

INSPECTION REPORT

PEEL HALL PRIMARY SCHOOL

Wythenshawe

LEA area: Manchester

Unique reference number: 105486

Headteacher: Mrs V Oldham

Reporting inspector: Chrissie Pittman
18275

Dates of inspection: 19th – 23rd March 2001

Inspection number: 191306

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Ashurst Road Wythenshawe Manchester Lancashire
Postcode:	M22 5AU
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Lewis
Date of previous inspection:	18 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18275	Mrs C Pittman	Registered inspector	Science Art Religious education Under fives	What sort of school is it? How well is the school led and managed? How well are pupils taught? The school's results and pupils' achievements
9146	Mr M Brennand	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
32024	Mr G Edwards	Team inspector	Mathematics Music Design and technology Physical education Special educational needs	Pupils' attitudes, values and personal development
27679	Mrs S Twaits	Team inspector	English Information and communication technology Geography History Equal opportunities English as an additional language	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Peel Hall is a one-form entry primary school situated in a deprived area in the southern part of the City of Manchester. The school is similar in size to other primary schools. There are 221 pupils aged from 3 to 11 years in mixed ability classes. The attainment on entry is well below average. Most children attend the nursery before joining the school. The school is in an Education Action Zone and the catchment is drawn from an area of poor socio-economic circumstances. Over half the pupils are eligible for free school meals; this is well above the national average. The population is mainly white British. The percentage of pupils who speak English as an additional language is low. The number of pupils with special educational needs (SEN) is similar to the national average, however, the percentage of pupils with statements of special educational need is above the national average.

HOW GOOD THE SCHOOL IS

This is an improving school whose aims and objectives are targeted on raising standards and where all the teaching is now at least satisfactory and much is good or better. This good teaching has recently begun to have a positive impact on learning. The trend of the school's results over the last four years has been broadly in line with the national trend. The school has made satisfactory improvement since the last inspection and responds well to the challenges it faces. It is well led, cost effective and provides sound value for money.

What the school does well

- The headteacher's leadership is good. Her clear and positive vision is well supported by a conscientious and committed staff and supportive governing body.
- The school's caring family ethos encourages good pupil attitudes, behaviour and relationships. Pupils enjoy school, are eager to learn and respond well to the positive learning climate.
- Teaching is predominantly good. The teaching in just over half the lessons is good and occasionally very good.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The school has good links with parents.

What could be improved

- Standards achieved in mathematics at Key Stage 2 and the progress made in the core subjects of English, mathematics and science through the key stage.
- The progress made by pupils with Special Educational Needs (SEN) at Key Stage 2 particularly in mathematics.
- Overall, higher achieving pupils are insufficiently challenged.
- How assessment is used to guide curriculum planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected four years ago, inspectors found that it had many strengths and a few weaknesses. The management and efficiency of the school was good and created a good climate for learning. There were some weaknesses in the quality of education provided and the standards achieved by pupils required some improvement. Since then, the school has made satisfactory progress in addressing most of these key issues. There is much better provision for children under five. The curriculum has been overhauled and the work provided is now more effectively planned and taught. The monitoring of curriculum provision and lesson plans has enabled the headteacher to ensure that teachers provide clear learning goals at appropriate levels. Test results in the core subjects are similar to those at the time of the last inspection. Attainment has fallen in lessons in mathematics and Information and Communication Technology (ICT) by the end of Key Stage 1 and English, mathematics, science and ICT by the end of Key Stage 2. The school took steps to address the issue and teaching is now more effective. The percentage of good teaching has increased throughout the school, particularly for the Under Fives and in Key Stage 2. Teachers have begun to develop good systems of assessment, although this information is still insufficiently used to change what is being taught on a daily basis. Procedures for monitoring and evaluating standards and target setting in English and

mathematics have improved considerably, although there is insufficient monitoring of teaching and learning by co-ordinators in other areas. Since the last inspection, attendance has improved to a level where it is now satisfactory. This improvement has resulted from a more rigorous approach to following up absences. Given the quality of its leadership and the commitment of its staff, the school is well placed to develop further.

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	2000	2000
English	E	D	E*	E	B
mathematics	E	E	E	E*	E
science	E	E	E	E	C

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

Most children, when they start school, are achieving standards well below those expected of children of this age. By the time they reach Year 1, their attainment is still below the expected standard in most cases. By age 11, pupils are achieving standards well below the national average in English and science and very low in mathematics. In comparison with similar schools, they achieve above average results in English, average results in science and well below average in mathematics.

In lessons seen at Key Stage 1, standards are in line with expectations in all subjects except English and ICT where they are below. At Key Stage 2, standards are in line with expectations apart from the core subjects of English, mathematics, science and ICT where they are below. Pupils are making insufficient progress in mathematics, science and ICT. The school did meet its targets in English, but not mathematics, this year, although the small numbers taking the tests were adversely affected by absences and the high numbers of pupils with SEN. There has been an improvement in the percentage of pupils achieving at the higher levels compared to last year. This upward trend is largely the result of increasingly successful targeting and monitoring. However, there is insufficient challenge for higher attaining pupils throughout the school. Taking all the core subjects together for the last four years, the trend is broadly in line with the national trend. There is little difference between the attainment of boys and girls. Pupils with SEN are making insufficient progress in Key Stage 2, particularly in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and eager to take part in all school activities.
Behaviour, in and out of classrooms	Behaviour around the school and in lessons is very good, overall. Generally, pupils respect each other and their teachers.
Personal development and relationships	The personal development of pupils is good, overall. Relationships throughout the school are positive and older children are given specific responsibilities. Provision for personal, social and health education is good.
Attendance	Attendance is satisfactory. Pupils are punctual and lessons start on time.

Pupils' attitudes to learning are very good. They show sustained interest and commitment to their work. Most

pupils behave well in lessons and around the school. They are polite, well mannered and show respect for property. There is no evidence of bullying or disruptive behaviour. Personal development of most pupils is good. Older pupils look after younger ones and act as monitors at lunchtime. Attendance and punctuality levels have been improved and are now having a positive effect on pupils' progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	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 good, overall. Just over half the teaching throughout the school was good or better. The rest was satisfactory, with no unsatisfactory teaching. There is a positive ethos for learning in most classrooms. The best teaching is in Early Years, where nearly three-quarters of the teaching was good or very good and the rest was satisfactory. One in three lessons at Key Stage 1 was good or very good with the rest satisfactory. Overall teaching in Key Stage 2 was divided between satisfactory and good, with one in five lessons seen very good or occasionally excellent.

The overall quality of teaching in English is satisfactory with some examples of very good practice. In an excellent lesson in Year 6, pupils were well challenged and there was a good balance between learning specific skills and encouraging individual work. A particular strength of teaching English is the enthusiasm that the teachers have for the subject. Consequently, the pupils are eager to listen and to learn. In some satisfactory lessons at Key Stage 1, pupils are not always sufficiently challenged and the higher attaining pupils finish before the others and spend time colouring or completing more work, at the same level, without being challenged further.

The quality of teaching in mathematics is good, overall, but varies between key stages and year groups. Good teaching was characterised by teachers' good subject knowledge and high expectations of pupils' behaviour and their potential to achieve. Teaching is less satisfactory when the pace of work is slow, insufficient demands are placed upon pupils and work is not well matched to their ages and attainments. Both higher attaining pupils and those with SEN are making insufficient progress in mathematics. Work is not always well matched to their capabilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory; insufficient time is allocated to ICT, although this is planned to improve when the new ICT suite is used fully. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for special needs is good in the Under fives and satisfactory in both key stages. In the under fives, children's needs are identified promptly and are well catered for. Throughout the school, there is good quality support given by the learning assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The principles of right and wrong are actively promoted and pupils' moral and social development is very good. Pupils' cultural development is good and the provision for their spiritual development is satisfactory.
How well the school cares for its pupils	The school is good at caring for its pupils. Children are well known and this awareness is used effectively to support their personal development. Good procedures for assessing pupils' attainment and progress have recently been introduced, although these have yet to have an impact on raising standards.

The partnership between the parents and school is good. Most parents are satisfied that the school works closely with them, although a minority feel they could be better informed about their children's progress.

The curriculum is broad, balanced and relevant and provides an appropriate range of worthwhile opportunities to meet the interests, needs and aptitudes of all pupils. However, insufficient time is given to ICT to allow it to be taught in accordance with statutory requirements, although the school intends to improve the provision. The curriculum for the under-fives is well planned.

The effectiveness of the schools' literacy strategy is satisfactory. A great deal of work in planning and monitoring has taken place and is now impacting in raising standards. The school's numeracy strategy is not so advanced in its implementation. Numeracy skills are not being built into supporting other subjects, such as Science or ICT. Throughout the school, there is noticeably less focus on numeracy than literacy.

The school encourages a wide variety of clubs and sporting activities. The general monitoring of academic progress and personal development is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The good leadership of the headteacher ensures clear direction for the work and development of the school. Senior managers and co-ordinators work well together and have a shared commitment to improving standards.
How well the governors fulfil their responsibilities	The Governing Body is very supportive of the school and takes an informed interest in forward planning and its day to day work. The governors fulfil most of their statutory duties well and take an active role in evaluating the school's strengths and weaknesses.
The school's evaluation of its performance	Teaching and curriculum development are well monitored by the headteacher and deputy, although there is insufficient monitoring of teaching by subject co-ordinators. The school has begun to use assessment data to guide curriculum planning in English and mathematics, although this is still a weakness in other curriculum areas.
The strategic use of resources	Decisions on spending are linked appropriately to educational priorities. This ensures that satisfactory value for money is achieved and the best use is made of resources.

There is a good match of teachers to the demands of the curriculum. There are enough support staff and they are well trained. The accommodation is very good in size, in a very good state of repair and cleaned to a high standard. Resources are adequate in most subject areas, although there are insufficient non-fiction books in the library to meet the needs of the curriculum.

The headteacher has created a cohesive and committed team of teachers to take the school forward. The school works hard to get the best value in relation to its financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school expects children to work hard to achieve their best. • The teaching is good. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons. • How the school reports on pupils' progress.

