

INSPECTION REPORT

PARK VIEW PRIMARY SCHOOL

Prestwich, Manchester

LEA area: Bury

Unique reference number: 105307

Headteacher: Mr L G Horton

Reporting inspector: Michael J Pipes
17651

Dates of inspection: 10th – 13th September 2001

Inspection number: 195404

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Foundation
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Park View Road Prestwich Manchester
Postcode:	M25 1FA
Telephone number:	(0161) 253 7286
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Clarke
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17651	M J Pipes	Registered inspector	Mathematics Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
12682	J Griffin	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
29688	M Brammer	Team inspector	Science Information and communication technology Music	
21992	J Newing	Team inspector	Foundation Stage English English as an additional language Special educational needs	
31175	A Allison	Team inspector	Art and design Geography Religious education	
15971	M Pye	Team inspector	History Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 453 pupils (239 boys; 224 girls), the school is much bigger than the average primary school. Nearly all the pupils are of 'White-UK' heritage, the only other significant group being 11 pupils of Pakistani heritage. The school serves an area with a mix of housing and family circumstances. It is over-subscribed and very popular with existing parents. The attainment of pupils on entry has risen since the last inspection, from below average to broadly average in 2000. The school has a full complement of as many staff as it can afford; three appointments were made for September 2001 from a list of applicants. The percentage of pupils known to be eligible for free school meals (13.3 per cent) is broadly in line with the national average. The percentage of pupils speaking English as an additional language (4.6 per cent) is higher than in most schools. The percentage of pupils identified as having special educational needs (19.3 per cent) and those with formal statements of need (1.0 per cent) are similar to the national average.

HOW GOOD THE SCHOOL IS

This is an effective school giving good value for money. Standards match or are above the national average in nearly all subjects. Over the past three years national test results achieved by 11-year olds in English, mathematics and science have usually been above the national average. Taking into account the broadly average levels of capability when the pupils enter the school, they achieve well and the school adds value to their attainment. Teaching is predominantly good and the pupils' learning is well organised and effective. The leadership of governors, headteacher and staff produces an orderly, calm community where educational progress and social development are the priority. Management, especially of below average funding for a school of this size, is efficient and principles of best value are applied consciously and rigorously. Specific grant funding is applied appropriately and spent effectively.

What the school does well

- Provides a very good start for pupils in the foundation years.
- There is very good management of pupils, especially of behaviour and social development.
- Provision for pupils with special educational needs is very good: they make very good progress.
- Attendance is well above average: parents are very supportive.

What could be improved

- Ensure that statutory requirements in information and communication technology (ICT) are met and develop the use and effectiveness of recently introduced facilities to improve standards.
- Use assessment more effectively to inform lesson planning and to guide curriculum development.
- Monitor teaching more systematically to identify areas for development.
- Ensure that management responsibility is shared more widely, especially with subject co-ordinators.

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

What the school does well outweighs significantly the areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and has made satisfactory progress since then. Above average standards have been maintained and the school's results have improved in line with the overall national trend. The overall quality of teaching has improved. However, standards in ICT have remained well below average and funding for an ICT suite has only just been made available. There has been only limited progress in monitoring teaching, short-term planning and developing the

management responsibilities of curriculum co-ordinators. The school is aware of the shortcomings and has the will and capacity to tackle them.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	A	C	C	well above average A above average B average C below average D well below average E
mathematics	B	A	A	A	
science	C	A	B	A	

In the foundation years there is good awareness of the early learning goals and the pupils are on target to meet them. In the end-of-key stage tests of pupils at the age of seven, the school's results have been at or near the national average for the last three years, with reading slightly stronger than writing or mathematics. The added value at Key Stage 2 is, on the evidence of this inspection, due to the higher quality of teaching and learning in Years 5 and 6. This matches the inspectors' judgement that standards of work are, overall, above average, taking into account scrutiny of work from the last academic year and that teachers were still getting to know their classes early in a new academic year. The school did not quite meet its challenging targets in 2001. However, these were based on previous school performance and there is now a more sophisticated system for assessing the potential and prospects of individual pupils. On this basis, the targets for 2002 are a little lower and, the school maintains, more realistic. All pupils demonstrate positive achievement: special educational needs pupils the most, the most capable the least.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils recognise the part they have to play in sustaining an orderly and friendly community. There has been no need for exclusion recently.
Behaviour, in and out of classrooms	Very good. Very good pupil management and relationships reflect the headteacher's philosophy, staff support and parents' encouragement
Personal development and relationships	Good. Teachers know their pupils well and show care and concern for personal development as well as educational progress
Attendance	Very good. Parents are very supportive.

The personal and social development of pupils is at the core of the school's intentions. Procedures for monitoring and eliminating oppressive behaviour are very good. Attendance monitoring systems are good. The school includes all pupils in all the activities available.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	satisfactory	good

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

Teaching and learning are particularly good in the nursery and reception (the foundation) years. In Years 1 and 2 progress is maintained, with special emphasis on and success in reading. In Years 3 – 6 (Key Stage 2) progress is maintained satisfactorily in Years 3 and 4 with a final push for improvement, in core subjects especially, in Years 5 and 6 where teaching is good overall. During the inspection no unsatisfactory teaching was seen. In English, the school follows the guidelines of the National Literacy Strategy fairly closely. In mathematics, there is too little emphasis on some important elements of the National Numeracy Strategy: namely the quick-fire mental arithmetic and intensive support for different groups in turn during the middle part of the lesson.

Strengths in teaching seen during the inspection included: very good pupil management; good use of praise and encouragement; a high percentage of time on task and planning to ensure full curriculum coverage. Pupils with special educational needs have very good Individual Education Plans and provision for their inclusion in mainstream class activities is discreet and highly successful. Weaknesses centred on: marking and assessment not being used to inform lesson planning and curriculum development; sometimes homework not well enough planned and too often not enough attention to the needs of the higher attaining pupils. In ICT, and to a lesser extent in mathematics, increased teacher subject confidence might lift teaching from satisfactory to good. Overall, however, the school meets the needs of all its pupils well; they all learn, make progress and achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is considerable emphasis on preparation for national tests. ICT is weak and does not meet statutory requirements. Music needs development. There is a good range of extra-curricular activities. Equality of access and opportunity is satisfactory.
Provision for pupils with special educational needs	Very good. Extremely well and efficiently organised. A careful balance between withdrawal for intensive small-group teaching and support in class ensures very good progress.
Provision for pupils with English as an additional language	Good. The few pupils who need extra support and teaching are given effective help and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for social development is very good and for moral development good. Cultural development is satisfactory; better for the heritage than the multicultural dimension. Provision for spiritual development is unsatisfactory: there is little planning for this aspect across the curriculum.
How well the school cares for its pupils	Good. There are very good procedures for minimising unacceptable behaviour. There is a very good, socially responsible climate.

Parents are very supportive and the school works closely and well with them. This is a significant strength and is manifest in, for instance, the shared commitment to high attendance. They raise significant funds each year. The strength in the way the school cares for its pupils is that it establishes the good ethos through high expectations rather than sanctions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher is a quietly effective leader and efficient manager. There is, however, too little devolution of accountability to the deputy and subject leaders. Monitoring of teaching and learning is not regular and specific enough to be having an impact on standards.
How well the governors fulfil their responsibilities	Good. There is a well-balanced governing body. All the members have duties and are keen and supportive. They are very well led.
The school's evaluation of its performance	Despite good analysis of pupil performance in tests to show where there are weaknesses, there is too little and only irregular monitoring of teaching and learning and taking effective action to improve the school's performance over the longer term. This aspect is unsatisfactory.
The strategic use of resources	Good. The school uses meagre funding efficiently and with due regard to best value and the needs of the pupils.

The school has a full complement of suitably qualified staff. There are good relationships and effective working practices between all staff, including lunchtime supervisors. The accommodation is sufficient for the basic needs of the school and is maintained in generally good condition. The staff room is too small and is upstairs near the very small office shared with the deputy head. Provision for physically handicapped people is poor, with the natural difficulty of a steeply sloping site. Good care is taken of adequate learning resources.

The strength in leadership and management is the experience and high esteem in which the headteacher is held. The weakness is that the deputy head and subject leaders are not carrying a sufficient share of the responsibility for standards. The chairman of the governing body has a good insight and vision for the school's development. There is good attention to the need to obtain best value in all areas of expenditure. The school has reasonable capacity to improve further.

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 is well managed and led. • Pupils become mature and responsible. • Teaching is good. 	<ul style="list-style-type: none"> • The amount of homework varies too much. • Information about their child's progress.

