

# INSPECTION REPORT

## **BOWKER VALE PRIMARY SCHOOL**

Manchester

LEA area: Manchester

Unique reference number: 105397

Headteacher: Mr M Murphy

Reporting inspector: Mr F P Ravey  
11371

Dates of inspection: 6 -10 March 2000

Inspection number: 189801

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
School address:	Middleton Road, Crumpsall, Manchester
Postcode:	M8 4NB
Telephone number:	0161 740 5993
Fax number:	0161 795 9694
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Taylor
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
F Ravey	Registered inspector	Information technology Religious education English as an additional language	The school's results and achievements. Teaching. Finance.
J Madden	Lay inspector	Equal opportunities	Attitudes and values. How well does the school care for its pupils? How well does the school work in partnership with parents?
V Leary	Team inspector	English Music	How good are curricular and other opportunities? Staffing, accommodation, resources.
V Wakeham	Team inspector	Mathematics Geography Special educational needs	Pupils' personal development.
V Brittain	Team inspector	Science Design and technology History Areas of learning for the under-fives	
A Markham	Team inspector	Art Physical education	How well is the school led and managed?

The inspection contractor was:

Nord Anglia School Inspection Services,  
Strathblane House,  
Ashfield Road,  
Cheadle,  
Stockport. SK8 1BB

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

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is larger than most primary schools nationally, having 352 pupils on roll from reception to Year 6. Pupils are taught in single-age classes. There are two such classes of similar ability in each year group. Pupils in Years 5 and 6 are grouped by ability for literacy and numeracy lessons. Thirty-eight children attend the school's nursery class, 21 of whom attend for full days. Thirty per cent of pupils on roll are from non-white ethnic groups. Most of these pupils are of Asian (Pakistani) heritage. About 16 per cent of pupils speak English as an additional language, which is a much higher proportion than that found in other schools nationally. However, many of these pupils come from homes where English is spoken reasonably fluently. Pupils speaking English as an additional language are supported by the local education authority's Ethnic Minority Achievement Service.

Twelve per cent of pupils are on the school's register of special educational needs, a figure which is below the national average. Their needs include specific learning difficulties, moderate learning difficulties and physical disabilities. The proportion of pupils with statements of special educational needs (one per cent) is about average. The school is part of the local education authority's 'Barrier Free Learning' initiative which is aimed at enabling pupils with physical disabilities to be educated in a mainstream school. The school takes most of its pupils from the local area, which has undergone a decline in socio-economic circumstances in recent years. Thirty two per cent of pupils are entitled to free school meals, a figure which is above the average for primary schools nationally. Attainment on entry to the nursery is varied but overall is about average.

### **HOW GOOD THE SCHOOL IS**

The school achieves good standards at the end of Key Stage 1 and standards which are largely satisfactory by the end of Key Stage 2. Teaching mostly has a positive impact on standards although there are a few weaknesses. Leadership is now focused firmly on improvement. The school provides satisfactory value for money.

#### **What the school does well**

- Standards in English, mathematics and science are above average by the end of Key Stage 1.
- Pupils behave well and have good attitudes to their work.
- Relationships are good throughout the school.
- Nearly a quarter of teaching is very good.
- Good use is made of information gained about pupils' progress to help plan future learning.
- Effective use is made of staff in order to raise standards and secure improvements.

#### **What could be improved**

- Standards in information technology in Year 6.
- Pupils' attendance and punctuality.
- The quality of a minority of teaching, at Key Stage 2 and for the under-fives.
- Provision to help pupils' appreciate the richness and diversity of non-European cultures.
- The external state of repair and upkeep of the school buildings and grounds.
- Long-term financial planning by the governing body.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. At that time, serious concerns were raised about some aspects of provision. Since then, considerable improvements have been made although a few areas have not improved sufficiently. Standards have risen in all subjects although the rate of improvement in English at Key Stage 2 has been slower than nationally. The rate of improvement in standards at Key Stage 1 has been good. However, the rate of attendance has not improved greatly over the past three years. Significant improvements have been made in the quality of teaching, especially in relation to the amount of very good teaching observed (2.7 per cent during the last inspection; 23 per cent now) although some weaknesses remain. The school has addressed successfully the key issues relating to its aims, to meeting statutory requirements and to encouraging staff to work as a team. It has been successful in establishing policies to cover most areas of activity although that for appraisal remains outstanding. However, the need to make better provision for cultural development has not been addressed sufficiently and deficiencies remain in the upkeep of the building and grounds despite improvements to the internal decoration. Overall, the school has made satisfactory improvement since the last inspection.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	E	D	C
mathematics	B	E	D	C
science	A	D	E	D

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

In 1999, pupils' attainment at the end of Key Stage 2 was below the national average in English and mathematics and well below average in science. Compared with similar schools in 1999, a better picture is evident in all three subjects but results were still below average in science. The trend of results at Key Stage 2 over the past three years is irregular but broadly in line with the national picture.

Evidence from work seen during the inspection shows that pupils at present in Year 6 are attaining average standards in English, mathematics and science. The improvement is due to good implementation of national strategies in English and mathematics and to all-round improvements in teaching and curricular provision. Standards are now high enough at Key Stage 2 in all subjects except information technology in Year 6, due mainly to weaknesses in pupils' skills in communicating and presenting information through technology. Standards in religious education match the requirements of the local agreed syllabus at the end of both key stages.

At Key Stage 1, attainment in English, mathematics and science is above average. Pupils achieve well in these subjects. This is due largely to good teaching. Attainment in other subjects, including information technology, reaches satisfactory levels. Judgements about attainment in design and technology and geography could not be made at either key stage owing to insufficient evidence. The school is on course to achieve the targets it has set in English and mathematics for pupils at present in Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and enjoy their work.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is mostly good. In some lessons, pupils behave very well but very occasionally at Key Stage 2 they misbehave.
Personal development and relationships	Pupils are happy to assume responsibility when given the opportunity to do so. Relationships throughout the school are good and form the basis of much of the good work done.
Attendance	Attendance is well below the national average and is not high enough for this school. A significant minority of pupils arrive late at the start of the day.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	good	satisfactory

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

Teaching is at least satisfactory in 91 per cent of lessons throughout the school; it is at least good in 61 per cent of lessons; it is very good in 23 per cent of lessons. Eight per cent of teaching is unsatisfactory; one per cent is poor.

Teaching is most consistently good at Key Stage 1, where it has a strong impact upon the good standards pupils attain. Very good teaching is evident in all phases of education but is most evident at Key Stage 1 and in some classes in Years 3, 5 and 6. Teaching of English and mathematics is good at both key stages with teachers developing skills of literacy and numeracy effectively. Teaching mostly meets the needs of all groups of pupils including those with special educational needs and those for whom English is an additional language. Very occasionally, the management of pupils' behaviour is unsatisfactory at Key Stage 2 and this results in learning being unsatisfactory. However, pupils mostly concentrate well and work productively throughout the school. Teaching for the under-fives is strongest in reception. In the nursery it is mostly satisfactory although occasionally there are weaknesses in knowledge of how best to meet young children's learning needs. Support staff contribute well to pupils' learning throughout the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides pupils with the full range of subjects and skills although there are minor weaknesses in information technology and in the provision of extracurricular activities.
Provision for pupils with special educational needs	The school makes satisfactory provision overall. Provision is strongest for those pupils on stages 3 to 5 of the Code of Practice for special educational needs.
Provision for pupils with English as an additional language	The school makes satisfactory provision. Pupils are well integrated into school life and are provided with effective extra support by the local education authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is good. Provision for spiritual development is satisfactory. Provision to develop pupils' awareness and appreciation of non-European cultures is unsatisfactory.
How well the school cares for its pupils	The school cares well for its pupils.

The school encourages parents to support their children's learning and establishes an effective partnership with them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The senior management team is providing strong and purposeful leadership which is now resulting in an ethos for improvement. The headteacher has been instrumental in developing the school's caring ethos.
How well the governors fulfil their responsibilities	The governing body fulfils most of its statutory obligations except that relating to the requirement for the appraisal of teachers' professional performance.
The school's evaluation of its performance	The school is developing effective procedures to monitor pupils' progress and the quality of education it provides.
The strategic use of resources	Resources are generally used well to help the school achieve its priorities for development. The governing body manages school finance prudently but does not effectively link its financial planning to identified priorities for development.

The school has sufficient teachers and support staff to implement the full National Curriculum and religious education. The accommodation is cramped, lacking a sufficient space for a separate school library. However, the school makes good use of all its facilities and has done well to create a mini computer suite. The governing body is beginning to apply the principles of best value to its work. Day-to-day administration is efficient.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The progress their children make.</li> <li>• The standards of behaviour achieved.</li> <li>• The quality of teaching.</li> <li>• The quality of information they receive.</li> <li>• The approachability of school staff.</li> <li>• The effective partnership established with parents.</li> <li>• School leadership.</li> <li>• The fact that their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents feel that the amount of homework given is insufficient.</li> <li>• A minority of parents feel that the school does not provide their children with sufficient extracurricular activities.</li> </ul>

The inspection team supports the mostly very positive views of the large majority of parents. The provision of homework has improved to satisfactory levels although amounts still vary from class to class. Parents are justified in their concern about the provision for extracurricular activities. This remains insufficient despite a recent improvement.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 Results of the 1999 end of Key Stage 2 National Curriculum tests show attainment to be below the national average in English and mathematics and well below average in science. Since the last inspection, standards at Key Stage 2 as measured by National Curriculum test results have risen broadly in line with the national picture although the rate of improvement in English has been slower than average. Over the past three years, improvement in results at Key Stage 2 has been irregular owing to differences in the abilities of particular cohorts. A factor which has brought down the level of the school's overall performance in National Curriculum tests at Key Stage 2 is the lower than average proportions of pupils achieving the high National Curriculum Level 5, particularly in mathematics and science. English last year was an exception to this trend with the proportion of pupils attaining Level 5 being similar to that achieved nationally. In 1999, boys attained better than girls in English but worse in mathematics, both these performances being different from the national picture. Compared to similar schools throughout the country, the school's National Curriculum test results in 1999 were average in English and mathematics but below average in science.
- 2 Results of National Curriculum tests at the end of Key Stage 1 in 1999 show attainment to be above the national average in reading and writing and to be very high in mathematics. Teachers' assessment of pupils' performance in science in 1999 shows attainment to be very high. Compared to similar schools nationally, results in 1999 were well above average in reading and writing and very high in mathematics and science. Although the rate of improvement dipped at Key Stage 1 in 1998, owing to the ability of that cohort of pupils, it has been good overall in recent years. Girls have performed consistently better than boys in the Key Stage 1 National Curriculum tests over the past three years, in line with the national picture.
- 3 Children start the nursery class with varied attainments but overall attainment on entry for the under-fives is average. Children make satisfactory progress in developing their skills in language and literacy, mathematics, personal and social development, knowledge and understanding of the world, physical development and creative development. By the age of five, most achieve the levels expected of children this age in all areas of their learning. The demands made upon them, especially in the reception year, mean that the standards achieved at age five are satisfactory.
- 4 At Key Stage 1, teaching of good quality, especially in relation to the basic skills of literacy and numeracy, enables pupils of all levels of attainment to make good progress. Standards of work seen by the oldest pupils at Key Stage 1 are above the levels set by the National Curriculum in English, mathematics and science. This finding indicates that the school is sustaining the good standards which National Curriculum test results show have been achieved in recent years. In literacy, by the end of Key Stage 1 many pupils read demanding texts accurately. They know the difference between fiction and non-fiction books. Pupils write stories, paying good attention to punctuation. High attaining pupils use joined script. In numeracy, by the end of Key Stage 1, almost all pupils can add and subtract accurately and many also understand multiplication and division. They use appropriate mathematical vocabulary and symbols with good understanding.