- | | |
|--|--|
| <ul style="list-style-type: none">• Children are making good progress at school. | |
|--|--|

Inspectors agree with the positive comments from parents. The range of activities provided outside school is good. Inspection evidence found that the information provided by the school on pupils' progress is satisfactory. However, school reports, whilst setting targets for development, are too descriptive, detailing what the child has covered rather than what they know, understand and can do. There are three parents' evenings a year, which are well supported. The school monitors attendance at these events and, for those who are unable to attend, every effort is made to provide an alternative date.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the previous inspection, the school has attempted to improve standards by making changes to teaching, monitoring pupils' attendance and work more closely and, latterly, introducing booster classes for pupils aged 11 years in English and mathematics. It has recently completed these changes and is now in a position to improve its performance and raise standards steadily. Inspection evidence finds that pupils with SEN have steadily increased over the last five years and that there are significant differences in attainment between year groups that can be traced back to well below average levels of attainment on entry to the school. Most children when they start school are achieving standards well below what is expected of children of this age. When they reach Year 1, at the start of their formal education, attainment for most is still below the expected level. By the time they leave in Year 6, taking the last four years together, the trend for all core subjects is broadly in line with the national trend. Pupils with special educational needs make satisfactory progress.
2. By the end of Key Stage 1, pupils' results in national tests in 2000 show that standards in reading and mathematics were below national averages, although writing was above. When compared with similar schools, pupils are achieving well above in reading, writing and mathematics. Progress is not as good at Key Stage 2. Results in national tests at the end of the key stage show that, in comparison to similar schools, pupils are attaining standards that are above average in English, in line in science, but low in mathematics. Against national averages, pupils are attaining well below average in English and science and very low in mathematics. Pupils' achievement in this key stage was very low when compared to their progress in Key Stage 1 last year. This has been largely due to unsatisfactory teaching and learning in the past and factors such as poor attendance. The school has now done much to rectify the situation. There is no significant difference between the performance of boys and girls in science, but boys do better than girls in English and mathematics, overall.
3. Overall standards in English have fallen since the last inspection and are below average at the end of both key stages. Starting from a very low level of language and literacy on entry, the pupils achieve well by the time they are seven and there are now more pupils working at appropriate and higher levels in Year 6. The school is, therefore, well placed to continue to raise standards in English. The 2000 national test results at Key Stage 1 show that standards are above the national average in writing but below average in reading, speaking and listening. Results over the last four years show that performance at Key Stage 2 has fallen well below the national average, but is still above average when compared to similar schools. Weak teaching and learning in particular year groups at Key Stage 2 was responsible for the lack of progress between Year 2 and Year 6. During the inspection, there were indications that standards seen in lessons were rising and this is due to the effective support that the pupils with special educational needs receive to help them learn basic skills in reading and writing and the effective implementation of the Literacy Hour. The school has recognised the low attainment in reading of girls at the end of Key stage 1 and action has already been taken to remedy this. Books have been purchased to address the gender issue in resources generally and the school promotes positive gender images.
4. Standards in mathematics in the 2000 tests are below the national average at the end of Key Stage 1, but well above average when compared to similar schools. At Key Stage 2, results were very low when compared nationally and well below average when compared to similar schools. Standards have been maintained since the last inspection and have begun to improve only recently. The school has recently introduced a number of strategies to tackle the low attainment in mathematics. All pupils are now tracked termly using commercial tests. The tracking of individual pupils, from Key Stage 1 to Key Stage 2, in mathematics is now also in place. "Booster" groups have been created in Years 5 and 6 and an emphasis has been put on "mental maths skills" development. Staff have been given the opportunity to observe leading mathematics teachers in the LEA and the school is benefiting from the involvement of a Quality Development Teacher who is able to assist in strategies, lesson planning, delivery and the monitoring of pupils' attainment. Pupils with special educational needs who have been identified in Key Stage 1 make little progress in mathematics by Key Stage 2. Individual Education Plans were not in

evidence during mathematics lessons and do not set sufficiently clear and specific targets for improvement. Work is not well matched to pupils' capabilities.

5. Standards in science are in line with national expectations by the end of Key Stage 1. However, attainment is below average by the end of Key Stage 2 and pupils are making little progress, particularly in the area of scientific enquiry. Teacher assessments for seven year olds show that the percentage of pupils achieving the expected level 2 and above in science was above the national average are at variance with inspection findings. In lessons, pupils are achieving in line with national averages. The percentage of pupils achieving the higher level 3 is similar to the national average. Compared to similar schools this is well above average. By the end of Key Stage 2, the percentage of pupils gaining the expected level 4 in science is well below the national average. Those gaining the advanced level 5 are also well below the national average. When compared to similar schools, the results are below average. There is little difference between the attainment of girls and boys.
6. Overall standards since the last inspection have been maintained in mathematics and have deteriorated in English and science. Over the last four years, the trend in the school's Key Stage 2 results in all the core subjects was broadly in line with the national trend.
7. There has been more improvement in literacy than numeracy, although the school's targets for numeracy at the end of Key Stage 2 were not met this year. By the end of this key stage, many pupils are confident in the use of subject specific vocabulary in their written work. While the literacy strategy has been well implemented throughout the school, planning for the use of skills across the curriculum has been incidental rather than specific. Speaking and listening skills are not yet built carefully into planning.
8. The numeracy strategy is less well established, but is now set to make a difference to the standards achieved. During the inspection, most pupils were making appropriate progress in the development of mental strategies and their ability to explain their thinking. Teachers encourage pupils to approach mental calculations in different ways. This enables pupils to learn from each other when they explain their strategies in the end of lesson reviews. This is beginning to effectively raise standards.
9. At the end of both key stages 1 and 2, standards in Information technology are below national expectations. Most pupils do not develop the breadth of competencies expected in the National Curriculum. ICT has not yet become part of their everyday repertoire of ways to communicate. At the time of the last inspection, resources were highlighted as inadequate. This has since been rectified. The school has only recently got the ICT suite and there are clear plans to utilise it fully and improve staff training.
10. By the end of Key Stage 1, attainment in lessons is broadly in line with national expectations in most other subjects. The progress pupils make is satisfactory in these subjects with the exception of design and technology and music where progress is good. At the end of Key Stage 2, attainment is in line with national expectations in all other subjects and pupils are making satisfactory progress except for design and technology and music where it is good. Teachers are not monitoring standards in the non-core subjects sufficiently to improve attainment.
11. Pupils with specific learning difficulties make satisfactory progress due to the support of the service for inclusive learning. Pupils with moderate learning difficulties make less progress. Higher attaining pupils are not sufficiently challenged and are not achieving the results they are capable of.

Pupil's attitudes, values and personal development

12. All pupils in the school have very good attitudes to both school and their work and there is no significant difference in relation to gender, ethnicity or social background. Attitudes to work are good and this contributes positively to the quality of learning. Relationships are good and pupils work well together. Pupils with SEN display positive attitudes and respond well to the tasks set. Their understanding is often better than their ability to write things down.
13. Overall, standards of behaviour are good. Pupils demonstrate very good habits of work and behaviour,

both inside and outside the classroom and this enhances what they learn and achieve. Pupils are confident and courteous in their dealings with others and respond well to school conventions, contributing to the pleasant and orderly atmosphere. Behaviour of pupils with SEN is good and pupils are encouraged to behave with consideration for each other at all times.

14. Relationships between pupils and between teachers and pupils are friendly and show mutual respect. There was no evidence of bullying during the period of inspection.
15. In both Key Stages, the majority of pupils listen attentively and respond positively and confidently during class discussions. Pupils are eager to answer questions and show what they have learned, but only a minority ask questions and volunteer more extended contributions. In Key Stage 1, pupils respond well to tasks that capture their imagination, but they are reliant on following the guidance of the teacher or classroom assistant and they have a short concentration span. In Key Stage 2, pupils have generally positive attitudes, listen attentively, follow instructions carefully and are interested in their lessons. They make contributions to lessons when asked, respond well and work effectively together or on their own as required. In both key stages, where classroom organisation is unsatisfactory, pupils concentrate less well and become inattentive and insufficiently involved in the tasks set. Often they are too passive as they listen to the descriptions and explanations offered by the teachers. Frequently, they do not have sufficient opportunity to exercise any initiative in their work. Pupils attitudes, behaviour and personal development have improved since the last inspection.
16. Pupils with special educational needs respond well to interesting and challenging practical tasks. The behaviour of pupils with SEN is good.
17. Since the last inspection, attendance has improved to a level where it is now satisfactory. This improvement has resulted from a more rigorous approach to following up absences. Allied to this, the school has a range of commendations to promote a positive attitude towards attendance. Certificates are awarded on a weekly basis to the class with the best attendance and these are keenly contested. In addition, certificates are awarded on a termly basis to those pupils who show the best improvement in their attendance. Currently at 94.3% the School has set itself a target to achieve 95% attendance by the end of this academic year.
18. Timekeeping, both on arrival at school and between lessons, is generally good, although there are a number of persistent late comers who have a disruptive impact on the beginning of lessons. Regular reminders about the need to attend promptly are sent out in the form of letters and in newsletters. The Head Teacher monitors the situation on a daily basis and works closely with her administrative staff and the Education Welfare Officer to bring about an improvement.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Overall teaching throughout the school is good. Just over half the teaching was good or better. The rest was satisfactory, with no unsatisfactory teaching. There is a positive ethos for learning in most classrooms. The best teaching is in Early Years, where nearly three-quarters of the teaching was good or very good and the rest was satisfactory. One in three lessons at Key Stage 1 was good or very good, with the rest satisfactory. Overall teaching in Key Stage 2 was divided between satisfactory and good, with one in five lessons seen very good and occasionally excellent. There has been good improvement in the quality of teaching when compared to the last report. There is now no unsatisfactory teaching and the percentage of good and very good teaching has increased
20. Teachers' subject knowledge is good, overall, in the Foundation Stage and Key Stage 2. Subject knowledge is satisfactory in Key Stage 1. The teaching of basic skills is very good for the Under Fives, but needs improvement across the school, particularly in Key Stage 2. This is evident in English, science and information and communication technology and is reflected in the low level of attainment achieved by pupils.
21. Planning is very good in the Foundation Stage and good in Key Stage 1 and some lessons in Key Stage 2. There is some unsatisfactory planning in Key Stage 2; activities are listed, but aspects of learning are insufficiently identified. A weakness in teaching occurs when teachers do not always plan activities

that take account of pupils' differing abilities in English, mathematics, science and geography.

22. Teachers generally are well organised. They use a good range of questions to check pupils' understanding and knowledge. Teachers have good relationships with pupils and usually teach with firm discipline and control. Management of pupils is a strength of teaching. Across the school, teachers generally have high expectations of behaviour, but expectations of the standard of work achieved could be higher in some classes in Key Stage 2. Expectations are appropriate in Key Stage 1 and good in the reception classes. From the time children enter the school they are expected to take responsibility for themselves and others. This results in very young children learning to be responsible and behave sensibly from an early age.
23. In the excellent or very good lessons, such as literacy in Year 6, the teacher's style, fast pace, enthusiasm for the subject and constant challenge are most effective. Good listening skills are enhanced by the very good teaching strategies employed. Subject knowledge is combined with observational assessment of pupils' skills and development. Appropriate teaching points evolve from direct observation and clear practical demonstration, to guide pupils to a more skilful performance in their independent writing. The lessons contain a good balance of varied activities, whole class teaching, investigative work and opportunities to use imagination. Work is well matched to pupils' abilities so that they can build on previous knowledge and understanding. Good features of teaching include enthusiastic and clear explanations, well-organised classrooms, established routines and opportunities for pupils to work in various ways. Resources are well used to motivate pupils and to extend knowledge. In most of these lessons, the work is demanding and time is used effectively for higher and lower attaining pupils and pupils with special educational needs. Adults in the classroom are well organised and work effectively to raise standards.
24. In the much less effective lessons, the pace of work is slow, insufficient demands are placed upon pupils and work is not well matched to the ages and attainments of pupils. Teaching is less dynamic, so pupils are less engaged and become compliant rather than enthusiastic. In a history lesson in Year 3, the teacher's objectives for the lesson were unclear. Pupils consequently became increasingly disinterested and little learning was accomplished. The higher attaining pupils, in particular, were insufficiently challenged. Their individual research was undirected and many were unsure as to its purpose. This inhibited their ability to control their work and develop the skills of good independent learning.
25. Planning does not take the need of all pupils into account. Higher achieving pupils are not always challenged appropriately. Too often they are left to their own devices and a disproportionate amount of time is spent on pupils with special educational needs. Extra funding and the deployment of specialist staff are having a positive effect on raising standards. This is particularly so in literacy where specialist resources are used effectively and learning support staff liaise effectively with class teachers.
26. There is a clear emphasis on developing pupils' skills of literacy and numeracy and these are beginning to be well taught. All teachers are beginning to implement the national literacy strategy appropriately.
27. Numeracy is less well developed, particularly through the whole curriculum. In a Year 2 group, targets are identified and written into pupils' books; these are making a positive contribution to learning. Teaching of phonics is insufficiently well developed and this is evident in Key Stage 2, where some average and lower attaining pupils do not have the strategies to work out difficult words. Pupils' spelling is improving, but errors are not always identified in their books to help them to identify their mistakes. Similarly, in some lessons, pupils work for extended periods on worksheets and do not have sufficient experience of talking about mathematics and explaining their thinking.
28. Pupils' individual education plans are of variable quality. Some are well written. Others do not set sufficiently clear and specific targets for improvement and arrangements for the SEN co-ordinator to monitor pupils' classroom progress require development. There is too little consultation with teachers as to how well pupils are progressing. Not enough use is made of individual education plans when matching work to pupils' capabilities in mainstream classes. The school benefits from the presence of resources and staff from the LEA's Services for Inclusive Learning (SIL). This is a real asset and SIL staff contribute effectively with strategies, advice and support on SEN issues. Support staff are well used in

both key stages. They offer caring, positive support, help in developing pupils' self esteem and contribute well to their progress.