Inspectors agree with the positive points and that more thought needs to be put into the planning of homework and guidelines about how much should be set in each year group reinforced. Parents understand enough about levels of attainment to want more information about their child's progress in relation to national expectations.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. With an average intake, the school has in recent years been sending pupils on to secondary education with attainment in the examined core subjects above average. This indicates a good level of achievement for all pupils as they pass through this school. In the foundation years there is good awareness of the early learning goals and the pupils are on target to meet and exceed them. By the end of Key Stage 1 standards are above average in reading and mathematics, average in writing and science, well below average in information and communication technology (ICT) and satisfactory in religious education. By the time the pupils leave the school, standards in English are just above the national average, with reading a relative strength. In mathematics and science, standards are above average with the girls slightly ahead of boys due mainly to the inability of some of the boys to sustain concentration and the tendency for the girls' work to be neater and better organised. Standards in ICT remain well below average and in religious education satisfactory. The school's results have been improving in line with the national trend. The school has recently introduced a system for collating data about the performance and progress of individual pupils. This is guiding the school in estimating the pupils' potential and performance targets. These suggest a more realistic, but still challenging, slightly lower set of targets for the 2002 cohort. There is a need to improve standards in ICT and the school is focusing on writing. The literacy and numeracy initiatives have been adopted, but in the lessons seen, some of the elements were weak: for instance in numeracy the opening 'quick-fire' session lacked sufficient pace and in both subjects the final session was not used well enough to test understanding of what had been done. Pupils with special educational needs or English as an additional language make at least good progress: their achievement is well above average.
2. In English at the end of Key Stage 2 there had been steady improvement until 2000 parallel to, but at a higher level than, the improving national trend. The 2000 results were close to the national average and the as yet unconfirmed 2001 results are below the school's target, but an improvement on 2000. From the evidence of this inspection, early in the new school year, these results are substantiated. Standards in speaking and listening are average throughout the school. Emphasis on reading produces above average standards. Writing is about average but with some weaknesses of which the school is aware. Teaching follows the pattern of the literacy initiative. The school has a good stock of large books for shared reading. There is good linking of literacy objectives with other subjects: key words and skills are emphasised. The school has given recent emphasis to writing and this is carried through to all subjects.
3. In mathematics, with some fluctuations, from 1997 to 2000 standards have remained above the national average and are rising at the same rate as the improving national trend. In 2000, compared with overall national standards and also in comparison with schools in similar circumstances, the national test results were well above average. The results in 2001 were, however, lower and below the school's target. On the basis of lessons seen and work inspected, current standards as pupils enter Year 6 are a little above the national average. There is emphasis on and above average competence in number work but investigating, exploring and perceiving patterns are slight weaknesses. The National Numeracy Strategy has been adopted. However, although lesson plans conform to the suggested model, the elements are not sufficiently clearly focused. The mental arithmetic session is rarely fast enough or sufficiently challenging. Teachers tend to wander around checking group work rather than concentrating support and expertise. The final session is too often just a 'tell us what you have done' session with too little probing questioning to test understanding.
4. In science, there has been a steady improvement over recent years to a level above the national average. The 2001 results show a further significant improvement. The judgement of this inspection is that standards are average by the end of the infant years but have risen to above average by the end of the junior years. This indicates above average achievement as pupils prepare for the Key Stage 2 national tests.

5. Standards in information and communication technology (ICT) are, however, well below average throughout the national curriculum years (Years 1 to 6) and are falling further behind as the pupils pass through the school. Only in the nursery and reception classes was good use being made of the computers in the classrooms. There were good programs, which were engaging and absorbing the small groups of children working there. In the rest of the school, with the plausible explanation that it was early in the year and teachers were concentrating on establishing relationships and routines, systems were not in use. The recently-provided ICT suite was being commissioned and brought into use during the inspection.
6. Religious education standards are in line with locally agreed expectations throughout the school. Teaching conforms to the guidelines of the recently amended locally agreed syllabus.
7. Across the remaining foundation subjects, standards are close to national average by the end of each key stage in all except history, where good progress and interesting lessons at Key Stage 2 produce knowledge and understanding judged to be above average. No judgement was made about music: there is a new music teacher, only in school for two weeks at the time of the inspection.
8. There are very good individual education plans for all the pupils with special educational needs. The pupils are well supported in class and, when withdrawn for focused support, are very well taught. They make very good progress and their achievement is well above average. However, there was too little recognition of the wide range of prior attainment and needs in the majority of the lessons seen. Setting in mathematics narrows the range but in the upper sets, 34 pupils put considerable demands on the teacher and classroom space. Throughout the school, the quieter, higher attaining pupils receive a good foundation and a comprehensive and systematic programme of work, but are too often under-challenged.

Pupils' attitudes, values and personal development

9. The pupils show positive attitudes towards school and their work, behave very well, form very good relationships and their personal development is good. Children in the foundation years get a very good start to their schooling and their personal development meets one of the early learning goals. The very good partnership with parents together with the pupils' social development at school, make significant contributions to these positive attitudes and values. Standards have been fully maintained since the previous inspection.
10. Pupils' attitudes to school are good. Based on questionnaire returns, nearly all pupils like school, which plays an important part in their lives. For example, groups of Years 2 and 6 pupils ranked school ahead of friends and hobbies and only behind family in a list of the important things in their lives. Most look forward to coming back to school at the end of holidays; they like its positive atmosphere. They consider that the way most teachers make their learning enjoyable and the very good relationships make significant contributions to this atmosphere. Pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, art, experimental science and mental mathematics. In nearly all lessons, pupils settle to their work quickly and show good interest and concentration. The best attitudes and behaviour occur in lessons where expectations are high, work is demanding and pupils are busy and engaged in a variety of activities which provide the right level of challenge for them.
11. Behaviour in classrooms, during lunchtime and playtimes, is very good overall. The consistent implementation of the behaviour policy by adults is a key factor. The good and reliable behaviour of nearly all pupils is a key element in the prevailing positive atmosphere for learning. In nearly all lessons pupils are very well behaved. Prior to moving in groups, pupils form orderly lines and move about in a calm and responsible way. Behaviour of nearly all pupils at lunchtime and playtimes is very good. There is no sign of any bullying, or of racist or sexist behaviour. Permanent exclusions are unknown and there has been no fixed term exclusion in recent years. Parents' questionnaire responses fully support this very positive picture, with nearly all parents positive about pupils' behaviour. Pupils take good care of property and resources and help keep the school in an attractive condition.

12. Relationships between adults and pupils and among pupils are very good overall. Adults act as good role models. Teachers value pupils' work and praise effort and good work. For example, pupils in Years 2 and 6 spoke very positively about the support they get from teachers and the fair way in which they are treated. As a result, pupils are comfortable expressing views and asking questions of their teachers. This assists their learning. Very good relationships among pupils, including those with special educational needs, is a striking feature. As a result, pupils work well in pairs and small groups, supporting each other's learning with explanations.
13. The pupils' personal development is good. Pupils know and carry out calmly the daily routines expected of them. They enjoy speaking with visitors. Pupils show concern for others, if they are ill or otherwise upset. Pupils regularly and without prompting hold doors open for each other and adults. Pupils become increasingly comfortable taking responsibility as they grow up through school. They are keen to help others: for example, Year 6 pupils regularly help in classrooms during wet playtime. Pupils increasingly work well in groups as they move through school. As a result, in the juniors nearly all pupils work very well in pairs and small groups in lessons. When questioned in groups, Years 2 and 6 pupils are comfortable listening to different views expressed by others. They enjoy contributing to a number of charities. Year 6 pupils speak of their pride when representing the school at sporting events. However, evidence of pupils' initiative in initiating independent learning is less than normally seen; this is a slight weakness.
14. Attendance is very good. It is consistently well above the national average. Unauthorised absence level is consistently below the national average and confined to very few pupils. Punctuality is very good. Nearly all pupils come to school on time and settle to their work promptly and calmly.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is good, overall. Seventy nine lessons were observed during this inspection. In six of those lessons teaching was rated very good, in 36 lessons good and in 37 lessons satisfactory. No unsatisfactory teaching was seen, in line with the parents' view that the teaching is good. It was early in the school year. Teachers were getting to know their pupils and establishing good classroom routines. Teaching and learning is particularly good in the nursery and reception (the foundation) years. Teachers establish clear and friendly routines and provide for a wide range of learning opportunities. In Years 1 and 2 progress is maintained, with special emphasis on and success in reading. There is a current emphasis on trying to improve writing. In Years 3 – 6 (Key Stage 2) progress is maintained satisfactorily in Years 3 and 4 with a final push for improvement, in core subjects especially, in Years 5 and 6 where teaching is good overall.
16. In English, the school follows the guidelines of the National Literacy Strategy. Teaching and learning in English is good overall because of the success in reading. In mathematics, a new commercial scheme was introduced in September 2000. Teachers were seen following it too slavishly, giving too little emphasis to some important elements of the National Numeracy Strategy: namely the quick-fire mental arithmetic and intensive support for different groups in turn during the middle part of the lesson. Teaching is predominantly satisfactory. In science, the quality of teaching and learning is good. In information and communication technology (ICT) too little teaching was seen to make a secure judgement, but standards are well below average. In religious education teaching was good in a Year 2 class seen and in the junior years teaching and learning are satisfactory overall. Insufficient teaching was seen in art and design at Key Stage 1, design and technology, geography and music to make a judgement about quality. In history, no unsatisfactory teaching was seen and the learning and progress of pupils is satisfactory. In physical education good teaching was seen in Year 2 and satisfactory teaching was seen in a wide range of lessons in the junior years.
17. Across the school, strengths in teaching seen during the inspection included: very good pupil management; good use of praise and encouragement; a high percentage of time on task and planning to ensure full curriculum coverage. There is good attention to reading skills. Pupils with special educational needs have very good Individual Education Plans and provision for their inclusion in mainstream class activities is discreet and highly successful. Weaknesses

centred on: marking and assessment to inform lesson planning and curriculum development; sometimes homework not well enough planned and too often not enough attention to the needs of the higher attaining pupils who needed more challenging work. In some subjects, particularly in ICT and to a lesser extent in mathematics, teacher confidence and expertise needs lifting if teaching is to progress from satisfactory to good. Overall, however, the school meets the needs of all its pupils well; they all learn, make progress and achieve well.

18. Pupil management, both in classes and more generally in and about the school, is very good and is a significant strength. Pupils with special educational needs are particularly well cared for and they make very good progress. All pupils are included in all aspects of the life of the school. The few pupils needing help with English as an additional language are well provided for. However, the school does not use the results of assessments and evaluations of performance either to modify lesson planning, except on an intuitive basis, or in the shaping and development of the curriculum. There is currently so much reliance on commercial schemes of work that the lessons are too often, for instance in mathematics, inflexible and arid. It was early in the school year, but too little attention was seen being paid to the needs of the minority of higher attaining pupils. Scrutiny of work from the previous year confirms that there is too little independent learning and research.

