have also persevered well. Behaviour in lessons is good. Pupils take care of materials and use them sensibly.
- 161 One lesson of good quality was seen at each key stage. Work was well planned and pupils were encouraged to use an appropriate range of resources. Effective specialist support is given to small groups of pupils by a member of the caretaking and cleaning staff who is a qualified graphic artist. Teaching in art continues to be closely linked to the class topic and this approach does not always take account of the discrete nature and teaching requirements of the subject. To remedy this the subject co-ordinator has recently devised a very well-constructed scheme of work that is relevant to the topic approach but also provides for secure subject progression. A very effective system of recording pupil progress has been devised and a portfolio of work, which is still at a developmental stage, provides a good basis for monitoring the subject range, quality and standards. The quality of art work and artefacts around the school enhances pupils' cultural awareness.
- 165 **Design and technology**
- 162 At the time of the last inspection, standards in design and technology were in line with the national expectation and appropriate for the abilities of the pupils. The inspection identified a need for pupils to be given more opportunities to look at how familiar objects are made and work and for the products they make to be of good quality. These opportunities are now being given.
- 163 The current inspection shows that standards are still around the expectations for age. The revised and updated scheme of work for design and technology provides very effectively for the pupils to make good progress at both key stages through involvement in a carefully chosen range of design and make activities. There is now sufficient emphasis on disassembling objects and on quality in the finished articles.
- 164 By the end of Key Stage 1, pupils of all levels of attainment, including those with special educational needs, have successfully designed and made puppets, designed fillings for sandwiches based on personal preference and designed their own islands with imaginative detail. They are developing their cutting and joining skills using simple tools and techniques and talk about the reasons for their design choices. Pupils in Year 1 can list the stages of making a sandwich and the tools they would use.
- 165 By the end of Key Stage 2, pupils of all levels of attainment including those with special educational needs, have developed a satisfactory understanding of the design process and are able to use a developing range of tools and materials. They discover from examining objects such as photograph frames, slippers and torches how these objects function and the purpose of particular design features. The photograph frames they designed and made themselves showed good levels of originality combined with an awareness of function and close attention to the quality of the finished product.

- 166 Attitudes to learning are good at both key stages. Most pupils behave very responsibly during design and technology lessons. They are polite and co-operative when volunteer helpers are used and work well on their own. They enjoy their designing and making activities.
- 167 Design and technology is taught effectively in small groups as part of a rota of activities. In most classes, teachers plan tasks very carefully to challenge the pupils and promote independent learning. Good use is made of volunteer helpers, such as parents, to support the groups. Direct teaching takes place when the pupils need to learn new skills and techniques. Where teaching is most effective, teachers make sure that pupils understand the design process and are sufficiently challenging in the tasks they set. Older pupils at Key Stage 2 make the best progress when they are required to make their own choices of materials and express their ideas in clearly labelled designs, having regard to what will be needed in the construction process. Some good work was seen in Year 4 when pupils designed and made books with moving parts, having first been given the opportunity to examine similar commercial products. They made good use of mock-up parts before completing their own designs. The impact of teaching is satisfactory at both key stages.
- 168 The subject is very well managed. The new policy and scheme of work provide a very secure basis for improvement in the subject. Resources for learning are adequate. The co-ordinator is well-qualified to provide high quality support and guidance to colleagues.
- 172 **Geography**
- 169 No lessons in geography were being taught at the time of the inspection. Judgements are based upon scrutiny of pupils' work completed in both key stages during the previous year, discussion with pupils and teachers and looking at teachers' planning. This evidence shows that standards have been improved since the last inspection. Pupils of all levels of attainment at both key stages, including those with special educational needs, make good progress.
- 170 Pupils at Key Stage 1 develop an understanding of place and human activity. They successfully learn to work on simple maps and plans and by the end of the key stage they can use simple grid references. They colour a map of the United Kingdom and know the position of the various countries. Pupils learn to compare what is found in town and country. They develop the ability to record what they see on their way to and from school. Through a study of the weather and weather symbols they gain an understanding of climate and its effect on the landscape.
- 171 Year 2 pupils visit Manchester airport and learn about places people visit on their distant journeys. They also visit a farm and make a trip to a local supermarket where they study fruits, learning about where they are grown in different parts of the world. They can identify these places on a map of the world. Pupils were able to discuss the proposed route of the new Metro Link from Manchester to Stockport using aerial photographs to show the position of their own homes, the school and other well known landmarks.
- 172 At Key Stage 2, pupils broaden their knowledge of the world. Year 4 pupils study Pakistan. They know which countries a plane crosses on a journey there from Britain. They improve their mapping skills looking at physical features and learn which countries are neighbours of Pakistan. They compare a pupil's day here with one in Pakistan and record the differences. Year 5 develop their understanding of physical geography as they study the composition of the Earth. They plot volcanic eruptions on a world map and discuss cyclones, floods, drought and twisters. Year 6 learn to make detailed comparison of different geographical areas when they compare the local area of the River Mersey with Longdendale valley using their day long expedition there to good effect and bring back photographic evidence to study in the classroom.