29. The day to day assessment of pupils' work is unsatisfactory, overall. It is very good for the Under Fives, satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. In the better lessons, good verbal feedback is given and work is usually marked conscientiously. However, there were instances, particularly in mathematics, when marking was cursory and did not inform pupils how to improve. The use of homework to support pupil's learning and attainment is satisfactory.

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

30. The previous report found that the curriculum was broadly satisfactory, with the exception of children under five. Improvements have been made and the curriculum provided for children under five is now good. The school has maintained a satisfactory curriculum in both Key Stages 1 and 2.
31. The school provides a broad and balanced curriculum for its pupils and all the subjects of the national curriculum and religious education are taught. There are appropriate programmes for health, sex education and drug awareness. The school is presently involved in the healthy schools award and has involvement with PRIDE, which involves the community in health, personal and social issues. Drug awareness is raised through involvement with Manchester City and their 'Kick it' scheme which is very popular. Suitable ethical, racial and moral issues are dealt with sensitively in class discussion and assemblies. Personal development is monitored carefully by all staff. All statutory requirements, including those for collective worship, are met. The school meets statutory requirements for collective worship and pupils meet together for assembly both in key stages as well as a whole school.
32. Registration time is effectively used and pupils sometimes answer in different languages. Time is generally used well throughout the school, although insufficient time is allocated to ICT at present; this is planned to improve once the new, well equipped ICT suite is timetabled for full use. At the moment, pupils have limited access to the Internet, using it mainly during homework club. At the time of the inspection, there was a lack of progression of skills in Information technology and pupils need to have access to the range of skills and experiences highlighted in the ICT curriculum. A high priority is given to literacy and this is starting to have a positive effect on pupils' achievements in this area. The school has fully implemented the national literacy and numeracy strategies.
33. Appropriate policies and schemes of work are in place and much good work has been undertaken, specifically with planning procedures, since the last inspection. This needs further development to ensure that adequate amounts of time are given, so that skills and knowledge can be built on, especially relevant to History, Geography and Science. The scrutiny of work in History and Geography showed that the coverage of work lacks depth, due to the lack of time allocated to the subjects. The school has adopted the national schemes of work and these now need to be amended to ensure that they fulfil the needs of all pupils.
34. Weekly and daily planning is consistently good throughout the school with some very good practice seen during the week of inspection in the year 6 class. Pupils' work is evaluated after each lesson, but the outcomes do not have an immediate effect on the planning for the next lesson. This is a weakness throughout the school.
35. The curriculum co-ordinator is the deputy headteacher and she has been actively involved in monitoring teachers' planning alongside the subject co-ordinators. She has led governor's curriculum committee meetings, which have raised their level of understanding about how the curriculum works. Pupils' work has also been monitored by the subject co-ordinators; their monitoring role now needs to develop to include the monitoring of the teaching of skills in order that they get a full picture regarding the development of their subject. The deputy and the English co-ordinator are involved in analysing results and, together with the assessment co-ordinator, have done a great deal of work in setting targets and planning for improvement.

36. The effectiveness of the schools' literacy strategy is satisfactory. A great deal of work in planning and monitoring has taken place but, as yet, this has not had an effect in raising standards. The teachers provide a language rich environment and good literacy links are made within other subjects. Links using ICT are not however utilised and opportunities are missed for the regular use of classroom computers as a tool to support literacy skills. Staff have all had training in the teaching of literacy and opportunities have been taken to share and disseminate good practice. Writing has been a main focus for raising standards at the school and, to some extent, reading has been targeted less. The teaching of phonics and regular reading sessions involving discussions about books, preferences and inferences needs to continue alongside writing development to raise standards. The schools' involvement with Wythenshawe education action zone has provided them with valuable resources and staff that will have a positive impact on raising achievement in literacy.
37. The schools numeracy strategy is not so advanced in its implementation. Numeracy skills are not being built into supporting other subjects such as Science or ICT. Throughout the school, there is noticeably less focus on numeracy.
38. The curriculum provides equal opportunity and access for all pupils. Pupils are grouped within the class and work is generally planned to match their different capabilities. However, pupils capable of higher attainment are not always given sufficient challenge and too often they are left to their own devices. Subsequently, some pupils reinforce errors and these are not recognised soon enough.
39. The provision for special needs is good in the Under fives and satisfactory in both key stages. In the under fives, children's needs are identified promptly and are well catered for. Throughout the school, there is good quality support given by the learning support assistants, enhancing the quality of learning, particularly in literacy.
40. The school provides a good range of extra curricular activities and pupils can participate in a wide-ranging choice of clubs, both after school and at lunchtime. These vary from gardening and homework clubs to French and gymnastics and they are well attended. The school takes part in a range of activities and visits, which enrich the curriculum. Year 2 visited the fire station and members of Key Stage 2 visited the town hall and met the mayor. Year 3 visited Roman Chester and Year 4 visited the air raid shelter to give them first hand experiences.
41. The school has an equal opportunities policy to ensure inclusion for all pupils. Due to some inflexibility of the special educational needs support timetable, some children do not have full access to some of the foundation subjects. The school is fully aware of this and has developed a rota to address it. A homework club has been established after school to enable pupils to complete their work and have access to the internet. Overall provision for equal opportunities is satisfactory.
42. The school provides a very good programme for personal, health and social education and the teaching staff spend time building pupils' confidence and raising their self-esteem; this contributes greatly to the positive ethos within the school. Although some of the older pupils are involved in taking responsibility, for example the new playground buddy system and helping younger members of the school at lunchtime, pupils are not given many opportunities to use their initiative and develop independence. In lessons which were very good or better, pupils were given opportunities to plan their work themselves and use their initiative.
43. The school has good links with the community and has good liaison with the secondary school. One of the governors has links with Shell UK and the school has benefited in the provision of computers and loan of resources etc. All pupils were involved in a Science fair organised by this company.
44. Provision for pupils' spiritual, moral, social and cultural development is good, overall, and there has been satisfactory improvement since the last inspection. Provision for pupils' spiritual development in the school is satisfactory. Acts of worship fulfil requirements and pupils are often given time to reflect on the messages given in assembly. Pupils are regularly asked to consider what they are proud of and to recognise the contribution of others. There is insufficient opportunity for pupils to reflect on beautiful works of art or music. In religious education lessons, they consider the views of various faiths, such as Hinduism and Buddhism and, in one assembly, they considered who created us and considered the

beliefs of others with respect. In Year 4, pupils have empathised with evacuees during World War 2 and reflected on their thoughts and feelings.

45. The school's provision for moral development is very good. Each class has a clear behaviour code which pupils follow very well. Pupils understand that negative behaviour is not tolerated. They are taught effectively the difference between right and wrong. This is actively reinforced by all the staff who provide good role models in all aspects of school life. They know how to work together. Assemblies often have a moral theme and pupils concentrate well. Instances of honesty are praised.
46. Provision for social development is very good. Pupils work well together, taking turns and listening to each other's views. The quality of relationships in the school is very good and reflects its ethos well. Pupils are encouraged to take responsibilities, for example collecting registers. However, opportunities are limited for pupils to act on their own initiative. They show their enthusiasm when being praised for good work and the thoughtfulness and kindness of others, promoting their self-esteem. Pupils are given responsibilities, such as helping younger pupils at mealtimes and being involved in the new playground helper scheme. They are considerate to each other, listening to contributions made in lessons and give praise without prompting. Fundraising is a regular feature of the school calendar and pupils are encouraged to consider those less fortunate than themselves.
47. The provision for pupils' cultural development is good. Pupils learn about the cultures of others, such as Buddhism and Hinduism, during religious education. Work in history and geography brings alive the diversity of beliefs. Pupils study Aboriginal art as part of their art programme and cultural awareness is raised through studies of Ancient Egypt, Romans and Greeks. Music resources include instruments from different cultures such as Tibetan Bells. Visitors from the Jewish museum share cultural traditions with Year 3 pupils. Visits are made to a range of places such as Wigan Pier and Chester, all of which enliven the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The School is good at caring for its pupils. It is a happy and secure environment in which staff know pupils and families well. Arrangements for child protection and ensuring pupils' welfare are good. The Head Teacher is the appointed child protection officer and has received the appropriate training. All staff have received a copy of the child protection statement and are aware of the procedures to follow. Arrangements for health and safety and first aid are also good. The Health and Safety Policy has been personalised to reflect the needs of the school and risk assessments have been carried out. The condition of the building has improved dramatically over the last twelve months. Rotten window frames have been replaced, electrical rewiring has been undertaken, a new fire alarm system has been installed and the playgrounds have been resurfaced. The standard of cleanliness is very good.
49. Good links with the local community help to enrich the curriculum. The local community police officer gives talks on personal safety and the Parents' Role in Drugs Education (PRIDE) project. There are additional presentations on road safety, dealing with bullying and promoting healthy lifestyles.
50. Since September 2000, considerable work has been done to improve the monitoring of pupils' academic performance and personal development. Central to this is the Record of Achievement for each child. The record contains the Early Years Baseline Assessment, examples of work and assessments in Maths, English and Science, the School Report to Parents and a Personal and Social Development Record. In May, individual targets in mathematics and English are set, based on the level where each child is and what they are likely to achieve in the next year. Pupils are involved in this process, so that they have a better understanding of what the targets mean in practical terms. The Assessment Co-ordinator monitors all assessments to find out which children have not achieved their targets and why. Targets are relayed to parents at the July parents' evening when they also receive their children's written reports. Whilst the school has done a lot of hard work in this area, assessment has still to have an impact on raising standards.
51. Procedures for monitoring pupils' personal development are good, occurring informally with parents during the week and more formally at the three parents' evenings, which are held during the year. The child's Personal and Social Development Record is also discussed on these occasions.

