

## INSPECTION REPORT

**St. Wilfrid's Catholic Primary School**

Manchester

LEA area: Manchester

Unique reference number: 105539

Headteacher: Mr P. McCarthy

Reporting inspector: Stafford Evans  
21217

Dates of inspection: 10<sup>th</sup> - 13<sup>th</sup> June 2002

Inspection number: 196406

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	St. Wilfrid's Street Hulme Manchester
Postcode:	M15 5BJ
Telephone number:	0161 226 3339
Fax number:	0161 226 2236
Appropriate authority:	The governing body
Name of chair of governors:	Rev. Brian Keeley
Date of previous inspection:	23 <sup>rd</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. Evans 21217	Registered inspector	Equal opportunities Special educational needs English Art and design Design and technology	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr L. Kuraishi 11450	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr P. Martin 23262	Team inspector	Mathematics Information and communication technology Geography Physical education	
Mrs T. Galvin 21020	Team inspector	Foundation Stage English as an additional language Science History Music	How good are curricular and other opportunities?

The inspection contractor was:

TWA *Inspections* Ltd  
5 Lakeside  
Werrington  
Peterborough  
PE4 6QZ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St. Wilfrid's is a Catholic Voluntary Aided primary school with a total of 190 pupils on roll aged from 4 to 11 years. There are 29 full-time and two part-time children in the nursery class. The school is broadly the same size as other primary schools found nationally. Fifty-eight per cent of the pupils are girls. Attainment on entry to the nursery class at the age of three years is well below that expected for children this age. The percentage of pupils identified as having special educational needs - 24 per cent - is in line with the national average. One pupil has a Statement of Special Educational Need, proportionately less than in most primary schools in the country. The percentage of pupils entitled to free school meals is three times the national average. The school is in Hulme, near the city centre of Manchester. It serves a population of ethnic, religious, cultural and social diversity. Thirty-four per cent of pupils are from ethnic minority backgrounds. Twenty per cent speak English as an additional language and a significant number of pupils from overseas start or leave the school other than at the usual time of first admission or at the usual time of transfer to a secondary school. This is because their parents are in the country for short periods of time. There is no one large individual language group, but the main languages, other than English, spoken by pupils include Farsi, Arabic and French. The school receives extra funding from the Excellence in Cities initiative.

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

St. Wilfrid's is a very good school that gives very good value for money. The headteacher, staff, governors and parents successfully promote racial harmony. The good quality teaching ensures all pupils learn well. By the end of Year 6, pupils attain standards that are in line with the national average in English and mathematics. The school provides a rich and broad curriculum that reflects the cultural diversity of the community within a strong Catholic ethos. There is a caring and supportive ethos in the school and pupils feel very valued. The headteacher provides high calibre leadership.

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

- Pupils achieve well by the time they leave the school. Those identified as having special educational needs and those who learn English as an additional language achieve very well.
- There are significant amounts of good, very good and excellent teaching that positively affect pupils' learning, including the teaching of pupils identified as having special educational needs and of those who learn English as an additional language.
- The pupils like school. Their behaviour and relationships with one another are very good. There is an absence of oppressive behaviour and pupils show much respect and understanding of the diverse cultures, languages and ethnic groups.
- Teachers provide a broad and interesting range of work for pupils, including those with special educational needs and those who learn English as an additional language. This promotes the high achievement of all pupils.
- Staff place a strong emphasis on provision for pupils' spiritual, moral, social and cultural development. As a result, pupils' personal development is very good.
- The headteacher provides very good leadership. He, very ably supported by the senior teachers, staff and governors, creates an atmosphere in the school in which pupils are keen and able to learn.

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

- Standards in science by the end of Year 6 are not high enough.
- In mathematics, the more able pupils do not achieve as highly as they should.
- Pupils' speaking skills are underdeveloped.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1997. The school has made very good improvement since the last inspection and is well placed to build on this further. The standards achieved by pupils are higher. The quality of teaching is significantly better. For example, the amount of very good and excellent teaching is five times as great now when compared with the time of the last inspection. The quality of teaching was identified as a significant weakness in the last report. It is now a strength of the school. The leadership, management and efficiency of the school are significantly better, another weakness identified in the last report. The work teachers prepare for the pupils to do is planned more effectively. The quality of teaching and accommodation in the nursery is very much better, a key issue for improvement at the last inspection. The pupils' attendance rate has improved significantly, but is still below average.

## 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			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E*	C	A
Mathematics	E	E	D	A
Science	E	E*	D	B

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

Inspection evidence indicates that standards of attainment in English and science are the same as those shown in the table above for 2001. Standards in mathematics are higher and are in line with the national average. By the time pupils leave the school at the end of Year 6 they achieve well in relation to their prior attainment. The school achieves very well in comparison with similar schools. Standards are significantly higher than they were at the time of the last inspection. The school analyses thoroughly the comparative attainment of different ethnic groups of pupils and this indicates that there is no underachievement of any group of pupils. Inspection evidence confirms this. For example, the proportion of ethnic minority pupils attaining at least the nationally expected level in English in the Year 6 national tests in 2001 was broadly the same as their classmates. It was higher in mathematics. Also, there is no significant difference in the attainment of girls and boys. Pupils with special educational needs, those with English as an additional language and those identified as gifted and talented make very good progress. By the end of Year 6, pupils attain standards in line with national expectations in all other subjects. However, they attain below national expectations in their speaking skills. By the end of the Foundation Stage,<sup>1</sup> children make good progress and attain standards in their personal and social, creative and physical development that are in line with national expectations. Despite good progress, they attain below nationally expected standards in literacy, language and communication, mathematics and knowledge and understanding of the world. Pupils build on this progress well and by the end of Year 2, attain in line with national expectations in all subjects, except science, which is below the national average. The targets set for the 2001 national tests for Year 6 were exceeded. Targets for the current Year 6 class are appropriate and challenging.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work. They are interested in school and willingly involve themselves in the range of activities the school provides.
Behaviour, in and out of classrooms	Pupils behave very well in and around the school. They are mainly courteous, trustworthy and show respect for property.
Personal development and relationships	Pupils have very good relationships with one another and with adults in the school. Pupils value other pupils' beliefs, cultures and backgrounds.
Attendance	Although pupils' attendance rate is below the national average, there has been very significant improvement in the last year. Punctuality remains a problem since the last inspection.

<sup>1</sup> These are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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.*

The quality of teaching is good. Throughout the school, the teaching has many strengths and a few weaknesses. The strengths include: the teaching of basic skills, including literacy and numeracy; the very good management of pupils' behaviour; teachers' lesson planning; and the high expectations that teachers have for what they want pupils to achieve. Support staff make a positive contribution to pupils' learning. The teaching of English and mathematics is good. The quality of teaching of pupils with special educational needs and those who speak English as an additional language is very good. Pupils identified as gifted and talented are taught very well. In a small minority of lessons, what pupils are expected to learn in the lessons is not clear and this adversely affects their learning.

The quality of pupils' learning is good. Pupils are very keen to learn and work hard. They show a real interest in what they learn, concentrate well and, from the earliest age, work independently. They work co-operatively and collaboratively when appropriate.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The well-planned curriculum for children in the Foundation Stage covers all the national early learning goals. <sup>2</sup> The school provides a broad range of work that is interesting and relevant to pupils in Years 1 to 6.
Provision for pupils with special educational needs	The school's programme for pupils with special educational needs is very good. It is very effectively organised to identify pupils, who need additional help. This ensures they make very good progress. Support given to pupils with statements of special educational need is very good.
Provision for pupils with English as an additional language	The ethnic minority achievement service teachers give very good additional support to pupils at the early stages of learning English as an additional language. Through this very good provision the school ensures that pupils have equality of opportunity in order to take full advantage of the curriculum experiences that teachers give them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is a significant cornerstone on which the school's success is built. Provision is very good. The school successfully teaches pupils to appreciate their own cultural traditions and the diversities and richness of other cultures.
How well the school cares for its pupils	The school is a caring, harmonious community where pupils feel secure. Members of staff treat the pupils with understanding and respect. Appropriate procedures for child protection are in place. The monitoring of pupils' academic performance and personal development is good.

<sup>2</sup> These goals are based on the areas of learning during the Foundation Stage. They also help prepare children for future learning when they enter compulsory education at the age of five. The goals mainly refer to literacy and numeracy skills, and personal and social and emotional development. Most children should reach the early learning goals by the time they enter Year 1.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher demonstrates a very firm grasp of what the right priorities for development are for the school and puts pupils and their achievements first. There is a very good team spirit among staff and a definite shared commitment to succeed. Subject co-ordinators make a good contribution to the success of the school.
How well the governors fulfil their responsibilities	The governors are well organised and thorough in their approach. They have a firm grasp of the strengths and weaknesses of the school. They work closely with the staff in their efforts to achieve high standards.
The school's evaluation of its performance	The school monitors closely and evaluates effectively its performance. It knows its strengths and areas that require improvement.
The strategic use of resources	There is a clear link between school development planning and budget setting. The principles of best value are applied satisfactorily. The school uses very efficiently the funds provided from the Excellence in Cities initiative. The school is well staffed. The quality of accommodation is satisfactory and there are sufficient learning resources in all subjects.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-one questionnaires were returned. This was 10 per cent of those sent out. Two parents made a written response. Seven parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school enables their children to make good progress.</li> <li>• The teaching is good.</li> <li>• Their children behave well at school.</li> <li>• The school is very easy to approach with concerns.</li> <li>• Staff have high expectations for their children.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• The provision for their children's personal development is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel there are insufficient extra-curricular activities.</li> </ul>