- 5 In information technology and religious education, standards are at expected levels at the end of Key Stage 1, with pupils showing confidence in practising the skills of control technology. In all other subjects, standards are at the expected levels for seven year olds except in design and technology and geography, where insufficient evidence is available to make judgements. In music, attainment in composing and performing is weak but standards in singing and in listening to music are satisfactory.
- 6 At Key Stage 2, pupils of all levels of attainment make satisfactory progress in relation to their prior attainment in all subjects where inspection evidence is available. Standards of work seen by the oldest pupils at present in Key Stage 2 match the levels set by the National Curriculum in English, mathematics and science. This represents an improvement in levels attained in National Curriculum tests in these subjects in recent years. This is due to improvements in the quality of teaching and curricular provision, especially through the introduction of the National Literacy and Numeracy Strategies. In literacy, most pupils at the end of Key Stage 2 read fluently and can locate information accurately in reference books. They write to a satisfactory standard in a variety of forms although weaknesses are evident in handwriting and spelling. In numeracy at the end of Key Stage 2, most pupils understand the value of numbers in numerals up to 1000. Many can add and subtract in sums containing simple decimals. Many have developed good strategies for solving mathematical problems.
- 7 In information technology, standards amongst the oldest pupils, in Year 6, are below the levels set by the National Curriculum due to a lack of sufficient attainment in communicating and presenting information and to limitations in pupils' ability to use equipment to monitor aspects of their environment. In word processing and in using the Internet, standards are at the expected levels. A measure of the school's improved provision in information technology lies in the fact that standards in all other years at Key Stage 2 match the expected levels. Standards in religious education and in all other subjects match expected levels except in design and technology and geography, where insufficient evidence is available for judgements to be made. In music, standards in composing and performing remain a weakness.
- 8 Taking into account prior attainment, pupils of all levels of attainment at both key stages are generally achieving the standards they should. Exceptions are in aspects of information technology in Year 6 and sometimes in the levels achieved by high attaining pupils in religious education in Year 6, where work does not always provide sufficient challenge. Mostly, however, this is not the case and the work provided usually challenges pupils successfully to learn. The targets set in English and mathematics for pupils in Year 6 are suitably challenging. Work seen during the inspection indicates that the school is making good progress towards achieving these targets. No significant difference is evident in the work seen of boys and girls. This is due in part to the school's analysis of National Curriculum test data and action taken as a result. Parents are very largely satisfied with the standards their children achieve.
- 9 Pupils identified as having special educational needs make satisfactory progress overall. Those at Stages 3 to 5 of the Code of Practice make good progress. However, a number of pupils are not identified until late in their primary years and this hinders their progress. Pupils who are supported by the local education authority's Barrier Free Learning initiative make good progress in lessons due to the very good quality of support that they receive.

- 10 Pupils for whom English is an additional language make satisfactory progress in developing the skills of written and spoken English. Their progress is aided by the effective support given in lessons by the local education authority's Ethnic Minority Achievement Service. Local education authority records show that most pupils for whom English is an additional language start school with a reasonable level of fluency but the support given to them helps the small minority who have a limited grasp of English to get a good start at learning the language and for the rest to make satisfactory progress in improving their skills.

### **Pupils' attitudes, values and personal development**

- 11 The school has sustained the good standards of behaviour and pupils have the same good attitudes to school that were reported at the last inspection. The vast majority of pupils like school. The majority arrives on time, works happily and with enthusiasm. There is, however, a significant minority of pupils who are regularly up to 20 minutes late for school. These pupils very often take their place with no explanation being required of them about the reason for their lateness. Pupils work hard during lessons. Their response to teachers is good, and is helped by the teachers' good use of praise, promoting confidence and self-esteem. Relationships with other pupils are also good, and pupils are happy to work together. This was especially apparent in a Year 6 mathematics lesson where pupils worked together effectively, developing strategies for problem solving.
- 12 The large majority of pupils behave well in lessons and around the school. There are clear guidelines on behaviour for the school and class rules. Pupils respond well to these. In some classrooms during the inspection, behaviour and attitudes were of the highest order. Very occasionally, behaviour in some lessons in Years 5 and 6 is less than satisfactory when the teacher does not succeed in managing pupils effectively. There have been no exclusions in recent years, an indication of the good levels of behaviour and racial harmony at the school. Parents are very satisfied at the standards of behaviour achieved.
- 13 Relationships in school are good. All pupils mix and co-operate well both in and out of the classroom. Teachers know pupils well and the use of Circle Time helps pupils to consider others and to think about the impact of their relationships. It was also apparent in a Year 6 religious education lesson that pupils develop an awareness of their feelings through sound and sensitive teaching. Each class has a day leader or leaders and pupils take responsibility for the registers and for keeping the classrooms tidy and organised. Some older pupils become prefects and take on responsibilities around the school.
- 14 Attendance is unsatisfactory. The latest available figures show that from September 1999 to January 2000, average attendance at Key Stage 2 was 92 per cent, with 90.9 per cent at Key Stage 1. These figures are well below the most recent national comparisons. This deficiency, together with the unsatisfactory punctuality of a significant minority of pupils, needs to be urgently addressed through improvements in monitoring the attendance of individual pupils; through setting targets for improvement in attendance and punctuality where required; and by raising expectations amongst a significant minority of pupils and their parents of the importance of arriving at school on time.

## HOW WELL ARE PUPILS TAUGHT?

15 Teaching was observed in 74 lessons or parts of lessons during the inspection. Ninety one per cent of all lessons observed were at least satisfactory; 23 per cent of lessons were very good; 38 per cent were good; eight per cent were unsatisfactory and one per cent was poor. For the under-fives, teaching was mostly satisfactory in the nursery class and mostly good and sometimes very good in reception; two unsatisfactory lessons were observed for the under-fives. At Key Stage 1, teaching was never less than satisfactory during the inspection; 76 per cent of lessons observed at this key stage were good; 29 per cent were very good. At Key Stage 2, 55 per cent of lessons were at least good; 21 per cent were very good; 12 per cent of lessons were less than satisfactory, including one poor lesson.

16 The quality of teaching has improved considerably since the last inspection:

	1996 Inspection	2000 Inspection
Lessons less than satisfactory	25 per cent	9 per cent
Very good lessons	3 per cent	23 per cent

17 Four of the seven less than satisfactory lessons observed during the inspection were taught by temporary teachers. The improvement in teaching has been most marked at Key Stage 1, where 34 per cent of lessons were judged to be unsatisfactory in 1996 compared with no lessons judged unsatisfactory during the present inspection. The reasons for the improvement in teaching include good in-service development of teaching skills and effective monitoring and support of teaching by the school's senior management team. The school has introduced the National Literacy and Numeracy Strategies successfully and this has also had a beneficial effect upon the quality of teaching. Teaching is now having a particularly positive effect upon the development of pupils' skills of literacy and numeracy. This positive effect extends to all other subjects, most recently to information technology. Some weaknesses in teaching remain, mostly relating to unsatisfactory management of pupils' behaviour in a small minority of lessons, but the overall picture is one of improvement and increasingly good quality.

18 Teachers' mostly good subject knowledge forms a firm foundation for the successful impact of teaching on pupils' learning. Teachers have a good understanding of literacy and numeracy and as a result they help pupils to develop these skills effectively. Literacy and numeracy lessons are well structured in accordance with the requirements of the relevant national strategies. Teachers understand well how to teach whole class groups in an interesting and challenging way. Basic skills are taught well, especially at Key Stage 1. Teachers' good understanding often shows through in the way in which they pick up subtle teaching points due to their good subject understanding. For example, in a Year 5 literacy lesson, when pupils were learning to change word order in sentences, the teacher was quick to spot and capitalise upon an opportunity to develop punctuation within a sentence through the use of commas. Through sharp questioning she drew pupils towards the understanding that the commas identified a clause that could be 'lifted' from the sentence without changing its meaning. In information technology, teachers show good understanding of the skills of word processing and, at Key Stage 1, of control technology. This helps pupils at both key stages to improve their understanding and develop their skills. Teachers at both key stages are successful in developing pupils' religious knowledge and understanding due in part to their own sound understanding of the subject.

- 19 Only occasionally does teachers' understanding become weak. This was noticeable in a small number of lessons in the nursery when children did not develop their early learning skills sufficiently due to a lack of understanding by the teacher of how best young children learn. This weakness in subject knowledge is the main reason that teaching in the nursery is not as strong as in reception, where very good understanding of children's learning needs forms the basis for good teaching. Very occasionally, a teacher in Year 6 is unclear about the purpose of a reading activity during the literacy lesson. As a result, pupils fail to learn anything new in this part of the lesson. On other occasions, however, teachers' good subject knowledge in Years 5 and 6 helps pupils to develop their skills well.
- 20 Closely allied to good subject knowledge is teachers' ability to make clear in many lessons exactly what is to be learned. In a very good literacy lesson in Year 3, for example, the teacher not only referred at the start of the lesson to the learning objectives printed on the board but also asked a pupil to read out a second learning objective at an appropriate point during the lesson. This had the effect of focusing pupils' attention on what they were to gain from the lesson. They knew what they were doing and this helped them to do it well.
- 21 This clarity in communicating learning objectives is an important part of teachers' good preparation for lessons. Planning for literacy and numeracy lessons is particularly strong but that for information technology is also of good quality. Teachers are clear about what they want pupils to learn from lessons and how they are to go about it. This extends to good use of resources in many lessons. Teachers also take care to assess the gains in progress that pupils make. They then use this information well to help them develop future learning programmes.
- 22 Teachers throughout the school mostly provide pupils with suitably challenging work. This is particularly noticeable at Key Stage 1. For example in a Year 2 numeracy lesson, pupils were provided with really challenging work in division which stretched pupils of all attainments. Teachers are mostly successful in meeting the learning needs of different groups of pupils. Just occasionally this is not the case. For example, the work provided for high attaining pupils in religious education in Year 6 sometimes restricts high attainers in developing their understanding through their own writing. Mostly, however, teachers have sufficiently high expectations of what pupils should learn. As a result, pupils work hard at tasks which extend their learning. High expectations have a strong impact on pupils' learning at Key Stage 1 and in the majority of lessons at Key Stage 2.

- 23 In the vast majority of lessons, teachers establish good relationships with their pupils. As a result, pupils are keen to learn and often work productively, developing their skills and understanding. Inspectors judged the quality of learning to be at least good in over 60 per cent of lessons observed throughout the school and in over 75 per cent of lessons observed at Key Stage 1. This good learning is promoted through teachers' good level of effectiveness in managing pupils' behaviour. Praise is used well and, in the best lessons, it is used very well. For example, pupils in Year 3 were obviously motivated by the way in which their teacher praised their good responses. Teachers mostly show good control of pupils when teaching the whole class. In a Year 2 information technology lesson, pupils, including those with special educational needs, were happy to watch others control a moving device as well as doing so themselves. This was due to the pleasant but firm way the teacher managed their behaviour and to the high expectation of how well pupils should behave. As a result, pupils practised and developed their skills well. Occasionally, a teacher has difficulty in managing the behaviour of boys in Year 6. This results in these pupils not being in the right frame of mind to learn and hence they fail to make progress. Greater attention to following the school's effective behaviour guidelines would improve this deficiency. Very occasionally, the same problem occurs when pupils in Year 5 fail to respond appropriately during physical education and poor progress is made in the lesson. In other lessons in Years 5 and 6, management of pupils' behaviour and relationships are of the highest quality and result in pupils having good attitudes to learning and in their working hard.
- 24 Parents had expressed some concern over the use of homework to help their children develop skills and understanding. During the inspection homework was used satisfactorily to extend pupils' learning, especially in literacy and numeracy. Teachers give pupils tasks to complete at home and praise them for their success in doing this. Pupils in Year 4, for example, have produced good pieces of extended story writing to aid the development of their skills of literacy.
- 25 Pupils with special educational needs and those for whom English is an additional language are given effective support to help them overcome particular difficulties and to make progress. The work of specialist support staff with the 'Barrier Free' pupils is especially effective in helping individual pupils to learn. Sensitivity is combined well with high expectations to aid progress. Similarly, specialist teaching of English as an additional language aids both children under five and pupils at Key Stage 2 to develop their skills of spoken English.
- 26 Where teaching is very good, the strengths of good teaching are combined and taken to high levels. Very good relationships, high expectations and a strong understanding of the subject characterise the very good lessons. Very good teaching was observed in reception, throughout Key Stage 1 and in Years 3, 5 and 6 at Key Stage 2. It was most evident in English, mathematics, science and physical education at both key stages and in information technology at Key Stage 2.

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

- 27 The curricular opportunities offered to the pupils are satisfactory. Provision includes all subjects of the National Curriculum and religious education, health and drugs awareness education. The governing body has decided not to include sex education in the curriculum. The curriculum meets statutory requirements overall although a small part of the programme of study for information technology is not being taught due to lack of resources. Whilst increasing the emphasis on English, mathematics and information technology in response to national priorities, the school has maintained broad provision in all other subjects. Time adjustments have been made to the provision in other subjects to ensure appropriate allocation for all subjects. The curriculum for children under five is satisfactory. It is based on the nationally recognised areas of learning for children of this age and is well planned to provide a broad and balanced programme which covers these areas of learning. The curriculum for the under-fives provides a sound foundation for learning. Children transfer smoothly to learning from the programmes of study of the National Curriculum at the age of five.
- 28 At the time of the last inspection the curriculum in Key Stages 1 and 2 was broadly satisfactory but weaknesses were apparent in religious education, information technology and design and technology at both key stages. Policies and schemes of work were not in place and planning strategies were poor. These weaknesses have largely been addressed effectively. The National Literacy and Numeracy Strategies are being implemented successfully. Teachers' planning is now consistently and securely based on these strategies. Medium and short term planning is generally good in all subjects and teachers use the same format. This provides a consistency of approach that was lacking at the time of the previous inspection, and proving effective not only in raising standards achieved by pupils, but also in raising teachers' expectations of what pupils can do. In literacy, this is evident in pupils' growing competence in handling a broad range of written texts and in numeracy, in pupils' sharp mental arithmetic skills. In religious education, a comprehensive scheme of work based on the local agreed syllabus provides good guidance and helps to promote pupils' learning in this subject. The daily acts of collective worship provide sound support for pupils' cultural and spiritual development. The school has policies for all subjects. It has adopted the Qualifications and Curriculum Authority's schemes of work for science, information technology, design and technology, history and geography, and has discussed and agreed the sections of these to be taught each year. The school has developed its own schemes of work for art and physical education. There is no whole school scheme of work for music and this results in provision for composing and recording being less effective than it should be.
- 29 Although there is no policy for personal, social and health education, the provision is sound. 'Circle Time ', assemblies and the School Council make a significant contribution to the sustaining of good behaviour, relationships and personal development. The regular visits from the 'Pais Project' youth workers (to develop pupils' moral awareness) has a positive influence on pupils' social awareness.