- 173 Of particular importance in the teaching of geography is the school's European Week. Pupils are given opportunities to investigate places in Europe and become aware of how countries fit into a wider geographical context. In looking at "Europe Today" pupils are given the chance to compare areas like sport, shopping and food and also learn some of the countries' language. Close links have been made with schools in Holland and Germany. Exchange visits have been made by staff and some pupils and more co-operation between the schools is planned for the future. At the moment the school is busy preparing their section of a calendar to add to those sections being prepared in other countries to celebrate the millennium. First hand experiences are considered vital and teachers work hard to enable pupils to use the local resources in the environment very well. Overall, teaching has a positive impact on pupils' progress and attitudes to learning.
- 174 In discussion with pupils at both key stages it is clear that they enjoy their work. From an early age, pupils develop their geographical knowledge and teachers build up their geographical skills as they move through the school. They particularly enjoy finding things out from first hand experience through visits and also use opportunities for independent study to good effect. Year 2 pupils were particularly thrilled with their visit to Manchester airport and the opportunity they had been given to take part in role play, becoming pilots, navigators, and performing many other duties associated with flying. In some classrooms geographical vocabulary for the current topic was evident as lists on walls and displays. This makes a good contribution to developing pupils' skills in literacy.
- 175 The subject is well led by the co-ordinator, who ensures that programmes of study are covered by teachers and that pupils develop their skills, knowledge and understanding at appropriate rates within and between year groups. A satisfactory range of maps, atlases and globes enhances pupils' learning. The school's very strong attention to raising pupils' European awareness makes a very effective contribution to their cultural development.
- 179 **History**
- 176 Judgements are based on the two lessons observed during the inspection, together with a scrutiny of pupils' work, teachers' planning, displays of work and policies and through discussions with pupils and teachers. These show that a satisfactory history curriculum is in place. Standards of attainment have been improved since the last inspection. Pupils of all levels of attainment at both key stages, including those pupils with special educational needs, make good progress.
- 177 At Key Stage 1, pupils talk about parents and grandparents, they know what life was like when they too were young. Pupils study Victorian times, learning about the differences and similarities between their own kitchens and those used during the Victorian period. They compare utensils and the difference between the time taken and the effort needed to complete different tasks such as washing and cooking. They learn about Florence Nightingale as part of a study of people who help us. During the inspection pupils discussed Armistice Day and the reason for the two minutes silence, observing it with due reverence in the middle of a lesson.
- 178 At Key Stage 2, pupils learn of the difference between the lives of rich and poor people in Tudor times, developing their appreciation of the passage of long periods of time and the differences this makes when such eras are compared with our own time. They extend their historical knowledge to other civilisations, making a book called 'My Book of Ancient Egypt'. They know where Egypt is on the world map and discover how to find facts about ancient civilisations. They understand the importance of the river Nile making a study of farming and foods. Pupils learn about the pyramids, Egyptian pharaohs, gods and goddesses. They take a particular interest in Tutankhamun. The place of women in Egyptian society and a study of clothes and jewellery add to their interest. Pupils also study the Romans. They compare Roman and British armour. Pupils compare Roman houses with our own. They learn about Roman baths, shopping, Roman riddles and games. Some pupils make a study of Roman gods.