Parents think this is a very good school and the inspection confirms this. Inspectors agree with the positive features identified by the parents. The programme for extra-curricular activities compares very favourably with schools similar to St. Wilfrid's. Although the school encourages parents to become involved in their children's learning, a significant number of parents do not.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. Children enter the nursery with well below average levels of attainment across the range of their work. They make good progress so that, by the time they reach Year 1, most of them attain the Early Learning Goals in personal social and emotional development, physical, and creative development. Their attainment in communication, language and literacy, mathematical development and knowledge and understanding of the world is still below the expected level. This is mainly because a significant minority of reception children have a narrow range of everyday vocabulary for describing clearly and confidently their ideas and experiences, although staff give considerable time to this aspect of their learning.
2. Pupils achieve well by the end of Year 2 compared with the time they leave the Foundation Stage. Inspection evidence indicates that standards in reading, writing and mathematics achieved by pupils by the end of Year 2 are satisfactory in comparison with all schools and very good when compared with those schools similar to St. Wilfrid's. Science standards are below the national average. The standards in English and science broadly reflect the results of the 2001 national tests. In mathematics, current standards are higher. In last year's National Curriculum tests, results showed that attainment was well below the national average, largely due to the low percentage of pupils reaching the middle of Level 2<sup>3</sup>. However, mathematics teaching is good overall and very good in Year 2. This means that pupils' quality of learning is also good and more pupils are on track this year to reach the expected levels.
3. By the end of Year 2, pupils attain nationally expected standards in information and communication technology, art and design, design and technology, geography, history and music. No work was seen in physical education and, therefore, it is not possible to make a judgement on standards in this subject. There is no significant difference between the attainment of girls and boys. Ethnic minority pupils, including those who learn English as an additional language, achieve at least as well as their classmates. In the 2001 national tests, they attained standards in reading broadly the same as the rest of the class and attained higher standards in writing and mathematics.
4. Pupils achieve well by the time they leave the school and standards are higher than they were at the time of the last inspection. By the end of Year 6, inspection evidence indicates that standards in English and mathematics are in line with the national average, but below it in science. The more able pupils in Year 6 do not attain as highly as they should in mathematics and science. Throughout the school, pupils attain standards in speaking skills that are below those expected for primary aged pupils. Standards achieved by the current Year 6 broadly reflect those achieved in the 2001 national tests. Standards are very good when compared with similar schools. Standards in art and design, design and technology, geography, history, information and communication technology, music and physical education are in line with national expectations. Standards of literacy and numeracy across the curriculum are satisfactory. This is exemplified in the subject paragraphs. There is no significant difference in the attainment of boys and girls.
5. The very low results achieved in the 2000 national tests were due to the fact that the school admitted pupils into Year 6 at the start of the school year, from a neighbouring school that closed. All but one of these pupils was on the register for special educational

---

<sup>3</sup> The National Curriculum has been written on the basis that pupils, by the end of Year 2, are expected to reach Level 2.

needs. Only one pupil had achieved the nationally expected level in the tests at the end of Year 2. This sudden influx of low-attaining pupils depressed the overall attainment for the school in the 2000 national tests.

6. Pupils who learn English as an additional language make very good progress in relation to their prior attainment. For example, they work mainly in the higher-attaining and average groups in English, mathematics and science. In the 2001 national tests, ethnic minority pupils attained broadly the same standards in English and significantly higher standards in mathematics when compared with their classmates. This is because of the school's very good provision for these pupils and its effective management of the variety of classroom and visiting specialist staff who work with them.
7. The school's programme of support for pupils with special educational needs is very good. It is very well organised to identify pupils who need additional help in class. This ensures they make very good progress. Arrangements to support pupils who have statements of special educational needs are very good and ensure they attain standards that are very good compared with their prior achievements. Pupils who have individual education plans also make very good progress in meeting their targets. Therefore, their attainment in relation to these targets is very good. Pupils identified as gifted and talented make very good progress because of the very good specialist teaching they receive.

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

8. In the main, children have good attitudes to their learning in the Foundation Stage. Nursery staff set a very good example for children to follow of care and consideration for others. Children show good levels of concentration, initiative and independence for this age, such as selecting resources independently. Reception children also have good attitudes to their work in the main. They are beginning to value what others say, by taking turns to speak and listening carefully, for example, when they discuss their thoughts and feelings whilst sitting in a circle (circle time).
9. Pupils' attitudes to the school are good. They enjoy coming to and being at school. They work hard in lessons and respond well to the quality of teaching. This has a positive impact on their learning. They sustain concentration and work very hard to complete their tasks. Year 1 pupils make good progress in singing because they listen attentively and try hard. Even in the few instances where they are not sure of what they should be doing, they try hard and remain on task, for example, when Year 6 pupils were learning about rotation of shapes. This is a good improvement since the previous inspection when a minority of pupils became restless and lost concentration. Pupils willingly take part in class discussions. In Year 2, all pupils were keen to contribute to a mental mathematics session during which the teacher asked questions carefully geared to individual pupils' ability. They work well individually and in pairs. Pupils worked very well with their partners in their first judo lesson. This ability to concentrate helps them to make good progress.
10. The behaviour of pupils throughout the school is very good. They respond very well to the school's expectations of how they should behave in lessons and around the school, for example, in the dining area and when moving to and from lessons. This has a positive impact on their learning and helps to create a positive and welcoming school. Through consistent implementation of the behaviour policy, pupils are aware of the likely consequences of their own actions. They demonstrate a good degree of consideration for others, for example, when older pupils look after younger ones in the playground. The vast majority are polite and take good care of their own and the school's property. There are very few instances of bullying, or of sexist, or racist behaviour. Those that do occur

are noted and swiftly dealt with in an appropriate way. There is an extremely low incidence of exclusions.

11. Relationships between pupils, and between pupils and staff, are very good. These have a significant impact on the quality of pupils' learning and in developing their social and personal skills. However, pupils do not always have enough opportunities for demonstrating and acting on their own initiatives, a similar picture to that reported in the previous inspection. Pupils who have been identified as having potential behaviour problems usually behave in an appropriate way because of the support and encouragement they receive. Pupils show respect for the feelings, values and beliefs of others. This is a key factor in the creation and maintenance of a harmonious school atmosphere.
12. Attendance has improved since the last inspection. It is now in line with similar schools locally, but remains below the national average. The school takes effective steps to follow up every absence with the result that unexplained absences are in line with the national average. Punctuality has not improved since the last inspection. Some pupils arrive late and this disrupts learning and is a bad example for other pupils.

### **HOW WELL ARE PUPILS TAUGHT?**

13. The quality of teaching is good for children in the Foundation Stage and for pupils in Years 1 to 6. In the school as a whole, the teaching is satisfactory or better in 98 per cent of lessons. It is excellent in 7 per cent, very good in 20 per cent, good in 43 per cent and satisfactory in 28 per cent. It is unsatisfactory in 2 per cent of lessons. Teaching is a strength of the school and has a positive effect on pupils' attainment and progress. The quality of teaching is significantly better than at the time of the last inspection. For example, pupils' behaviour is now managed much more effectively, teachers match work to pupils' varying needs more accurately and, very importantly, teachers have higher expectations for what they want pupils to achieve.
14. Teaching in the Foundation Stage is good. Staff work together very effectively as a team and are caring, supportive and very encouraging. They give children lots of praise and encouragement and this raises children's self-esteem and gives them increasing confidence to learn. A strong feature in the teaching is that staff give a considerable amount of time to developing children's technical vocabulary, for example 'lighter', 'heavier' and 'triangle' in mathematical development. They also develop very well children's everyday vocabulary, for example in the imaginative play areas, such as the railway ticket office in the nursery. The nursery nurse asked 'What platform is the train going from?' and a child replied 'Platform two'. Although this kind of approach has a very positive effect on children's learning, they still have a narrow range of everyday vocabulary for describing clearly and confidently their ideas and experiences, despite staff giving considerable time to this. Staff teach basic skills well, such as letter sounds in communication language and literacy.
15. Teaching is sometimes very good in the nursery because staff challenge children's thinking, imagination and use of vocabulary through interesting, practical and relevant activities. This creates a purposeful working atmosphere and promotes the very good concentration and learning of the children. Teaching is sometimes satisfactory in reception because the work that the teacher plans for literacy and numeracy lessons, under the direction of senior management, is not always sufficiently practical. On these occasions children often sit listening to the teacher for long periods and they are not sufficiently active, so the quality of their behaviour and learning decline. Staff give very good additional support to pupils with special educational needs. As a result, they make very good progress in relation to their prior attainment. For instance, reception children

with special educational needs write their names with increasing accuracy and confidence.

16. In the teaching of pupils in Years 1 to 6, teachers' planning shows well what they want different groups of pupils to learn in each lesson. This ensures that pupils know what is expected of them in lessons and their learning is focused. Teachers use a range of appropriate teaching methods. They persist in trying out a range of approaches when pupils find something difficult to grasp. They use questioning skills well to help pupils learn and encourage them, particularly those who are reticent, to respond in ways that boost their self-esteem. These teaching approaches motivate the pupils to want to learn. For example, in an excellent Year 2 numeracy lesson, pupils, through skilled questioning by the teacher, gave clear and precise explanations of how they complete their calculations. In the same lesson, lower-attaining pupils calculated mentally problems involving multiples of ten. This was as a result of very good teaching of basic arithmetical skills. In a very good Year 5 literacy lesson, pupils extended their knowledge and use of connectives. The work built very effectively on pupils' previous learning. The teaching of the basic skills of literacy and numeracy is good. This is covered in greater detail in the subject paragraphs in Part D of the report.
17. Teachers have secure subject knowledge, so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils' knowledge and understanding of the work they complete. In a very good music lesson with Year 2 pupils, the teacher demonstrated high expectations and very good subject expertise. This was shown in the clear explanations and the way she challenged pupils. For example, pupils were expected to identify 'meter' in the songs they sang and to use the correct vocabulary. This they did successfully by the end of the lesson.
18. Pupils' behaviour is managed very effectively. As a result, little time is wasted in lessons and the pupils have more time to work hard. A strength of the teaching is the very good relationships between staff and pupils, which ensures that all pupils, whatever their backgrounds, are fully involved in lessons and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff very effectively to support pupils' learning. Support staff contribute positively to pupils' progress. Teachers use time and resources efficiently. Their use of computers to support pupils' learning is satisfactory. The use of the computer suite provides frequent opportunities for the teaching of information and communication technology skills. Pupils respond by being attentive and keen learners.
19. Teachers mainly use the results of the assessment of pupils effectively to match work to pupils' varying needs. However, in Year 6, work in mathematics and science is not always hard enough for the higher-attaining pupils. The marking of pupils' work is good. The feedback to pupils, spoken and written, enables pupils to improve their performance. In the high calibre marking, teachers provide very helpful comments to pupils to show why work is good or what needs to be done to improve it.
20. Support in whole-class lessons for pupils with special educational needs is very good. It is very effective in enabling pupils to participate fully and with confidence in all their work. Trained learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. Teachers make good use of individual education plans to inform their planning and match the work they provide to the pupils' individual needs. The quality of teaching of pupils identified as gifted and talented is very good. The teacher's enthusiasm for her work results in excitement among pupils and creates a great desire for them to want to learn. This was very apparent in a Year 3 literacy lesson. This enthusiasm, allied to very high expectations for what she wanted pupils to learn, ensured that pupils' learning was enjoyable as well as effective.