52. Systems for monitoring and improving attendance are good. The registers are computerised, helping to track attendance. Those pupils who are either absent or late are recorded in the relevant log book. Where there is an absence for which there is no explanation, the school will contact the home on the day of the absence by telephone to get an explanation. If none is forthcoming, a letter is sent to the parents. The Head teacher is closely involved in looking at attendance daily. When pupils have been absent she will make a point of seeing them personally to make sure that everything is alright. The school has good links with the Education Welfare Officer who comes in every fortnight. He works on those absences where the school has been unable to get a response and reports back with what action needs to be taken. The introduction of these procedures has resulted in an improvement in attendance since the last inspection.
53. The procedures for monitoring behaviour are very good. The Behaviour Policy is reviewed at the beginning of each academic year and each class interprets this policy to produce its own class rules. Good behaviour is maintained through the consistent application of a set of sanctions and rewards with the emphasis on rewards through stickers and the Happy Board. The way in which the school monitors incidents of bullying has been praised by the Local Education Authority. Workshops on bullying have been held for children and all incidents of bullying and racism are logged and reported to the Governing Body and the LEA. The school has recently introduced a school Buddy System where pupils in Years 5 and 6 can volunteer to offer support and guidance to younger children. Not only does this help to promote good behaviour, but it also provides another way for children to develop their personal and social skills.
54. The school's arrangements for assessing pupils' attainment and progress are satisfactory and good in literacy. Teachers use available data from national tests and teacher assessments to track pupil progress and to set targets for improvement. This is developed well in English, but is insufficiently developed in the foundation subjects. Booster sessions in English and Mathematics are provided for those pupils identified in the assessments. Individual record profiles are completed by the teachers at the end of each academic year in English, Mathematics and Science. In literacy, targets are made for writing and spelling and these are reviewed regularly. They are shared with the pupils and referred to in the marking of their work. Pupils are presently not involved in setting targets themselves. When teaching is good or better, marking is informative and interactive, giving pupils praise and indicating how they can improve further. In some classes, marking is not helpful and errors are not always identified
55. The deputy and assessment co-ordinator has done a great deal of work instigating and monitoring the assessment process. She has led staff meetings aimed at agreeing the levels of pieces of work and building a portfolio for reference. Results of end of key stage tests are now rigorously analysed and plans are made for improvement. Pupils with special educational needs are identified and individual education plans are prepared for them. However, these are not used as working documents and not consistently used throughout the school.
56. Planning is thorough, but not all teachers are adapting their planning as a result of lesson evaluations to meet the needs of all pupils. The academic and personal development of individual pupils is tracked throughout the school. Day to day assessment in the Nursery and Reception is systematic and effective. It includes baseline assessment and analysis soon after the pupils' entry into school.
57. Procedures for supporting and monitoring pupils' personal development are good. Parents are given information regarding their children during each termly parents' meeting. Teaching staff know their pupils well and good support is given to enhance pupils' development. Assessment has improved since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Since the last inspection, parents continue to have positive views about the school. They find the staff welcoming and approachable and feel that their concerns are listened to and acted upon. The Parents' Questionnaire and the Parents' Meeting were both very supportive of the way the school is run. Parents are encouraged to come into the school at the beginning and end of the day, providing an excellent opportunity to pass on information in an informal setting. The school also has a Home School Book

through which they communicate with parents. Where parents are supportive, this works well.

59. The links which the school has with parents are also good. There are weekly Homework sheets and reading records which provide further methods of passing on information on academic progress. More general information is disseminated via parents' notice boards, termly newsletters and regular correspondence. The governors' report to parents has been produced, using funding from Shell and is of a high quality, as is the school prospectus. At the Friday class assemblies, parents are invited to attend, providing another forum in which parents and teachers can meet in an informal setting.
60. The quality of information provided by the school is satisfactory. However, the Parents' Questionnaire indicated that this was one of the few areas where they felt improvement was needed. The School Reports, whilst setting targets for development, are too descriptive, detailing what the child has covered rather than what they know, understand and can do. Overall, the quality of communication for parents is satisfactory.
61. The impact of parental involvement in the work of the school is good. There is an active Parents Support Group which has raised significant sums of money for the school. Fifteen parents help out regularly in the school with a variety of activities, including school outings, swimming lessons, hearing reading, gym and football clubs and running the termly book club. Parents were involved with the Business In the Community initiative helping to redecorate the main corridor.
62. There are three parents' evenings a year, which are well supported. The school monitors attendance at these events and, for those who are unable to attend, every effort is made to provide an alternative date. The final year reports provide the basis for discussion at the July parents' evening when targets for the following year are agreed. At the October and February parents' evening, these targets are reviewed to see whether they are realistic. There is a Home-School Agreement to which parents contributed their thoughts before it was introduced.
63. The contribution of parents to children's learning at school and at home is good. Each child has both a reading and homework diary and where these are used they work well. In partnership with the Adult Education College the school has run courses for parents in numeracy and ICT. They have also arranged workshops for parents to help with their children's learning at home, in understanding the curriculum, literacy and numeracy. In the coming weeks they will be running a family literacy course.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The headteacher's leadership is good and ensures clear educational direction for the school. Senior managers work well together, have a shared commitment to improving standards and have begun to monitor the school's strengths and weaknesses in terms of curriculum provision, teaching and learning effectively. The school has clear aims and values and staff share these aims. There has been a good ethos established in which to implement these aims and policies in a positive way.
65. The governors are committed and actively involved in promoting the interests of the school. They have appropriate committees, enabling them to be effectively involved in decision-making processes. However, the school's improvement plan is effectively used as a tool for strategic planning. Overall, governors work well in a committee structure, give their time willingly and meet their statutory obligations. They take an active role in evaluating the school's strengths and weaknesses, to identify specific areas of weakness in the quality of the education being offered.
66. The headteacher and deputy have been effective in monitoring the work of the school and this has had a positive impact on raising the quality of teaching. Staff support each other effectively and policies and schemes of work are developed collaboratively, although standards of work are not monitored sufficiently to ensure that all pupils are being challenged according to their ability and are making adequate progress year on year. Similarly, subject co-ordinators, with the exception of English and mathematics, are not monitoring teaching sufficiently to help teachers assess outcomes and plan future activities, which build on previous learning. The school improvement plan is costed and sets general targets. It is now also specifically targeted to raising standards in particular areas of weakness.

67. The school is well managed, overall. Staff, accommodation and resources are deployed well. There is an adequate number of suitably qualified teachers. There is a good induction policy and regular training for staff. At the time of the inspection, the deputy headteacher was standing in for the Year 5 teacher who was sick. There are enough well trained teaching support staff. They are committed, work hard and are assets to the school. School administration is good; it gives clear support to staff and pupils alike and enables the school to operate in quiet, good order. Resources are good, overall, although there is need of more non-fiction books in the library. All the statutory requirements of the Code of Practice are met.
68. Effective procedures ensure good financial control. All spending is carefully monitored and regular financial statements are available for Governors. All plans are costed and relate well to the overall budget. There has not been a recent audit. The recommendations of the last audit have been implemented. Specific grant is used effectively for its designated purpose. Expenditure is managed very effectively so that the best value is achieved for the money spent. The school makes effective use of new technology.
69. The accommodation is very good. Not only is it light and spacious, but, during the last twelve months, there has been a transformation in its condition. Amongst the numerous improvements has been a total rewiring of the building. Not only has this helped to improve the safety, but it has also meant that sockets can be placed where they are needed in classrooms. This has been of particular benefit to the teaching of design and technology. Other improvements include the installation of a new fire alarm system, replacement of rotten window frames and better security at the main entrance, with the re-arrangement of the secretary and headteacher's offices. The new ICT suite is an excellent facility and the re-roofing of much of the building will help to prevent a recurrence of areas of damp in a number of the classrooms. Through Business in the Community the School linked with Cable and Wireless to redecorate the main corridor. The toilets leading off this corridor have also been refurbished. Classrooms are generally spacious and the school is fortunate in having a number of additional areas in which lessons can be delivered.
70. There has been sound improvement since the last inspection. Governors are now linked to subject areas and they have begun to monitor standards. The school has taken steps to improve the quality of education and is now systematically monitoring all pupils in English and mathematics, with plans to extend this to all areas of the curriculum. Teaching is also much more effectively monitored. There is now a well-equipped information communication technology suite. Since the last inspection, attendance has improved to a level where it is now satisfactory. The school is now in a position to improve achievement significantly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards the headteacher, governors and staff should address the following issues:

Raise standards of attainment in mathematics at Key Stage 2 and for higher attaining pupils at both key stages by:

- using monitoring and targeting more effectively to raise the performance of pupils at the end of both key stages to higher levels in National Curriculum tests;
- ensuring that regular assessment is used to identify higher attaining pupils and this information is used to adjust future work, so that it is appropriately challenging;

Paragraphs: 11,21,22,24,25,90,102,105,131,139

Improve the progress pupils make in English, science and ICT at Key Stage 2 and English and ICT at Key Stage 1 by:

- planning for the specific use of literacy skills, particularly speaking and listening skills across the curriculum;
- ensuring that pupils cover all aspects of the science and ICT curriculum and improving the skills of teachers with regular training;
- identifying where ICT skills can be used in all subjects and using ICT as a tool to support and enhance the work in lessons;
- improving assessment procedures to track pupils' progress and set targets;

Paragraphs: 7,9,32,67,88,108,113,115,130,140

Improve the way assessment is used to guide curriculum planning by:

- improving procedures for continuing to assess pupils' work in lessons, particularly during the plenaries, to ensure that potential weaknesses are identified early;
- ensuring that assessment outcomes are used to inform teachers' daily lesson plans to change, if necessary, what is taught lesson by lesson;

Paragraphs: 29,35,51,55,57,110,116,121,147

Ensure that pupils with SEN make adequate progress at Key Stage 2 by:

- using individual education plans as working documents during planning and teaching;

Paragraphs: 4,28,56,115

Other issues for consideration

- Monitoring of teaching skills by co-ordinators in their subjects;
- increasing opportunities for pupils to act on their own initiative;

Paragraphs: 15,36,43,47,116,140,158,164

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	14	39	45	0	0	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	2000-2001
Number of pupils on the school's roll (FTE for part-time pupils)	43	201
Number of full-time pupils known to be eligible for free school meals		97

FTE means full-time equivalent.

Special educational needs	Nursery	2000-2001
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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	22

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.0	School data	0.0
National comparative data	5.2	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
	2000	9	14	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	9
	Girls	9	13	13
	Total	16	20	22
Percentage of pupils at NC level 2 or above	School	70 (77)	87 (81)	96 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	9	9
	Girls	11	13	13
	Total	18	22	22
Percentage of pupils at NC level 2 or above	School	78 (81)	96 (87)	96 (97)
	National	84 (82)	88 (86)	88 (87)

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
	2000	14	14	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	5	9
	Girls	9	6	9
	Total	19	11	18
Percentage of pupils at NC level 4 or above	School	68 (43)	39 (50)	64 (63)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	10	9	11
	Total	19	18	22
Percentage of pupils at NC level 4 or above	School	68 (45)	64 (53)	79 (50)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	142
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	19.1
Average class size	24.7

Education support staff: Nursery – Y6

Total number of education support staff	10
Total aggregate hours worked per week	231

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16

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

Number of pupils per FTE adult	10.6
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	430,246
Total expenditure	376,133
Expenditure per pupil	1,541.53
Balance brought forward from previous year	-22,796
Balance carried forward to next year	31,317

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	221
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	1	3	0
My child is making good progress in school.	54	41	3	1	1
Behaviour in the school is good.	46	45	7	1	1
My child gets the right amount of work to do at home.	38	50	5	1	5
The teaching is good.	55	41	1	3	0
I am kept well informed about how my child is getting on.	49	35	11	4	1
I would feel comfortable about approaching the school with questions or a problem.	46	43	10	0	1
The school expects my child to work hard and achieve his or her best.	64	32	3	0	1
The school works closely with parents.	42	43	12	0	3
The school is well led and managed.	39	51	7	0	3
The school is helping my child become mature and responsible.	45	43	4	3	5
The school provides an interesting range of activities outside lessons.	32	38	10	3	18

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

71. The education provided for the under-fives is broad and balanced and in line with the nationally recommended areas of learning. Most children when they start at the school have well below average levels of attainment in most areas. By the age of five, pupils make good progress and the attainment of the majority is just below what is expected of children of this age in literacy and numeracy. However, a minority this year has made rapid progress and is achieving average levels in most areas of their Early Learning Goals. Children make good progress in communication, language and literacy, the creative areas of learning and in their physical development. Progress is less marked in knowledge and understanding of the world, mathematics and personal, social and emotional development. There is good provision for children with special educational needs.