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

19. The curriculum makes a sound contribution to the school's aim of providing opportunities for all pupils to experience success and fulfil their potential. The curriculum in the foundation years and throughout the rest of the school is broad and balanced, with the exception of ICT and the little evidence of composition in music. The school provides a good range of extra curricular activities that broadens further the opportunities for pupils. Over the year the school teaches all National Curriculum subjects along with the agreed syllabus for religious education. The time allocated to each subject is similar to national averages. Effective strategies are in place for the teaching of Literacy and Numeracy and teachers have been appropriately trained in these initiatives. Such measures are having a beneficial effect on pupils' performance throughout the curriculum. Literacy and numeracy skills are reinforced across all subjects. The pupils enjoy practising these skills regularly and make satisfactory progress.
20. The governors have ensured the review of sex and drugs education, and have agreed satisfactory policies with parents. Personal, health and social education is mainly taught through collective worship and subjects such as religious education and science. A co-ordinator has recently been appointed to develop the essential systematic planning.
21. The school has made satisfactory progress in addressing the issues arising from the last inspection. All subjects now have schemes of work and policies. The co-ordinator's role has been developed to include the monitoring of work through the inspection of teachers' planning and work sampling. However there is only intermittent and irregular monitoring of teaching and no time has been allocated for co-ordinators to undertake this responsibility. The development of a culture where good planning and teaching practice is formally discussed and shared is insufficiently developed. Short-term planning is now satisfactory, with teachers linking the work to National Curriculum programmes of study. However there is only inconsistent attention paid to the planning of work that is suitable for pupils of differing abilities. Homework is set regularly in English and mathematics but less formally in other subjects.
22. The school has made a conscious decision, and then provides, a very good level of support for pupils with special educational needs. There is also some good, often very good, support from the classroom assistants. Many of these assistants are well qualified and undoubtedly contribute significantly to the progress made to pupils with special educational needs. The school recognises its responsibility to ensuring equal access and opportunities for all of its pupils, including those with special educational needs and those who are learning English as a second language, for whom effective provision is made. However, gifted and talented pupils within the school are not formally recognised and do not have individual learning targets set for them.

23. The school has recently opened a computer suite, but the provision for information and communication technology remains unsatisfactory. Subjects throughout the curriculum only inconsistently reinforce the learning of pupils in ICT, and this is an area for improvement. The school ensures that there is a daily act of collective worship which meets statutory requirements and parents are informed of their right to withdraw their children from this.
24. Admission arrangements to the school are satisfactory, with interviews and the assessment of prior attainment being carried out. Relevant information then accompanies the pupil into the infant part of the school. There are good arrangements when pupils leave the school at the end of Year 6. Pupils are given adequate information and visit their next school. High school teachers visit and pupils' needs and performance are discussed. The pupils start work in their final year which is then shared with and reviewed by the high school.
25. The school has developed a good range of extra-curricular activities. There are Booster Classes in mathematics and English for Year 6 pupils after school and on Saturday mornings. The school also organises a Breakfast Club and an After-School Club to help parents' childcare arrangements. There are several sports-related clubs that have enjoyed success in inter-school competitions. There also exist opportunities for pupils to participate in a foreign language club, a choir and a dance club, and to take part in drama productions and charity work. There are visits to various places including museums and local places of worship, whilst a number of visitors are welcomed into the school to talk to the pupils. Such experiences have a positive impact on pupils' attitudes and motivation and, overall, help to enrich the curriculum.
26. The pupils have satisfactory opportunities to develop a sense of responsibility and to use their initiative. Year 6 pupils elect prefects and act as 'Reading Buddies' with younger pupils. In all years pupils act as monitors, returning registers and collecting house points. However, there are inconsistencies in the degree to which pupils are given opportunities to develop a sense of independence and to take responsibility for their own learning. Pupils in the last two years of the school benefit from their outdoor adventure residential trip where they learn team work and independent living.
27. The school's provision for pupils' spiritual, social, moral and cultural development is satisfactory overall, with particularly strong provision being found in the moral and social development of pupils. However spiritual provision within the school is unsatisfactory. At the time of the last inspection the judgement was good overall but with weaknesses in the provision for spiritual development. The pupils learn about a good range of faiths in their religious education lessons. There are also daily acts of collective worship that follow a programme of themes and include opportunities for the pupils to celebrate success. In lessons across the curriculum and during collective worship numerous opportunities are lost to reinforce pupils' sense of spirituality and wonder at the world in which they live. There are inconsistencies in the way that opportunities are presented for pupils to reflect, to meditate on and discuss the natural beauty and the range of human achievement that they experience.
28. The school provides good opportunities for pupils' moral development, and very good provision for social development. There is a strong commitment to emphasising respect for others. Pupils have a clear understanding of what is right and wrong and the need to respect others. The teachers as well as support staff provide good role models and consistently reinforce high standards of moral behaviour, in lessons and around the school. Positive behaviour is supported by praise, a system of rewards and a celebration assembly. The pupils take part in charity work, raising money for a range of local and national good causes. They also take part in a harvest festival, distributing foodstuffs, and collect clothing for asylum seekers.
29. The school has a clear commitment to maintaining a caring and respectful environment. Pupils work well together, perform for members of the wider community and have links with an old people's home. The election of prefects and the way in which the pupils carry out their monitor duties demonstrate the positive way in which pupils accept responsibility.
30. The school's provision for the development of cultural awareness is satisfactory. In lessons the pupils learn about a range of cultures and faiths. They make visits to such places as the Manchester museum, a synagogue and a Second World War prisoner of war camp. The pupils'

cultural experience is further broadened by visitors into the school such as the Drug Education Caravan, theatre groups and a Viking visitor. Art work around the school enlivens the environment and includes the work of artists such as Seurat and Klee.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. As at the previous inspection, the care arrangements for pupils are good. Whilst procedures to assess pupils are satisfactory, there are shortcomings in the uses to which the information is put. Procedures to promote and ensure pupils' wellbeing are good. The school has good arrangements for induction to nursery, reception and other classes. Pupils are well supported as they prepare for secondary school. Pupils confirm that they are well cared for when they are ill or otherwise distressed. Child protection procedures are good. There is a good quality policy and procedures to follow. The designated staff member is known by adults in the school. Effective links exist with social services. Pupils are made appropriately aware of this issue as part of their personal and social education.
32. Procedures to ensure pupils' health and safety are good overall. Teachers make pupils aware of health and safety issues in lessons, such as, in experimental science and physical education. These contribute effectively to the development of a safety conscious attitude among them. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out by external agencies. Fire drills are carried out regularly. First aid arrangements are well established and appropriate.
33. Procedures, to monitor and promote good behaviour and discipline, are good overall. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils respond positively. On-going praise, in lessons and assemblies are routine features. Class teachers deal routinely with low level classroom incidents and have a clear route for referring more serious incidents. In nearly all classes, teachers use praise effectively and routinely maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour. Another important feature is the very good links that exist between teaching and lunchtime staff.
34. Procedures for monitoring and eliminating oppressive behaviour, including bullying, are very good overall. The few pupils with significant behaviour difficulties are clearly identified. Behaviour improvement plans are well used to support these pupils. The lunchtime staff feel very well supported by teaching staff and the headteacher in relation to playground incidents. There is a strong emphasis on preventing incidents through regular assembly and class discussions. Also parents are effectively involved where concerns arise and pupils confirm that they feel comfortable reporting rare incidents of bullying or other anti-social behaviour. Measures taken to resolve significant incidents are well documented and usually very effective.
35. Procedures to monitor and improve attendance and punctuality are good, overall. The data is regularly monitored and the few pupils with persistently unsatisfactory attendance are clearly identified. The Educational Welfare Officer is effectively involved in helping to resolve such cases. Individual recognition and rewards are given for full annual attendance.
36. The school's procedures for assessing pupils' attainment and progress, and for monitoring their academic progress, are sound. However the use of assessment information to guide curriculum planning and teaching is unsatisfactory. Since the last inspection the school has worked hard to develop its approaches to assessment, recording and reporting. A full programme of testing in English and mathematics has been drawn up using recognised national tests. Results are recorded on computer, and every member of staff is now provided with a detailed analysis of pupils' attainment levels. The school has used this information to help them identify gaps in the education of individual pupils as well as to help them put the pupils into appropriate sets. This process is new and needs development. Teacher assessments could usefully be collected to be extended to other subjects, particularly art, design and technology, history, physical education and religious education, where assessment is currently weak.
37. In the classroom, assessment procedures are often not fully developed. Some lesson plans have learning outcomes that are not specific enough, and some are merely taken directly from schemes of work that are not linked to National Curriculum levels of work. This makes

assessment of attainment and progress more difficult for teachers to track. In many subjects other than English and mathematics, the recording and evaluation of assessment information is inconsistently carried out. In science the whole issue of assessment is now under review.