21. Throughout the school, the teaching is very good for pupils who are at the early stages of learning English as an additional language. This has a very positive effect on their learning in lessons and enables them to make very good progress in relation to their prior attainment. This is because the specialist teacher from the ethnic minority achievement service develops very successfully the pupils' English skills in literacy lessons across the school. She has very good expertise and plans the work very carefully to develop pupils' everyday vocabulary, as well as the specific subject vocabulary. The teacher links closely the work to that of their classmates. This was evident when she read 'Getting to Grandad's' to the nursery children and used large and small teddy bears to illustrate the story. The children who learn English as an additional language were keen to join in with the story and their learning was very good. They joined in with repeated phrases, such as 'Are we nearly there?' and began to use the vocabulary related to train journeys, such as 'ticket' and 'passengers'.

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

22. The school provides a good range of learning experiences for its pupils and meets both their academic and personal needs. The curriculum is broad and meets all the requirements of the National Curriculum, except in music. In Years 1 to 6, the curriculum is good in English, art, information and communication technology and physical education. In Years 1 to 2, it is also good in science and history. The programme for personal, social and health education is taught mainly through subjects such as science and it includes coverage of sex education and drugs awareness. It provides pupils with regular opportunities to discuss a variety of issues that arise in their lives.
23. The strength in the curriculum is that the school's Christian ethos permeates the whole curriculum and this leads to the very good inclusion of all pupils in the activities the school offers. This is evident in the very good provision for pupils with special educational needs, pupils who learn English as an additional language, minority ethnic pupils and gifted and talented pupils. Staff implement very well the National Literacy Strategy and they implement effectively the National Numeracy Strategy. Across the curriculum, classroom staff and visiting specialists plan the lessons together as a team and this is effective. It has good relationships with partner institutions. Improvement since the last inspection is very good, for example, in the nursery curriculum and in policies and curriculum guidance for subjects throughout the school.
24. There are a few weaknesses in curriculum planning. In science in Years 3 to 6, pupils do not always cover the curriculum in sufficient depth because of the below average amount of time that the school allocates to the subject. The school needs to increase the amount of time given to developing pupils' speaking skills in English and in other subjects. The school gives a considerable amount of time to singing and playing music to accompany songs. However, there is not sufficient time allocated for pupils to create their own music, so their progress in this element of the curriculum is unsatisfactory.
25. The children in the Foundation Stage benefit from a good curriculum that develops their knowledge and understanding across all the recommended areas of learning. It is very good in the nursery because the work is practical and is based very securely on the curriculum for children of this age. As a result, children's learning is good and often it is very good. The curriculum is less effective in the reception class. This is because the work that the teacher plans for literacy and numeracy lessons, under the direction of the senior management, is not always sufficiently practical. On these occasions it does not meet sufficiently the needs of these young children and their learning slows to satisfactory.

26. The school provides very good systems to ensure that all pupils are included fully in lessons and in all aspects of school life. Boys and girls have equal access to the curriculum. The school provides very good opportunities for pupils with special educational needs, including those with statements to meet their needs, and it implements very well the Code of Practice<sup>4</sup> for these pupils.
27. The provision is very good for pupils who are at the early stages of learning English as an additional language and for ethnic minority pupils. From the nursery to Year 6, the teacher from the ethnic minority achievement service gives very good additional support in literacy to pupils who learn English as an additional language. This is because she plans the work very carefully to develop their everyday vocabulary and the technical words for the subject. Another teacher from the service also plans effectively the work to raise the attainment of ethnic minority pupils in Year 6 who do not have English as an additional language. She focuses on promoting positive awareness of culture and identity through teaching African Studies, including history and drama. The needs of younger pupils are met very well through the gifted and talented project, the additional literacy strategy and learning mentors.
28. The experiences that the school provides for gifted and talented pupils are very good. The work that these pupils undertake with the specialist teacher funded through the Excellence in Cities Project is very good, for example in history. This is because the teacher plans the work very carefully so that it challenges them. Therefore, they make very good progress and reach high standards in this work.
29. The school provides a very good range of out of lesson activities and these enhance the curriculum for the considerable number of pupils who take part in them. There are, for example, clubs for choir, violin, information and communication technology, art, football and rounders. The school competes in local sports competitions, for example in football. It provides additional music tuition in recorder and violin. Teachers plan carefully visits into the local and wider community. These enhance the learning of pupils in subjects such as geography, history, music and science. For example, their visits include trips to the science and industry museum and to a nature reserve. Visitors to the school, such as a storyteller and jazz and Irish music groups, also make learning relevant and interesting. The pupils also benefit from work with Opera North, Manchester Camarata and at the Zion centre.
30. The school's links with other education providers in the area are good. It has good links with the local secondary schools to which most pupils transfer. These help Year 6 pupils to settle quickly and smoothly into the next stage of their education.
31. The provision for the spiritual development of pupils is good. This is an improvement since the previous inspection when provision was reported to be satisfactory. Pupils learn about Christianity and have good opportunities to learn about other faiths relevant to some of the pupils with different religious backgrounds. Pupils are given good opportunities in lessons to think about their own experiences and feelings as well as to reflect on how others might feel in a range of situations. Year 4 pupils are encouraged to think about what early childhood experiences mean to them as part of their work on Roald Dahl's autobiography 'Boy'. Year 4 pupils write sensitive letters as evacuees, expressing the feelings they might have had in that situation. When studying the Ancient Greeks, pupils compare life as a slave owner with life as a slave.
32. The school's provision for pupils' moral development is very good. There is a well-understood code of conduct and positively phrased rules to encourage good behaviour

---

<sup>4</sup> Code of Practice – this gives advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

are displayed in each classroom. Pupils understand these rules and try hard to follow them. Teachers work hard, but unobtrusively, to ensure that they are followed. Pupils learn the difference between right and wrong during everyday school life through the good examples provided by all staff and the guidance provided in assemblies. During one assembly, the headteacher retold the story of the Good Samaritan in a way that made the moral of that story understandable by all pupils in the school.

33. The provision for pupils' social development is very good. They work together well in lessons when required. There is a wide range of activities outside lesson times that make a positive contribution to pupils' social development. These activities make a good contribution to pupils' awareness of their place in the school community. In a number of lessons, such as science and information and communication technology, pupils work well together in small groups. This also helps them to develop a range of social skills. All staff, including the learning mentor, make sure that a few pupils who experience difficulty behaving have the same opportunities and support to develop their social skills. Pupils have recently been consulted about what it is they like about school and what they would like to see changed. This encourages them to consider carefully relevant issues.
34. The provision for pupils' cultural development is good. As well as learning about the Roman Catholic faith and Judaism in religious education lessons, pupils learn about some of the values and traditions of other faiths and cultures represented in the school through assemblies and other work. Pupils have had an insight into Islam through an explanation of Eid in assembly. The school recognises that the pupils come from a range of different backgrounds and displays around school celebrate this fact. The school used the approaching Commonwealth games in Manchester well as the basis for some good work on the culture of some of the countries involved. During lessons, pupils find out about the cultural background of this country as well as finding out about that of other countries. The work done in art week helped pupils to focus on the work of European artists as well as those from further afield. Pupils find out about the art of a range of cultures during lessons and other special events. For example, pupils have used African art as a basis for their own work. Visits and visitors make a good contribution to pupils' cultural development. These include visits to nearby art galleries and opportunities to play on the Gamelan, a suite of musical instruments from Indonesia.

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

35. The care and support offered to the pupils whilst in school are very good. The school has a warm and loving atmosphere, where all teachers and support staff know the pupils well and are fully aware of their needs. The school has good procedures for welcoming new pupils to the school. The needs of pupils from the minority ethnic community and those who speak English as an additional language are properly met. As a result, pupils establish confident and trusting relationships and quickly settle down in the school routine.
36. Parents responding to the questionnaire strongly agree that their children like to come to school and that they are happy and safe there. Inspection evidence confirms that the office staff sympathetically care for pupils who arrive earlier than the normal school time. All staff make it a priority to settle new children into school well, with an established and successful pre-school meeting between teachers and the carers. The school pays very good attention to pupils' educational and emotional needs and provides very good help when necessary. Pupils from different communities are very well integrated and benefit from working alongside each other. Pupils learning English as an additional language receive very good language support from dedicated staff.
37. The school has a firm commitment to working with outside school agencies and has developed a very good understanding of what can be contributed by other professionals.



For example, very good working relationships with the education welfare officer ensure that the vulnerable pupils are promptly identified and effectively supported. Good use is made of other support and advice from a range of sources when children have medical problems or when they have emotional and social difficulties. For example, the local education authority behaviour support unit and a retired headteacher support pupils with behaviour and learning difficulties.

38. Satisfactory procedures are in place for child protection. The school works closely with the social services. Two members of the staff are suitably trained and the school is familiar with the procedures to follow when there are concerns about pupils' welfare. However, there is a need for the rest of the staff to be formally trained in child protection matters.
39. There is very good attention at all times given to matters of health and safety. Pupils are aware of the need for hygiene and older pupils rarely need reminding to wash their hands before handling food. There is very good supervision when pupils do practical activities, such as in design and technology and science lessons. The very good level of supervision extends to all outdoor activities through the high number of adults, including the headteacher, who is always present during lunchtime play. The site manager/caretaker takes good care to ensure that the buildings, equipment and the school grounds are clean and free from health hazards. Some attention is needed to tidy up the perimeter fencing area, which traps waste papers and other debris.
40. There are good arrangements for administering first aid and staff know what action to take in case of an emergency or if a pupil becomes ill whilst at school. All parents feel that their children are safe and secure in school. If a child is ill, the school contacts parents. The school sensitively cares for sick and vulnerable children. The inspectors observed some sick children being sympathetically cared for by the school while they waited for their parents to collect them.
41. The school has very good procedures in place to improve attendance and punctuality. The office staff monitor the attendance registers daily and on the first day of absence, contact the families of children whose absence is unexplained. Regular visits from the education welfare services ensure a prompt follow up for persistent absence and support for families who have a record of regular non-attendance. The school has a very supportive relationship with families and helps them to deal with problems that may affect attendance and punctuality. For example, pupils can be collected later than usual or brought to the school earlier if this helps families to meet commitments without disturbing the children's education. The incentives offered for good attendance and punctuality are well received by pupils and, therefore, the attendance rates have improved very significantly since the last inspection.
42. The school has very good procedures for monitoring and promoting good behaviour. The 'white and yellow sheet' system means that the staff, including mid-day staff, monitor the progress of each child. The results are logged on the 'Attendance Project Behaviour Database'. Any concerns that arise are discussed during the staff briefing and shared with parents and carers. A solution is agreed upon and applied both at home and at school to help the child understand what kind of behaviour is expected.
43. Procedures for dealing with pupils who have emotional and behavioural difficulties are incorporated into the school's behaviour and discipline policy and these are well understood by the staff and pupils. All members of the staff, including mid-day supervisors, are very successful in promoting good behaviour and positive attitudes to learning because they are extremely skilled at on-the-spot assessment and effective intervention to help children move forward in their academic and personal development. This is complemented and enhanced by the excellent role models provided by staff.