Personal, social and emotional development

72. Pupils start at the school with well below average personal, social and emotional skills. Many find it difficult to play with others and have difficulty listening to instructions. By the time they are five, they make good progress and are attaining just below the expected level for pupils of this age. Most know how to work in groups and follow instructions. They become more confident in making choices and, although they still need a lot of direction, they are eager to explore new learning. Their ability to think up activities, which are imaginative, remains weak. They understand what is right and wrong and why and can take turns and share fairly.

Communication, language and literacy

73. Teachers in the reception class place suitable emphasis on developing language and literacy. When children start in the nursery the majority have difficulty listening to what is being said to them and following instructions. Although they understand that words and pictures convey meaning, most are not familiar with books. Most could make only random marks, using a variety of implements. However, communication and listening skills are encouraged in every activity, including role-play and, by the time children leave the reception classes, they talk confidently about what they like doing. A satisfactory start is made to early reading and writing skills and some show rapid progress. All children are encouraged to take books home regularly. They enjoy books and handle them carefully. Some can tell stories, using the illustrations within the book and answer simple questions. Most are able to recognise initial sounds associated with the letters of the alphabet and a few can recognise key words from their first reader. Children hold their pencils correctly and many can shape letters accurately. Most can trace over or copy the teacher's writing. Many are keen to produce their own emergent writing. They can draw simple artistic figures well and are confident when talking about their drawings and mark-making. Some are achieving at the expected standard by the age of 5, although the majority is achieving just below average.

Mathematical development

74. Children, when they start at the school, are well below average in the mathematical area of learning. The majority have no number recognition and very few can demonstrate mathematical awareness through their actions. However they learn fast and make good progress. By the time they are ready for entry into Year 1, most are familiar with number rhymes, songs and counting games. They can match and count, using everyday objects. Most can recite numbers to ten and beyond and a few can recognise number symbols from one to ten. Most can sort and match objects by shape, colour and size. Their basic knowledge of capacity and weight, from practical experiences, for example from sand and water activities is limited. However, many have developed a correct understanding of terms such as 'full' and 'empty.' Overall, most are achieving below expectations by the time they start their formal education at 5.

Knowledge and understanding of the world

75. Most children can talk about their families. A few can talk about where they live, past and present events in their own lives, as well as exploring and recognising features of living things. Most can look closely at similarities, differences, patterns and change. However, when they first came to the school, most could not discuss any features in the area in which they live. They now use their senses successfully to identify materials. They are able to tell the difference between living and non-living forms and know that living things need food and water to survive. By the time they are aged 5, some pupils are attaining at average levels when compared to others of a similar age. They are able to explore and select from a range of toys to make imaginative models and use skills, such as cutting and building with increasing confidence. They use simple computer programs well. A few now ask questions to find out why things happen and how things work or explore.

Physical development

76. When children first come to the nursery they have little awareness of space. By the time they are 5, the majority of children move confidently and imaginatively, increasing control and co-ordination and awareness of space and others. They are beginning to use a range of small and large equipment, balancing and climbing apparatus with increasing skill. Most can handle appropriate tools, objects, construction and malleable materials safely and with increasing control. Older under-fives demonstrate a good range of co-ordinated movements when playing outside, although some still lack an awareness of space. By the time they are aged 5, most pupils are attaining at average levels when compared to others of a similar age.

Creative development

77. From a very low point when they first start in the nursery, pupils show satisfactory progress in all areas of creative learning; some show good progress. When they first come to the school, children have little experience of colour matching in their painting or using scissors to cut or to stick different media on card to produce a collage. Older reception children use poster and powder paints with confidence. They successfully use sponges and various other materials to print and produce effective paintings. They handle tools safely and a few can cut and stick a variety of materials. They are increasingly able to depict their ideas and feelings through role-play, telling stories, drawing, painting and collage. They know many songs and nursery rhymes by heart and always sing enthusiastically. By the time they are 5, the majority are achieving just below the expected standard.
78. The quality of teaching in Early Years is good. Much of it is very good. Teachers have a good knowledge of how to make the learning enjoyable. Lessons are well planned, taking account of the requirements of the curriculum for under-fives. Pupils think learning is fun. A wide variety of stimulating and well-structured activities are provided within each session. Pupils' responses are supported and extended sensitively. Appropriate interventions are made to give direction and enable learning to be consolidated. In a particularly successful numeracy lesson in reception, the basic skills were taught well. The teacher's methodology, to use several different activities for number recognition, means that the pupils enjoy their learning and think of it as a series of games. The oldest reception children enjoyed the independence of organising their own game to provide different ways to count. This shows good personal development. Assessment was immediate and the pupils enjoyed their success. Similarly in a very good literacy lesson in the nursery class, pupils were helped to recognise key words by constructing their own sentences with the teacher's key words. By forming patterns, some children very successfully constructed simple sentences. Teaching staff and assistants work very well together and have a clear understanding of how these young children learn. Pupils with SEN are making good progress.
79. The under-fives curriculum is planned and organised well. Children are very effectively assessed by careful on-going observations. A simple baseline assessment has been successfully carried out. Parents are encouraged to be involved from the beginning of their children's education and to follow their progress throughout. Regular formal and informal consultations, before and after admission, are well received by parents and effectively establish common objectives between home and school.
80. The reception classrooms are visually pleasing and stimulating. Overall resources are satisfactory. There

are sufficient books for pupils to use and borrow. Children's development of early computer skills is good, but there is a need for more software to support the work being done. Regardless of this, pupils under five are making good progress and are prepared very well for more formalised work in Key Stage 1. There has been good improvement in the progress made by children under five since the last inspection. Teaching and planning have both improved and pupils' progress is better assessed and monitored.

ENGLISH

81. The national test results for 2000 show that in reading, pupils' standards at the age of seven were below average and were above average in writing. When compared with similar schools, standards in both areas were well above average. However, by the age of eleven, standards in English are well below average in the national tests but, when compared with similar schools, they were above average. During the inspection, there were indications that standards were rising and this is due to the effective support that the pupils with special educational needs receive to help them learn basic skills in reading and writing and the effective implementation of the Literacy Hour. Furthermore, pupils have positive attitudes to their learning and behave very well in lessons.
82. Starting from a very low level of language and literacy on entry, the pupils achieve well by the time they are seven and when they leave the school at eleven. Furthermore, there are now more pupils working at appropriate and higher levels in Years 4 and 6. The school is, therefore, well placed to continue to raise standards in English.
83. The pupils' speaking and listening skills are below average at the age of seven. However, the majority of pupils are able to participate in discussions about stories in their literacy sessions and in lessons in other subjects. They feel confident to express their opinions in the full knowledge that their contributions will be valued by the adults and other pupils in the class. A very good example was observed in a year 1 class, when the pupils discussed sentences for their work on plants and how these should be punctuated. The conclusion of most lessons allows the pupils to read their work to the rest of the class and this leads to pupils' growing confidence to express their ideas when speaking to the whole class.
84. By the end of Year 6, standards are broadly average and sometimes below. All pupils, including those with special educational needs make good progress in developing social speaking skills. For pupils who started school with limited language skills, this is a significant achievement and shows satisfactory improvement since the previous inspection. The teachers give pupils good opportunities to express opinions and views about books or authors' intentions in the literacy lessons. For example, in an excellent lesson in a year 6 class, pupils discussed the 'Greengrocer' poem, which they particularly enjoyed and made good contributions, showing their knowledge of rhyme and a rich vocabulary. They were effectively helped by their teacher, who asked probing questions, such as 'What do you think the poet was thinking about?' The clarity of the pupils' speech improves as the teachers encourage them to be precise in their answers.
85. Many pupils enter school with a very limited knowledge of books. They take a long time to acquire word building skills and fluency in reading. Although pupils make satisfactory progress in reading, their standards are below average at the end of Year 2. While there is now a stronger focus on the teaching of letter sounds, this is not always given sufficient attention. This leads to some lessons not including an activity to introduce or consolidate pupils' knowledge of letter sounds and blends. Consequently, pupils' progress is slower in this element of the subject. Pupils with special educational needs make good progress because of specific and targeted activities planned for them. The school has a good home-school reading scheme, which is recorded in the 'reading dialogue' book. Most parents hear their children read regularly and this increases the pupils' reading skills.
86. As they go through the school, the pupils make satisfactory progress in reading. In response to good teaching, much is achieved by the pupils. A particular strength in the teaching is the infectious enthusiasm that some teachers have for literature. As a result, pupils are inspired not only to read but also to enjoy all that is best in the English language. This was particularly noticeable in the Year 6 class. In guided reading, teachers give due attention to research skills and pupils learn to extract information required. Pupils read with understanding and talk about the characters, the story line or

events in the books they have read. They are beginning to read a wider range of books and the majority of pupils read for pleasure.