38. Procedures to monitor and support pupils' personal development are good. Pupils and their needs are well known to staff. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. The school creates good opportunities for older pupils to take significant responsibility for themselves and others through the prefect system.
39. The range of sports and music clubs also makes a significant contribution. Junior pupils compete in a good range of team sports, including boys and girls football, cricket, rounders, netball, athletics and swimming competitions. These events, combined with trips and visits, further develop pupils' discipline, personal application, team spirit, a sense of fair play and a wider knowledge of surrounding areas. Parents are positive about the school's part in helping pupils become mature and responsible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Overall the partnership with parents makes a very good contribution to the quality of education provided and the standards achieved. The effectiveness of the partnership has been fully maintained since the previous inspection.
41. Based on questionnaire returns, parents are very positive about what the school provides and achieves. Over a quarter of parents replied to the questionnaire and 18 attended the pre-inspection meeting. Nearly all confirm that their children like school, behave well and make good progress. They consider that the school has high expectations and helps pupils become more mature and responsible. They are very positive about the teaching. They feel comfortable approaching the school with suggestions or concerns and consider it works closely with parents. Most are positive about the range of activities in which pupils get involved outside of lessons. Most feel well informed about their pupils' progress and consider that the school works closely with them. The only issue, where there is a significant degree of dissatisfaction relates to homework levels, with a few parents thinking there is too much whilst a larger minority considering there is too little. The inspection team agrees that more consistency and predictability is needed, but feels that the amount set is, overall, about right.
42. Links with parents make a good contribution to pupils' learning. The school is open, welcoming and listens to parents' concerns. Based on questionnaire returns, nearly all parents feel comfortable raising questions or problems with school. Pupils have reading diaries which enable good routine communication between school and home. The 'Learning Journey' publications provide curriculum information and additional half-termly topic information is planned. School-related information is of good quality. Regular newsletters keep parents well informed about ongoing school life. The prospectus gives a clear outline of the school's expectations and character. The governors' annual report meets statutory requirements and provides a good objective picture of the main issues which the governing body is working on.
43. The quality of pupils' annual reports is satisfactory overall. Reports convey a clear sense of what pupils are doing and most give a clear indication of how well pupils are performing, compared with national standards. However many do not systematically identify areas for improvement in attitudes or in subjects. The practice of getting parents to comment is a positive feature: most do.
44. Parents' involvement with the work of the school makes a very good contribution to pupils' learning and the life of the school. Nearly all parents ensure that their children attend regularly. Discussions with pupils indicate that nearly all have somebody at home who checks that set homework is done. Nearly all pupils are represented at the parents' evenings in autumn and spring terms. Parents of special needs pupils attend their reviews. Many parents attend and enjoy Christmas and summer performances and sports days. Workshop evenings on the numeracy hour and drug awareness were well attended. There is an active parent teacher association which works very well with the school. It organises and runs a highly successful

range of fundraising and social events, typically raising up to £7,000 annually. Funds are well used to enhance existing resources and to contribute to significant projects, such as the outside play equipment and furnishing the computer suite. Their activities also help to establish and maintain very good informal links between staff, parents and pupils, as all parties are involved in most of the events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Overall, the leadership and management of the school are satisfactory. The governors have a clear understanding of their overall responsibility for the performance of the school. The chairman is particularly perceptive and is thinking well ahead. The headteacher is a quietly effective leader and efficient manager. His philosophy sets the tone for a school where there is a calm atmosphere and good behaviour. There have been no exclusions recently; the philosophy promulgated by the headteacher is one of inclusion. At the extreme there are a few pupils who present considerable challenges, but the school manages them sympathetically but firmly and with good humour. Pupil management and the development of social skills are both very good and stem from the headteacher's leadership. The special needs department is very good and very well led and keeps an overview of the progress of pupils for whom English is an additional language. The teacher in charge is rightly a member of the senior management team and makes a very important contribution. The role of the deputy head is less clear. He deputises when necessary, teaches one class for three afternoons each week and from the Autumn half-term teaches a Year 6 mathematics set for one hour each day. He manages projects, currently the setting up of the new ICT suite. However, his role as a manager, for instance in monitoring teaching quality, is less clear and his overall contribution is not at a high enough level. Similarly, the subject co-ordinators organise schemes of work and offer advice and support but have too little opportunity to work alongside colleagues to monitor standards and progress. Monitoring of teaching and learning, done mainly by the headteacher and occasionally the deputy head, is not regular and specific enough to be having an impact on standards. However, the school has good systems for analysing test results and deciding priorities for improvement in examination performance. The school's appreciation of its strengths and weaknesses is sound, but intuitive and not sufficiently well underpinned by evidence and evaluation of performance in the classroom.
46. The governing body fulfils its statutory responsibilities well and has a good understanding of the strengths and weaknesses of the school. All the members have duties and are keen and supportive. They are very well led. Their chairman gives a lot of time to his responsibilities. Performance management reviews have been completed. All the money available in the budget is spent and there is a keen eye to obtaining best value. The governors and headteacher review spending and make judgements about cost-effectiveness. The governors understand and discuss performance indicators and oversee initiatives to secure improvements. Performance reviews have been undertaken and are now a regular part of the governors' programme.
47. The school has a full complement of suitably qualified staff. The school was able, without undue difficulty, to fill three teaching vacancies for September 2001. There are good relationships and effective working practices between all staff, including lunchtime supervisors. The accommodation is sufficient for the basic needs of the school and is maintained in generally good condition. Provision for physically handicapped people is poor, with the office upstairs and the natural difficulty of a steeply sloping site. Good care is taken of the adequate learning resources, but many of the library books look well worn and in need of imminent replacement. The school makes very effective use of specific grants and additional funding. The school adds funding from the general budget to the special educational needs department and this money is spent very effectively to raise standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. To raise standards and improve the quality of education provided by the school, the governors, headteacher and staff should now:

i. **Ensure that statutory requirements in information and communication technology (ICT) are met and develop the use and effectiveness of recently introduced facilities to improve standards:**

- a. reviewing and monitoring what is taught;
- b. ensuring that the new suite is used effectively and efficiently to bring pupils' knowledge, skills and understanding up to the required level;
- c. developing and monitoring the use of ICT to support learning in all classrooms and all subjects.

(paragraphs 5; 19; 98)

ii. **Monitor more systematically teaching effectiveness to identify areas for development and raise standards by:**

- a. establishing a programme for regular monitoring of teaching and learning;
- b. analysing strengths and weaknesses to identify areas of need.

(paragraphs 21; 38; 45; 62; 66; 70; 72; 80; 84; 87; 98; 110)

iii. **Use assessment more effectively:**

- a. to judge what has and has not been learnt and understood in individual lessons and to inform lesson planning so that the needs of different groups of pupils are met more accurately, especially the higher attaining pupils;
- b. to guide curriculum development by highlighting areas that are more or less easily learnt and understood, thus informing planning to ensure sufficient challenge for all pupils.

(paragraphs 18; 36; 62; 84; 87; 93;105)

iv. **Ensure that management responsibility is shared more widely by:**

- a. Increasing the responsibilities of the deputy head and coordinators for specific areas of the school's performance.

(paragraphs 45; 80)

49. In addition, though not Key Issues, the school should consider including in its action plan:

- a. increasing awareness of the spiritual dimension and incorporating it into planning across all subjects (paragraphs 27; 71; 99);
- b. whenever possible providing more challenging work for higher attaining pupils (paragraphs 8; 18; 21; 22; 61; 78; 93;106;110);
- c. improve the pace of the quick-fire mental arithmetic sessions and intensive support for different groups in turn during the middle part of lessons in mathematics (paragraph 73);
- d. encourage and support pupils to take more responsibility for their own learning (paragraph 26);
- e. improve the quality of the pupils' handwriting (paragraphs 62; 66).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	36	37	0	0	0
Percentage	0	8	45	47	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	428
Number of full-time pupils known to be eligible for free school meals	nil	51

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	nil	6
Number of pupils on the school's special educational needs register	nil	98

English as an additional language	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	36	27	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	33	30
	Girls	24	25	26
	Total	54	58	56
Percentage of pupils at NC level 2 or above	School	86 (81)	92 (88)	89 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	31	32
	Girls	24	26	26
	Total	53	57	58
Percentage of pupils at NC level 2 or above	School	84 (83)	90 (92)	92 (100)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	30	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	25	27
	Girls	27	27	29
	Total	48	52	56
Percentage of pupils at NC level 4 or above	School	80 (88)	87 (90)	93 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	26
	Girls	24	26	28
	Total	46	48	54
Percentage of pupils at NC level 4 or above	School	77 (88)	80 (91)	90 (91)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	7
Pakistani	11
Bangladeshi	0
Chinese	1
White	443
Any other minority ethnic group	14

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)	17.8
Number of pupils per qualified teacher	24.0
Average class size	30.6

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	713 171
Total expenditure	701 493
Expenditure per pupil	1552
Balance brought forward from previous year	(6809) DR
Balance carried forward to next year	4869

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	436
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	70	30	0	0	0
Behaviour in the school is good.	61	31	3	0	2
My child gets the right amount of work to do at home.	37	19	17	3	1
The teaching is good.	67	30	1	0	1
I am kept well informed about how my child is getting on.	54	35	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	81	17	1	0	0
The school expects my child to work hard and achieve his or her best.	71	26	1	0	2
The school works closely with parents.	60	31	7	1	1
The school is well led and managed.	79	21	1	0	0
The school is helping my child become mature and responsible.	65	32	1	0	1
The school provides an interesting range of activities outside lessons.	51	36	10	0	3

Other issues raised by parents

None. The parents are happy and supportive; the school is oversubscribed.