44. There are good procedures for finding out and recording pupils' achievement throughout the school. These procedures are very good in English and mathematics and for measuring the progress of pupils with special educational needs and those for whom English is an additional language. They are good in information and communication technology. The assessment procedures for children in the Foundation Stage are good. Staff have effective systems for assessing regularly children's achievement and they use these well to plan the next step in children's learning.
45. In English and mathematics, teachers use a range of tests to gauge progress, including National Curriculum tests at the end of Year 2. The results of the different tests are used effectively to analyse how well different groups of children are learning. They are also used well in setting individual and group targets for pupils' learning in English and mathematics. Teachers keep a useful record of skills and understanding achieved in information and communication technology. These are intended to guide planning when similar skills are taught and practised in later lessons. The school also keeps records that provide a useful picture of pupils' performance in other subjects. These are soundly used in planning lessons and series of lessons.
46. The assessment systems for pupils who are learning English as an additional language are very good. New arrivals to the school, who are at the early stages of learning English as an additional language, have their needs assessed by the specialist teacher from the ethnic minority achievement service. She shares this information with classroom teachers and they plan together carefully the work to meet the pupils' needs. The specialist teacher keeps detailed records of their progress in lessons and uses these very well to plan the next steps in pupils' learning. The school analyses the performance of ethnic minority pupils. This information shows that they are mainly in the higher attaining and average groups and that they make better progress than their classmates.

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

47. Parents are extremely pleased with the quality of education provided for their children and with the standards they achieve. The response to the questionnaire, at 10 per cent, is low. However, those who responded were unanimous in agreeing that their children like school and that they are comfortable in approaching the school with questions or problems. The majority of parents agree that the school works closely with them. They are pleased that their children develop positive attitudes to school and make good progress. The inspection findings confirm that parents are right to hold these very positive views. This is an improvement since the last inspection, when the relationships were judged as good.
48. Parents confirm that arrangements for settling their children in the school are flexible and very supportive. The pre-admission interviews with parents focus on promoting the partnership between home and school so that the school gets to know the new children quickly. A supportive partnership continues throughout the child's stay in the school. Parents feel that the school values them as partners in their children's learning. All parents are made to feel valued and enjoy the opportunities for joining celebration assemblies and accompany their children on educational trips. Inspectors observed many parents, including those from minority ethnic communities, present in the Thursday morning assembly talking confidently to the staff.
49. The quality of information provided for parents is sound. The school prospectus is easy to read, contains useful information and includes information required by law. The school has an appropriate number of parents' evenings, which are supported by some parents. Ninety-five per cent of the parents who responded in the pre-inspection questionnaire confirm that they are well informed about their children's progress. Pupils' annual

progress reports are sound. They give parents information about how well their children are doing and advise parents about how they can help their children improve. This is an improvement since the last inspection, when it was considered that the progress reports were too general and that they did not highlight what pupils have achieved.

50. The communication with parents of children who learn English as an additional language is satisfactory. Classroom staff and the teacher from the ethnic minority achievement service communicate informally with parents at the beginning and end of the school day, for instance in the nursery. Staff provide written translations for labels and information for displays around the school. Parents sometimes help with these, for example in the nursery classroom.
51. The school recognises the importance of a partnership between home and school. However, the contribution made by parents to their children's learning at school is poor. There is no parents' and teacher's association, and parents do not take part in raising money for school funds. There is a room available for parents meetings, but, due to lack of support, this is now used for teaching small groups of pupils with special educational needs. Some parents help with homework. They make comments in reading diaries and attend weekly school assemblies, but, overall, the progress made since the last inspection is slow and the help given by parents is not consistent throughout the school.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

52. The school is very well led by the headteacher, who provides clear educational direction and influential leadership. This sets a very good climate for learning that includes good attitudes to work and harmonious relationships. He sets the tone for the school in terms of clear expectations in spiritual, moral, social and cultural development of the pupils. He is a very noticeable presence around the school throughout the day. He makes it a priority to value everyone within the school community and to ensure they develop their full potential. All staff provide very good support and there is a good team spirit, with a shared commitment to achieve high standards.
53. The headteacher and subject co-ordinators very effectively monitor teaching and standards in school. The results of the monitoring are used to set targets for improvement. For example, the teaching of writing was the performance management target for the school this year. This has contributed to the significant improvement in the standards attained by pupils. Subject co-ordinators provide good leadership overall. The headteacher manages very effectively the work of teachers from the ethnic minority achievement service. He is involved in the monitoring and assessment procedures for the pupils. The special educational needs work of the school is very good. It is very well led and managed by the special educational needs co-ordinator. The leadership provided for the initiative to support gifted and talented pupils in the school is very good.
54. The school is managed very well. There is a good quality school improvement plan based on a clear analysis of the strengths and weaknesses in the school. Staff and governors are fully involved in the planning process. The targets for the previous school year have either been met or exceeded. The targets for this year are appropriate and linked to a good programme of action. Governors are closely involved in the strategic financial planning of the school. This is an improvement compared with the time of the last inspection. Their spending decisions relate directly to priorities for improvement and benefit for pupils.
55. Specific funding for supporting pupils with special educational needs is well spent and gives very good value for money. The school spends very efficiently the funds provided by the Excellence in Cities initiative. The gifted and talented pupils benefit and they make very good progress. The work of the learning mentors is of very good quality and very

positively affects standards. The governors and headteacher understand the need to evaluate the school's provision to ensure it provides best possible value and to obtain good value in their purchases. The school also consults parents to determine how well they feel the school does. The day-to-day administration and management of the school is very good. The recommendations of the latest auditor's report have been implemented. The school ensures it allocates its grant for staff training to support targets in the school development plan and in this way relates them directly to pupils' learning. The school has the potential to be a good provider of initial teacher training.

56. The governors are well organised and demonstrate a good understanding of their roles. Some governors are active in the life of the school and all governors keep themselves well informed about what is going on in the school. They have a clear picture of how the school performs and a very good knowledge of the school's strengths and weaknesses. The school's aims and values include a commitment to a good learning environment, very good relationships and equality of opportunity. These aims are well carried out and are visible in the daily life of the school. The governing body fulfils all statutory requirements. The performance management arrangements are good and meet requirements.
57. The school's staffing, accommodation and learning resources are satisfactory in most areas. Teaching staff have an appropriate range of qualifications and they are sufficient in number to teach the full requirements of the National Curriculum. There are plenty of support staff, who have a variety of experiences and have received good training. They work well alongside teachers and provide very good support, for example during group work in numeracy and literacy lessons. The level of expertise offered by support staff working with gifted and talented pupils is very high. The staff also ensure that pupils with special educational needs receive appropriate work and are supported in class.
58. Over the last year, there have been changes in the administration of the school, which has made a significant improvement to the service provided for the management. For example, same-day telephone calls to absent pupils' homes and a weekly attendance summary have contributed to improved attendance.
59. Training opportunities for staff address personal priorities and are linked well to the overall needs of the school. As a result, all staff are well trained and there are effective strategies for inducting new staff into the school. Teachers from the ethnic minority achievement service receive very good training and advice from the local education authority. They give very useful advice and support to the school staff.
60. Mid-day supervisors are well supported by the headteacher, and the senior supervisor has received relevant training. The school secretary makes a very valuable contribution to the smooth running and life of the school. The hard working cleaner/caretaker and dining room staff all take pride in their work and this contributes significantly to a welcoming school, where children feel valued and safe.
61. The accommodation is satisfactory and allows the curriculum to be taught effectively, as at the time of the last inspection. Most classrooms are of an adequate size, except the reception classroom, which is cramped for the number of children. A large hall provides good accommodation for whole-school assemblies and physical education. There is a very good quality and pleasing reception area, where visitors and sick children are welcome to wait. Outside playgrounds are properly fenced and provide a safe and stimulating play area for pupils. Most available space is used effectively, except the special educational needs room, which is underused. However, there is no separate medical room and library facilities are unsatisfactory.
62. Learning resources are satisfactory. The quality and quantity of most books is satisfactory. The computer suite is a suitable resource for teaching the skills of

information and communication technology. There are also computers in classrooms to support pupils' learning. The resources for pupils who learn English as an additional language are good in quality and staff use them effectively.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

63. In the context of a successful school, the headteacher and staff, in conjunction with the governing body, should:
- raise attainment in science by the end of Year 6 by:
    - giving the higher-attaining pupils harder work;
    - giving more time to the subject;
    - making greater use of pupils' writing skills; (paragraphs 4, 19, 24 and 95)
  - in mathematics, increase the rate by which higher-attaining pupils (those not identified as gifted) progress by:
    - making sure work is hard enough for them;
    - providing a wider range of learning activities; (paragraphs 4, 19, 84 and 86)
  - improve pupils' speaking skills by continuing with the good practice in the school and by:
    - increasing the use of drama, role-play, group discussions and speaking to an audience. (paragraphs 4 and 78)

---

In addition to the key issues above, the following less important areas for development should be considered for inclusion in the action plan:

- continue to take steps to improve the attendance and punctuality of pupils; (paragraphs 12 and 41)
- put in place a strategy for increasing the amount of parental involvement in pupils' learning. (paragraph 51)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	9	20	13	1	0	0
Percentage	7	20	43	28	2	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 two percentage points.