87. The pupils, including those who have special educational needs make good progress in acquiring writing skills in Years 1 and 2. It takes some time before the pupils know enough words to express their ideas in writing and, by the time they are seven, many have reached the national average. The pupils learn to write simple sentences and begin to use capital letters and full stops correctly. The stronger focus on writing in the Literacy Hour is beginning to pay dividends. In Year 2, for example, the pupils use their developing skills to write rhyming sentences based on a poem by Christina Rossetti and they know when to use commas, when writing a list. The pupils' spelling is improving, but errors are not always identified in children's work and pupils find difficulty copying text accurately from both the whiteboard and worksheets. With more regular practice to revise and extend the pupils' knowledge of spelling patterns, their fluency in writing will improve further. Handwriting is also developing effectively, although the majority of pupils do not have a joined script by the end of key stage 1. Presentation of work is very variable, with not all pupils taking pride in their writing. Pupils are expected to write on plain paper in their topic work and this does not aid them in presentation. Throughout the school, the pupils make limited use of information and communication technology to support their reading and writing.
88. Although the pupils make satisfactory progress, by the time they are eleven, the standards of many are still below the national average. However, writing is the weaker element, because the pupils have limited skills when they start school and, therefore, have a large deficit to make up. The teachers have detailed writing plans and skills are taught progressively; teachers ensure that the pupils do not learn these skills in isolation. Most teachers provide their pupils with numerous opportunities to practise these skills across the full range of the curriculum. However, there are occasions when pupils are given tasks that involve copying from a source or there is an over use of worksheets and, when this happens, progress is slower.
89. The higher-attaining pupils are not always given appropriate challenging tasks and are often left to their own devices, class support being focused on the pupils with special educational needs. Where teaching is good or better, the higher attaining pupils in Key stage 2 write extended pieces of work, which are appropriately arranged into paragraphs with a good range of punctuation marks used correctly. Those pupils with special educational needs make good progress through carefully modified tasks that meet their specific needs.
90. Few teachers provide good opportunities for drafting activities. As a result, pupils have insufficient opportunities to learn to plan, revise and to make improvements in the content, style and in structure. Analysis of pupils' work indicates that many pupils at the end of key stage 2 have a good grasp of grammar and are using increasingly imaginative and expressive vocabulary. They write for numerous purposes with a specific audience in mind. For example, Year 6 pupils can compose reasoned arguments about environmental issues.
91. Pupils' strengths in speaking and listening are not transferred to their writing, however, and the quality of their written work does not reflect their knowledge and understanding.
92. Pupils' handwriting is becoming fluent, clear and in joined script by the end of Key Stage 2, but the presentation of their work is very variable.
93. The overall quality of teaching is satisfactory, with some examples of very good practice. The teachers have responded well to the demands of the National Literacy Strategy. For example, they make good use of shared reading and writing sessions to teach the important skills. The teachers use their knowledge of the subject to explore good literature and their pupils are introduced to a wide range of authors and poets. A particular strength of teaching English is the enthusiasm that the teachers have for the subject. Consequently, the pupils are eager to listen, to learn and to appreciate their own rich heritage. Very good use of external support agencies and support staff enhance pupils' learning.
94. Throughout the school, the teachers organise their lessons well, particularly the management of group activities. Most teachers use the final part of the lessons well to cement learning in place, to assess pupils' understanding and to praise good achievement. There are good relationships in all classes.

Pupils' efforts and contributions are valued by their teachers and all the support staff. As a result, there is a very good climate for learning. Pupils understand that they are in school to learn and that their teachers are there to teach them.

95. The teachers mark their pupils' work regularly and help them to make good progress, particularly when they include helpful comments as to how the pupils can improve their writing. Their marking is closely linked to the pupils' individual target for writing. They make satisfactory use of homework to consolidate and extend learning. Pupils behave well in lessons and they approach their work enthusiastically.
96. The management of English is good. The deputy and the co-ordinator have contributed greatly to the improvements in its provision. Writing has been the main focus for improvement and, although there has been a slight decline in standards since the last inspection, much work has been undertaken with respect to the planning, assessment, monitoring and delivery of the subject and the prognosis for improvement is good.
97. The co-ordinator has monitored planning and pupil's work, but has not yet monitored the quality of teaching of literacy. This is presently being undertaken by the senior management team. Through careful analyses of results, she has evaluated weaknesses and has produced a thorough development plan to address these issues.
98. Pupils' progress is tracked and monitored accurately and targets are shared with the pupils. Assessment does not always inform day to day planning, however. While the literacy strategy has been well implemented throughout the school, planning for the use of skills across the curriculum has been incidental rather than specific. Speaking and listening skills are not yet built carefully into the planning.
99. Resources are satisfactory. Books in the libraries are organised in the Dewey system of classification, but few pupils could explain how they would locate a book independently. Opportunities for independent research are limited by the fact that there is an insufficient number of non fiction books for the size of the school. Opportunities are missed to use information technology as a tool to support and enhance literacy skills in lessons.
100. There is a language-rich learning environment in all areas of the school. Books are invitingly displayed in each classroom, with teachers' notices, and language has a high profile. Pupils' work is well displayed and these displays give a clear message to the pupils at Peel Hall of the importance of literacy and help them to appreciate that their teachers value their work. These factors contribute well to the pupils' overall progress in English.

MATHEMATICS

101. By the time pupils are aged seven, attainment is close to that expected for their age and their achievement is satisfactory. In the most recent national tests, attainment by the end of Key Stage 1 was below the national average. However, in comparison with similar schools it is well above average. Standards are now beginning to rise and the National Numeracy Strategy has finally started to have a positive impact on pupils' attainment and progress. By the end of Key Stage 2, attainment in the national tests was very low when compared to the national average. In relation to similar schools, standards were low. The pace of learning has been too slow. Unsatisfactory teaching and learning in some classes in Key Stage 2 meant that pupils did not improve appropriately on their results at the end of Key Stage 1. The school has now taken action to deal with this problem.
102. Improvement since the last inspection has been unsatisfactory, particularly in relation to Key Stage 2 results. Pupils with SEN are making little progress by Key Stage 2. These pupils do not receive substantial additional support, other than from a classroom assistant. Individual Education Plans were not in evidence during mathematics lessons. IEPs do not set sufficiently clear and specific targets for improvement and do not help in matching work to pupils' capabilities.
103. The school has introduced a number of strategies to tackle the low attainment in mathematics. Pupils are now tracked termly, using NFER tests in September and QCA tests at the end of year. The tracking of individual pupils, from Key Stage 1 to Key Stage 2, is now in place. "Booster" groups have been

created in Years 5 and 6, with classroom assistant support and an emphasis has been put on "mental maths" skills development. In addition to these initiatives, a lunchtime Maths club and a Homework Club, with an emphasis on mathematics, have been established.

104. In Key Stage 1, pupils build upon a base of number skills established in the Reception class. They demonstrate familiarity and confidence when working with numbers, can correctly identify a variety of two-dimensional shapes and are beginning to develop an appropriate mathematical vocabulary. A strong emphasis is put on practical activity, which helps to reinforce knowledge and ensure understanding. Pupils at the end of the key stage are able to add and subtract and do simple multiplication and division. They can count in twos, fives and tens and can identify odd and even numbers. Pupils are starting to develop an understanding of money and the concept of time. However, pupils' ability to calculate mentally is often slow and uncertain and they are not given sufficient experience of talking about mathematics and explaining their thinking.
105. Throughout Key Stage 2, higher achieving pupils are able to demonstrate a mastery of basic number skills, have a sound recall of number facts and can apply them in contexts such as money and time. Pupils of all ability are making a conscientious attempt to learn multiplication tables. Older Key Stage 2 pupils have a growing understanding of fractions and are becoming more confident in the use of decimals. They can record simple data and present it in tabular form.
106. In all mathematics lessons observed, pupils listened attentively and responded appropriately. Pupils sustained work with a sense of commitment and enthusiasm and enjoyed their lesson in mathematics.
107. The quality of teaching is good, overall. In Key Stage 1, two of the lessons observed were good and the third was satisfactory. In Key Stage 2, half of the lessons were good, a third were satisfactory and one lesson was very good. In the Year 6 lesson which was very good, the teacher was confident in the subject matter and the lesson was characterised by good pace and timing, high expectations of pupils and evidence of sound preparation and lively teacher input. Pupils were encouraged to respond verbally and did so appropriately and enthusiastically. All lessons observed started with a session of mental mathematics, to help pupils develop their mental agility. Pupils enjoyed these sessions and responded well. A Key Stage 1 lesson began with a game of "Fizz Buzz" using multiples of 2 and 5. Pupils engaged enthusiastically in this activity, although they found difficulty in coping with higher numbers. In all lessons, the objectives of the lesson are displayed and key vocabulary is listed. At the end of the lessons, teachers conduct a plenary session, used to reinforce the key mathematical concepts explored during the lesson. In some lessons, groups of pupils work for extended periods on worksheets without the benefit of their teacher's attention. Marking is sometimes cursory and does not show pupils how to improve. Numeracy is not used well across the curriculum. There is little ICT used in mathematics lessons.
108. The school has a detailed policy, which clearly outlines the aims of teaching mathematics. The acting co-ordinator is very conscious of the need to raise standards and is very much involved in monitoring targets across the school and in whole school planning. The school is benefiting from the involvement of a Quality Development Teacher (Education Action Zone) who is able to assist in strategies, lesson planning, delivery and the monitoring of pupils' attainment.

SCIENCE

109. Standards in science are in line with national expectations by the end of Key Stage 1. However, attainment is below average by the end of Key Stage 2 and pupils are making little progress, particularly in the area of scientific enquiry. By the end of Key Stage 1, teacher assessments in 2000 showed that the percentage of pupils achieving the expected level 2 in science was above the national average and the percentage achieving the higher level 3 was in line with the national average. There is little difference between the attainment of girls and boys. By the end of Key Stage 2 in 2000, the percentage of pupils attaining the expected level 4 in the statutory tests was well below the national average. The percentage of pupils attaining the higher level 5 also fell well below the national average. When these results are compared to similar schools they are well below average. At Key Stage 2, there is insufficient opportunity for pupils to carry out experiments and record their findings. Similarly, there is a lack of work on physical processes. Trends over time show steady improvement during the last two years, although

pupils have not been monitored and targeted sufficiently to significantly raise standards. There has been unsatisfactory improvement since the last inspection, particularly at Key Stage 2.

110. By the end of Key Stage 1, pupils know that light comes from a variety of sources. They have looked at materials, (wood, glass, metal and plastic) and are able to sort them into categories. They know which material is waterproof and have designed clothes in various materials for various purposes. Some have designed a doll's house and given their reasons for their design. They have learnt about magnets and materials and they know which materials are magnetic and which are not. The difference between the average and the above average pupil is not the levels at which they are working, as much as the fact that the above average pupils appear to have more content in their books.
111. At the beginning of Key Stage 2 in Year 3, pupils know what they have to eat to be healthy. They also know that various things are made of different materials and can describe them. They have conducted an investigation into materials that are waterproof and those that are not. There is a considerable amount of work that is repeated from Year 2. In year 4, pupils have measured forces and looked at air resistance and friction. They have experimented with how the size and surface affects how something falls. They have also looked at forces in terms of pushing and pulling. The most recent work this term has been on solids and liquids, where pupils have conducted experiments to see what happens when they are heated up, or when they are frozen. They have looked at solids that change and are reversible and those that are not. Year 5 has looked at the life cycle of plants. They know how a plant is pollinated and the life cycle of a bean. They have also looked at the life cycle of a human. Much of the work in this class is similar in content and standard to work first covered in Year 2 and much of it has not been well matched to the capabilities of the pupils. There is little difference between the work expected of the average and above average pupil. There is not much work in the books for this level and it is sometimes unfinished or poorly presented. Some has been covered at Year 2, at a similar level. Marking is cursory and some of the presentation poor. Although the teaching in this class is now good, previous teaching did little to encourage good learning, as is evident in pupils' work. In Year 6, pupils have dealt with reversible and irreversible changes and they have done an investigation to find out which solids dissolve quicker in different liquids. Work has also been completed on microbes and diseases. Pupils know what a bacterium is and how they are used to make cheese, vinegar and yoghurt, although when they spell a word like "yoghurt" wrong, it is not corrected. Literacy is not being emphasised enough in the subject.
112. Pupils' progress is satisfactory at Key Stage 1. Teachers' good questioning and thorough planning enable pupils to re-cap on previously learned work at the beginning of lessons. Older pupils offer suggestions as to outcomes and give reasons based on previous learning, although this is not consistent throughout Key Stage 2. Progress for the majority of pupils is unsatisfactory at this key stage because work in some classes is not well matched to pupils' capabilities and there is insufficient emphasis on scientific enquiry.
113. Pupils have good attitudes to learning. They concentrate well and are keen to answer questions and remain interested for long periods. Equipment and resources are treated with care and, when required, pupils work well in a collaborative situation.
114. Teaching across both key stages is satisfactory, overall, with some good and very good lessons observed. Some of the features of these lessons include good teacher knowledge and enthusiasm for the subject, which stimulate pupils' interest and scientific curiosity. Specific learning targets are shared with pupils and effective questioning informs, motivates and engages them through a series of sequenced steps of learning. Planning is thorough and provides for well managed experimental and investigative work, which develops the pupils' skills of instigating, carrying out and evaluating experimental work. Findings are presented neatly as bar graphs, pictograms and tables and pupils of all abilities make the best possible use of their time. In the less successful lessons, the teacher's knowledge of science is shaky, learning objectives are unclear and the pace is too slow and pedantic. For example, in a Year 3 lesson on plant growth, higher achieving pupils were asked to spend the lesson drawing a plant they had drawn the week previously to see how much it had grown. Most were bored with the exercise after a few minutes and little or nothing was learned. In the experiment with celery, to see how quickly the ink was drawn up the plant, pupils were not encouraged to consider whether this was a fair test. Most were working at a level that had been covered in Year 2. Lesson plans in these lessons do not show how work

is to be matched to pupils' capabilities. The teacher's expectations were too low. Pupils with special educational needs are withdrawn from some science lessons and hence miss much of the work covered. This has a detrimental effect on their progress.