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

50. The children's attainment on entry is average, covering the full spectrum of ability but not weighted at either end. At the time of the inspection, the second week of the autumn term, the children attended part-time; for some it was their first visit. The improved induction programme, which for the first time includes a home visit in early September, seems to have helped children settle into the nursery confidently. The relaxed start to the beginning of the session, which allows parents and carers to stay until their child has chosen an activity, is good practice and gives confidence to children and adults. Children in the two reception classes are settling in confidently, building on the good start they have received in the nursery. At this early stage in the year, standards are average. Older pupils are on course to reach the expected outcomes by the time they are five years old. This, with continuing emphasis on reading, is in line with the findings of the previous inspection.
51. Teaching in the foundation stage (Nursery and Year R) is consistently good. At the time of the last inspection there was a supply teacher in the nursery. Teachers and assistants have a thorough knowledge of the way young children learn, and provide good learning opportunities to meet the needs of all. There is good awareness of the early learning goals and the pupils are on track to meet them. The strengths of the good teaching are the high expectations, that learning is fun, and the very clear learning objectives for all the activities. During lessons computers were switched on and were being used effectively to support learning. Some of the young children show very good confidence and facility with the equipment. The very good interaction between adults and children ensures that all areas of learning are very well promoted. Most children leave parents and carers happily and choose an activity from the wide range available. The very supportive style of teaching helps to make these young children feel safe, secure and confident.

Personal, social and emotional development

52. Personal, social and emotional development is promoted through all areas of learning. The children are establishing very good relationships with their teachers and other adults who work alongside them and with their peers. These young children have frequent opportunities to share, take turns and to co-operate, for example, when making a Humpty Dumpty puppet, playing in the outside play area and in a baking activity when they made jam tarts. Children in the reception classes listen to the teacher very attentively during an assembly and share their opinions about special names confidently.
53. Teachers have high expectations of behaviour and provide very good role models by treating all the adults and the children with courtesy and respect. School routines are being established and start-of-the-day registration times are used effectively to promote personal, social and emotional development. Children choose their name label, pin it on carefully and return it at the end of the session. As a result of the consistently good teaching, these young children are working towards the early learning goals and look set to achieve them by the end of the foundation stage.

Communication, language and literacy

54. Children are given stimulating opportunities to listen and talk in many areas of learning apart from specific teaching in this area. For example, as seven children in a reception class made jam tarts the teaching assistant talked to them all the time. The children described the mixture in the bowl, 'fluffy', 'crumbly'. When the water was added it became 'squashy', 'lumpy', 'like a ball'. The quality of interaction between the teaching assistant and the children enabled these young children to increase their vocabulary and talk about their learning. They were asked to predict the next stage and to recall what they had done. The children listen very well as the teacher shares books. The pupils join in confidently with repetitive phrases. Many recite nursery rhymes confidently and act them out: for example, Little Miss Muffet; making cups of

tea in Polly's house and watering the flowers in window boxes around Mary's cottage. Such role-play situations encourage children to communicate clearly with each other. Children write in play situations and later in more formal situations. Many children in the reception class cannot write their name, but hold their pencil correctly and know how to form some letters. Teaching in this area is very good. Every opportunity is exploited by teachers and assistants in all areas of learning to engage these young children in conversation and even at this early stage, children in the nursery and reception classes talk confidently about what they are doing.

Mathematical development

55. Children in both the nursery and reception classes are presented with interesting opportunities to count in a range of activities: for example, playing a colour matching game; how many have you got?; how many have I got?; have you got more than me? Children in the reception classes were making model spiders using a variety of materials but they had to ensure that each spider had eight legs. Children in both the nursery and reception classes enjoy singing and acting number rhymes, consolidating counting, addition and subtraction. Children in the nursery recognise circles, squares, rectangles and triangles and sort and match these shapes. Many children in the reception classes, at the beginning of the autumn term, match objects to numbers up to 9. When playing with the train set they use appropriate mathematical vocabulary: long; short; next to; behind; in front. When painting apple shapes they ask for a big one or a small one. The strengths of the good teaching in this area are the way teachers adjust the activities to meet the needs of all the pupils, provide stimulating activities with clear learning objectives and keep careful records of the children's progress.

Knowledge and understanding of the world

56. Planning, photographs and analysis of last year's work indicate that children are presented with stimulating opportunities to explore and investigate: for example, planting sunflower seeds and watching the plants grow and looking at the development of tadpoles. During a baking activity this term children were encouraged to identify the changes that took place. They have frequent opportunities for designing and making, selecting appropriate materials and using scissors, paste spreaders and similar tools competently. They choose to use the computer during each session and are developing good mouse control. A group of children in a reception class made their own yoghurt, adding sugar, strawberries or blackberries. They explain their preferences. The good teaching provides well-planned opportunities for children to observe carefully, ask questions and talk about what they see and changes that take place. They are on track to meet and exceed the early learning goals.

Physical development

57. Teaching is consistently good in this area resulting in good learning. The outside play area is a very good resource which is used effectively and efficiently to provide good opportunities for physical development. There is a challenging climbing frame on a safe surface and a good range of wheeled toys as well as some carefully chosen objects: toy petrol pumps and a crossing patrol lollipop to encourage role-play. The roadway gives good opportunities to teach road safety. Children in the reception classes also have one period a week in the hall when they learn to be aware of space, stop and start on a signal and balance on various pieces of equipment. In the classroom there are opportunities to play with large bricks, construction sets and malleable materials ensuring that children develop their motor skills. They are on track to attain the early learning goals.

Creative development

58. The good teaching in creative development provides well-planned opportunities for learning. Teachers and assistants interact very well with the children encouraging them and teaching new skills, whilst allowing them time and space to explore and practise skills. They look at real apples and mix their own paint to try and match the exact shades of green and red. Making large pictures to accompany this term's nursery rhyme project has afforded opportunities for painting, collage and three-dimensional work. Some very impressive paintings are on display of work done by children in last year's reception classes – seascape paintings in the style of

Van Gogh and work using felt tip pens in the style of Seurat. This work was the standard usually seen in Year 2 or 3, so these children are well on track to reach and exceed the early learning goals. Children have daily opportunities to sing simple songs from memory. They are beginning to learn that sounds can be changed to reflect mood; happy/sad and to be aware of rhythm as they clap their names. Role-play situations provide good opportunities for pupils to develop their imagination. The good teaching in creative development provides well-planned opportunities for learning. Teachers and assistants interact very well with the children encouraging them and teaching them new skills, whilst allowing them time and space to explore and practise skills.

ENGLISH

59. The national tests for 2000 show that by the time pupils are seven years old standards in reading are above average; in writing they are average. By the time pupils are eleven years old standards in English are close to the national average. When compared with similar schools, the standards in reading at the end of Key Stage 1 are well above average, in writing they are average. By the end of Key Stage 2 national test results in the Year 2000 show that standards in English are average compared with national standards and similar schools. The Year 2001 test results, however, show a rise in standards at both key stages, but data is not currently available to compare the school's results with national results or with similar schools. Inspection evidence, including looking at pupils' work from the last year, broadly confirms standards slightly above average.
60. Standards in speaking and listening are satisfactory throughout the school. Younger pupils listen attentively to their teacher and are keen to answer questions. Older pupils listen to the teacher, to each other, and offer their opinions confidently. For example, in a Year 5 history lesson the pupils were looking at Victorian artefacts; they described the object, suggested what it was used for and explained what we use today. From talking with pupils it would appear that there are few opportunities to develop their speaking skills through drama or opportunities to speak in front of larger audiences, for example, in assembly.
61. Standards in reading are above average by the end of Key Stage 1 and are maintained above average by the end of Key Stage 2 because of the high priority that teachers give to reading and the efforts they make to involve parents in supporting their own children. The school provides varied opportunities for pupils to read, including reading individually to an adult, guided and silent reading sessions as well as further opportunities in the literacy hour. The school's reading records show that pupils make steady progress as they move through the school and the oldest pupils are developing the higher reading skills of skimming and scanning. They read a wide range of texts, thus giving them access to the full curriculum. Although there is a good range of books in classrooms and corridors to motivate pupils, the library has a lot of old stock and does not provide an exciting, vibrant learning environment. This facility urgently needs improvement to provide opportunities for independent learning, especially for the more able pupils.
62. Standards in writing are satisfactory throughout the school, but there are some weaknesses. Handwriting is poor. Younger pupils take very little care with writing and many of the older pupils do not use a joined script until they reach the top of the school. The overuse of worksheets does not encourage neat handwriting and good presentation. Teachers' expectations are too low in this area. However, pupils are not routinely encouraged to read their work through and check for spelling errors. There is a whole-school approach to the teaching of spelling using the 'look, cover, write and check' approach. Marking is poor. Analysis of pupils' work reveals that most marking is a tick and a one-word comment. There was very little evidence of marking linked to clear learning objectives and marking which tells pupils what they have done well and what they now need to do to improve. The guided reading element of the literacy hour is well established but analysis of past planning and past work reveals that guided writing is very under-developed. Good modelling of writing by teachers throughout the school would provide a focus for the development of writing skills. As it was only the second week of term and teachers were still getting to know their pupils, most writing in Key Stage 1 consisted of writing individual words and very simple sentences. In a Year 2 lesson when pupils were asked to make a zigzag book the emphasis was on quantity rather

than quality. Pupils in Year 3 demonstrate a sound knowledge of using full stops and capital letters in their writing. Year 4 pupils know the importance of using powerful verbs to capture and sustain interest. Year 5 pupils show a good understanding of myths and fables. Year 6 pupils are studying the similarities and differences between autobiographical and biographical text. Examples studied appeal to boys and girls: Alan Shearer and Amy Johnson. Homework was used satisfactorily, for example to collect information about someone in preparation for writing a biography using the plan that had been used in school during the week. All the pupils came well prepared to write their biography.