### 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)	30	190
Number of full-time pupils known to be eligible for free school meals		

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	45

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	31

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	6.1

#### Unauthorised absence

	%
School data	0.3
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
	2001	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	11	11	12
	Total	22	23	24
Percentage of pupils at NC level 2 or above	School	81 (75)	85 (85)	89 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	10
	Girls	11	12	11
	Total	22	24	21
Percentage of pupils at NC level 2 or above	School	81 (85)	89 (90)	78 (85)
	National	85 (84)	89 (88)	89 (88)

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
	2001	13	8	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	17	18
Percentage of pupils at NC level 4 or above	School	81 (35)	81 (50)	86 (55)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	16	15
Percentage of pupils at NC level 4 or above	School	71 (35)	76 (55)	71 (55)
	National	72 (70)	74 (72)	82 (79)

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

\* Schools are not required to publish separate results for boys or girls, if either total is less than 11. To respect confidentiality, this data has been omitted from the key indicator form relating to Key Stage 2.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	15
Black – African heritage	10
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	104
Any other minority ethnic group	28

*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)	11
Number of pupils per qualified teacher	17.2
Average class size	27.1

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

Total number of education support staff	8
Total aggregate hours worked per week	232.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	15

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-02
----------------	---------

	£
Total income	649,325
Total expenditure	622,431
Expenditure per pupil	2,829
Balance brought forward from previous year	12,415
Balance carried forward to next year	39,309

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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 9.5%

Number of questionnaires sent out	220
Number of questionnaires returned	21

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	71	24	5	0	0
Behaviour in the school is good.	38	62	0	0	0
My child gets the right amount of work to do at home.	57	33	10	0	0
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	62	33	0	0	5
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	57	33	0	0	10
The school is well led and managed.	76	19	5	0	0
The school is helping my child become mature and responsible.	67	28	5	0	0
The school provides an interesting range of activities outside lessons.	48	19	14	5	14

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**

64. The quality of education provided for children in the nursery and reception class is good. Improvement since the time of the previous inspection is very good, for example in teaching and the curriculum. From a well-below average start in the nursery, children's achievement is good so that, by the time they reach Year 1, most of them attain the Early Learning Goals in personal, social and emotional development, physical, and creative development. Their attainment in communication, language and literacy, mathematical development and knowledge and understanding of the world is still below the expected level. This is mainly because a significant minority of reception children have a narrow range of everyday vocabulary for describing clearly and confidently their ideas and experiences.
65. The main strength in the Foundation Stage is the very good teamwork of staff. This is shown in the way that they plan and work very effectively together as a team. The teaching and curriculum are good, so children make good gains in their learning in lessons and in their progress over a longer period of time. The provision is very good for pupils with special educational needs. Staff give considerable time to developing the vocabulary of all children and this also promotes very well the learning of children who learn English as an additional language. An area for the school to develop is to ensure that the teaching methods used in the reception class in lessons that take place in the morning match more closely those that are used in the nursery.
66. The quality of teaching is good. Nursery and reception staff plan and work together very effectively as a team to ensure that all children are included fully in the activities. This has a very positive effect on children's learning. This was evident in a reception lesson when the support assistant helped higher-attaining children to write simple sentences, such as 'I could crawl' (when I was a baby). Staff manage children's behaviour very well because of the very good relationships that they have with them. They use lots of praise and encouragement to raise children's self-esteem and to give them confidence to learn. Children respond very well and try hard to produce their best work. Teachers have good systems for assessing children's achievements and use them well to plan the next step in children's learning. They have high expectations of what children can do so they give them challenging work, for example on numbers to 10 in the nursery and in reading in reception.
67. Teaching is sometimes very good in the nursery and sometimes satisfactory in reception, so children make better gains in their learning in the nursery than in the reception class. This is because the nursery staff challenge children's thinking, imagination and use of vocabulary through interesting, practical and relevant activities. The reception teacher sometimes plans work for literacy and numeracy lessons, under the direction of the senior management team, that is not always sufficiently practical. Children often sit listening to the teacher for long periods when they need to be more active, for example, when the teacher discussed the story of the rainbow fish. Children on this occasion were restless. The teacher had to remind them several times to take turns to speak so the pace of learning was slowed. The children with special educational needs make very good progress because staff quickly identify the children's needs. Staff provide for them very well by giving them the additional support that they need and lots of praise and encouragement. This was evident in the nursery when a pupil with special educational needs took part confidently in acting out the rhyme 'Five current buns in a bakers shop'. During the reception year, staff identify the gifted and talented children, who will move onto the gifted and talented programme that starts in Year 1. This ensures that the teachers cater for the higher attainers very well.

### **Personal, social and emotional development**

68. Staff promote children's personal, social and emotional development very effectively. They set a good example for children to follow of courtesy and consideration for others, by listening with genuine interest to what children have to say. This leads to trusting relationships and helps children to understand other people's points of view. Children's behaviour is very good in the nursery and good in the reception class, so they work together as friends. They work sensibly and show good levels of concentration and responsibility. For example, they share equipment with each other and tidy away resources at the end of lessons. The reception teacher provides children with good opportunities for speaking and to reflect upon their actions and work through lessons in which they take turns to speak whilst sitting in a circle (circle time). As a result, children develop a sound awareness that some actions are right and some are wrong.

### **Communication, language and literacy**

69. Many nursery children and a significant minority of reception children have a narrow range of everyday vocabulary for describing clearly their thoughts and experiences. Staff give considerable time to developing children's vocabulary, for example, when they work with children in the imaginative play areas, such as the railway ticket office in the nursery and the beach shop in reception. Children take turns to act out a role, such as the shopkeeper or customer. The nursery nurse asked, 'What platform is the train going from?' and a child replied, 'Platform two'. Staff give children many opportunities to discuss their work individually, in pairs and to speak in larger groups.
70. These teaching methods also promote very well the learning of children who are at the early stages of learning English as an additional language. As a result, they make very good progress in relation to their prior attainment. Also, the teaching for the children is very good by the specialist teacher from the ethnic minority achievement service. This was evident when she read 'Getting to Grandad's' and used large and small teddy bears to illustrate the story. The children who learn English as an additional language enthusiastically joined in with repeated phrases, such as 'Are we nearly there?' and used the vocabulary related to train journeys, such as 'ticket' and 'passengers'.
71. The teaching of basic skills is good. Nursery staff encourage children to use technical words, such as 'illustrator'. They encourage children to use letter sounds and to attempt their own writing. Reception staff build well upon these skills. They encourage children to use their knowledge of letter sounds to help them to read and write the unfamiliar words they meet. Therefore, higher-attaining and some average-attaining children recognise a good range of words. They write simple sentences, such as 'I like peas'. Higher-attaining children begin to read independently from a range of books. Lower-attaining children develop satisfactorily their knowledge of letter sounds and words. They copy simple sentences. Children who have special educational needs form most letters correctly and write their names, but have weak pencil control.

### **Mathematical development**

72. Staff place a strong emphasis on number work, but also ensure that children have a variety of mathematical experiences, so children make good progress. Some nursery children sing rhymes such as 'Five little speckled frogs', count up to 10 and beyond and higher-attaining children write numbers to ten. Many reception children reinforce their understanding of taking away two from 10 when they sing 'Ten fat sausages sizzling in a pan'. Staff use effective questioning to challenge children's thinking. When children were weighing sand the nursery teacher asked, 'Why do you think that happened?' A child with special educational needs replied, 'Because you put some sand on it (the scale)'. Nursery children begin to use the terms heavier and lighter with increasing accuracy. Higher-attaining reception children count to 20 and beyond and count in tens from a given number, such as 43. Many reception children know the properties of two-dimensional

shapes, for example that a triangle has three sides and three corners. They record simple calculations to ten. Children with special educational needs carry out this work practically, for example, by using cubes.

### **Knowledge and understanding of the world**

73. Nursery and reception children use a variety of construction materials, for example, to build trains and cars, related to their work about the seaside. They study how plants grow from seeds; nursery children grow grass seeds and reception children keep a diary about the growth of peas. They talk about life at the seaside now and in Victorian times. Nursery staff give children effective support when they use a mouse to work computer programs linked to their work in other areas of learning, such as letter and number recognition. Reception staff build well upon these skills so reception children work with increasing confidence and independence by the use of a talking book program.

### **Physical development**

74. Staff teach successfully the skills to help children gain safe control of finer movements, such as using glue spatulas, paintbrushes and cutting with scissors. They plan well the outdoor physical activities to extend children's physical and creative skills. This was evident when the specialist teacher for children who are learning English as an additional language worked with children, who were acting out going on a train journey to the seaside. Children became engrossed in the play. For example, the teacher said, 'Are we nearly there yet?' and they replied, 'Yes, Miss'. In the reception class, the support assistant encouraged children to aim and throw more accurately at a target. This promoted well children's co-ordination skills.

### **Creative development**

75. The provision is good because staff plan the work carefully across a variety of activities. Some nursery children begin to join in with familiar rhymes, such as 'Jack and Jill went up the hill', but many lack the confidence and knowledge to do so. Reception staff build very well upon this work, so children enjoy it and sing tunefully and with confidence, such as when singing 'the chicken song'. Children use paints, crayon and pencil with developing skill. Nursery children print patterns imaginatively with orange paint and reception children make three-dimensional fantasy sea creatures with boxes.

## **ENGLISH**

76. Inspection evidence indicates that, by the end of Years 2 and 6, standards are in line with the national average. Standards, especially in writing, are higher than at the time of the last inspection. For example, in the 1997 national tests, Year 2 pupils attained below the national average, whereas in 2001 they attained above the national average. This is because the quality of teaching is now good compared with satisfactory at the time the school was last inspected. Also, the school has introduced the National Literacy Strategy well. The school's systems for assessing pupils' achievements have improved significantly since the previous inspection. They are now very good. The subject is very well led by the co-ordinator and she has made a very good contribution to the improvements in standards.
77. Pupils make good progress by the end of Years 2 and 6. For example, at the start of the school year, a Year 6 higher-attaining pupil wrote uninteresting short sentences. By May she wrote: 'Night soon enveloped the town, only the wide-eyed owls and I were awake'. There is no significant difference in the attainment and progress of boys and girls. Ethnic minority pupils, including those who speak English as an additional language, make very good progress and attain standards similar to their classmates. Pupils with special educational needs make very good progress in relation to their prior attainment because teachers and specialist support staff plan work for them that they match carefully to their learning needs.