- 30 The school is committed to providing equality of opportunity for all its pupils. There is satisfactory provision for pupils for whom English is an additional language. Provision for pupils with special educational needs at Stages 1 and 2 of the Code of Practice is satisfactory. Their needs are met through appropriate work which is provided in lessons. This is supported by the coordinator for special educational needs, who plans and reviews targets with class teachers. Provision is good for those pupils at stages 3 to 5 of the Code of Practice. These pupils have detailed individual education plans which are well implemented by learning support staff and class teachers. The recording of progress and the review arrangements are thorough and regular.
- 31 Provision for extracurricular activities is unsatisfactory. Boys and girls play netball and football and there are story, magazine and computer clubs. However, this a narrow and inadequate range of extracurricular activities for a primary school of this size. Parents are rightly critical of this provision. The school provides a satisfactory range of visits and visitors to extend and enrich the curriculum. Useful visits are made to local museums, cultural centres, concert halls and other places of interest in the area, extending pupils' awareness in history, geography and music. Pupils are involved with many visitors into the school, including the school nurse, fire fighters and the Pais Project. This is a youth work organisation which visits the school on a regular basis and presents assemblies on Christian themes and personal and social issues. Annually, the school's band takes part in the Manchester schools' Music Festival. Also, pupils in Year 6 take part in a weekend of outdoor pursuits in the Lake District. Extra support for literacy and numeracy is a developing feature at Key Stage 2. Pupils in Year 6 receive regular lessons after school to further develop their literacy and numeracy skills. Recently, the school has refined and improved its homework practice. Parents are now receiving good information on what their child is currently studying in class. They receive brief but helpful outlines of the content of subject areas being studied in a half term period. Year groups now have designated homework days. However, amounts of homework vary from class to class, and the school needs to make its practice more consistent so that pupils in all classes can benefit equally from homework. Satisfactory links are made with the main receiving high school. Year 6 pupils make visits there. A smooth transition is ensured for Year 6 through a good induction programme and appropriate records are passed to the high school.
- 32 Provision for pupils' spiritual development is satisfactory. Assemblies meet statutory requirements and include the school prayer or an opportunity for quiet reflection. This is sometimes a little perfunctory and there are few opportunities for pupils to reflect on life's fundamental questions at other times of the day. An example of this being done well occurred in a Year 1 religious education lesson near to the end of the school day. At the close of the lesson, the teacher took time to ask pupils to reflect on exactly how they had helped others that day, before a pupil led the class in saying the school prayer. However, opportunities such as this one are often missed.
- 33 Provision for pupils' moral development is good. The school rules are displayed in every class and some classes also have their own rules. There are positive messages displayed in corridors to encourage pupils to take responsibility for their actions. The pupils are clearly taught right from wrong and show self-discipline in their conduct. They modify their behaviour readily when spoken to by an adult. Staff throughout the school provide pupils with a good example in the way they interact with them and with each other.

- 34 Provision for pupils' social development is good. The recently formed School Council gives pupils the opportunity to take responsibility and to express their opinions about the life of the school. Pupils express pride in membership and talk with confidence about their recent campaign to reduce litter. The use of 'Circle Time' provides structured opportunities for pupils to practise their social skills and in some other lessons there are opportunities for pupils to share their experiences, for instance about what makes them excited. The use of a Golden Book or Golden Board to celebrate achievement or 'specialness' is an effective way of enhancing pupils' self esteem. A support worker for Barrier Free Learning provides disability awareness training for pupils. The good relationships between pupils and teachers enhance pupils' social development. There is also some involvement in charity work, such as collecting for the blind and donating goods to the local community following the annual harvest festival.
- 35 Provision for pupils' cultural development is unsatisfactory, particularly in relation to opportunities provided for pupils to celebrate the richness of non-European cultures. The curriculum for religious education makes a valuable contribution to this with studies of world faiths, but there are few contributions for cultural development in art or music. The school makes relatively little use of the rich cultural opportunities available locally, such as museums and galleries. There is little evidence of non-European cultures being celebrated. This does not reflect the ethnic background of a substantial minority of pupils in the school. At the time of the last inspection, the need to ensure that the curriculum overall reflects the ethnic and cultural diversity of the community and the wider world was identified as a key issue. Insufficient progress has been made to improve this aspect of the curriculum.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 36 Pupils are well known to staff. Satisfactory arrangements are in place for pupils' welfare and protection. However, there is clear danger to pupils from vehicular access to the playground. Parents and others are told not to drive into the school grounds, but this guidance is regularly ignored, causing concern for the safety of pupils.
- 37 Procedures for promoting good behaviour are effective. They include a clear and detailed policy based on rewards and sanctions. The school's rules are brief and to the point, and are prominently displayed in all classes. There was no evidence of bullying during the inspection, and measures are clearly in place to deal with it swiftly and decisively should it take place. The school monitors pupils' personal development effectively, with each pupil having a file containing details of personal achievements.
- 38 The measures taken by the school to promote good attendance and punctuality are clearly not effective. A significant minority of pupils are missing crucial parts of the literacy and numeracy hours as a result of poor punctuality, and access to the whole curriculum is limited for those pupils who fail to attend or who take long holidays during term time.

- 39 Pupils identified as having special educational needs are well cared for and their progress is regularly reviewed and targets set. There is, however, a problem with sufficiently early identification of special needs and some pupils' additional learning needs are not recognised until they reach Year 6. Barrier Free Learning works well in the school and pupils are well supported, entering as fully as possible into the whole life of the school.
- 40 The school has developed effective strategies for monitoring pupils' academic performance. The national tests are completed in accord with statutory requirements. Data is collected and analysed on all pupils to identify areas of weakness and to target areas for attention and to assist curricular planning. Information has been used successfully to identify the need to improve the performance of boys relative to girls. In addition the analysis indicated the need to improve the whole school in writing and spelling at Key Stage 2 and the teaching of phonics at Key Stage 1. Trends are analysed over years and good use of the information is made to help the setting of school targets for improvement linked to the national requirement. Test results have also been analysed by teachers to determine needs in literacy, resulting in the setting of targets for pupils. Analysis has included effective use of the Qualifications and Curriculum Authority (QCA) Standards Report leading to targets for teaching on specific aspects of work. A good feature has been the sharing of these targets with pupils by displaying them on the pupils' worktables. The school is making good use of the QCA Optional Tests to assess pupils' progress and to inform learning needs leading to the school taking positive action to raising standards in numeracy through the introduction of setting in Years 5 and 6. Effective action has been taken to ensure the accuracy of teacher assessments. Regular meetings are held to agree levels of pieces of work and files are completed with levelled work in English and Science although the mathematics file has still to be completed. Day-to-day assessment in the nursery and reception classes is systematic and effective. It includes base-line assessment and analysis soon after the pupils' entry to school. A detailed assessment sheet is completed each half term covering all learning targets and regular activity assessments are used to maintain a record of pupil progress.
- 41 The school's assessment policy contains full and appropriate guidance on the monitoring of pupils' performance. Guidance on the use of assessment to aid planning is good and is reflected in the teachers' effective use of learning objectives and targets for lessons, which are conveyed to pupils. Teachers know their pupils well, recognise their needs and respond well to them. The marking policy is implemented effectively to reinforce positive approaches to learning and to assist teachers in their planning. The use of day-to-day assessment is effective, with teachers making good use of comment, question and feedback to develop pupils' learning. Pupils are rewarded for outstanding effort, good work or progress by the awarding of achievement certificates and a special assembly is held on Fridays. Displays in classrooms and around the school are used to reinforce the use of these. The use of individual records of achievement adds to this awareness by linking achievements across a range of activity.
- 42 Effective systems are in place for the assessment of pupils with statements of special educational needs. Individual education plans are written for all pupils identified as having special educational needs. These contain appropriate targets, including detailed assessments of pupils' difficulties. This information is used effectively to plan appropriate work and has a positive effect on the pupils' progress.

- 43 The school meets statutory requirements in regard to reporting the results of national assessments to parents at the end of each key stage. Parents receive Annual Reports, which cover the core subjects and foundation subjects. All reports include a passage on progress and behaviour. Comments indicate what pupils have achieved but do not always give targets for future learning. The school has effective arrangements for discussing pupils' progress with parents through parent evenings. A recent interesting and effective innovation has been the introduction of meetings with year six parents involving teacher, parent and pupil. This approach is effective in involving the pupil and parent together in assessing progress and determining future targets. The school is considering extending this good practice. Parents are satisfied with the information they receive about their children's progress.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 44 The large majority of parents who responded to the pre-inspection questionnaire indicated that they are pleased with provision at the school, and are especially approving of the teaching their children receive. Parents say their children like the school and make good progress, and they are happy to approach the school if the need arises. In contrast, however, a minority are concerned with the range of extracurricular activities offered by the school, and with homework provision. Inspectors agree that extracurricular provision is unsatisfactory although it has improved recently with the establishment of a computer club for pupils in Years 4, 5 and 6. Provision remains particularly limited outside Years 5 and 6 although a regular lunchtime story club takes place at Key Stage 1. Homework is now being given regularly in many classes although the amount given still varies considerably from class to class and this means that pupils do not have the same opportunity to benefit from homework in each class.
- 45 The school provides parents with a regular, well presented newsletter, which covers a range of information about school events. The school prospectus is also printed in a way that makes it very readable and contains all the information parents need to know initially about the school. The parents of children in the nursery class are informed of the coming term's curriculum. At Key Stages 1 and 2, a half-termly letter informs parents of pupils in each year group about homework which is to be set. Reports to parents about annual progress are good and give a clear picture of pupils' abilities and attainments. There is some guidance on areas for improvement, but they do not make separate identification of targets for improvement in English and mathematics. Parents are given the opportunity to respond to reports, which many do with positive and supportive comments.
- 46 Most parents of pupils with special educational needs, including those whose children are part of the Barrier Free Learning initiative, are fully involved in the education of their children and attend regular reviews. A few parents provide effective help in school on a regular basis. Parents attend meetings about their children's progress in large numbers, and were in this academic year invited to a meeting to give them information about the National Literacy and Numeracy Strategies. They responded well to this opportunity.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 47 The leadership of the school has improved since the last inspection. The headteacher has been instrumental in developing a caring ethos in which pupils and staff feel valued. He has also been instrumental in creating a strong and effective senior management team which provides him with very good professional support. This team is successful in maintaining an environment where pupils work hard, enjoy good relationships and show respect for the feelings of others. The headteacher and senior management team now provide clear educational direction for the school, shared by all staff. Members of the senior management team have a clear and accurate view of the school's strengths and weaknesses and are strongly committed to ensuring that pupils attain highly in line with the school's aims, which also place emphasis on pupils' personal development. As a result there is a cohesive, team approach to improving the quality of education and raising standards. The ethos of the school is good. The large majority of parents who responded to the pre-inspection questionnaire expressed their satisfaction with the way in which the school is led and managed.
- 48 The school has made a detailed analysis of results at the end of each key stage and determined action is being taken to raise standards. Effective arrangements are now in place for the school to monitor its performance. The headteacher, deputy headteacher and key stage coordinators monitor pupils' work, curriculum planning and teaching. Grouping of pupils by ability has been introduced in Years 5 and 6 literacy and numeracy lessons as a result of an analysis of work and the attainment of pupils. Detailed records are kept of teaching observations and opportunities for staff development are examined. The process is used to improve the performance of the individual teacher through feedback discussions but also, importantly, is used to determine whole school issues for development. The school has improved the quality of teaching through the effective use of staff meetings and in-service training. An example of this is the work done on improving handwriting in all classes. Observations determined a lack of common practice in the teaching of handwriting. Staff meetings were held resulting in the development of a policy. This policy was subsequently implemented effectively and results in a common approach to teaching handwriting. Curriculum planning has been improved through the development of effective procedures that emphasise the use of learning objectives and assessment linked to strategies for target setting for pupils. Lessons are now marked by the clarity of the targets specified to pupils in teachers' opening exposition. All of these strategies have been successful in the creating of an ethos within the staff geared to improvement and are helping to raise the quality of teaching.
- 49 Staff are aware of their responsibilities, which are detailed in job descriptions, and they carry them out effectively. As a result, subject coordination has improved since the last inspection. Monitoring of performance in subjects is carried out through the examination of planning and pupils' work. In mathematics and science, coordinators are given time to monitor teaching. The school is aware of the need to enable all subject coordinators to monitor teaching in their subject but constraints on time and funding limit this. However, coordinators have a good grasp of the strengths and weaknesses in their subject. They have done a great deal since the last inspection and demonstrate enthusiasm to maintain this good work. These strategies have resulted in improvements since the previous inspection.