- 179 From discussion with pupils it is obvious that they enjoy history. They are full of enthusiasm for the subject and are keen to tell how they have used resources such as books, ancient maps and CD-ROM to find information. Pupils study topics in considerable depth. Their studies are often linked with visits to places of interest that improve their knowledge and understanding of the topic in question.
- 180 In the two lessons observed in Year 3 during the inspection on, “World War 2, The Blitz and Evacuees”, the teaching was good. The teachers immediately captured pupils’ interest. Skilful questioning helped recap on knowledge gained in previous lessons. In one lesson pupils discussed what they would take in a suitcase if they were evacuees and compared it with what children would have taken in 1939. In the other lesson pupils read diaries of children who were evacuees. They wrote about what might have made them worried but also what they might have liked. In the plenary sessions teachers consolidated the main points of the lessons. The pupils were going to visit air-raid shelters in Stockport during the week after the inspection.
- 181 Resources for history are satisfactory and very good use is made of visits to museums and places of interest connected to the topics in question. There is appropriate emphasis on individual learning throughout the school and this contributes to pupils’ personal development. Language skills and pupils’ appreciation of their cultural heritage are very well promoted.
- 185 **Music**
- 182 Only five music lessons could be observed during the inspection and so judgements on attainment and progress are limited. At Key Stage 1 one lesson was observed, in Year 1, and standards were similar to the levels attained by most pupils of this age. At Key Stage 2, standards were at the expected level in one lesson but in the other two lessons observed they were below the expected level.
- 183 At Key Stage 1, progress is satisfactory for pupils of all attainments including those with special educational needs. Pupils learn to sing together tunefully. They learn a variety of songs and vary the pitch of their voices correctly within a song. They can choose appropriate percussion instruments and use them to help keep a steady beat. They develop the skill of listening to music for a purpose (to check the number of times a particular section of the lyric was repeated).
- 184 At Key Stage 2, progress is satisfactory overall for pupils of all attainments including those with special educational needs. Pupils in Year 3 develop the ability to listen to a rhythm pattern and to repeat it. When challenged by the teacher to make this more complex they do so successfully. Pupils learning the guitar make good progress in developing their understanding of note positions and note values. In Year 5, pupils sometimes struggle to repeat rhythms but others learn to develop a short passage of music as a group by putting their individual rhythms together. However, sometimes progress is unsatisfactory when teaching is insufficiently challenging or when the teacher does not explain work sufficiently clearly. In a Year 3 lesson, good support was given by a qualified assistant to a pupil with special educational needs. The pupil was quietly encouraged to pay attention to the teacher and as a result his concentration was maintained throughout the lesson.
- 185 Attitudes to learning are mostly good at both key stages although they become unsatisfactory when work is not sufficiently challenging or properly explained. Mostly, pupils enjoy making music. They behave sensibly and concentrate well on what their teachers tell them and are very positive in their response. In small group work response and behaviour varies. It is good when the work is well planned and suitable to pupils’ needs but it is unsatisfactory when work does not engage pupils’ attention. Pupils learning to play musical instruments concentrate hard and show good attitudes to work.

186 The quality of teaching observed at Key Stage 1 was good. At Key Stage 2, teaching was good in one lesson, satisfactory in another and unsatisfactory in third lesson. Effective teaching at both key stages is based upon teachers' good implementation of the revised local education authority music scheme. This results in pupils having a clear idea of what they are to learn. Instruments are used well to support and extend learning, providing pupils with an extra incentive to work. Where teaching is ineffective, non-specialist teachers have a less secure understanding of the musical content of planning. Lesson plans are too brief to be useful and work is not matched well to pupils' abilities.

187 The co-ordinator has a clear understanding of subject development. She offers staff good informal support to aid their understanding of the local authority music scheme which has recently been rewritten up to Year 4. The lack of such a detailed scheme in Year 5 adversely affects the provision. Planning for Year 6 is done separately by one Year 6 teacher and is of good quality. The co-ordinator for extra-curricular music leads an enthusiastic school choir. The school produces regular musical events at Christmas and at the end of the school year.