78. Standards in speaking and listening are below what is expected nationally for pupils throughout the school. A large number of children enter the school with significantly delayed and underdeveloped language skills. Teachers work hard to encourage pupils to respond to questions appropriately. They structure questions carefully, but frequently younger pupils repeat the question rather than answer it, or make no attempt to answer it. Many of the pupils are not confident speakers, but the very good relationships and supportive atmosphere within the classroom enable them to make, by the end of Year 2, good progress in lessons and develop their confidence. Most pupils answer in complete sentences, but frequently find it difficult to extend their answers by using more interesting vocabulary.
79. Teachers of pupils in Years 3 to 6 build well on the progress pupils have made in the development of speaking skills. Skilful questions produce some relevant and correct deductions and inferences about texts they are reading. Some pupils use technical and subject specific language confidently. For example, pupils in Year 6 explained clearly what is a 'connective'. Teachers prompt pupils to contribute to discussions and extend their answers and express themselves clearly. This was very evident in a very good Year 5 lesson when the teacher encouraged pupils to explain a 'classic text'. There are not enough opportunities for pupils to perform in front of others, which builds up self-confidence. Teachers too infrequently encourage pupils, during speaking to an audience, to add colour to their speaking by use of quiet, loud, fast and slow speaking. Pupils do not have sufficient occasions to talk at length in front of an audience.
80. Pupils achieve average standards of writing by the end of Years 2 and 6. There are definite signs that standards in writing continue to improve. For example, standards in Year 5 are above average. Many pupils in Year 5 begin sentences in an imaginative way that grabs the reader's attention. For example, one pupil began his story, 'Very impatiently and doubtfully...'. Staff teaching effectively the basic skills of grammar, including punctuation, brings about the good progress pupils make in developing their writing skills. A Year 2 pupil wrote, 'When it was time for a bath her mum said, "Get that silly suit off now!"' Teachers combine the teaching of basic skills with making the work interesting and this motivates pupils to concentrate and to learn. The Year 6 teacher introduced newspaper report writing by analysing world cup reports. The pupils thoroughly enjoyed the choice of subject and this motivated them to produce a good standard of writing.
81. Throughout the school, pupils achieve well across a range of writing, such as poetry, stories, reports, scripts and persuasive writing, because of the good writing curriculum that teachers provide. A Year 6 pupil wrote, 'In a panic, Alice dropped her biscuit and ducked under the table. Unnoticed in the hall the clock stopped'. A Year 3 pupil used punctuation correctly, including speech marks accurately. The pupil wrote, "'Harry wake up, wake up". Harry woke up and ran downstairs, he was so happy'. A Year 5 pupil wrote very good quality poetry. He wrote, 'Miss's eyes blazed like fire, I could tell her blood pressure was getting higher'. Teachers' good quality of marking greatly enhances pupils' learning. In one piece of work, the teacher wrote: 'What is missing?' The pupil responded by inserting all the missing question marks. There is often detailed assessment of pupils' work in which teachers identify strengths and areas for development. Pupils' standard of spellings is satisfactory and much of their work is presented legibly and neatly.
82. Reading standards are in line with the national average throughout the school. Pupils make good progress in developing their reading skills. Most pupils enjoy reading and tackle unfamiliar words systematically because they have been taught well to break down words and to link the sounds of the letters. Pupils enjoy sharing the 'big books'. They join in with the expressive reading of the teacher, even when they find it difficult, and are

very aware of the purpose of punctuation. Guided reading sessions are very well structured and pupils are pleased to read out their work. Pupils in Years 5 and 6 complete thorough and interesting reviews of books they have read. They express their opinion of the book and describe their favourite chapter to add to their views. Pupils have a good attitude to reading, but, because of the lack of a school library, this love of books is underdeveloped, as are pupils' library skills.

83. Teaching is good and positively affects pupils' learning. In 50 per cent of the lessons, teaching is very good. Teachers structure the different parts of literacy lessons carefully. As a result, pupils waste no time and they cover a lot of work. Teachers ensure that the work is sufficiently challenging yet matched to the learning needs of all pupils. In a Year 5 lesson, the higher attainers had to write in their own words, including the use of paragraphs, a letter to a friend. In the same lesson, lower attainers completed work on identifying key paragraphs in a letter. Teachers make good use of information and communication technology to support pupils' learning. For example, Year 1 pupils word-processed writing based on the retelling of the story 'The Three Little Pigs'. Pupils completed this work to a high standard. Teachers use the correct technical words and they encourage pupils to use them in English and other subjects.

## **MATHEMATICS**

84. Standards in mathematics are average by the time pupils are 7 and 11 years of age. Pupils start Year 1 with standards that are below average for their age, but make good progress, particularly in Year 2. By the time they are seven, most pupils, including the higher attainers, reach the expected levels. In last year's National Curriculum tests, results showed that attainment was well below the national average, largely due to the low percentage of pupils reaching the middle of Level 2. However, mathematics teaching is good overall and very good at Year 2. This means that pupils' quality of learning is also good and more are on track to reach the expected levels. In the National Curriculum tests at the end of Year 6 last year, the percentage of pupils reaching the expected levels was above average. However, not enough of the higher-attaining pupils reached a level appropriate to their ability. This is still partly the case, but more pupils are in line to reach higher levels, particularly those on the gifted and talented pupil programme. This also represents an improvement of the trend in attainment over the three years from 1999 to 2001, which was below the national average. However, those pupils who are higher attainers, but do not fall under the definition of 'gifted and talented', do not do enough work in the wider range of mathematics. The overall average level of attainment is similar to that reported in the last inspection. There are no marked differences between the performance of boys and girls. The effective provision for pupils with special educational needs and for pupils for whom English is an additional language means that these pupils make very good progress.
85. The quality of learning for pupils in Years 1 and 2 reflects the good teaching. Pupils make good progress overall, but it is better than this in Year 2. In an excellent lesson in Year 2 on the value of each digit in a number, all pupils made excellent progress in a variety of different areas of mathematics. The teacher knows the ability of each pupil well and has a very good understanding of mathematics and how the subject should be taught to pupils of this age. In the introductory activities, she involves each pupil at a level that encourages them to learn and build on prior knowledge. The teacher moves the lesson along at a brisk pace. She makes good use of dialogue with a classroom assistant to deal with potential misunderstandings before they arise. By the end of the session, pupils have consolidated their understanding of the value of digits in a number, used mental strategies to add number pairs to 10 and extended this to adding multiples of 10 to make 100. In Year 1, the teacher is well supported by another teacher and a classroom assistant. Pupils make satisfactory progress in memorising which two numbers total 10 and in estimating numbers of objects and checking their estimations. However, the

teacher's subject knowledge of shape is somewhat shaky when she describes triangles and rectangles as having two faces. The work that pupils have done over the year shows that they have covered the required curriculum and made good progress. Pupils recognise number patterns, such as odd and even numbers. They use their understanding of numbers to help them to solve problems in capacity, such as how much more fizzy drink they need to fill a jug. They tell the time using digital and analogue clocks and recognise reflective symmetry in simple shapes.

86. The quality of teaching continues to be good in Years 3 to 6 and the quality of learning reflects this. In general, pupils build on their existing knowledge and skills during well-thought out lessons where work is matched to pupils' prior attainment. Pupils make good progress, although this slows at Year 6. Pupils in Year 3 made sound progress in a lesson where they used their understanding of the two, five and ten times tables to identify multiples of these numbers. A few higher attainers also made sound progress as they tried to identify multiples of three and four. One pupil confidently stated that he knows that 104 is divisible by four because 'we know that 100 divides by four, so 104 must'. Teachers' planning is effective and matches the suggestions of the National Numeracy Strategy with the pupils' prior knowledge. Teachers use resources well, for example, when using interlocking cubes to reinforce the idea that division is repeated subtraction. However, much of the mathematics that pupils do does not relate sufficiently to their own experiences or encourage them to apply their knowledge to problems from outside the classroom. There is enough work on shape and space, measurement and data handling in Years 3 to 5, but this area is somewhat neglected in Year 6. Those pupils identified as being gifted and talented make good progress in relation to their prior attainment because they follow a programme designed to move their learning forward. However, other potentially higher-attaining pupils do not cover hard enough work to help them to reach the higher standards. This is a key reason for why not enough pupils reach Level 5.
87. Pupils' good responses and positive attitudes are key factors in their progress. They usually behave very well, partly because of very good management by teachers and the brisk pace of lessons, as well as their own wish to succeed. Pupils listen carefully to teachers and take part in whole-class activities, for example, when finding the complements of angles. They take more care over their work than they did at the time of the previous inspection, although there is still some room for improvement, particularly in Year 6. Their attitudes and behaviour help to ensure that they keep on task and complete reasonable amounts of work during lessons.
88. The subject is soundly led. The subject leader has a clear understanding of what needs to be done to improve standards. However, the targets in the action plan for improving standards are not sufficiently focused, nor are the financial and time implications fully considered. Procedures for finding out how well pupils are achieving are good. The school uses a range of methods for measuring attainment and progress and uses the results well to plan work for individuals and groups in all classes. Each pupil knows what she or he needs to do to improve. The school also analyses trends in progress and is able to identify those pupils who are working well and where support needs to be provided, for example, making sure that each pupil works with others of similar ability. The school successfully implements the National Numeracy Strategy. Teachers have a good understanding of how the strategy can be implemented and use the lesson structure to good advantage to keep pupils interested and involved. This has a positive impact on pupils' learning. Teachers use mathematical concepts, such as preparing graphs for spreadsheets when teaching information and communication technology. However, teachers do not make enough use of this when teaching mathematics.

## SCIENCE

89. Pupils attain below average standards by the end of Years 2 and 6. From a below average starting point in Year 1, pupils achievement is good from Years 1 to 2. A high proportion of pupils in Year 2 - 42 per cent - have special educational needs. Half of these pupils reach the expected level for pupils of this age, so this shows very good progress in relation to their prior attainment. From Years 3 to 6, pupils' achievement is satisfactory. The organisation of the school's timetable meant that no lessons were observed in Year 3. Since the previous inspection, the school has made good improvement in the subject, for example in the quality of teaching. Teaching is now at least satisfactory and there is some good and very good teaching.
90. The strengths in the subject are that, firstly, throughout the school, teachers place a strong emphasis on practical work and this promotes well pupils' knowledge and understanding. Secondly, leadership and management of the subject are good. The co-ordinator has considerable expertise. She uses this to give effective support and guidance to staff, for example, in implementing the good target-setting and assessment procedures that are new this year. She has started to monitor teaching and samples of pupils' work. In Years 3 to 6, the areas for improvement are: firstly, challenging the higher-attaining pupils more across the whole curriculum; secondly, giving more time to the subject; thirdly, making greater use of pupils' writing skills.
91. From Years 1 to 6, teachers use effectively the good resources to make the practical investigative work interesting, so pupils enjoy this work and are motivated to learn. For example, the Year 2 teacher gave each pupil the resources they needed to solve the problem of making a simple electric circuit. In the most effective lessons, teachers plan the work carefully and have high expectations of what pupils' should achieve. This is shown in the way that they challenge pupils' scientific thinking. The Year 2 teacher expected pupils to make increasingly more complex circuits, for example with two bulbs and batteries, but only three wires. The Year 5 teacher gave each group one criteria that a plant needed to grow, such as air or water, and challenged pupils to plan a fair test to show that this was necessary for healthy growth.
92. Pupils' progress slows down in Year 6 because the teacher sometimes gives pupils work that is too easy for them. This was evident in an investigation to predict whether sugar would dissolve faster in hot or cold water. Throughout the school, most teachers make satisfactory use of pupils' literacy skills. However, some teachers do not exploit pupils' writing skills sufficiently. For example, in a Year 3 lesson, the task of copying writing from a flipchart was too easy for the higher-attaining pupils. Pupils of all abilities in Year 6 mainly record their work by copying it out and inserting technical words in the gaps in the text. This does not enable higher- and average-attaining pupils to show how much they have learned. The strategy may be appropriate, for example for pupils with special educational needs and lower-attaining pupils, but it is overused.
93. Pupils make good progress across the whole science curriculum from Years 1 to 2 because the Year 2 teacher sets the work at a progressively higher and more challenging level. Pupils progress from learning about the parts of a plant in Year 1 to studying seeds and the life cycle of a plant in Year 2. They learn about the origins of different materials in Year 1. This increases in Year 2 to knowledge of how materials are best suited for different purposes, for example glass for windows.
94. From Years 3 to 6 most pupils' progress is satisfactory. Year 3 pupils consolidate the work they did on plants and materials in Year 2 before moving on to new work on forces, such as gravity and magnetism. Year 4 pupils extend well the work on forces in their work on friction and air resistance. Through good teaching most pupils make good progress in Year 5, but it slows to satisfactory once more in Year 6. Year 6 pupils consolidate the work covered in previous years, such as on solids, liquids and gases and



on light and shadows. They cover a sufficient amount of new work, for example on condensation and evaporation.