- 50 The management of special educational needs is good. The coordinator for special educational needs meets with learning support staff half-termly and with the educational psychologist termly. There is a detailed register of pupils with special educational needs. The coordinator has drawn up an appropriate action plan to develop criteria for placement at each stage on the register and to support class teachers. The school is resourced by the local education authority, as part of its Barrier Free Learning initiative, to meet the needs of pupils with physical disabilities. The building has been adapted for wheelchairs and there is a therapy room. Other specialist equipment, such as modified computer hardware, is provided as needed from local education authority funding. Provision of resources for these pupils is good.
- 51 The governing body is supportive of the school and has a satisfactory understanding of the its strengths and weaknesses but tends to leave the shaping of the future direction of the school to the headteacher and senior management team. They are well informed through the headteacher's regular written reports of the progress being made in effecting improvement and gather further information from monitoring the work of the school to a limited degree. For example, the literacy governor has been in classrooms, seen the strategy in action and reported back to the governing body. Governors have discussed the setting of targets for the end of Key Stage 2 and received detailed information from the local education authority to assist them in this work. They are aware of the improvements that have taken place in the leadership and management of the school and regularly review the progress made in implementing the school's action plan for improvement. Governors are aware of the relationship between the improvements in performance and the action taken, for example, that behaviour has improved as a result of the approach to discipline detailed in the school's behaviour policy. They are also aware of the need to continue to improve the fabric of the building and the outside environment but are restricted in this work through limited funds.
- 52 The school fails to carry out appraisal in accordance with statutory requirements. This remains a weakness from the previous inspection. Teachers do, however, have regular meetings with senior staff and the process of monitoring in the school leads to staff being aware of their areas for improvement. An example of this is the work in numeracy. The key stage coordinator gave a report to each member of staff on their progress in introducing the numeracy strategy and information was analysed by the senior management team. This has been used to help teachers improve their skills. The school is now awaiting information about the new requirements for appraisal.

- 53 Staffing arrangements in the school reflect a good blend of those who have been at the school for some time and more recently appointed staff. All teachers have relevant qualifications and experience. Most hold positions of responsibility for subjects although currently there is no coordinator for music. The teachers are organised into teams for different year groups, led by key stage and subject coordinators, whose roles are clearly defined. This staffing organisation effectively promotes teamwork within the key stages. Other staff give good support to the teachers. Suitably experienced staff provide good support for pupils with special educational needs, and for those who have English as an additional language. School staff are supported by others provided by the local education authority for specific needs, such as the Barrier Free Learning initiative. The school is waiting to draw up a school improvement plan which will incorporate the current inspection findings. There is an effective induction process for newly qualified teachers. A named mentor provides good support for the teacher, and this is complemented by effective assistance from the local education authority. Recently, the major impetus in training for all staff has been on the national initiatives of literacy and numeracy, resulting in good improvement in these subjects since the last inspection.
- 54 The school site and exterior of the buildings are still in a poor condition. The playground surface is urgently in need of repair. The external fabric of the building requires urgent attention. In one corridor, daylight through large holes is clearly visible at the foot of the wall panelling. Grassed areas around the school are poorly maintained and very unattractive. The whole external environment gives a misleadingly depressing picture of the school. Inside the building, staff have made great efforts to improve the appearance of classrooms by means of attractive displays and class library corners. The nursery has been refurbished and provides a suitable learning environment. However, the Key Stage 2 library is inadequate as a learning resource. It is too small with poor lighting.
- 55 Overall, resources for learning, including those for outdoor play in the nursery have improved since the last inspection and are now satisfactory. In English, resources are satisfactory, although there is a need to extend the range of books which represent non-European cultural traditions. There is a satisfactory range of big books, equipment and books for guided reading. Classroom libraries are not extensive but are relevant and useful, an improvement since the last inspection. Resources for the implementation of the National Numeracy Strategy are new and satisfactory in range and quantity. In all other curriculum areas provision is satisfactory with the exception of geography and music, where there is a lack of artefacts and books to develop pupils' awareness of non-European cultures, and information technology, where resources for control technology at Key Stage 2 are insufficient, hindering pupils' progress.

- 56 The governing body has carefully and prudently managed a recent budget deficit and has succeeded in turning it into a small surplus this year. However, the attention given to managing this deficit has distracted the governing body from developing a longer-term, strategic view of financial planning. The school's action plan for development is detailed but not accurately costed. The governing body does not have formal procedures for monitoring the value it obtains from major spending decisions although such decisions are discussed fully and informally. As a result, the governing body does not have a clear view of how best to match financial resources to its priorities for development nor of how to check if such commitments give value for money. In other ways, the governing body is developing a satisfactory understanding of the principles of best value. Comparative information about standards is analysed. Staff are consulted over priorities for development and pupils are given a say in some aspects of school development through the School Council. An example of this is pupils' involvement in improving the quality of the school's external environment.
- 57 The school makes effective use of its staff to help develop pupils' learning. Staff development is promoted through proper use of the specific grants available for this. Pupils for whom English is an additional language receive effective support through the local education authority Ethnic Minority Achievement Service. Pupils with special educational needs are supported satisfactorily through the school's budget and those who have specific physical disabilities receive good support through the Barrier Free initiative. The accommodation is cramped but is used effectively. Day-to-day administration is efficient and allows senior staff to concentrate upon educational priorities.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58 In order to raise standards and to continue making improvements, the school should:

**(1) raise standards in information technology in Year 6 by:**

- improving pupils' ability to communicate information and findings using computers;
- improving pupils' ability to use technology to control equipment and to monitor aspects of their environment;
- improving the adequacy of resources needed to do this.

(paragraphs 129 -135 )

**(2) improve standards of attendance and punctuality by:**

- improving the monitoring of attendance;
- setting individual targets for improvement in attendance and punctuality;
- raising expectations of some pupils and parents of the importance of arriving at school on time.

(paragraphs 14, 37)

**(3) improve the quality of teaching where it is less than satisfactory by:**

- Improving teachers' subject knowledge of how to meet the learning needs of children in the nursery;  
(paragraphs 18, 62, 64, 66, 70)
- Improving teachers' skills of managing pupils' behaviour in the few instances where these are weak.  
(paragraphs 22, 97, 106, 146, 150)

**(4) improve provision to help pupils' appreciate the richness and diversity of non-European cultures by:**

- developing planned opportunities for this throughout the curriculum.

(paragraphs 34, 88, 115, 121, 142)

**(5) improve the external state of repair and upkeep of the school buildings and grounds in order to provide pupils with a stimulating and attractive environment; and improve their safety by:**

- repairing and redecorating the school building to a satisfactory standard;
- making the school grounds more attractive and stimulating for pupils;
- undertaking a risk assessment of the potential danger posed by motor vehicles using the playground and by preventing vehicles from having access to the playground other than in emergencies.

(paragraphs 35, 53)

**(6) improve the quality of long-term financial planning by the governing body by:**

- developing the understanding of governors and school managers of how to match educational priorities to the resources available through the budget;
- developing governors' ability to evaluate the effectiveness of their spending decisions.

(paragraph 55)

**In addition, the governing body should consider the following for inclusion in its action plan:**

- improving the provision of extracurricular activities at Key Stage 2;  
(paragraph 30)
- implementing a programme of appraisal for teachers;  
(paragraph 51)
- strengthen provision in music to help pupils develop their skills of composing and performing;  
(paragraph 137)
- continuing to develop consistency in the amount of homework given in different classes.  
(paragraph 30)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	23%	38%	29%	8%	1%	0%

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	38	352
Number of full-time pupils eligible for free school meals	0	112

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	112

English as an additional language	No of pupils
Number of pupils with English as an additional language	58

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	31

### Attendance

#### Authorised absence

	%
School data	7.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	22	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	22	22	22
	Total	33	33	35
Percentage of pupils at NC level 2 or above	School	94	94	100
	National	82 (80)	83 (80)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	22	22	22
	Total	33	35	35
Percentage of pupils at NC level 2 or above	School	94	100	100
	National	82 (80)	86 (84)	87 (85)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	26	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	16	17	18
	Total	30	31	43
Percentage of pupils at NC level 4 or above	School	61	63	69
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	17	17	16
	Total	29	30	30
Percentage of pupils at NC level 4 or above	School	59	61	63
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	5
Indian	2
Pakistani	53
Bangladeshi	0
Chinese	5
White	286
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	25
Average class size	23

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	120.75

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	19
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*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	603,159
Total expenditure	594,563
Expenditure per pupil	1,517
Balance brought forward from previous year	8,531
Balance carried forward to next year	17,127

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

381

Number of questionnaires returned

87

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	1	0	2
My child is making good progress in school.	53	44	2	0	1
Behaviour in the school is good.	48	44	3	0	5
My child gets the right amount of work to do at home.	45	37	14	1	3
The teaching is good.	59	38	1	0	2
I am kept well informed about how my child is getting on.	60	33	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	74	23	2	0	1
The school expects my child to work hard and achieve his or her best.	61	33	0	0	6
The school works closely with parents.	40	53	6	0	1
The school is well led and managed.	48	44	0	0	8
The school is helping my child become mature and responsible.	44	52	0	0	5
The school provides an interesting range of activities outside lessons.	21	39	16	3	21

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

59 Thirty-eight children under the age of five attend the nursery class, 21 attending full-time and 17 part-time. Twenty-six children under the age of five are taught in one reception class. Those pupils who have not attended the school nursery have generally received some nursery education.

60 Attainment on entry to the nursery is variable but is average overall. Children make satisfactory progress in the nursery. In reception, children who are now five have made good progress and the majority have attained the Desirable Learning Outcomes for five year olds. Inspection evidence indicates that younger reception children are making good progress in the areas of mathematics, language and literacy and knowledge and understanding of the world and sound progress in all other areas of learning and will also achieve the Desirable Learning Outcomes by the age of five. At present there are no under fives with special educational needs. Children for whom English is an additional language progress at the same rate as other pupils because of the good support they receive.

#### Personal and Social Development

61 Pupils make satisfactory progress as under-fives and many attain the expected levels by the time of their fifth birthday. Staff provide a secure environment and relationships are generally good. There was a good example in the nursery outdoor play area when a child had fallen and she immediately ran to the nursery nurse to be comforted. Staff encourage children's independence and their ability to cooperate. Children are expected to dress and undress themselves. They are given opportunities to take on responsibilities such as handing out milk in the nursery or taking the class register to the office in reception. Through stories, children are encouraged to think about the needs and welfare of others and how to look after themselves. They are taught the difference between right and wrong.

62 In the nursery, children settle quickly after parents have left and know the routines, choosing from activities provided until registration. They show a good degree of concentration and often stay for lengthy periods at unsupervised activities. When teaching sessions are long or the pace is slow some children are inattentive but they are generally interested in what is happening and are keen to learn. Many can dress and undress themselves without support and carry out toileting routines quickly and unobtrusively. In play activities they cooperate well together and most are able to take turns when equipment has to be shared. Children say "please" and "thank you " when receiving their snacks. In reception pupils continue to develop these social skills well.

### Language and Literacy

- 63 The development of children's language and literacy skills is given a high priority in both the nursery and reception classes. Staff provide a wide range of activities to extend children's skills in speaking and listening and early reading and writing. In the nursery, there are many opportunities to listen to, and discuss, stories. However, role-play is not planned effectively to extend children's oral language. Children are introduced to the characters in the commercial reading scheme. Older children have just been given early reading books, without words, to "read" to the teacher and to parents. Opportunities are not provided in role-play or other areas for children to practice the skills of early writing and sometimes the teacher's expectations of their readiness to trace and copy letters is too high. This results in children not being able to learn effectively on such occasions. Good progress is made in reception. The National Literacy Strategy is implemented well in order to develop literacy in all its forms. Learning objectives for lessons are clear and specific and different group activities match children's prior attainment. The teaching of early reading strategies is good. Children's writing is given equal emphasis to reading and they are developed together. As a result, children learn confidently.
- 64 Children make good progress in developing the skills of language and literacy. In both the nursery and reception classes, they listen attentively to stories and rhymes and enjoy talking about them. They handle books well; most nursery children know that words and pictures carry meaning. They know some letters and sounds. A child in reception read a favourite book to her friends using appropriate story language and beginning, 'Once upon a time...'. Many children in the nursery can write their own name unaided. Children's attainment by the age of five is as expected for their age. Most are articulate and speak in clear sentences. A significant number are reading the first books in the reading scheme. They recognise the names of characters and some key words. High attaining children choose words and make simple sentences on a 'sentence maker' which they then copy. Handwriting is clear and legible.