115. The curriculum covers all the programmes of learning for science, but, at Key Stage 2, there is insufficient emphasis on scientific enquiry. The long and medium term planning is based on a published scheme of work (QCA) with little adjustment as to how it will be used in the school. Teaching is not sufficiently monitored through the key stage and data collected from testing is not used effectively enough to improve standards. Assessment does not adequately inform curriculum planning. Not all staff have had the opportunity of training to develop their teaching skills in science. There is a satisfactory range of resources and they are used appropriately.

ART AND DESIGN

116. Overall, attainment in art is in line with expectations at the end of both key stages. From the time pupils start school they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination and to respond to examples of art in the world around them. Reception children have enjoyed creating a collage of "the hungry caterpillar." They have also printed with various materials like string and bubble wrap. Children in the nursery have enjoyed constructing collages of what they thought "spring" looked like. Most had no problem choosing the material for their pictures, which were colourful and bright and showed their enthusiasm for the project.
117. By the end of Key Stage 1, pupils' attainment, especially in drawing and sketching, is at the expected level. This competence in using dry media, pencils, charcoal etc, stands them in good stead at Key Stage 2. Pupils' attainment in other aspects, such as painting, shows an average range of skill and understanding. There is sound development of practical skills in some classes, although this depends largely on the subject expertise of the teacher. The oldest pupils in Year 2 have learnt to use a larger range of materials and show increasing control of tools, for example in the designing and making of clay pattern tiles and collages from textured patterns and shapes of materials to create a textured picture.
118. By the end of Key Stage 2, pupils are competent at colour mixing and matching, using pastels and are able to use a variety of media, like charcoal, to achieve the results they want. Year 3 has experimented with stencilling and print making techniques. They have used tissue paper to depict Roman symbols and used two dimensional shapes to make patterns. They are learning to evaluate their work. There is a readiness to question, adapt and modify their own work and learn from their own mistakes. Standards achieved in painting are within the average range. Some higher attainers in Year 6 show competence painting with pastels. Others are learning how to focus and improve the scale of figures. They attempt to blur their drawings to give the figures movement. They are beginning to compare methods and modify and improve their work to meet their intentions. For example, in the making of clay pots in year 5, most were keen to evaluate their finished products in the light of their original ideas and discuss the strengths and weaknesses of their original designs. Pupils with special educational needs make appropriate progress, overall, and use the skills they acquire in other subjects.
119. Pupils enjoy their artwork and are enthusiastic about the practical nature of the tasks. Attitudes are good. Most pupils demonstrate concentration, collaboration and respect for the work of others. They work as individuals and most can also co-operate well in groups when required to do so. Behaviour in lessons is always good or very good.
120. The quality of teaching is good, overall, and some of it is very good, particularly in Key Stage 2. Most teachers have a good understanding of the subject, although some lack confidence in certain areas of learning and need more training in how to teach art skills. Where teachers' planning is good, it gives details of learning objectives and careful attention to the development of skills and techniques. In a very good lesson at Year 5, the teacher's good planning and use of time and resources enthuses pupils to not only stay with the task of making pots but encourages all abilities to challenge their agreed designs and develop their original ideas. Pupils were surprised at their own dexterity at the end of the lesson. Teachers are responsible for their own assessment. However, most are not assessing and recording pupils' individual progress in art. Although good learning is taking place at both key stages, there is insufficient monitoring of the quality of teaching, assessment and the standards being achieved.

Examples of good learning and progress include a clear development in pupils' observational skills and in their understanding of artistic elements, as seen in Year 5 and 6. However, there is insufficient attention given to the work of famous artists. The use of information and communication technology for graphic work is also under-developed through the school. Progress in the presentation of illustrative work in other curriculum areas is weak.

121. The subject co-ordinator is committed to reviewing the scheme of work and plans the art curriculum well. However, she does not have the time to monitor the teaching of the subject adequately, or what is being learnt. There is no whole-school overview to monitor pupils' progress. Consequently assessment does not adequately inform curriculum planning. Pupils' level of skill in art and the progress they make at both key stages has been maintained since the last inspection when it was in line with expectations. The school makes effective use of a local artist who periodically runs workshops for pupils.

DESIGN AND TECHNOLOGY

122. Standards are in line with expectations by the end of both Key Stages. Standards have been maintained since the last inspection. Pupils work with a variety of materials, including paper, card, food and fabrics. Models produced vary in quality, but a number of pupils are able to make well finished end products that bear a close resemblance to their original design. In most cases, pupils are encouraged to think for themselves and their designs often show considerable originality. Pupils with SEN make satisfactory progress.
123. In Key Stage 1, pupils take part in a range of designing and making activities. The design process is recorded through simple labelled diagrams. Completed work is evaluated mainly in terms of appearance. In Key Stage 2, pupils have worked on a number of different topics, including designing slippers, bread making, studying packaging and designing "pop up" books. Pupils' use sketches to refine and communicate their ideas.
124. In the lessons observed during the time of the inspection, the quality of teaching was satisfactory at both Key Stages. Pupils worked with enthusiasm and demonstrated the ability to use a range of tools safely and correctly. There is little use of ICT.
125. The co-ordinator monitors pupils' work on a termly basis as well as monitoring teachers' planning. Staff follow a commercial scheme (QCA) very closely and this forms the basis of the scheme of work and weekly planning. The co-ordinator does not have time to monitor the teaching of the subject through the school. The school runs a science club and elements of Design and Technology are incorporated into this, resulting from a project with Shell and Sheffield University.

GEOGRAPHY

126. Standards of attainment are in line with expectations for pupils at the end of each key stage. In Year 6, pupils understand the effect that change in the environment has on peoples lives, giving their opinions about subjects such as coastal erosion, the effects of pollution and current issues such as Foot and Mouth disease. In the scrutiny of work, pupils tend to simply describe activities rather than offer coherent arguments and they do not write in sufficient depth about their topics. However, good practice was seen in the year 6 where pupils expressed reasoned arguments about the environment and newspaper reports were compiled expressing their viewpoints. They know about coastal features and know how caves are formed. They know the different purposes of maps and atlases and can locate places on a map, using an index, accurately.
127. Standards of achievement are satisfactory. In Year 5, pupils look at local maps, make posters about the pedestrian use of areas and complete a traffic survey in Gatley. In year 4, pupils study their local environment and consider improvements that could be made. Year 3 pupils study the weather and look at local maps of the area. Year 2 pupils follow the travels of Barnaby bear to Dublin and look at tourist maps and discuss places of interest. They can draw a plan of their classroom and locate the points of the compass on a map.

128. In the lessons seen, teaching was mainly good and learning was satisfactory. Where teaching is good, teachers use a range of good questioning techniques to challenge pupils' thinking and enhance learning. Teachers' secure subject knowledge ensures that pupils learn appropriate geographical vocabulary. Pupils behave well in lessons and they show a genuine interest in the subject.
129. The written record of pupils' work is variable across the school. Where there is good or better teaching, pupils' presentation skills are good and care has been taken in presenting their work. In most classes, the quality of their written work detracts from their knowledge and understanding which is shown when they discuss matters. Mapping skills are not focused upon enough and pupils are not competent in this aspect of the subject; little attention is paid to scale and the use of ordnance survey maps. Although pupils do collect data, there is insufficient use of information communications technology to support the subject. During the week of inspection, computers were not used to support or enhance pupils' learning
130. The national scheme of work is in place, but needs refining to guide teachers in the coverage and teaching of the subject and ensure that key objectives are outlined, so that skills can be built on and there is progression in learning. Insufficient time is allocated to the subject to allow teachers to address all areas and subsequently work lacks depth. Strong links are not yet made with mathematics, although literacy has good links and this is a strength. There is insufficient emphasis placed upon using accurate writing skills, with a tendency to the over use of worksheets. The work planned is often very prescriptive which does not develop pupils' independent learning skills. Work is not always well differentiated to take into account pupils' learning needs. The more able pupils are given insufficient challenge in the majority of classes.
131. The co-ordinator is new to the post and her role in monitoring pupils' work and planning is in its infancy. She has not yet had the opportunity to monitor the teaching of skills in this subject or attend training courses.
132. Assessment is in its early stages of development and does not currently inform planning. Consequently similar work is taught to all levels of ability and the needs of special needs children and higher attaining pupils are not fully met. Resources to support the subject are satisfactory. There is little use of ICT.
133. The school has maintained standards since the last inspection.

HISTORY

134. By the end of Key stage 1, pupils' attainment is in line with the average levels expected for seven year olds. Most pupils have developed an increased understanding of historical time, through the use of key words relating to the passage of time, such as then and now, old and new. They have developed an increasing ability to compare aspects of life today with life in the past, for example, comparing clothes worn today and the past. They know the similarities and differences between lives at the time of the Great fire of London and today. They know about famous people in the past.
135. By the end of Key Stage 2, standards of attainment are broadly in line with what would be expected for eleven year olds. Most pupils develop an increased knowledge and understanding of the periods they have studied, for example, Ancient Greeks, World War 2, Romans and Vikings. They develop a growing understanding of features of past societies and can compare the lives of rich and poor in the 1930's. Their understanding of chronology develops and they are able to write about the effects of the World War 2 on people's lives and the problems they had to deal with, such as rationing. They develop their ability to look at issues from different points of view, such as writing a diary about life as an evacuee.
136. Pupils' attitudes towards the subject are good. They are well behaved and are keen to answer questions and be involved when talking about transport in Victorian times They listen attentively and show good levels of interest in the tasks they are set. They relate well to other pupils and discuss their ideas with each other in pairs and groups, for example, in investigating words with Greek origins.
137. The quality of teaching in Key Stage I is good. There are clear learning objectives that set high expectations of what pupils should achieve. Planning ensures that work is matched to the needs of pupils of different abilities and extension work is planned for the higher achieving pupils. Demonstration is used well to make clear to pupils what they should do in sequencing pictures of life in the past.