95. In Years 3 to 6, the higher-attaining pupils are not given enough work at the higher level across the range of their work and, on these occasions, they make unsatisfactory progress. Also, the curriculum is not always covered in sufficient depth because the school allocates a below average amount of time to science. As a result, pupils' knowledge and understanding is not as secure as it could be. This was evident in the Year 6 lesson and in discussions with Year 6 pupils. The level of competence and confidence in using the subject vocabulary, such as 'condensation' and 'irreversible', is lower than expected. Also, a significant minority of pupils have a narrow range of everyday vocabulary for describing their ideas and experiences.
96. Staff give very good additional support to pupils with special educational needs, so they make very good progress. This was very evident in a Year 2 lesson when the special support assistant discussed quietly with these pupils their responses to the teacher's questions and encouraged them to contribute to the discussion. This gave them confidence and they enthusiastically joined in the discussion with their classmates. A pupil said, 'Miss, you see them (electricity pylons) in the countryside'. In a Year 5 lesson, the special support assistant questioned pupils effectively. 'What is the texture like...what does it feel like?' This encouraged pupils to observe the sunflower seeds, beans and peas more closely and to succeed in producing detailed diagrams similar to the ones of their classmates.
97. Pupils who learn English as an additional language make very good progress in relation to their prior attainment; for example, they are mainly working in the higher attaining and average groups. This is because the teaching they receive from specialist staff is planned carefully and focused on their specific learning needs. These pupils also benefit from the opportunities that classroom staff give them to discuss in pairs and groups their practical work with their classmates.
98. Teaching is mainly satisfactory. It is very good in Year 2 and good in Year 5. In the most effective lessons, teachers maintain a brisk pace. For example, the Year 5 teacher gave pupils a minute to discuss with a partner the conditions that plants need for healthy growth. They constantly reinforce the correct subject vocabulary, such as circuit (Year 2) and germination (Year 5). Teachers in Years 2, 4 and 5 have high expectations of the content and presentation of pupils' work, so pupils present their work neatly. The Year 2 teacher uses homework very well to support pupils' learning in the classroom and it is used satisfactorily by the other teachers. From Years 1 to 6, teachers make satisfactory use of pupils' numeracy skills, for example, measuring accurately in practical work and using graphs to record some of this work.
99. Throughout the school, staff manage pupils' behaviour very well through the very good relationships that they have with them. Staff are friendly yet have high expectations that pupils' will behave well. For example, they expect and insist that pupils listen carefully when others speak. Pupils respond very well to their teachers and their behaviour is very good. Pupils' answers to teachers' questions show that they listen attentively. Their levels of co-operation are very good. They share readily the practical equipment and work together very well as friends in pairs or small groups, regardless of race or gender. Teachers make satisfactory use of information and communication technology to support pupils' learning in science.

## **ART AND DESIGN**

100. The standard of pupils' work is similar to that found in most primary schools by the end of Years 2 and 6. There are examples throughout the school of some high quality work. The school has made sound progress since the last inspection. Pupils make satisfactory progress by the time they leave the school. This includes pupils identified as having special educational needs and those who learn English as an additional language. Talented pupils make good progress in their learning. This is evident in displays around the school where work is of a very good standard, for example the pastel interpretations of 'The Last Supper' and the collages in the likeness of Lowry's 'Portrait of Ann'. These pupils benefit from weekly attendance at an art club for talented pupils.
101. Only one lesson was observed during the inspection. Further evidence comes from teachers' lesson planning, discussion with pupils and teachers, and pupils' work on display. Pupils' learning benefits from their involvement in the school's art week and from visits to local art galleries. Pupils have a good knowledge of the work of famous artists. For example, Year 2 pupils are familiar with the work of Matisse, Van Gogh and William Morris. The weakness in the school's artwork is the inconsistent and therefore, unsatisfactory use of sketchbooks. Year 2 and Year 5 pupils produce good quality work in their sketchbooks, but in some other classes the work is either non-existent or very slipshod.
102. In the lesson observed in Year 2, the teaching and learning were very good. The teacher managed pupils' behaviour very well through the very good relationships that she has with them. Pupils were rapt during the introduction when the teacher introduced the natural objects that were the basis for their artwork. They were really interested when they handled the objects, for example coal, natural sponge and melon. The pupils listened intently when the teacher explained how Matisse painted 'The Snail'. The teacher's very secure subject knowledge showed through during this very clear and precise explanation. The pupils worked very sensibly and with much concentration to produce coloured paper collages in the style of Matisse. Their work in depicting African cloth designs by using clay, pasta and beans was of good quality. Their William Morris wallpaper print designs were also of good quality.
103. Throughout the school there are good examples of paintings in the likeness of various artists' work. Of particular note are Year 1's clay sculptures to replicate work of Picasso's African period. In the Year 5 sketchbooks there is good quality work on shading and Aboriginal art. Pupils' artwork is displayed attractively around the school. This contributes positively to pupils' learning and to their self-esteem. Teachers use computers satisfactorily to support pupils' learning. A good example of this is Year 2's work on Lowry. The subject is led well by an enthusiastic co-ordinator, who leads by example. Assessment procedures are satisfactory.

## **DESIGN AND TECHNOLOGY**

104. The standard of pupils' work is similar to that found in most primary schools by the end of Years 2 and 6. Pupils, including those with special educational needs, achieve satisfactorily. Ethnic minority pupils and those who learn English as an additional language achieve standards that are the same as their classmates. The organisation of the timetable meant only two lessons were seen during the inspection. Further evidence comes from teachers' lesson planning, discussions with pupils and teachers, and pupils' work on display.
105. Throughout the school, teachers give pupils opportunities to plan their designs and evaluate and adapt them to make successful products. This provides pupils with good opportunities to develop and practise their literacy skills. For example, Year 2's textile technology work related to 'Joseph's coat' consisted of good quality products and well-

written plans and evaluations. One pupil wrote, 'Next time I will decorate my pattern with ribbon.' Year 5 pupils used their literacy skills to research information about biscuits. They also wrote evaluations of their designs for boxes to a good standard. Year 4 pupils wrote instructions about how to make their packages. In Year 5's work on designing and making a tourist information leaflet a pupil wrote, 'The hardest part was putting the information in my own words'. Another wrote, 'The best part of my brochure is the flap on the front'.

106. The quality of teaching is satisfactory. Lesson planning clearly shows what is to be taught and learnt in lessons. For example, in a Year 1 lesson on investigating a variety of fruits to put in a fruit salad, the planning showed a clear link with pupils' previous learning and what they will do in the next few weeks. A good feature of the teaching is the good links that teachers make with other subjects, such as science. Year 5 pupils disassembled a torch and learnt about circuits at the same time. Teachers also develop good links with mathematics. For example, pupils who made biscuits in food technology weighed the ingredients accurately and pupils measured accurately when they made wooden frames for the 'three pigs house'. A Christmas design and technology day positively supports pupils' learning, as do visits to a local museum for design and technology activities.
107. The experienced and enthusiastic co-ordinator provides good leadership. She has a secure overview of the subject and supports teachers well in their planning and assessment of pupils' tasks. There are sound assessment procedures that give teachers and pupils a clear picture of achievement in the subject.

## **GEOGRAPHY**

108. By the end of Years 2 and 6, standards in geography are similar to those expected for pupils of this age. This represents a good improvement since the previous inspection. At that time, there were no policies or guidelines for teaching the subject. This situation has now been remedied. There is now a policy and the school uses effectively the government's recommended guidelines for teaching geography.
109. Pupils in Years 1 and 2 make sound progress overall. This is the result of satisfactory teaching. Year 1 pupils made good progress when finding information about the different forms of transport needed to travel from Manchester to a Kenyan village. The teacher encouraged pupils to make comparisons between the way they live and life in the village. The teacher had a secure knowledge of the subject and made the lesson interesting. Consequently, the pupils were keen to take part and made sensible suggestions about similarities and differences. However, in a Year 2 lesson for a group of higher attainers, pupils made unsatisfactory progress when locating places in the Commonwealth and the countries of the United Kingdom. Some of the resources that the teacher used were effective, for example large scale maps, photographs of athletes from different countries and of different forms of transport. However, these pupils only have a vague idea of where the countries of the United Kingdom are and found difficulty in locating their home city in England. The activities planned by the teacher did not clearly link to the purposes of the lesson. However, pupils displayed a positive attitude to the subject and worked hard, even though sometimes unsure of what they were doing. An examination of pupils' work shows that pupils cover an appropriate amount of work in Year 2 and develop their geographical skills and knowledge when comparing, for example, seaside towns with their own area.
110. No geography lessons in Years 3 to 6 were seen during the inspection. It is not possible to make judgements about the quality of teaching for these pupils or their attitudes to the subject. Pupils in Years 3 to 6 make satisfactory progress overall, although this slows in Year 6. Younger pupils develop a sound understanding of geography through the study

of a contrasting area in the Yorkshire Dales. The work they do shows that they consider the impact that people have on their environment, for example, when constructing arguments for and against making a high street traffic-free. They look at river systems and how water is used. By contrast, the work carried out by older pupils is minimal. They construct a map of their journey to school at a level normally expected from much younger pupils. A 'stick graph' comparing life expectancy in developed and underdeveloped countries carries no annotation, interpretation or explanation. Pupils with special educational needs and those who learn English as an additional language make similar progress to that of their classmates.

111. The subject is soundly led. The co-ordinator has a sound understanding of the subject and how it needs to develop. She checks the work that has been done when possible, but this has not been forthcoming from all teachers. Pupils begin to use information and communication technology effectively in learning the subject, for example researching weather patterns in Commonwealth countries using an electronic atlas.