188 Resources are of good quality. The local authority music service provides tuition for individual pupils in violin and guitar, enhancing the provision. The use of music in assemblies helps establish an appropriate atmosphere for reflection and contributes positively to pupils' spiritual development.

192 **Physical education**

189 The majority of pupils in both key stages attain standards appropriate for their age. Progress is satisfactory overall in both key stages. There is no significant difference between the progress of boys and girls. Pupils with special educational needs have appropriate support and make satisfactory progress in line with all other pupils.

193 Swimming

190 The inspection of this school included a focussed view of swimming which is reported below. Standards in swimming are high. The majority of pupils in Year 4 are already swimming the required 25 metres. The few pupils who are non-swimmers show confidence in the water and are making satisfactory progress towards the national objective. Teaching and instruction is sound, with the emphasis rightly on getting pupils floating and moving, before great effort is expended improving style.

191 By Year 2, the majority of pupils confidently move on the floor and on the apparatus. They can roll in several directions, move nimbly and climb and balance successfully. They are beginning to link movements and prepare sequences. When getting out and using large apparatus, they are sensible and safety conscious. Pupils in Key Stage 2 continue to improve and evaluate their performance. In Year 3, the majority of pupils have satisfactory of a football, but only the higher attainers have tight, close control. Pupils in Year 4 move adroitly and are aware of an empty space which they soon fill. They appropriately travel on several parts of the body and climb satisfactorily. In Year 5, pupils engaged in dance practise and perform original movements which accurately reflect the speed and mood of the music. Year 6 pupils practise and improve their lacrosse skills. They work safely in pairs and groups.

192 Pupils' attitudes to learning are mainly satisfactory, and there are examples of good and very good response. For example, pupils stay focused on the lesson and its objectives; there is no trace of inhibited work. In lacrosse training, they work well together with good co-operative skills.

193 Overall, the quality of teaching is satisfactory. Four-fifths of the lessons observed were satisfactory and one-fifth was good. In Key Stage 1, one lesson was observed and it was satisfactory. Although a warm-up was undertaken, it lacked sharpness, vigour and rigour. The lesson was part of a series that built towards developing a sequence. In Key Stage 2, there was a very good and a good lesson. Both have significant strengths, and the teacher has very good knowledge and understanding of her subject and her expectations are high. She has very good control and management of the class and she retains interest, mainly because of the lively pace. Overall, planning is adequate and pupils are used as exemplars successfully.