63. Pupils with special educational needs make very good progress in relation to their prior learning. The few pupils for whom English is an additional language make good progress. Individual education plans are very focused and written by the special educational needs co-ordinator (SENCO), the class teacher and special support assistant; thus there is full ownership by all those involved. The specific targets are used well in planning work for these pupils. Work in most lessons is matched well to these pupils' needs. The withdrawal teaching that these pupils receive is very focused and the support they receive in the classroom by the very well qualified support assistants is of high quality.
64. Pupils show positive attitudes to their work. They listen well, settle to work quickly and work diligently to complete the set tasks. There is not, however, a culture of making learning really enjoyable. Too often pupils are passive learners, rather than excited, enthusiastic learners.
65. The quality of teaching and learning is good overall. It is sometimes very good, for instance, in Year 6. The strengths of the teaching are the way the pupils are managed; there is a calm purposeful atmosphere in most classes. Very good use is made of support staff. Teaching is thorough, but some of the short term planning is too sparse to take into account the varied capabilities of the pupils. In a Year 4 class on double consonants, for instance, only one example was considered whereas the more able pupils could have been encouraged to suggest other possibilities. There is a very heavy reliance on a published scheme rather than using this as a resource to teach the key skills that the pupils need to learn. Where there is very good teaching it is characterised by: lessons with clear learning objectives; lively interaction between teacher and pupils; and a good variety of activities within each lesson. The work is well matched to meet the needs of all pupils: the more capable, the average, and those with special educational needs. It was early in the school year, but no use was being made of the computers in the classrooms.
66. Leadership of English is satisfactory. The National Literacy Strategy has been implemented successfully. The co-ordinator has led in-service training in many features of the strategy and ensured that there are sufficient resources. Improving writing has been a school focus this year. Handwriting has been identified as an area that needs to be addressed. Rigorous monitoring of teaching and learning needs to be undertaken to ensure that pupils are making sufficient progress each year and that the burden of improvement does not fall on particular year groups.

How well literacy is used across the curriculum

67. Pupils are beginning to use their literacy skills successfully across the curriculum. In a Year 5 history lesson pupils took notes to use later while watching a very interesting video. Year 6 pupils scan text for information when finding out about why a synagogue is a special place. They work in pairs and each pair reports findings to the rest of the class. During a class discussion on Jewish artefacts many pupils made pertinent, thoughtful comments.

MATHEMATICS

68. By the end of Key Stage 1, standards look set to be above the national average, somewhat better than at the time of the last inspection. This inspection, however, occurred at the beginning of the school year when teachers were still getting to know their pupils. The most recent published national test results for seven-year old pupils at the school, Year 2000, indicated average results compared with all schools and with schools in similar circumstances. These results also indicated slightly above average performance in Shape, Space and

Measures, but slightly below average in Using and Applying Mathematics. These weaker elements were seen as a focus in some of the lessons seen, better in one of the Year 2 classes than the other. Scrutiny of work held back from the last academic year showed little evidence of research and investigations, suggesting that using and applying mathematics was a relative weakness. This is confirmed by inspection evidence that the teachers are still sticking closely to a published scheme of work, allowing too little room for investigation and imagination but concentrating on number work, shape, space and measures.

69. Standards by the end of the junior years are above average. Standards seen in the junior classes were affected by the setting that occurs. In the lower sets standards were below average in three of the four year groups, the exception being the average standards seen in Year 6. In the upper sets, usually containing about 34 pupils, standards were average in all but one, a Year 5 group where they were above average. When freed from other duties, the deputy head is timetabled to take a group, allowing the division of two classes into three sets, but this was not happening during the inspection. The Year 2000 results for Year 6 pupils were well above the national average, with 33 per cent at the higher level 5, above the national average. There is very good facility with numbers and the pupils tackle problems expressed in words confidently: their reading is good and supports this. The Year 2000 results showed girls performing significantly better than the boys. The 2001 results are lower and the equivalent of four pupils below the school's target figure of 86 per cent for the percentage attaining level 4. Based on knowledge of individual pupil performance and potential, the school has set slightly lower, realistic targets for the current Year 6.
70. Teaching is predominantly satisfactory but with nearly half good. No unsatisfactory teaching was seen. Twelve full numeracy sessions were observed. In five of them the teaching was good and in the remaining seven it was satisfactory. In Years 5 and 6 there is close attention to the demands of the national tests taken at the end of Year 6. To a lesser extent, but nevertheless consciously, there is awareness in the Year 2 classes of what will be looked for by the end of that year. This makes teaching slightly more focused and purposeful in those classes. In several lessons the tight constraint on the methods pupils were being taught was more than the early disciplines being inculcated at the beginning of the year; this was a reflection of the teacher's avoidance of difficult questions. Questioning about what had been done, generally good, was nevertheless tightly constrained to what had been taught rather than extending thinking and understanding. Although performance is analysed, the use of assessment to inform planning based on what has and has not been learnt and understood, is unsatisfactory. The lack of subject confidence and expertise is an inhibiting factor in developing teaching quality. No use was being made of the computers in the classroom.
71. Learning matches the teaching: sound but lacking in flair and imagination. In several of the classes it was notable that the girls were sticking to their tasks better than the boys, who were the first to lose concentration. In the lessons seen, albeit at the very beginning of a new year, there was too little sense of fun and adventure in discovering the patterns, logic and elegance in the work attempted. For instance, in a Year 3 class learning a simple rule for adding nine, the teacher pressed home the system of adding ten and then taking one away. However, on one table a pupil doing the task very quickly had discovered a shorthand rule "tens up, units down" but couldn't make the next step to noticing that the sum of the digits remained constant.
72. The school introduced a new commercial scheme of work in September 2000; the result of this was obvious in the work held back for inspectors to look at. The co-ordinator said that using the scheme had extended the teachers' knowledge and appreciation of the subject while revealing areas for in-service training. She tackles her responsibilities well but she is not expected to monitor and evaluate the teaching of her colleagues, although there are subject meetings and joint scrutiny of work. There is good, systematic coverage of the syllabus. Parallel classes were working on exactly the same topics at the same time of the year. All the pupils were doing the same basic work, with the higher attaining pupils not showing evidence of extension work, just getting all their sums right. Pupils with individual education plans receive good support in class and very good help when withdrawn for intensive small-group support. This support is arranged for minimal disruption, in accordance with the school's philosophy about full inclusion of all pupils. There is a homework timetable, but what was seen was the same for all the class and would clearly take widely different times to complete. Resources are satisfactory, but

although there were units in each classroom, ICT facilities were never seen being used during the group work sessions in classes.

Numeracy

73. The school follows a commercial scheme of work, based on the National Numeracy Scheme. However, in the lessons seen, some of the intended elements were weak. For instance, the mental arithmetic 'warm up' sessions were often too slow. Although pupils used white boards to write their answers and hold them up to show the teacher, too long was spent checking and commenting. During the group sessions, teachers usually wandered round checking rather than settling to give intensive support to one of the groups. The final session, although including questioning about what had been done, nearly always failed to test understanding by asking searching questions to develop the pupils' thinking.

SCIENCE

74. In the Year 2000, teacher assessment of pupils at the end of Key Stage 1 showed that the percentage reaching the expected level 2 was close to the national average. The percentage reaching the higher level 3 was below the national average. The percentage achieving level 2 was broadly in line with pupils at similar schools. The percentage achieving level 3 was below the average for pupils in similar schools.
75. In 2000, the national test results for pupils at the end of Key Stage 2 showed that the percentage reaching the expected level 4 was above the national average, an improvement since the last inspection. The percentage reaching level 4 was above the average for pupils in similar schools and the percentage achieving level 5 was well above the average for similar schools. Since the last inspection, the school's results have improved broadly in line with the national trend. There is no significant difference between the attainment of boys and girls. Over the three years 1998-2000, pupils have left the school with learning over one year ahead of the national average. At the last inspection attainment was judged to be average at the end of each key stage. Now it is average at the end of Key Stage 1 and above average at the end of Key Stage 2. Progress made by pupils through Key Stage 1 is satisfactory and is good through Key Stage 2. The main reason is the focus on technical terms and understanding helped by good reading. The progress of pupils with special educational needs is very good.
76. At Key Stage 1 pupils in Year 1 investigate the properties of materials through the sense of touch and describe what they encounter in the 'feely bag'. They record their work by classifying objects into hard and soft. One higher attaining pupil comments that a teddy bear is both hard and soft. Pupils in Year 2 show good learning as they recall work on categories of food from a previous lesson. They record their favourite food in graph form and make links to maths and to information and communication technology.
77. In Key Stage 2, Year 3 pupils have a sound knowledge of a wider range of materials and classify these into broad categories. Pupils in Year 4 learn about parts of the body by using a skeleton and extend their learning by using clues like eye sockets and jaw line to decide whether bones are animal or human. In Year 5 pupils learn about the properties of solids, liquids and gases and raise questions over how 'flowing sand' should be categorised. Year 6 pupils produce a flowchart to explain how they have carried out their investigations.
78. The quality of teaching and learning is good. Teachers are well prepared for investigative work and make appropriate use of correct scientific vocabulary. This leads to good learning, as when a pupil in Year 3 comments that materials can be opaque, transparent or translucent. In Year 6, where pupils investigate how to separate solids which do not dissolve in water, they are encouraged to question the methods they are using. Examination of pupils' books, however, reveals that in many lessons there is a considerable emphasis on copied work and too little recognition of, and provision for, different levels of prior attainment. A strength of the teaching is the consistency of subject coverage in parallel classes in each year group. It was early in the school year, but computers in classrooms were not being used.

79. Pupils' attitudes and behaviour are good. They listen carefully and co-operate well. Year 6 pupils make a distinction between the enjoyment and understanding obtained from investigative work and the way in which other learning has been organised with a heavy emphasis on copying work sheets.
80. The co-ordinators manage the subject satisfactorily in accordance with their job description. They have a satisfactory system for monitoring pupils' attainment and progress, but are aware of the need to develop it further. The co-ordinators do not monitor teaching. The use of information and communication technology needs to be developed. Results show that work to extend higher attaining pupils at Key Stage 1 should be planned. The co-ordinators also know that investigative work needs to be strengthened and done in the same depth as work in the other attainment targets.