### Mathematics

- 65 Provision for the development of mathematics in the nursery and reception classes is good. Relevant informal opportunities are used well to develop pupils understanding of number or shape. In the nursery circles, squares and rectangles were used to build up a picture of a fire-fighter and the nursery nurse used the activity well to reinforce both children's knowledge of shapes and their mathematical language. Children are taught to sing number songs and rhymes, using their fingers to count. Teaching in the nursery is usually satisfactory and children make satisfactory progress. It is unsatisfactory when teacher expectations are inappropriately high and children are made to persist at a task which is too difficult and for which they have lost interest. As a result, they fail to learn effectively on such occasions. In reception, teaching is good and pupils make good progress. Lesson planning for implementing the National Numeracy Strategy is good, with clear learning objectives identified. In one whole class oral session, children enjoyed using their fingers to add two numbers less than five. Good use was made of the learning support assistant who sat on the carpet with the children and interacted well with those having difficulties, allowing them to play a full part. Clear progress was seen from one lesson to the next when children showed more confidence in counting on. Group work is well planned to meet children's needs.

66 Children make good progress and their attainment in mathematics is at the expected level by the age of five. Most of those in the nursery count from one to ten. They sort and match objects. Many know the names of simple two-dimensional shapes. They know the difference between the long and short ladders they have made. Children playing at the water tray knew the difference between full and empty. Most under fives in reception recognise, count and order numbers to ten; many can count higher. They are beginning to do simple addition sums correctly. Children change the number of objects in a set and say whether they have more or fewer than their neighbour.

#### Knowledge and understanding of the world

67 Little direct teaching was seen in the nursery. However, provision is satisfactory and children make satisfactory progress. Each morning, children discuss and record the weather and build up a weekly chart. The topic for this term is 'People in the community' and stories and books provide children with an understanding of what doctors, dentists and others do. Relevant uniforms and artefacts are provided for the pupils to take part in role-play although this area is not well structured and no planned staff intervention was seen. This limited what children gained from such sessions. Children are given the opportunity to use large and small construction toys. There are appropriate activities in which children cut, stick and join but they are not always given the chance to develop their skills by choosing materials. The computer was not in use during the inspection. In the reception class this area of learning is covered appropriately by planning for history, geography, science and design and technology. Children made good progress in a lesson where they planted seeds and discussed what was needed to make them grow. Teaching of this area of learning is good in reception with children being given plenty of practical opportunities to develop their powers of observation. This is enhanced by good questioning which extends learning. As a result, children are eager to learn and they work with enthusiasm.

68 Children make good progress and their attainment is at the level expected by the age of five. Children in the nursery show a good understanding of the roles of doctors, nurses, policemen and fire-fighters. They know how to keep healthy and why they need to brush their teeth. They use construction materials confidently. In reception, children are developing an understanding of how plants grow. They know the parts of their own body and some foods which are healthy and unhealthy, and why humans need exercise. They show skill in using construction materials during 'free-choice' activities and are confident users of audio-equipment when listening to story tapes.

#### Physical Development

69 No direct teaching of physical education was seen during the inspection and so no judgements can be made about the quality of teaching in this area of learning. In the nursery and reception classes, children have formal gymnastic and dance opportunities. Good use is made of the nursery outdoor area for daily sessions of play, where there is access to large play equipment and to wheeled vehicles. This area is available for children in the reception class to use once a week. Appropriate activities are provided in class to develop children's cutting and sticking skills.

- 70 Children make satisfactory progress as under-fives and their attainment is at the expected level by the age of five. Children in the nursery develop good skills of control and movement using outdoor equipment. They demonstrate a good degree of confidence and control in their ability to climb, run and ride tricycles. In both the nursery and reception classes, children make satisfactory independent attempts to use scissors. They can dress and undress themselves with dexterity. They do jigsaws confidently. By reception, children are able to use pencils with increasing control.

#### Creative Development

- 71 The quality of teaching is satisfactory in nursery and good in reception. Children make satisfactory progress and many attain the expected levels of skill by the age of five. Staff are effectively involved in music sessions and this results in a growing awareness of rhythm and pitch. Teaching was better in the reception class because of the enthusiasm and good use of praise shown by the teacher which really motivated children to learn. There are opportunities in both classes for imaginative play; this was developed best in reception where the teacher became actively involved as a 'client' in the 'hairdresser's shop'. Painting was not provided as a 'free choice' activity and in both classes there were insufficient opportunities for children to choose to paint themselves in order to develop their creative awareness. In the nursery, children learn how to mix and make colours but have not had the freedom to experiment themselves. Collage work does not give opportunities to choose materials. This restricts progress with children being prevented from developing individual creative responses.
- 72 Children make satisfactory progress and attainment is at the expected level by the age of five. Children in the nursery name a range of percussion instruments and some can keep time to a steady beat. Reception children use their voices to sing in a range of styles and can repeat rhythmic patterns clapped by the teacher. They use colour well when painting. In both classes, children show good imagination when using role-play areas.
- 73 Teaching of the under fives was satisfactory in four lessons and unsatisfactory in two lessons seen in the nursery. Teaching in the nursery shows high expectations of what children should learn. However, in language and mathematics, expectations are sometimes too high and do not match the children's levels of development. This is due to a lack of understanding of how young children learn. Response to children's inability to understand or complete a task are sometimes inappropriate and negative owing to a lack of understanding of children's learning needs. As a result, children are sometimes less well motivated than they should be. More use should be made of praise for what children *can* do. Learning objectives do not always make clear what pupils are expected to learn. Records of children's attainment are kept although their use was not apparent and there was no evidence of work being matched to individual needs. However detailed assessment records are passed on to reception to show what pupils know and can do by the end of their time in nursery. The nursery nurse makes effective use of questioning and praise. She contributes well to the development of pupils' learning. Parents are kept well informed about the nursery curriculum and are encouraged to support all aspects of their children's work.

- 74 Teaching in reception is good. Detailed planning and the match of work to children's needs contribute to the clear progress made, particularly in maths and literacy. Teachers and support staff work well together and their roles are complementary. Pupils work in an atmosphere of praise and are active participants in learning because they know their contributions will be valued whether 'right' or 'wrong'. Teaching is effective because of good understanding by all staff of how young children learn. Expectations are high but are based upon realistic assessment of the stages of learning children have reached and upon a good understanding of how best they can learn more. Children respond very well.
- 75 Since the previous inspection several improvements to provision have been made. An Early Years policy has been written which outlines the school's aims and objectives for the under-fives curriculum. The quality of the nursery environment has been improved although there is still room to develop the structured play areas to provide more stimulation for children to develop their skills. Outdoor equipment is now well maintained and is used regularly.

## **ENGLISH**

- 76 The 1999 National Curriculum test results for eleven year olds in English are below the national average but are average when compared with schools having pupils from similar backgrounds. The percentage of pupils achieving the higher levels in the tests is close to the national average and above the average for similar schools. Taken over the last four years, levels of attainment in English at the end of Key Stage 2 have fluctuated. There were improvements in the test results from 1996 to 1997, but the 1998 results showed a deterioration. Since then results have improved and the standard in work seen during the inspection amongst the oldest pupils at Key Stage 2 is average. This picture is similar to that found at the time of the last inspection, where standards were judged to be in line with the national average. Pupils of all levels of attainment make satisfactory progress at Key Stage 2. No difference is evident in the work of boys and girls in Year 6.
- 77 The 1999 test and assessment results at the end of Key Stage 1, showed attainment in reading and writing to be above the national average and well above the average for similar schools. The school's National Curriculum test results at Key Stage 1 have risen over the past four years. In reading, the school's results are close to the national average but in writing boys reflect the national averages but the girls' attainment in writing is above the national average. The attainment of pupils currently at the end of Key Stage 1 is above average and pupils of all levels of attainment make good progress.

- 78 Attainment in speaking and listening is good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. By the end of Key Stage 1, all pupils listen carefully, are willing and able to explore ideas and communicate them to an audience. Particular strengths are evident in levels of concentration and confidence in expressing ideas. For example, pupils in Year 2, ably pointed out in their discussion the differences and similarities between the two related stories they were reading. Low attaining pupils show confidence when talking to one another and can make suitable responses after listening carefully to a story. By the end of Key Stage 2, most pupils listen well, responding eagerly to the teachers' questions. Pupils listen to each other and are prepared to take their turn when speaking. The majority of pupils speak confidently in lessons and converse readily with visitors. High attaining pupils in Year 6 use a rich vocabulary and express their ideas well, achieving above average standards. For example, in Year 6 a lively discussion ensued around preparing an episode of a science fiction story.
- 79 Throughout both key stages, there are pupils whose speaking and listening skills are of a high standard. In the classes where high standards are attained, teachers are very skilled at asking questions and recognise the importance of developing dialogue between pupils and themselves and of providing time for pupils to talk through ideas. This strategy was a striking feature of work in all classes at Key Stage 1 and a notable feature of lessons in some lessons in Years 5 and 6 at Key Stage 2. Where teachers are not so effective in providing such opportunities standards are not so high although they remain satisfactory.
- 80 Attainment in reading is above average at the end of Key Stage 1. Pupils make good progress, guided by systematic teaching of the relationship between letters and sounds, and by carefully structured experience of print. Early in Key Stage 1, pupils develop familiarity with books and show positive interest and good understanding when choosing a book and explaining how it works. They develop a satisfactory knowledge of letters and a confident ability to use this when tackling new words. The impressive standards achieved in the early years are exemplified by the good teaching of reading for five year olds in reception, where the teacher skilfully guides and develops pupils' reading skills in a climate of high expectations. Later in the key stage this challenging approach is built on and a significant minority of pupils read demanding texts fluently, accurately and sometimes expressively. Most explore books with confidence, developing an understanding of authors and illustrators as well as knowing the difference between story and information books. Some low attainers continue to read hesitantly. Generally, however, they recognise their own mistakes and show sound understanding of the meaning of what they have read. Most pupils know how to obtain information from simple reference books. Many pupils benefit greatly from the regular support for reading given at home.

- 81 Attainment in reading by the end of Key Stage 2 is average. Effective implementation of the National Literacy Strategy is having a significant impact on reading and the critical discussion of texts. As pupils progress through Key Stage 2, most develop their confidence in reading. Teachers guide them well towards books which match and extend their skills and interests. They discuss their reading willingly, explaining their strategies for choice and use. Good use is made of group reading sessions and many pupils read aloud fluently and accurately although expression is not always a strong feature. Towards the end of the key stage, high attaining pupils read a wide range of texts for a variety of purposes. They are developing the ability to use non-fiction in order to develop skills of researching information although opportunities to develop these skills are limited by poor library facilities. Low attaining pupils read books with understanding and confidence but little expression. They name favourite authors but do not explain their preferences clearly. They show satisfactory skills in using an index but are uncertain in looking through a text to find information or in using a glossary.
- 82 Attainment in writing is average at the end of both key stages with a significant minority achieving a higher than expected level. In Key Stage 1, most pupils form letters correctly and write sentences using capital letters and full stops. By the end of Key Stage 1, average attaining pupils write appropriate endings to stories, whilst high attaining pupils use punctuation correctly, occasionally including exclamation marks and question marks and speech marks in dialogues and descriptive elements. Handwriting is satisfactory and a few high attaining pupils use joined script. A notable feature of independent writing by high attainers is the good quality of writing in their 'news' books. Throughout this year, the quality of personal writing improves significantly and some pupils write extensively, using adjectives and correct spellings. For example, a pupil described in considerable detail a family outing.
- 83 Pupils throughout Key Stage 2 write in a satisfactory range of styles. By the end of Key Stage 2, high attaining pupils write with variety and depth of detail, demonstrating good literacy skills. For example, pupils writing in the role of the wolf in the tale of 'Little Red Riding Hood' composed good quality letters to a judge persuading him that the wolf's bad reputation was undeserved. Teachers encourage good descriptive writing by reading examples from well-known authors and, sometimes, work produced by pupils of a similar age. However there are inconsistencies throughout Key Stage 2 in the standards expected in spelling and handwriting. Some pupils are careless in their approach to spelling and repeat mistakes even after correction by a teacher. This restricts the standards they achieve.
- 84 Pupils have opportunities to practise and develop their literacy skills across the wider curriculum. In history, for instance, Year 2 pupils in their topic on the Victorians wrote about their visit to Wigan Pier and their experiences in a Victorian classroom. In science compiling a dictionary of electrical words and phrases. In Year 6, pupils wrote letters about life as an evacuee in World War II and produced some good quality information technology work on posters where they composed amusing 'For Sale' notices where the subjects for sale were members of their own family.