- 194 Overall, subject management is satisfactory. Extracurricular activities extend and enhance the curriculum for those who take part. Entitlement has been safeguarded by retaining the number of sessions, but slightly reducing the time spent in each one: thirty minutes down to twenty.
- 198 **Provision to support pupils for whom English is an additional language**
- 195 Since the last inspection there has been a number of significant changes in provision children learning English as an additional language. The service is now called the 'Ethnic Minorities Achievement Service' ('EMAS') and the most recent changes took place just at the start of the term of the inspection. The funding for some of the personnel who had previously been allocated to the school by the local education authority has, since April 1999, been transferred to the school directly and the funding is now allocated from the Department for Education and Employment and not from the Home Office. The number of personnel has been slightly increased since the time of the last inspection. A further impact of these changes is that staff members are now responsible directly to the headteacher.
- 196 All the designated staff are bilingual teachers or language assistants who have had specialist training to work with pupils using English as an additional language. Mainstream teachers and support staff regularly use their own time to discuss pupils' needs and progress as none of the support personnel are based at the school full-time as they all support pupils in other schools. This time is given willingly as it enables the service to offer more to pupils than if staff members were working in isolation.
- 197 The bilingual classroom assistants and teachers are carrying out invaluable work throughout the school especially with the youngest children in the nursery and reception classes. The value of this work in settling these children into school and establishing routines for them is immense. The help provided to pupils by the bilingual personnel during the literacy hour enables the majority to make progress with the same speed of all other pupils in the class. The observations and evaluations of pupils' needs, the preparation for new vocabulary and extended writing activities enables pupils from minority ethnic groups to be fully involved in learning.
- 198 At present, the evaluation of the benefits of the work of teachers from the service in the school, as reflected in the end of key stage results, is undertaken by the school following a set of procedures developed by the local education authority. The available data in the teachers' shared and individual files is maintained meticulously and shows in detail the work undertaken with individuals and groups. This evaluation helps teachers and support staff to focus work exactly where it is needed. The benefits of the cost of the support staff are carefully evaluated at the end of each key stage to ensure that attainment is raised because of the success of the intervention.
- 199 The school uses the information gathered by the evaluation process in a careful and systematic way in order to ensure individually matched work for pupils planned by class teachers with the designated staff. The arrangement is time-consuming but works well. The pupils receiving support benefit greatly from the extra, carefully-matched work. There is a good match of group and individual withdrawal and support within the classroom. Since the previous inspection, the service and individual members of staff have worked to develop a process of tracking individuals and groups.
- 200 All teachers set individual targets, which are invariably achieved. Full analysis of attainments achieved in respect to ethnicity is now carried out systematically and thoroughly. Every member of staff is committed to the care and the needs of the pupils and works hard alongside class teachers collaborating and discussing effective ways of supporting the work of the curriculum.
- 201 The service within the school is managed very effectively. Through collaborative planning all work is targeted to support the curriculum planned for pupils in every class. Resources are adequate and match the needs of teachers, individuals and groups. Time is used well and every member of staff in the service is fully integrated into the life of the school. They are known well by pupils and sometimes by parents. Their work is valued highly by the rest of the school personnel.

202 At the time of the previous inspection the work of Section 11 teachers was said to be well co-ordinated and the quality of provision has been improved since that time.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 203 The inspection was conducted by a team of six inspectors, one of whom was a lay inspector. They spent a total of 24 inspection days at the school, observing 85 lessons or parts of lessons. A total of 80 hours were spent observing lessons, inspecting a representative sample of pupils' work, holding discussions with pupils and hearing a sample of pupils reading. Particular attention was paid to inspecting standards in literacy and numeracy and to evaluating the progress the school has made since its last inspection. All teachers were observed teaching.
- 204 Pupils were observed at breaks, lunch times and during assemblies. Registration procedures were observed in many classes. Discussions were held with the headteacher, teachers, other school staff and governors about their responsibilities. Prior to the inspection a range of documentation was forwarded by the school for scrutiny and analysis by the inspection team. The views of parents who attended a meeting arranged for all parents before the inspection were taken into account. The responses to a pre-inspection questionnaire circulated to all parents were analysed.

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 – Y6	389	2	37	60
Nursery Unit/School	38	0	5	3

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	16.9
Number of pupils per qualified teacher	23

Education support staff (YR – Y6)

Total number of education support staff	7
Total aggregate hours worked each week	212

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	38

Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	65

Average class size:	30
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Financial data

Financial year:

1998/99

	£
Total Income	687,513.00
Total Expenditure	650,813.00
Expenditure per pupil	1,469.10
Balance brought forward from previous year	(71,762.00)
Balance carried forward to next year	(35,062.00)

PARENTAL SURVEY

Number of questionnaires sent out:

389

Number of questionnaires returned:

82

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	52	46	1	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	72	26	0	1	1
The school handles complaints from parents well	27	55	19	0	0
The school gives me a clear understanding of what is taught	35	51	6	7	0
The school keeps me well informed about my child(ren)'s progress	41	51	2	4	1
The school enables my child(ren) to achieve a good standard of work	52	43	5	0	0
The school encourages children to get involved in more than just their daily lessons	41	45	10	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	40	1	15	1
The school's values and attitudes have a positive effect on my child(ren)	55	41	1	2	0
The school achieves high standards of good behaviour	59	37	5	0	0
My child(ren) like(s) school	65	29	2	1	2

Percentages of responses are rounded to the nearest integer, the sum may not = 100%

Percentages given are in relation to total number of returns, excluding nil replies