138. The quality of teaching in Key Stage 2 is satisfactory. In the best lessons, there is a clear purpose to the lesson, with good levels of challenge for pupils in selecting information about prefixes with Greek meanings. Resources are well organised for work in groups and pupils' progress is assessed through good use of questions in a plenary session. Not all pupils are challenged appropriately, however, and time is not always used effectively. In these lessons, work lacks pace and a clear focus and higher achieving pupils are left to their own devices.
139. The leadership of the subject is sound and a recent audit has identified suitable priorities for development. The scheme of work follows national guidelines and this now needs tailoring according to the school's need, as the time allocation does not allow the development of in-depth work through history topics. Resources are satisfactory and an audit has highlighted areas for future spending. The monitoring role of the subject leader is at present limited to sampling pupils' work and teachers' planning; there are no procedures currently in place for assessing pupils' progress in history. Visits to places of interest such as the air raid shelter in Stockport and Chester enhance the curriculum and raise the level of pupils' attainment. The school has made satisfactory progress in developing the history curriculum since the school was last inspected and standards have been maintained. There is little use of ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. At the end of both key stages 1 and 2, standards in Information technology are below national expectations. This shows a decline in standards since the last inspection, when attainment was average at the end of key stage 1 and good at the end of key stage 2. At the time of the last inspection, resources were highlighted as inadequate. This has since been rectified and there has just been a significant improvement in resources with the installation of a high quality networked computer suite and each classroom has one or more computers. Pupils do not use the classroom computers as a tool to support their learning and opportunities are missed to support literacy and mathematics in morning sessions when the ICT suite remains unused. The school has only recently built the ICT suite and there are clear plans to utilise it fully and improve staff training needs.
141. Pupils with special educational needs make satisfactory progress and are well supported. Boys and girls have equal access to information technology and there is no difference between their attainment.
142. At the end of Key stage 1, pupils are able to use a mouse to enter words into sentences on simple literacy programs. They can use a simple graphics package to draw a plan of their classroom. Most pupils are able to complete short pieces of writing on a computer and are beginning to edit their work, using the delete/backspace key. Many pupils are unsure how to use the capital locks and return key or how to log on and save and retrieve their work.
143. By the end of Key stage 2, most pupils can use a graphics package and cut out parts to use as wallpaper designs. Many pupils can successfully enter formulae into a spreadsheet and find totals in simple budgets. Pupils have had limited opportunities to explore web sites on the Internet or use CD-ROMs for research into their topics, most of this work being completed during homework club after school. During the inspection, observations and scrutiny showed a limited range of use of information technology in both key stages.
144. Teaching is satisfactory, overall. Teachers' knowledge and confidence are variable, but there is sufficient interest and expertise to support those teachers who are less confident and training is already planned. In lessons observed during the inspection, the ICT co-ordinator worked alongside the classroom teacher and gave them good support. This is good practice and needs to be built upon. Good use is made of the support staff and there is now a large range of learning resources that will support the curriculum, once it is fully put in place. Computer programs are presently not used to extend learning in other subjects of the curriculum and insufficient time is allocated to allow pupils to consolidate their learning on a daily basis. This is in contrast to the previous inspection where it was a strength.
145. Pupils do not have an opportunity to experience a range of data handling, data analysis, research and control technology. Literacy skills are being taught effectively.

146. Assessment is in the early stages of development and outcomes are not presently used to inform planning. There is no consistent structure for recording pupils' attainment and progress. The school uses the national scheme of work as a basis for planning. However, there is, currently, insufficient time planned for the subject in both key stages. More time needs to be allocated to this core subject to ensure that skills are systematically taught and built upon.
147. Pupils enjoy using computers and do so with care and enthusiasm; they generally work well together in pairs or small groups, taking turns. More able pupils are not effectively used to help others as peer tutors.
148. The co-ordinator leads the subject well and has managed new innovations, such as the installation of the network and purchase of new computers. Teachers' plans are monitored, but the co-ordinators role needs developing further to monitor planning, teaching and pupils' work. The co-ordinator is very keen to develop her role and the subject and has produced clear, well thought out development plans. Resources have improved greatly recently with the arrival of the ICT suite and this now needs to be used to the full to develop the range of ICT across the curriculum and maximise the number of pupils who have access to the range of technology.

MUSIC

149. A small number of lessons were observed during the inspection. Standards are broadly in line with those expected nationally at the end of both key stages. Progress of pupils, including those with special educational needs, is satisfactory. Standards have been maintained since the last inspection.
150. By the end of Key Stage 1, pupils can sing songs with others and imitate simple rhythms. In Key Stage 2, pupils are able to compose rhythmic patterns with untuned percussion instruments. By the end of the key stage, pupils have opportunities for singing two parts. They do this confidently and maintain independent lines whilst relating to other performers.
151. The quality of teaching is good, overall. The music co-ordinator, who helps to teach all classes with the exception of Year 1 and Year 4, has high expectations of pupils and the school follows the Manchester Primary Music Programme which aims to ensure progression in basic musical skills from the nursery to Year 6. She shows good knowledge of the aspects she is teaching; there is a good range of activities and sessions are lively. Some pupils also benefit from music lessons from the peripatetic music teacher who visits the school. Schemes of work are kept by the co-ordinator who supports class teachers and assists in evaluating progress. Music and songs are incorporated into assemblies whenever possible and a Musical Recital is planned for the end of the year.
152. Pupils' attitudes to music are very good and they enjoy it. In both Key Stages, pupils listen well and behave responsibly throughout the lessons.
153. The school is relatively well off for musical resources and efforts are clearly made to ensure that pupils listen and talk about music from different styles and cultures. The use of ICT is insufficiently developed.

PHYSICAL EDUCATION

154. By the time pupils are seven and eleven, they attain standards that are close to those expected for their age and their achievement is satisfactory. Improvement since the last inspection is satisfactory and pupils with special education needs make good progress.
155. The overall quality of teaching and learning in the subject is satisfactory. At both key stages, pupils understand the need to warm up as part of their preparation for exercise and to cool down afterwards. Most pupils display good physical co-ordination, are agile and have good awareness of their own bodies. Pupils in both key stages are beginning to plan and perform simple skills safely and show appropriate control in linking actions together. Pupils are able to show control over space and speed when working. They usually listen and respond promptly to instruction. In the lessons observed, pupils worked in a safe and sensible manner and showed good evidence of self discipline. Pupils with SEN make

appropriate progress.

156. At Key Stage 1, in games, pupils are developing their skills of retrieving and dodging. In a lesson with Year 2, some pupils found it difficult to play in teams and within set rules.
157. At Key Stage 2, pupils are developing their skills. In dance in Year 3, pupils move with imagination and suitable control. Their movements illustrate different types of tempo in pieces of music. Pupils benefit greatly from the ability of their teachers to identify significant points for improvement and to share these with them. In a games lesson in Year 5, pupils showed they could accurately throw and catch by taking up the right position. Some teachers use questions effectively to draw pupils towards their own conclusions about what they need to do to improve. However, in some classes, pupils are not given enough opportunities to make simple judgements about their own work and that of others to improve their performance. Pupils usually sustain their concentration and work hard to improve their skills. In a good Year 6 lesson, on the effects of exercise on the body, pupils' understanding of the benefits of regular exercise was enhanced by the teacher's skill in demonstrating the most efficient use of energy and stamina. Pupils were given the opportunity to respond and were able to draw upon their own experiences of keeping fit and healthy. Standards in swimming are satisfactory by the end of Key Stage 2.
158. Pupils benefit from participation in a good range of extra curricular activities and clubs. The school hall and playground, along with the school playing field provide good facilities for physical education. There is an appropriate range of small and large equipment and apparatus that supports learning effectively. The hall is used by a local gym club who run an after school club for Peel Hall pupils. Good relationships and contacts have also been forged with the wider community and the school have been visited by players from the local Manchester Storm and Manchester Giants teams who has coached pupils. In addition, the school has a link with the Sky Soccer Road Show which is linked to the Education Action Zone initiative and provides football coaching for boys and girls.
159. The co-ordinator has some time to monitor teaching but there are no formal procedures, as yet, for assessing pupils' attainment to effectively evaluate the extent of their progress.

RELIGIOUS EDUCATION

160. By the end of both Key Stage 1 and 2, pupils are achieving in line with the expectations of the Agreed Syllabus for this age.
161. Pupils in Year 1 are just beginning to explore and consider their own activities and compare them with simple moral codes. However, some older pupils can express their ideas clearly and demonstrate a growing awareness and understanding of the Christian faith. Some can talk with confidence about their visit to a church for a christening. At Year 2, pupils have looked at the story of Jesus' baptism and can relate this to their own traditions regarding baptism. They have looked at religious festivals in other religions and have, in a very simplistic form, looked at stories of a Hindu god. The subject has been brought alive for such small children. It has been made a practical reality in the way pupils have been invited to share Indian sweets and enter into the spirit of festivals like Divali, which is celebrated with fireworks and Divali cards. They have done very good work on what a Hindu family is like. They have likened this to their own culture. Year 2 have also worked on the community and have written about things such as the sunshine club and their best friends.
162. By the end of Key stage 2, standards of work are good in Year 6, satisfactory in Year 4 and unsatisfactory in Year 3 and 5. A scrutiny of past work shows that in Year 3 the work is minimal. Similarly in Year 5, pupils have looked at special books, the stories of Moses, how we communicate and what it means to be blind and deaf. Coverage of the agreed syllabus in both these year groups is unsatisfactory. In Year 4, pupils have looked at Judaism. They know several Jewish terms such as "Menorah." They know that a temple for the Jews is called a synagogue, that the Torah is a holy book and that the Sabbath is a Jewish day for rest and worship. They have a good understanding of some of the Old and New Testament stories, like "the Good Samaritan". Pupils have also looked at Buddhism and know the Buddha means "the enlightened one". Their work on special people has led to work on Buddhist symbols, the Bodhi tree, the Stupa and the Lotus flower. In Year 6, this understanding is taken

further. Most pupils have a good understanding of religious symbolism and how it is used by different religions. For example, pupils know of the five K's and how they are used by Sikhs. Recently they have looked at Hinduism. They know the law of Samsara and why Hindus believe in reincarnation. The standard and coverage of work in Year 6 is good. The quality of learning for pupils with SEN is satisfactory.

163. Teaching in religious education is good, overall, teachers are knowledgeable and enthusiastic and this is reflected in pupils' positive response to the subject. Open-ended questions guide pupils to understand and empathise with religious concepts. Questioning is used well to assess what pupils know and can do, although there is insufficient regular whole school assessment in the subject. A strength of the learning is pupils' ability to identify different religious concepts and appreciate how they could be relevant to our society today. For example in a very good lesson at year 6, the lesson started from the experiences and interests of the pupils and moved on to teaching about Hinduism from the point of view of a Hindu. Pupils were encouraged to use the correct terminology, which they did well. In the less successful lessons, although the teacher's subject knowledge was adequate, the subject was not 'brought to life' in the same way and, although all the pupils concentrated on their work, they were not particularly enthused by what they were doing. Attitudes are generally very good and pupils are usually interested in their work throughout the school. They share information with others and work well individually or in small groups. Pupils in Year 6 showed particular interest and enthusiasm. Literacy and ICT skills are not re-inforced in some classes. For Year 3 and Year 5 there are new teachers in religious education.
164. There is a sound policy for religious education and the school follows the guidelines of the County Agreed Syllabus, which is translated into good medium term planning. There is too little monitoring of teaching to monitor assessment and coverage across the school adequately. Resources are adequate. The effective use of good quality artefacts enhances pupils' learning. The subject contributes well to the provision for pupils' spiritual, moral, social and cultural development