- 85 There are some variations in the rate of progress made by pupils in different classes within year groups in both key stages. Where good or very good teaching occurs, the rate of progress of pupils is good but in classes where most of the teaching is satisfactory, the rate of progress is less rapid and fewer pupils attain levels above those expected nationally for their age. The rigour with which the learning objectives of the National Literacy Strategy are being taught is, however, starting to rectify this uneven balance in the rate of progress. Generally, pupils with special educational needs and those for whom English is an additional language make satisfactory progress in literacy and in speaking and listening. They are given work which is well matched to their abilities. This, combined with the good relationships established by teachers and support staff leads to pupils developing their skills of listening, reading and writing. In a Year 5 literacy lesson, for example, a teacher from the local education authority was giving support to a pupil with special educational needs. The teacher provided just the right balance of cheerful support and high expectation to help the pupil improve her spelling and other aspects of her writing as pupils worked independently in small groups.
- 86 Pupils at both key stages have good attitudes to their learning. They cooperate well with each other when they are asked to discuss issues and they are respectful and considerate to each other when reading in small groups. Many are confident about their work and enjoy discussing their opinions about the work they are doing. They follow class rules well when working independently or in groups and they are responsive to challenging work when given the necessary support from their teachers. They behave well.
- 87 The quality of teaching is good at both key stages. It was at least good in 70 per cent of lessons observed during the inspection and satisfactory in all other lessons except for one at Key Stage 2. At Key Stage 1, teaching was good or better in 83 per cent of lessons and satisfactory in the remainder. The strengths include skilful implementation of the National Literacy Strategy with whole class sessions that are brisk and evaluative. In the good lessons at Key Stage 1, much of the questioning is searching, requiring pupils to think for themselves. Teachers make their high expectations of work and behaviour clear and encourage pupils to express ideas. For example, in a Year 2 class pupils successfully teased out the main differences between the characters in their story. The teachers' high expectations of their response challenged pupils to put in the effort required for successful learning. In the good lessons, presentation of information is often clear and pitched appropriately to pupils levels of ability. For example, in a Year 1 lesson, the teacher's clarity of explanation enabled pupils to develop the confidence to use a variety of strategies to help them read unfamiliar words.

- 88 At Key Stage 2, 60 per cent of teaching was at least good and the rest was satisfactory except for one unsatisfactory lesson. Where the teaching is very good, a common feature is the teachers, at the start of the lesson, informing the pupils what they are going to learn in that lesson. In Years 3, 5 and 6, where very good teaching took place, pupils were absolutely clear about what they were to learn and as a result they learned well. High expectations, good subject knowledge and challenging questions are also significant elements of the good and very good teaching. For example, in a lesson in Year 6, the teachers' good knowledge promoted pupils' understanding and skills in writing in the science fiction genre. Resources are organised to enable pupils gain benefit from using a wide variety of books. Where teaching has weaknesses, planning is not sufficiently detailed. Pupils are unclear on what they are suppose to be learning and classroom management is weak. As a result, the pace of learning slows with some pupils not working as productively as they could. Pupils' work is marked regularly but quality of marking is inconsistent and does not always indicate how work needs to be improved. Homework makes a satisfactory contribution to pupils' progress at both key stages.
- 89 Since the previous inspection there has been significant improvement in curriculum provision and teaching standards. The quality of the curriculum is good. The National Literacy Strategy is now in place and is having a positive effect on standards. Teachers' planning and their assessment of pupils' progress are good and the school is well placed to continue improvements in this area. Resources for English have improved and are now satisfactory but lack a sufficient range of good quality books, including those which would improve pupils' awareness of non-European cultures. Classroom libraries are now well organised with books simply categorised. However, the Key Stage 2 library area is too small to be used as an area in which pupils' can develop their skills of researching information or where they can develop a love of reading by browsing through books. Teaching in both key stages has improved because of good quality planning, higher expectations and better management of pupils' behaviour. Target setting is now used extensively throughout the school for both individual and groups of pupils. These targets are realistic and provide an effective focus for teachers' planning.
- 90 The management of the subject is good. The National Literacy Strategy is still a major priority. The two co-ordinators have a good understanding of their role and support their colleagues effectively. A thorough analysis of the results of national tests is made to highlight pupils' strengths and weaknesses and this information is used to inform planning. Weaknesses in teaching are identified by their rigorous monitoring of teaching and colleagues' skills are improved through good advice and support. The planning of English is also closely monitored and this has contributed to the raising of standards.

## **MATHEMATICS**

- 91 At Key Stage 1 standards in mathematics are above average. The percentage of pupils achieving average levels in the 1999 national tests was very high in relation to national standards. The percentage of pupils achieving above average levels are very high in comparison with similar schools and well above average in relation to national standards. The standards observed in lessons are also above average.

- 92 By the end of Key Stage 1, almost all pupils add and subtract accurately and many also understand multiplication and division. They recognise odd and even numbers and have a good knowledge of number facts to 20. They can identify tens and units and can arrange numbers to 100 in order. High attaining pupils understand place value to 1000. Pupils identify the smallest and the largest numbers which can be made with two, and in some cases, three digits. Average and high attaining pupils identify the midpoint on a blank number line. They can select the appropriate mathematics for the task in hand and discuss their work, describing how they arrived at their answers. They use appropriate mathematical vocabulary and symbols.
- 93 At Key Stage 2 standards in mathematics are average. The percentage of pupils achieving the expected levels in the 1999 national tests was average in comparison with similar schools but below average in national comparisons. The percentage achieving higher levels was below average. Observation of pupils' work in lessons and in their books indicate that at the end of the key stage standards are likely to be broadly in line with national expectations. This improvement is due to improvements in teaching which are based upon effective implementation of the National Numeracy Strategy.
- 94 By the end of Key Stage 2, most pupils understand place value to 1,000. They can multiply whole numbers by 10 and multiples of 10. Most pupils add and subtract numbers to one decimal place in their heads. The majority also add and subtract numbers to two decimal places on paper. High attaining pupils use all four number operations to two decimal places and calculate fractions and percentages of numbers and quantities. Pupils know when it is appropriate to use a calculator and check that the answers it gives are reasonable. They are developing good strategies for solving problems, identifying the important parts of the information and using approximation and rounding to estimate the answer.
- 95 Pupils' progress in mathematics is enhanced by their confidence in speaking and listening, which enables them to express their mathematical ideas clearly, and their competence in reading, which enables them to read complex instructions for a task. Pupils with special educational needs, including those who take part in the Barrier Free Learning initiative, make satisfactory progress overall and sometimes in lessons progress made is very good. This is due to very good support for learning being given by qualified support assistants. In one numeracy lesson in Year 4, for example, a pupil concentrated hard for a long period to improve her skills of counting with money, owing to good-humoured yet firm support.
- 96 There have been good improvements in mathematics since the last inspection. The most significant of these is much improved teaching at Key Stage 1. The clarity of learning objectives is now a strength of the teaching and teachers have high expectations and maintain a good pace in lessons. This has led to higher standards. There is now more challenge for high attainers at both key stages. The school no longer uses a single published scheme for mathematics and an effective planning system has been put into place so that one is not needed. The results of assessments are beginning to be used to inform planning.

- 97 The quality of teaching at Key Stage 1 is good. No unsatisfactory teaching was observed at Key Stage 1 during the inspection and six out of seven lessons were at least good, with two of these lessons being very good. Good teaching is marked by clear lesson objectives, shared with the pupils so that they know what they are expected to learn; clear explanations, so that all pupils understand what to do; high expectations of pupils, which leads to challenging work, and good management of attention, so that pupils spend a high proportion of time on task. Work is well matched to pupils' abilities, so that all groups of pupils have the opportunity to make progress. There are no significant weaknesses in teaching at Key Stage 1.
- 98 The quality of teaching at Key Stage 2 is more variable. One out of the nine lessons observed at Key Stage 2 during the inspection was unsatisfactory, but five out of nine were at least good, with two of these lessons being very good. Where teaching is most effective, teachers have good subject knowledge and provide challenging work for all groups of pupils, which extends their learning. Relationships between teacher and pupils are very good and this gives pupils confidence to try challenging tasks. Good teaching is also marked by clear lesson objectives, shared with the pupils so that they are involved in their learning, and effective use of questioning to extend pupils' thinking. Less effective teaching is characterised by inadequate management of pupils' behaviour, which means that pupils are not engaged in the lesson, and slow pace, so that not enough work is completed. These weaknesses, which are apparent in half of lessons in Years 5 and 6, limit the amount of time pupils spend on task and reduce their opportunities for learning. However, in the other half of lessons in Years 5 and 6, teaching is of good quality.
- 99 Where teaching is good pupils' attitudes to mathematics are also good. They work with commitment and enthusiasm and respond well to questions in whole-class sessions. Where teaching is unsatisfactory, and sometimes when it is satisfactory, pupils are less well motivated to learn.
- 100 The management of mathematics is good. The two subject co-ordinators are well trained for their role and have worked hard to implement the National Numeracy Strategy. They monitor teachers' planning and teaching and lead staff meetings regularly to provide other teachers with ideas and support. They have organised workshop sessions for parents to provide them with information about how their children are being taught. They use curriculum target setting based on assessment in their own classes and are beginning to encourage other teachers to do the same. This development has the potential to raise standards.
- 101 Informative displays of mathematical work, information and activities have a high profile in the school. They are present in most classes and in circulation areas. This gives the subject a high status, provides reinforcement for pupils' learning and sometimes sets them challenges. Pupils develop their skills of numeracy in other subjects satisfactorily at both key stages. For example, work about databases in information technology in Year 5 improves pupils' skills of manipulating numbers whilst in Year 2, pupils develop the early skills of working with coordinates when they control a moving device.

## SCIENCE

- 102 Teacher assessments of Year 2 pupils' attainment in 1999 were very high compared to the national average and those for similar schools. All pupils reached the expected Level 2 for their age and half of these reached the higher Level 3. Pupils' attainment was similar in all aspects of science. Inspection evidence shows that the attainment for Year 2 pupils this year is again higher than national expectations.
- 103 The percentage of pupils attaining Level 4, and reaching national expectations for their age, in the 1999 end of Key Stage 2 national tests was well below the national average and below that of similar schools. The number of pupils achieving at a higher level was also well below the national average and also well below that for similar schools. There have been no gender differences in attainment in recent years.
- 104 Standards in the last inspection were judged to be in line with national expectations at both key stages with higher attaining pupils at Key Stage 2 not being sufficiently challenged. Since then results at Key Stage 1 have consistently risen. For the past four years results at Key Stage 2 have on average been below national trends, particularly in the number of pupils reaching higher levels. In order to raise standards, particularly for high attaining pupils, the school is placing more emphasis on investigative work. Inspection evidence shows that this and other strategies are beginning to work and standards now being achieved in Year 6 are generally in line with national averages.
- 105 At Key Stage 1, pupils have at least satisfactory and often good scientific knowledge and skills. In a Year 1 class, pupils were confident in their understanding of the simple parts of the plant and know, for example, that the roots allow the plant to obtain water and nutrients from the soil. They have experimented with growing plants under different conditions and have predicted that the plant in the cupboard will die from a lack of light and water. Year 2 pupils know from investigation that pushes and pulls can make objects speed up and slow down, change direction or shape. When testing the stretchiness of elastic bands by attaching them to cups of sand, higher attaining pupils can predict that thicker bands will stretch the least. Most pupils understand that the amount of sand in the cup has to be the same for a fair test. By the end of Key Stage 1, pupils' achieve good standards in all aspects of science.
- 106 By the end of Key Stage 2, pupils have developed their knowledge of physical and life processes. They are most confident in their understanding of life processes related to plants, animals and humans. Most show at least a sound understanding of solids, liquids and gases and know about reversible and irreversible changes. They are less confident about some physical concepts such as sound and forces. Their skills of investigation are well developed. In a Year 6 class, pupils were able to predict, and in some cases hypothesise, how changing the length or thickness of wire in a circuit might affect the brightness of a light bulb. Working in groups, they were able to turn their own questions into investigations which they then planned and carried out. Most pupils understood which variables needed to be controlled or changed.