ART AND DESIGN

81. Evidence from the present inspection – planning, displays, work samples, photographs and lesson observations - indicates that levels of attainment are average by the end of both key stages. However, some of the work displayed in the style of artists such as Van Gogh, Monet and Seurat is above average. The school has maintained the average standards identified in the previous report.
82. By the end of Key Stage 1 all pupils make careful observational drawings of vases of flowers, sometimes in the style of Odilon Redon. They also use a range of materials including cellophane, cotton wool and natural materials like leaves to make collages. They paint pictures of animals with a contrasting colour as the background. Steady progress is made in pattern work, culminating in work in the style of William Morris. Observational drawing skills with pencils of different softness are extended in Key Stage 2. Pupils draw cans, crisp packets, trainer shoes and daffodils with increasing accuracy and effective shading. They learn about artists and paint, for example, in the style of Monet's 'Poppies at Argenteuil'. In addition to work in the style of modern artists, Year 6 pupils recreate aboriginal 'Dreamtime' stories and this helps develop their awareness of other cultures. Satisfactory progress is made through Key Stage 2. Pupils with special educational needs make good progress, largely because of the extra support they are given. Progress is also good in a Year 5 class taught by the co-ordinator. There was no evidence of information and communication technology being used to support learning.
83. There was insufficient evidence to make an overall judgement about the quality of teaching and learning in Key Stage 1. Teaching and learning were satisfactory in the Year 2 lesson observed. In Key Stage 2 teaching and learning are satisfactory overall. In one of the four lessons observed, teaching was good. In all lessons the teachers captured the interest of the pupils through the chosen tasks matched to the previous experience of the pupils. As a result pupils made sound progress in lessons that were satisfactory and good progress where teaching was good. In a good Year 6 lesson the pace was brisk throughout. The lesson was well resourced and managed, making good use of the space within and outside the classroom. The pupils were challenged to justify why they thought particular shades were 'calm', 'vibrant', 'warm' or 'fresh' and this led to a discussion of 'match', 'contrast' and 'clash'. These activities required thought and consolidated speaking and listening skills. Pupils were also motivated in the practical activity, as the investigative work in paint or pastels was to produce and evaluate a colour scheme – mixing shades of three colours only – for their bedroom.
84. The co-ordinator manages the subject soundly within the context of the designated responsibilities. The policy and scheme of work have been revised in line with the latest national guidance. This ensures full coverage of expected work and a systematic and progressive approach. Resources support learning adequately, although the school recognises the need to supplement the resources with information and communication technology software to extend learning opportunities. Computers were not seen in use supporting learning. The school also recognises the need to develop an assessment system that will enable teachers to monitor progress and use this information to inform planning so that tasks are better matched to the prior attainment of pupils with a consequent improvement in standards. The co-ordinator monitors planning and evaluates samples of completed work to ensure curriculum coverage

and this is an improvement since the previous inspection. However, this has a limited impact on the quality of teaching and learning. There are no opportunities to help raise standards by monitoring teaching and learning through lesson observation. The strengths of the subject are the work in the style of artists, the use of visiting artists to support teaching and learning and the quality of the displays that enhance the learning environment.

DESIGN AND TECHNOLOGY

85. Evidence from planning, displays and lesson observation indicates that levels of attainment are average by the end of both key stages. The school has maintained the standards identified in the previous report. By the end of Key Stage 1 all pupils understand that design and technology is about designing, making and evaluating the end product to consider how it could be improved. They design and select appropriate materials for making finger and glove puppets, windmills and a toy with wheels that turn. All pupils make satisfactory progress. Through Key Stage 2 all pupils continue to make satisfactory progress. This is shown in the making of photograph frames, banners using calico, making pizzas, linking with work in geography, and in designing and making board games for pupils in Key Stage 1. All pupils learn to use appropriate tools and equipment safely and competently, an improvement since the previous inspection.
86. There was insufficient evidence to make an overall judgement about the quality of teaching and learning, as it was possible to observe only two lessons. Teaching and learning were satisfactory in the Year 1 lesson and good in the Year 6 lesson seen. In both lessons teachers had high expectations of behaviour and captured the interest of the pupils through the tasks, ensuring sound progress. In the Year 6 lesson the pace was brisk throughout. Searching questions made the pupils think carefully about the challenging task so that, working well with a partner, they designed board games for younger pupils, such as a 'Tom & Jerry' or a 'Maze' game. There was no evidence of information and communication technology being used to support learning.
87. The co-ordinator is newly appointed to the school. The scheme of work has been revised in line with the latest national guidance and now ensures coverage and systematic progress. Resources support learning adequately but information and communication technology is under-used. There is also a need to develop an assessment system to monitor progress and inform planning so that teaching is better matched to the prior attainment of pupils. The co-ordinator checks planning and evaluates samples of completed work to ensure curriculum coverage. This is an improvement since the previous inspection.

GEOGRAPHY

88. Inspection evidence indicates that standards of attainment are average by the end of both key stages. The school has maintained the standards identified in the previous report. By the age of seven pupils have an understanding of location. They know about different types of buildings and identify streets and buildings on a plan. Some Ordnance Survey symbols on maps, such as those for a bridge and a church with a tower, are recognised. They also have an understanding of other places through comparative studies of an island home – Struay – and Hong Kong. By the age of eleven pupils compare and contrast Prestwich with several different localities including St Lucia and Kenya. They know about different regions of the world: the rain forests of South America for example; the names of continents and oceans, and locate them on a map of the world. They know about weather and, through a topic on the River Severn, learn the features of rivers as well as their uses and abuses. Where a topic is revisited, particularly in studies of the local area and map-work skills, learning is extended, for example, through considering the concept of sustainability. Learning is promoted through visits to the local area in particular, visitors and the use of secondary sources such as books, maps and other photographs. However, there was no evidence of information and communication technology being used to support learning. The school is not yet connected to the Internet, so pupils have had no opportunities to use this for research, nor do pupils use CD-ROMs to research information.
89. There was insufficient evidence to make a judgement about teaching and learning. No teaching was seen in Key Stage 1. Two lessons were observed in Key Stage 2, one satisfactory, and the other very good. In the very good lesson, pupils in a Year 5 class were considering how they might improve a local park. The good planning reflected a high level of knowledge and understanding of the subject by the teacher. This, together with the very good use made of a local council officer and colleague, the resources he was able to bring and the challenging tasks enabled pupils to understand the history of the park and make suggestions for

improvements based on observation and discussion as they worked in groups and with partners. All pupils made very good progress because the relevance of the tasks ensured a high level of interest. They were absorbed in their work, listened very respectfully to both adults and other pupils and behaved very well throughout. The management and organisation of the lesson, particularly the rotation around the group activities, were very effective in supporting learning.

90. The subject is soundly managed within the context of the designated responsibilities for the co-ordinator. The policy and the scheme of work have been revised in line with the latest national guidance. There is now systematic coverage and development of learning, not only in skills but also in knowledge and understanding. Resources for all areas of study enhance learning, with the exception of information and communication technology resources. There is now a format for recording attainment at the end of a unit of study and this should enable planning to meet the needs of pupils. The co-ordinator monitors planning to ensure that the pupils are taught the essential geography skills as well as knowledge and understanding. Samples of the pupils' work are also evaluated to ensure curriculum coverage and to assess standards of attainment. However, this monitoring has only a limited impact on teaching and learning and the raising of attainment. Short-term assessment through the marking of work is inconsistent. Comments usually refer to the efforts of the pupils, but do not assist pupils to further their knowledge and understanding and so raise their attainment.

HISTORY

91. By the age of seven standards are average; they are above average when the pupils leave the school at the age of eleven. Pupils make satisfactory progress through Key Stage 1 but this becomes good as they go through Key Stage 2. There is good progress of pupils with special educational needs as a result of the production of very good individual learning programmes and the skilled support that they receive during lessons. By the age of seven, pupils have a sound knowledge of the passage of time, of the words that are identified with the subject, and are working with written, visual and oral evidence. The pupils, during Key Stage 2, add significantly to their historical knowledge through their studies of the Romans, Ancient Greece and Britain since the 1930s. They tell of how we know about the past, and make use of a variety of artefacts.
92. Teaching is satisfactory overall. Teachers provide a satisfactory range of opportunities for pupils to extend their learning about historical knowledge and skills. In Key Stage 1 pupils learn about how their families have developed, and draw simple time lines. The sound organisation and provision of a range of resources by teachers enables pupils to examine photographs and the school log book to record change. In Key Stage 2 the good subject knowledge of the teachers enables pupils to learn about the necessary questioning skills that historians and archaeologists require when examining artefacts of Ancient Greece and Egypt. The pupils learn about the history of the United Kingdom and produce detailed work reflecting the different periods. Teachers give pupils the chance to identify with the feelings of people, such as child labourers in Victorian times, and evacuees of the Second World War. Pupils' attitudes to the subject are good, and their motivation is reinforced by valuable visits to such places as the Manchester museum, where they study Greek artefacts, and to Eden Camp.
93. The learning and progress of pupils are satisfactory overall. However both aspects are not helped by the unsatisfactory nature of assessment. Assessment is informal and inconsistently applied across the school. The lack of specific assessment opportunities in history means that the tracking of pupils' progress and attainment is unsatisfactory, and is not making a significant contribution to informing teachers' planning. This is particularly apparent in Key Stage 1, where insufficiently challenging work is expected of some pupils and progress is slowed. Marking gives encouragement to the pupils but does not always give guidance on how they can improve their work. No target setting for pupils was observed and teachers do not always specify what the aims of the lesson are. There are gaps in teachers' planning in terms of identifying work specifically aimed at pupils with differing abilities, and opportunities to reinforce ICT skills. No use of computers was seen during the inspection. Through the extended writing opportunities offered to pupils at Key Stage 2, and through its work on time-lines, on the vocabulary and alphabets of Ancient Egypt and Viking Britain, the subject plays a valuable role in supporting