- 107 Teaching is good overall at both key stages but there is unsatisfactory teaching in a minority of lessons at Key Stage 2. At Key Stage 1, two out of the three lessons observed were at least good; the other lesson was satisfactory. At Key Stage 2, three out of seven lessons observed were very good; one lesson was good; one was satisfactory; two lessons were unsatisfactory. Teaching overall has improved since the previous inspection although some weaknesses remain at Key Stage 2. The rise in the quality of teaching has been a significant factor in raising the attainment of pupils, particularly this year in Key Stage 2. All lessons have clear planning with specific learning objectives for both the concepts and the investigative skills to be taught. In all lessons there is a direct link between the quality of teaching and the progress which pupils make. Where teaching is good, pupils are given work which challenges them to learn. Where it is unsatisfactory, due mainly to teachers' inadequate subject knowledge and weak class management, pupils make little progress. In these lessons, a significant minority of pupils put little effort into their work and as a result they learn little.
- 108 The very good and the good teaching observed was characterised by work being related previous learning. For example, in Year 3 classes teachers ensured that work was at a level which reflected the higher than average attainment achieved by many pupils at the end of Key Stage 1. Pupils made good or better progress when teachers' expectations were high and work was at a level to extend higher attainers. This was seen in Year 2 and Year 6 classes taught by the science coordinators. In both classes pupils were constantly challenged to think for themselves. In Year 6 the open-ended investigation allowed pupils to work at their own level. In Year 2 higher attaining pupils were given an extension activity to begin to develop an early understanding of gravity. Effective questioning techniques and good pupil management and relationships were other factors which contributed to good progress.
- 109 Pupils' attitudes to science are consistently good at Key Stage 1, as is behaviour. At Key Stage 2 attitudes are mainly good and sometimes very good with only one lesson where they were unsatisfactory. Pupils involved in investigating showed a real sense of enjoyment and interest in what they were doing. In a Year 6 class working on electric circuits, where little progress was made, pupils' behaviour and attitudes to their work were good and they wanted to learn. Pupils in Year 3 and Year 6 organised themselves well and showed initiative and independence when working in groups. Relationships between pupils were almost always good and this resulted in productive co-operative work.
- 110 Teaching makes a good contribution to the development of pupils' literacy skills. At both key stages, pupils are encouraged to talk about their ideas and what they see and do. The use of appropriate scientific vocabulary is a priority and many classrooms display the current key words to help pupils in their writing. Pupils in Year 2 have made their own scientific dictionary. Mathematical skills are developed as pupils take measurements and record data. By Year 6 pupils use line graphs to record their findings.

- 111 The quality of subject leadership is very good. The coordinators are committed to raising standards and the initiatives they have put in place are a significant factor in the rise in attainment at the end of Key Stage 2. Open-ended investigative work has been prioritised to allow higher attainers to reach their own level and extension activities are provided in Years 5 and 6. A new scheme of work was introduced eighteen months ago to assist the systematic development of knowledge and understanding through investigation. The planning format has been tightened to show clear learning objectives and assessment opportunities and this is well used by most staff. Pupils' attainment is now assessed by the outcomes of lessons and by end of key stage tests and there is evidence to show that this is being used to build on prior attainment. The monitoring role of the coordinators has been extended to include lesson observation of all teachers to give guidance and support and has been an important factor in raising the quality of teaching.

## **ART**

- 112 Only two lessons were observed during the inspection, but there was sufficient evidence of pupils' work to show that standards in both key stages are in line with those expected of seven and eleven year olds nationally. This maintains the position in the previous inspection although improvements have been made in some aspects of the subject. The presentation of art in displays around the school now incorporates the use of objects; this successfully improves the quality of display and creates an aesthetically pleasing and stimulating learning environment.
- 113 At Key Stage 1, pupils develop satisfactory levels of skills in using a range of materials. Pupils learn good control of drawing tools such as pencils, crayons and pastels and develop skills using line, shading and tone when creating their pictures. Their paintings reflect sensitive interpretations of the work of Picasso. Younger pupils learn to blend colours and use observational skills in their paintings of plants. Pupils in Year 2 successfully produce their own delicately painted pictures based on the designs of William Morris. There are useful links with information technology, demonstrated through the creating of pictures using computers. Work on display is attractively presented and creates a stimulating and aesthetically pleasing environment.
- 114 At Key Stage 2, pupils work with a wider range of materials and work is often linked to other subjects. Collage pictures are based on the study of the Tudors in history, pictures are created using co-ordinates reinforcing awareness learnt through mathematics, posters are produced on the theme of safety in work on electricity in science. Pupils develop skills using a range of materials including paint, pencil, printing inks and charcoal. Some interesting small pots are created using clay. Work reflects the styles of artists in pupils' pictures based on the works of Cezanne and Jose Pinto. Year 5 pupils are using the designs of William Morris in their work creating symmetrical patterns using inks. The use of appropriate software enables information technology to make a relevant contribution to the subject. However, work in pupils' sketchbooks is disappointing and is often poorly presented and lacks quality. These books are not used as a means of developing pupils' skills in a planned way and as a result work shows little artistic quality or progression.

- 115 No teaching of art was observed at Key Stage 1 during the inspection. The limited amount of teaching observed in Key Stage 2 was at least satisfactory and occasionally it was good. Lessons are planned very carefully with clear learning objectives that are well matched to the previous learning levels of pupils. Teachers make clear the targets for pupils' learning in their introduction to lessons and review progress in short plenary sessions at the end. Teachers demonstrate a confidence and interest in the subject, which enables them to make interesting and informative expositions, thereby stimulating the pupils to perform well. Effective use is made of feedback and questioning to challenge pupils and develop their learning. As a result pupils' are enthusiastic and interested in the subject and make good progress in their learning. However, the disappointing quality of pupils' work in sketchbooks indicates that expectations are not always sufficiently high at Key Stage 2.
- 116 The coordination of art is good. A satisfactory scheme of work is supplemented by packs of materials on a range of artists. The coordinator supports teachers effectively by examining planning in the subject and adding to it as necessary, using this to fulfil a monitoring role. Monitoring of standards and progress in the subject, however, is at an early stage of development although the school is aware of the need for this to take place. Opportunities to develop pupils' awareness of the art of non-European cultures are limited.

## **DESIGN AND TECHNOLOGY**

- 117 During the week of the inspection design and technology was being taught in only one class. No lessons were seen. Evidence of pupils' designs and finished artefacts were seen from only Years 3 and 5. Design and technology is taught in blocks of time and most classes have yet to start their chosen topics.
- 118 No overall judgement can be made on attainment and progress over the key stages. However, evidence from Years 3 and 5 shows that standards in these year groups are satisfactory and pupils are achieving in line with national expectations for their age. Pupils are being given experiences to cover the complete investigate, design, make and evaluate process. In Year 3, pupils have investigated how to construct cubes and cuboids using mathematical materials before drawing their own shape net and constructing a box. They evaluated the packaging of food products and designed their own labels and artwork. The boxes were used to take home cake which they had made. Year 5 pupils examined and played musical instruments from several cultures before designing and making their own. The instruments they produced show the use of a variety of materials and are of a satisfactory and sometimes good standard in terms of the care and precision with which they are made. Pupils wrote an evaluation of their own instrument and were able to decide how to improve them.
- 119 There have been improvements in the curriculum provided since the previous inspection. A policy and a scheme of work have been put into place. These provide clear guidance for teachers. The planning format has been improved to include specific learning objectives and assessment opportunities. The curriculum coordinators and some staff have attended subject development courses. At present there are no formal opportunities for the coordinator to monitor the standards of pupils' work across the school. It is intended to begin this by producing a portfolio of appropriate completed work which will help teachers to identify relevant standards for each year group.

## **GEOGRAPHY**

- 120 There is insufficient evidence to form a judgement about standards in geography at the end of Key Stages 1 and 2. Pupils undertake one geographical study unit each year, often in the summer term.
- 121 Early in Key Stage 1, pupils study houses and homes. They can identify rooms in a house and the furniture needed in each. They can recognise different buildings in the local environment and their uses. Their work has been laminated and bound in a class book which is part of the class's reading resources. In Year 3, pupils undertake map work on the local area. They can describe physical features of the main road near to the school and express their views about attractive features of the local area.
- 122 The previous inspection found that the curriculum for geography did not broaden the pupils' cultural awareness. This is still largely the case although when the subject scheme of work is revised it is intended that more opportunities for pupils to develop their understanding of other cultures.
- 123 There was no teaching of geography during the inspection and insufficient work in books to make judgements related to teaching. There is a policy for geography and a scheme of work, linked to the National Curriculum. Medium term planning appropriately identifies learning objectives and activities. The coordinator took over responsibility for the subject in October 1999. She is awaiting the introduction of the new National Curriculum before revising the scheme of work, but has already identified that a study of Pakistan would be more appropriate to the school population than that of a village in India. Resources for geography are inadequate. In particular there needs to be more resources for the study of other cultures, especially non-European cultures.

## **HISTORY**

- 124 During the week of the inspection history was being taught only in Year 6 classes and these lessons were observed. History is taught in blocks of time and most classes had completed their topics for the year. Other evidence was gathered from a scrutiny of pupils' work from Key Stage 2 and Year 2 and from discussions with staff and Year 6 pupils. Pupils of all levels of attainment, including those with special educational needs, make satisfactory progress.
- 125 Work completed by Year 2 pupils shows that attainment is at the levels generally expected for pupils of this age. Drawings and written work about Victorian life shows their understanding of some of the differences, for example, between homes and clothing then and today. Pupils can write simply about what it would have been like to work as a child in a cotton mill or down a coal mine, interpreting photographs and pictures for evidence. They show a good understanding of Victorian schooling based on their visit to Wigan Pier.

- 126 At Key Stage 2, pupils develop their knowledge and understanding of different periods. Standards, from pupils' work and lessons seen, are generally satisfactory and pupils make sound progress over the key stage. In Year 3, pupils begin to place events in chronological order. They sequence events in their own life and have begun to produce a 2000-year timeline by recording known periods and happenings. They are discovering how we find out about the past by making their own year 2000 box and deciding what artefacts to save which will tell future generations about life today. They have found out about aspects of life in Ancient Greece by looking at Greek pottery and paintings. At the end of Key Stage 2, standards attained are average. Year 6 pupils show a good understanding of various aspects of World War II, including the Blitz. Some pupils know the difference between primary and secondary sources and can place the war in the context of the life span of their grandparents. They are finding out about the effects of bombing on Manchester by reading relevant newspaper articles and studying photographs.
- 127 Pupils' responses in lessons are generally positive. In one Year 6 class they showed great interest in finding out about the effects of the war on their own locality. They worked well in groups to discuss their findings and listened to each others' contributions sensibly as each group reported their findings.
- 128 The quality of teaching was good in one Year 6 class and satisfactory in the other. It was better in the lesson where the range of sources used was varied rather than learning from a textbook. In this lesson pupils made good progress. The teacher made good use of a video and focused pupils' attention on the information she wanted them to remember. Pupils were asked to empathise with the people who had been bombed by thinking about how they might feel. This helped them to become interested in the subject and as a result they learned well. Work was well-matched to ability to allow pupils with low attainment in reading to gain information from photographs rather than written evidence. Good use of pupils' oral feedback was made in both lessons to develop their speaking and listening skills. Pupils were less well motivated when, in the other lesson, they learned from a textbook. Although their attitudes to work were satisfactory, teaching in this lesson lacked the spark to get pupils to gain really well from their work. Scrutiny of work shows that teachers generally make good use of a range of sources to teach history, including local visits to museums and historic houses. This helps pupils to acquire an interest in the subject.
- 129 Because of other priorities there has been little development in the subject since the previous inspection. There is no subject action plan and, although assessment procedures have been decided, the use of assessment is not monitored and it is not being carried out consistently by all teachers. There are no formal opportunities for the coordinator to monitor standards across the school.