literacy and numeracy across the curriculum. The subject has made satisfactory progress since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. By the end of Key Stage 1, standards are below average and by the end of Key stage 2 they are well below average. This was the situation at the last inspection when improving standards in the subject was a key issue. Although some progress has been made, the school has only just been given the funding to open an ICT suite. Computers in classrooms were rarely even switched on during the inspection and there was little evidence of their use.
95. By the end of Key Stage 1, pupils in Year 1 use the paint program to draw a picture which they print without help. They use the mouse with appropriate control. The teacher's explanations are clear and economical and this helps to promote sound learning. A Year 2 class is introduced to the new computer suite. The teacher gives good support and all eventually log on. Poor keyboard skills and a lack of experience in handling the technology impede their learning. No evidence was seen of easy confidence in saving work, printing, cutting and pasting, inserting pictures or using data storage and analysis capability. Too many pupils know very little about the value and use of information and communication technology. This is a cause for concern and is a serious weakness in the school's current provision.
96. At Key Stage 2 pupils in Year 6 were seen making their first visit to the new computer suite. After they have logged on, some lacked the research skills to be able to search quickly for information. In another lesson some find the information they need to support work in Religious Education but did not know how to print it, which impedes their learning. The older pupils have had little experience of control technology and have no knowledge of spreadsheets. They have not used the computer to sense and record information. Statutory requirements are not being met.
97. Overall, teaching seen was satisfactory. There was sensible planning and, within the capability and confidence of the teacher, pupils were making progress. Discussion with pupils from Years 2 and 6 reveals very positive attitudes and enthusiasm. The school is aware that some teachers need intensive support to give them the knowledge and confidence to teach the subject and to use the technology in their classrooms.
98. A computer suite has just been installed. There is an appropriate policy and scheme of work. The school has yet to train all teachers effectively and to monitor and assess the quality of teaching and of the pupils' progress. Management of the subject is unsatisfactory. The key issues from the last inspection have not been addressed adequately.

MUSIC

99. Too little music was seen during the inspection to be able to make overall judgements about either teaching or standards. When music was observed in assembly pupils at both key stages sang in tune when the songs were ones with which they were familiar. Pupils in Key Stage 1 were much less tuneful when they were learning something new. Opportunities were missed to give pupils the opportunity to listen to music before and after the assembly and to use music to help to create an appropriate atmosphere.
100. In Key Stage 1, Year 2 pupils were seen copying and repeating simple rhythms and clapping the rhythm of their own name. In Year 4 pupils listened to a broadcast and also repeated simple rhythm patterns. Their singing was not particularly tuneful. In assemblies, pupils took part satisfactorily. In class lessons their enjoyment was evident and they listened well.
101. The co-ordinator has only just taken up her post. She is aware of the need to revise the policy and the scheme of work and to raise the profile of music in the school. She knows that the scheme will need to support the significant number of teachers who have little musical background and confidence. The school needs to address composing for pupils in Key Stage 2 for which there is currently no evidence. The programme of extra-curricular activities, which

includes a choir and recorders, is a strength. Other pupils have the opportunity to learn to play woodwind, brass and string instruments through the Bury Music Service. No use is currently being made of the ICT facilities available.

PHYSICAL EDUCATION

102. By the age of seven and eleven, the standards of work and progress of pupils seen are satisfactory, overall, but pupils with special educational needs, including the few with English as an additional language, make good progress. The provision of skilled assistants and individual learning programmes helps to ensure the good progress of pupils with special educational needs. All aspects of the National Curriculum are taught, with Year 5 pupils making good progress when they are taught by specialists. Standards in swimming by the age of eleven, according to records kept by the school, are average. In Years 5 and 6 the pupils experience problem solving, climbing and water sports on an outdoor residential visit. All pupils have a good knowledge of why exercise is needed, and the effects, on the heart and body, of exercise. They talk about the various exercises they do using gym equipment and about tactics like tackling and defending, in invasion games like football and hockey. In dance the pupils show they understand the need for balance and co-ordination in their actions.
103. Overall, the quality of teaching is satisfactory. Improved teachers' lesson-planning and confidence has resulted from the new scheme of work. Satisfactory teacher subject knowledge is witnessed when pupils demonstrate that they have learnt about safety procedures as they move gym equipment. Sound, and at times good, levels of coaching are evident. In Key Stage 1, pupils learn to develop their balance through a range of appropriate activities. Pupils demonstrate imagination when asked to adopt rocking positions, and learn the need to balance their bodies before progressing satisfactorily to rolling exercises, and forward rolls. Pupils show they have learnt different ways to travel along a bench – kneeling or skipping before dismounting by jumping, and recognising the need to bend their knees. By Key Stage 2, pupils have made satisfactory progress in learning about dance, when they form groups to design short performances based upon the experiences of sailors in the days of sail.
104. Teachers' satisfactory use of resources enables pupils to show what they know. To special dance tapes they react to the moods and rhythms of the music, and are increasingly co-ordinated in their movements. The high attaining pupils think of, and carry out, performances involving travelling across the floor when pulling in imaginary ropes, and use teamwork to vary the height of their bodies as they climb the rigging and keep watch. Pupils' attitudes to the subject are good, and they show respect for each other when asked to view the performances of their colleagues. The subject offers a good range of extra-curricular activities to pupils including team games and competitive sports. Commendably, all pupils attending the various clubs get the opportunity to play for the school. It is to the school's credit that sporting success in these competitions is regularly achieved.
105. While the learning and progress of pupils is satisfactory, there remain under-developed aspects of teaching, assessment and the curriculum that, together, if improved, would contribute to higher standards. Lesson plans do not always identify assessment opportunities or when pupils can assess either their own or others' performances. Assessment procedures and recording are informal and consequently do not sufficiently inform curriculum or lesson planning. No use was seen of computer facilities to aid learning.
106. Improvement since the last inspection is satisfactory, with a policy and new scheme of work in place. The scheme however is not always linked to national curriculum targets and this makes progress across the school and in lessons more difficult to identify. Such improvement in assessment would allow the subject to identify gifted pupils and facilitate the development of work in lessons for pupils of differing attainment levels.

RELIGIOUS EDUCATION

107. Evidence indicates that standards of attainment are average by the end of both key stages. The school has maintained the standards at the end of Key Stage 2 identified in the previous report in which no judgement was made about standards at the end of Key Stage 1. The progress of pupils with special educational needs is good in both key stages, whilst the progress of other pupils is satisfactory.

108. By the end of Key Stage 1 pupils know about sacred writing through stories from the Old Testament, such as Abraham, Joseph and Moses. They also know about the life of Jesus and how he changed people's lives, and about special times such as Harvest, Christmas and Easter. In addition they learn about Judaism, for example, about the Torah and foods that are special to the Jewish people. By the end of Key Stage 2 pupils have extended their knowledge and understanding of Christianity, the Christian way of life and the important festivals. Similarly, further study and a visit to a synagogue extends their knowledge and understanding of Judaism. They know about special objects such as the kippah, tallit, mezupah and menorah, the Shabbat as the day of worship and festivals such as Hannukkah. Pupils also have an understanding of Islam and know about the prophet Muhammad, the Qur'an and the Five Pillars of Islam.
109. There was insufficient evidence to make a judgement about teaching and learning in Key Stage 1. In the one lesson seen in a Year 2 class, teaching and learning were good. In Key Stage 2 teaching and learning are satisfactory overall with one in five being good and the same percentage being very good. No unsatisfactory teaching was seen. In all lessons teachers had satisfactory expectations of behaviour and concentration when pupils were listening or engaged in other tasks. The positive response of pupils ensured that planned learning was never less than satisfactorily achieved. In the best teaching the good subject knowledge of the teacher led to planning that included very clear learning objectives, for example, in a Year 5 class investigating Christian artefacts. The range of artefacts, from England and from other countries, captured the interest of the pupils. Through skilful questioning, both written on the board prior to the lesson to stimulate thinking about the artefacts, and through questions posed in discussion, the teacher increased the knowledge and understanding of the pupils significantly. When pupils compared a wooden cross with a palm cross, they drew on past learning about the arrival of Jesus in Jerusalem on Palm Sunday and the subsequent events leading to his crucifixion and resurrection. By the end of the lesson all pupils, including those with special educational needs, knew that Christian artefacts cover all denominations and are significant in countries other than England.
110. The subject is managed satisfactorily. The co-ordinator has reviewed the policy and scheme of work in the light of changes in the locally agreed syllabus. However, assessment systems are unsatisfactory and there is insufficient guidance for staff about meeting the needs of all pupils, including those with special educational needs, and the more able. The role of the co-ordinator has been developed since the previous inspection. Teachers' planning is now monitored and samples of work are analysed. This ensures curriculum coverage, but has little effect on the quality of teaching and learning and on raising standards of attainment. Resources for the subject are satisfactory, with a strength being the quantity and quality of artefacts for the three religions studied. However there are insufficient information and communication technology resources to reinforce learning and the school recognises this. Computers were not being used during the inspection. The marking of pupils' work, particularly in Key Stage 2, does not help pupils to develop their knowledge and understanding. In Key Stage 1 there is little written work and the balance between this and oral activities should be reviewed to increase learning opportunities.