## INFORMATION TECHNOLOGY

- 130 Standards match national expectations at the end of Key Stage 1 but are below national expectations amongst pupils in Year 6, at the end of Key Stage 2. Standards in other year groups at Key Stage 2 match national expectations. The school has made considerable improvements in provision since the last inspection, including providing a suite of ten modern computers at Key Stage 2 and regular weekly teaching of subject skills in each class at both key stages. This is having a positive impact upon standards although amongst Year 6 pupils the amount of improvement has not yet been sufficient to bring them in line with nationally expected standards. At both key stages, pupils of all levels of attainment, including those with special educational needs, make satisfactory progress.
- 131 Pupils in Year 1 learn to recognise the different parts of the computer, referring correctly to the mouse and the keyboard. They use simple art and design programs to help them make masks. In Year 2, pupils of all levels of attainment develop a satisfactory range of computer skills. By the end of Key Stage 1, they can open programs and type in text. With support, they print and save their work. Skills in control technology match national expectations by the end of Key Stage 1. Pupils know how to enter directions into a programmable device and, having done so, successfully negotiate a simple 'obstacle course'.
- 132 Throughout Key Stage 2, pupils of all levels of attainment continue to develop skills of word processing satisfactorily. In Year 4, pupils highlight and change text. Pupils in Years 4, 5 and 6 import pictures into their text. High attaining pupils use information technology effectively to help them develop their skills of writing. Pupils of all levels of attainment can use the Internet, searching successfully for information on the world wide web. Pupils of all levels of attainment in Years 4 and 5 become familiar with using databases. In a Year 5 lesson, pupils made very good progress in creating and repeating a design, changing its colour as they did so. Pupils in Year 6 continue to develop their skills of word processing satisfactorily but they are not sufficiently knowledgeable about databases and spreadsheets nor are they sufficiently aware of the possibilities of using information technology to monitor changes in the environment, such as in temperature. These weaknesses mean that attainment by the end of Key Stage 2 is below national expectations. The improvement in teaching and curricular provision made since the last inspection have not had sufficient time to benefit Year 6 pupils fully although their progress is satisfactory when their prior attainment is taken into account. Pupils with special educational needs and those for whom English is an additional language make similar progress to other groups of pupils at both key stages. The progress made by pupils taking part in the Barrier Free Learning initiative is often good due to effective support from qualified assistants. In a Year 4 lesson, for example, a pupil worked really hard at developing her ability to open a file using a specially adapted computer mouse. She was given very good praise and encouraged to persevere. The well-adapted equipment was also very important in helping her to succeed.

- 133 Teaching is good at both key stages, being effective in helping pupils to develop their skills. No unsatisfactory teaching was observed during the inspection and no significant weaknesses in teaching were observed. Teachers plan their lessons well. The way in which they provide pupils with a clear idea of what they are to learn is a strength, enabling pupils to develop their skills and understanding confidently. In several lessons at Key Stage 2, pupils were given cards upon which learning objectives were stated along with clear instructions for using the computer. This not only helped pupils develop their skills but also contributed to the development of their skills of independent learning and to their social development as they worked effectively in groups of two or three. Teachers make good use of resources. In a Key Stage 1 lesson, for example, careful planning and good pupil management led pupils to using a programmable toy very effectively to help them develop the skills of controlling a device and also the basic mathematical skill of using co-ordinates. Teachers at Key Stage 2 make good use of the school's new computer suite. Although this is rather cramped, it is used well to allow pupils to have direct experience of using computers and helps teachers to instruct directly whole classes of pupils effectively.
- 134 The enthusiasm and confidence teachers show is rewarded by pupils' good response. Pupils work productively in lessons. This is also due to the good relationships which teachers establish. Pupils are very eager to work on computers or with other devices. They behave well in lessons and work co-operatively and sensibly in small groups when required to do so.
- 135 The previous inspection identified significant weaknesses in provision, These have largely been improved although resources for developing pupils' skills of using technology to monitor events are still lacking and this hinders progress. The quality of hardware has been improved significantly. A computer suite is provided at Key Stage 2 and is used enthusiastically by all classes. The curriculum is now planned effectively to match national guidelines. However, assessment of pupils' progress is under-developed and remains a weakness.
- 136 The subject coordinator provides good leadership. He has just begun an after-school computer club for pupils in Years 4, 5 and 6. This is heavily over-subscribed. It is having a beneficial effect both upon pupils' attitudes to work and to the development of their skills, particularly in relation to using the Internet. The coordinator has a clear view of subject strengths and weaknesses. He recognises the need to improve provision for using technology to monitor the environment. He provides enthusiastic leadership and is succeeding in leading staff to make improvements in the subject. Information technology is used well in literacy and numeracy to help pupils develop their skills. For example, pupils throughout the school use word processing well to help them improve their writing. Some particularly good examples are evident in displays of poetry in a Year 6 class. In numeracy, pupils in Year 2 develop their skills of working with numbers when they control a programmable device. Understanding of pattern in art and design is helped, particularly at Key Stage 2, by good work with a design software program.

## MUSIC

- 137 Standards at the end of both key stages are at the levels found in most primary schools. Pupils of all levels of attainment make satisfactory overall progress and standards have been maintained since the last inspection. Pupils with special educational needs make similar progress to others of similar ability in their year groups.
- 138 By the end of Key Stage 1, pupils sing clearly and in tune. They perform well together in class and in hymn practice. By Year 2, pupils are able to sing simple songs with changes in pitch and tempo. For example, in their hymn practice they sang a range of hymns, keeping good time, and remembering that the chorus is repeated after each verse. They are developing an awareness of patterns in music. The majority of pupils can remember and repeat a simple pattern by clapping correctly and keeping to the beat. Using untuned percussion instruments, they make up their own short rhythm patterns, these being successfully repeated by the rest of the class. Pupils listen appreciatively to music and can talk in simple terms about the sounds they hear. For example, when introduced to a passage from Tchaikovsky's 'Nutcracker' suite, the majority of pupils correctly identified the recurring theme. However, from discussions with pupils and teachers they have limited experiences and skills in using instruments to compose their own work.
- 139 Pupils in Key Stage 2, listen to and respond to music from different times and places. They are introduced mainly to the music of Western classical composers, for example, Stravinsky, Bach and Vivaldi. They develop rhythmic skills but for the majority of pupils these are very limited. Pupils in Year 5 are able to perform their own rhythmic patterns using simple formal notation. High attainers take their compositions and develop rhythms by using a range of percussion instruments to create a mood. No lessons were observed in Year 6 but there were opportunities to observe pupils' instrumental lessons. A significant minority of boys and girls, from Years 4 to 6, learn brass and woodwind instruments. Their attainment is good. They can read formal notation skilfully and play their chosen instrument with a high degree of competence. The skills developed in their instrumental lessons do impact on their class lessons. Pupils from Year 5 who receive instrumental tuition influenced standards achieved in the Year 5 rhythmic composition lesson.
- 140 Pupils are well behaved, attentive and interested. Their attitude to music, across the key stages, is good. They persevere to improve both their individual and group performances. The pupils are confident when performing in front of an audience knowing that their contribution is valued. They select and handle instruments with care.

- 141 The quality of teaching is satisfactory. Lessons are planned with learning objectives and assessment criteria clearly identified. Pupils' previous knowledge and understanding are used particularly well in the Year 2 lesson to extend and develop skills. Performing skills, in particular singing, are soundly taught. There is a good pace to the lessons and practical opportunities for pupils' involvement. Teachers evaluate skilfully what the pupils are able to do and provide more challenging activities as a result. For example, pupils in a Year 5 lesson were encouraged to use and develop their formal notation skills when recording their composition. Good relationships with pupils and encouragement of pupils to evaluate their work are features of the lessons seen. However, teachers do not provide sufficient opportunities for pupils to develop skills in using instruments to compose their own work. This weakens the quality of the teaching. Several teachers lack confidence in their teaching of this subject.
- 142 A significant minority of the older Key Stage 2 pupils benefit from instruction in woodwind and brass from the local authority music service. They participate annually in an inter- schools music festival and occasionally they perform at assemblies. Assessment procedures for monitoring the systematic development of skills throughout the school are underdeveloped. There are only isolated examples of pupils' recorded work in music.
- 143 Currently there is no music coordinator. There is a policy but no whole school scheme of work. Teachers use a range of different music schemes to support their teaching. For example, Year 2 are using the local education authority's music scheme while other teachers rely on school broadcasts. This lack of consistency leads to a lack of evenness in provision. Resources are unsatisfactory. They are limited in quantity and range for a school of this size. There are few instruments representing non-Western musical traditions. For example, taped music is limited to mainly Western classical. There has been little improvement since the previous inspection.

## **PHYSICAL EDUCATION**

- 144 Attainment by the end of Key Stage 1 is satisfactory with some pupils attaining good standards. Standards in gymnastics at Key Stage 2 are judged to be generally good. Based on evidence of work seen, the school has made satisfactory progress in raising standards. Provision made at Key Stage 2 for pupils to learn to swim is satisfactory.
- 145 In a Year 2 dance lesson, pupils controlled their movement well. They moved around in different ways, created interesting balances and shapes, used levels effectively and created sequences of movement in response to the teacher's voice and a tambourine. Pupils responded to the variation in sound and mood well and maintained a high degree of physical effort with enthusiasm.

- 146 At Key Stage 2, pupils demonstrate good skills in gymnastics. They develop sequences of movements in floor work involving balances, stretches and curls, use levels appropriately and vary the speed of movement effectively. Pupils execute forward rolls, leaps and landings in a controlled manner. They work well together when creating 'mirror' symmetrical shapes. This work is linked successfully to activities, using the gymnastic equipment. Pupils maintain a high level of physical activity and demonstrate enthusiasm. They are confident when using climbing frames and bars, being able to create and hold interesting balances, which involve a high degree of physical control.
- 147 The majority of teaching is at least good at both key stages, and occasionally teaching at Key Stage 2 is very good. However, teaching at Key Stage 2 is very occasionally unsatisfactory. The good lessons are characterised by effective planning with clear targets, which are conveyed to the pupils. Teachers demonstrate very good control and have effective relationships with pupils. Good use is made of feedback and questioning to challenge and develop pupils' learning. These lessons are marked by teachers' confidence in their knowledge of the subject reflected in the delivery of instructions in a calm but enthusiastic manner. As a result, pupils make good progress, enjoying the challenges created and improving their performance with enthusiasm. Unsatisfactory teaching is characterised by poor class control resulting in pupils becoming noisy and lively. Planning lacks clarity and the lesson fails to involve the pupils in extensive physical activity. This results in pupils making little progress and becoming disenchanted with the work.
- 148 The coordinator has recently left the school for promotion and for the moment the Headteacher is covering the vacancy. Teachers are supported by a clear school policy and scheme of work and planning is as a result generally good. Resources and equipment for the subject are satisfactory but the school playground is in poor condition and markings for netball and other games are barely visible. There is no overall monitoring of the subject across the school to enable improvement strategies to be determined.

## **RELIGIOUS EDUCATION**

- 149 Standards at the end of both key stages match the expectations of the local agreed syllabus. Pupils in Year 1 develop their understanding of similarities and differences between the stories in Muslim and Christian holy books. They know that Muhammad is the leader of Islam and that Jesus is the leader of Christianity. By the end of Year 2, pupils have developed a satisfactory understanding of what makes holy places 'special'. Their work shows a satisfactory understanding of the basic beliefs and practices of world faiths such as Christianity, Islam and Hinduism. For example, they write about how Manu was saved by a fish and they retell the Muslim story of 'The Valley of the Ants'. High attaining pupils express their understanding well through extended pieces of writing, also developing their skills of literacy through this. Pupils with special educational needs progress satisfactorily.

- 150 At Key Stage 2, pupils of all levels of attainment, including those with special educational needs, generally continue to make satisfactory progress in developing their religious knowledge and understanding. However, occasionally the work provides for high attaining pupils in Year 6 is not sufficiently challenging to enable them to express their understanding in extended pieces of writing. Pupils in Year 3 develop their understanding of Christian events such as Palm Sunday. In Year 5, pupils develop their knowledge of the Ten Commandments and other Old Testament events. Some of their interpretations of the Ten Commandments in their own lives are very moving. For example, one pupil wrote, *'Don't solve problems physically'* whilst another, low attaining, pupil wrote, *'Respect the people who are older than you.'* Pupils of all levels of attainment develop their awareness of the various signs and symbols of world religions. By the end of Key Stage 2, pupils have an appropriately detailed understanding of the events and people of major world faiths. For example, they understand the reasons for the fast of Ramadan and they can explain some of the reasons behind important events in the lives of Hindus.
- 151 Only four lessons were observed during the inspection, three of them at Key Stage 2, and the analysis of pupils' work is also taken into account in judging the impact of teaching on pupils' learning and the standards they attain. Teaching at both key stages is effective in helping pupils to develop their religious knowledge and understanding. In Year 3, teaching is good, with teachers providing pupils with interesting accounts of Palm Sunday and relating this well to pupils' lives. A strength of the teaching at both key stages is the way in which stories are used effectively to put across teaching points. This results in pupils' attention being captured and leads to them being eager to discuss the story and to learn from it. Lessons are planned well to match the requirements of the local agreed syllabus. Only occasionally do a few boys in Year 6 make less progress in a lesson than they should when the teacher has difficulty in managing their behaviour. This is a weakness in the teaching even when the lesson is of satisfactory quality overall, resulting in these pupils not working as hard as they should.
- 152 The subject coordinators have worked effectively to develop a scheme of work which provides a good basis for teachers' planning. The development of this scheme, matched closely to the requirements of the local agreed syllabus, represents good improvement since the last inspection. The provision of learning resources has also improved and there is now a good range of artefacts easily available for use in lessons. However, procedures for assessing pupils' progress are not yet developed sufficiently.