## HISTORY

112. Pupils reach average standards by the end of Years 2 and 6. From a below average starting point in Year 1 their achievement is good by the end of Year 2. Pupils' achievement is satisfactory from Years 3 to 6. Improvement since the previous inspection is good. For example, the curriculum and resources have improved and they are now satisfactory. Only one lesson was seen in Year 4 during the inspection, so it is not possible to make an overall judgement on teaching. Further evidence comes from pupils' work in books and on display and discussions with teachers.
113. The strengths in the subject are the good procedures for assessing pupils' achievements in lessons. The standard of work in pupils' books indicates that teaching is good in Years 2 and 5 and a good lesson was seen in Year 4. The curriculum is good for pupils in Years 1 to 2. Also, the curriculum is made better for all pupils by visits out that are linked to their work in the classroom, for example to the science and industry museum. Another strong feature is the very good provision for gifted and talented pupils in Years 3 to 5. An area for development is the closer monitoring of the quality and quantity of pupils' work throughout the school.
114. Pupils make good progress by the end of Year 2. They develop well their knowledge and understanding of famous people, such as Elizabeth I, and events in the past, such as the Fire of London. They compare life today with that in the past, such as nursing and washday in Victorian times. The teacher promotes well their literacy skills, for example, through factual writing about people such as Florence Nightingale and writing from the viewpoint of a particular character. A pupil wrote 'Princess Elizabeth (Elizabeth I) is lonely and miserable'. This good approach is not sufficiently widespread throughout the school and, therefore, class teachers make satisfactory use of pupils' literacy skills. They also make satisfactory use of pupils' numeracy skills, for example, in placing different periods in history in the correct time order.
115. From Years 3 to 6, pupils' progress is satisfactory, for example, in their knowledge and understanding of periods in the past, such as life in Roman Britain. Pupils' progress increases to good in Year 5 because the teacher has high expectations of what pupils' should achieve in their work. This is evident in the work in pupils' books, which is of good quality and is neatly presented, for example on the Aztecs and Britain since 1930. Teacher expectations are lower in Year 6, so pupils' progress slows to satisfactory. This is evident in the amount of work that pupils produce and in the satisfactory quality and presentation of this work, for example about Ancient Greece. From Years 1 to 6, teachers use satisfactorily information and communication technology to support pupils' learning in history, such as finding information on the Internet.

116. Teaching and learning were good in the Year 4 lesson. The teacher planned the work carefully. She used interesting methods and resources, such as colourful holiday brochures, to gain pupils' interest. The teacher used a game to extend pupils' understanding of how the Ancient Egyptian period fitted into pupils' previous learning of other periods, such as the birth of Christ and World War II. These methods motivated pupils and they co-operated very well together to answer questions and produce a poster of the outstanding features of Ancient Egypt. Their behaviour was very good. Pupils with special educational needs made the same progress as their classmates because of the good support they were given by the special support assistant. The teacher gave good additional help to pupils with English as an additional language, so that they felt confident to answer questions and completed the work.
117. A specialist teacher provides very well for gifted and talented pupils in Years 3 to 5 and this promotes their good progress. This is because the teacher plans the work very carefully, has high expectations of what they should achieve and makes very good use of pupils' literacy skills. A gifted and talented Year 4 pupil wrote from the viewpoint of a child in the Blitz, 'As the bomb dropped my heart pounded and I was absolutely dreading it. I snuggled up to my mum and started to sing'. Marking and the assessment of these pupils' work are also very good.
118. Leadership and management of the subject are good. The co-ordinator has brought about some good improvements in the subject and has a clear view of how to develop it further. This year the co-ordinator has implemented good procedures for teachers to use to assess pupils' work against the level they are expected to reach in the National Curriculum. This includes monitoring samples of pupils' work from Years 1 to 5. The monitoring procedures are not focused sufficiently on the quality and presentation of pupils' work in books and this varies from class to class.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

119. By the end of Years 2 and 6, pupils reach standards of attainment in information and communication technology that are similar to those expected nationally. During the last inspection, standards were also reported to be average. This is still the case. Pupils are using a wider range of skills in the subject, so there has been a good degree of improvement.
120. The quality of teaching is good throughout the school. This results in a good quality of learning for all pupils, including those with special educational needs and those for whom English is an additional language. The use of a computer suite, for teaching information and communication technology as a specific subject, and the increasing confidence of teachers have been key factors in reaching this standard. The school has adopted the government's guidelines for teaching the subject and ensuring that pupils are building on their existing skills. Consequently, pupils make good progress and Year 2 and Year 6 pupils have reached the expected levels. Other pupils are on target to achieve well by the time they leave the school.
121. In a Year 1 lesson, the teacher used information gathered about favourite fruits to help pupils to understand and interpret pictograms. She used teaching assistants well to support pupils' activities, so that all made good progress in lessons. Year 2 pupils develop a sound range of skills, for example, producing text and pictures about 'The Rainbow Fish' and creating simple drawings in the style of Lowry. Teachers plan well-structured lessons with activities appropriate to their purposes. They make good use of resources, including a data projector to demonstrate the content and purpose of the lesson. In Year 6, the teacher used this well to show how to incorporate formulae into spreadsheets to calculate the average heights of a group of children. The teacher also

ensured that computers were effectively used. Through planning a related off-computer task for half of the class, he ensured that individual pupils had sole use of a computer. In addition, because both tasks were similar, pupils could evaluate the benefits of using information and communication technology. A positive feature of lessons is the support provided by classroom assistants and by the company that manages the school's computer systems. This means that all pupils get help at an appropriate level and difficulties with computers are quickly dealt with. Teachers plan lessons to teach the skills required by the National Curriculum. However, the lessons, although good in terms of information and communication technology, do not always have enough relevance to the rest of the curriculum or life outside school. For example, the database activities carried out by a group of Year 4 pupils were not linked to anything else they were studying at the time. This meant that they did not sufficiently develop a wide enough understanding about how information and communication technology is used in the world outside. Pupils enjoy the subject and work well to complete their tasks. This has a positive impact on their learning.

122. The subject is well managed. The co-ordinator has provided teachers with a list of skills that need to be taught in each year group in order to develop skills systematically. He has also provided a useful system for recording pupils' progress in these skills, identifying what has been successful and which skills need further development. Teachers use this system effectively. They sometimes use other subjects, for example mathematics, in teaching the subject. Pupils, who have been identified as gifted and talented, use computers effectively to support their learning in a range of subjects. A thriving computer club has a positive impact on the learning of those pupils who take part. Resources are adequate, although the temporary lack of Internet access at the time of the inspection restricted what was possible.

## MUSIC

123. Pupils' attain standards that are broadly in line with national expectations by the end of Year 2 and Year 5. Their achievement is satisfactory from an average starting point in Year 1. The organisation of the school's timetable meant that no lesson was seen in Year 6. Throughout the school, music is taught by the co-ordinator, who is a specialist.
124. The strengths in the subject are the good teaching of singing and basic skills, such as playing instruments correctly. Pupils listen to a wide range of music in lessons and assemblies. The school provides a wide range of activities outside of lessons, such as choirs, violin and a folk group. These enhance considerably the learning of the large number of pupils who take part in them. From Years 3 to 6, the school makes pupils' learning better by providing additional tuition in recorder and violin. The performances of visiting musicians, such as jazz and Irish music groups, and the work that pupils undertake with professional musicians, such as Opera North and Manchester Camarata, contribute positively to pupils' learning.
125. The area for improvement is composition. Pupils occasionally compose music for performances. For example, Year 2 pupils produced their own fire composition for an assembly about Samuel Pepys. However, in lessons throughout the school, the teacher provides insufficient time for pupils to explore and create their own music. The curriculum, therefore, lacks balance and does not meet fully the requirements of the National Curriculum. On the whole, improvement since the previous inspection is satisfactory. The school has appointed a co-ordinator and has put in place subject guidelines since then, but the composing element of music remains underdeveloped.
126. On balance, pupils make satisfactory progress from Year 1 to Year 5. In some elements of the curriculum, such as singing, their progress is good. Year 2 pupils sing songs, such as 'Che Che Koolay' and 'Today I'm a little bit lonely', with good diction and awareness of

the melody. Year 5 pupils build well upon these skills. They sing songs in two or more parts, such as 'Zum Gali', with good expression and control of the dynamics of their voices, pitch and rhythm. The teacher has high expectations of what pupils should achieve. This is shown in the way she encourages them to improve their singing and in the challenging work that she gives them. This was evident when she asked Year 2 pupils to identify the metre (beats in a bar) in the 'The Nutcracker Suite' and to name percussion instruments, for example the agogo. Pupils were keen to answer the questions and their knowledge was good. From Year 1 to Year 5, pupils follow increasingly complex music scores. They show a good awareness of rhythm when tapping rhythm patterns and when playing percussion instruments to accompany the songs.

127. Teaching and learning in lessons and in hymn practice are good. Pupils' behaviour and attitudes are very good because the teacher, supported effectively by classroom staff, manages them very well. The very good relationship that staff have with pupils and the constant praise and encouragement they give pupils for their efforts and achievements underpin this behaviour management. This raises pupils' self-esteem and motivates them to learn. Pupils are enthusiastic, keen to learn and genuinely enjoy their music-making activities.
128. The teacher ensures that all groups of pupils are included fully in the activities. For example, classroom support staff give effective additional help to pupils with special educational needs. As a result, these pupils make good progress in relation to their prior attainment. This was very evident in a Year 2 lesson when the support assistant helped a pupil with a statement of special educational needs to tap out a rhythm, so that he performed successfully the same rhythm as his classmates. Staff also give good support to pupils with English as an additional language, so that they make good progress, for example in the Year 2 lesson. The teacher makes satisfactory use of information and communication technology to support pupils' learning in music.
129. The subject makes a good contribution to pupils' personal, spiritual, social, moral and cultural development. This is because teachers give pupils many opportunities to listen to a wide range of music in lessons and assemblies, such as European, African and Gamelan (Indonesian) music. Also, pupils from Years 2 to 6 visit the Zion Centre to learn about and play Gamelan instruments. Staff encourage pupils to show respect for the performance of others, so pupils listen carefully to their classmates, for example, in a Year 2 lesson when pupils took turns to lead the singing. The teacher promotes effectively pupils' literacy and numeracy skills, for example, through the teaching of technical words, such as legato (smoothly) and ostinato (a repeated phrase), and through work on rhythm and reading music scores.
130. Leadership and management of the subject are good. The co-ordinator is new to the school this year. She has brought about some good improvements in the subject, such as improving pupils' confidence and competence in singing and playing instruments. She has also implemented a satisfactory system for assessing pupils' achievements in lessons. The co-ordinator has the ability, commitment and support to improve the subject further.

## PHYSICAL EDUCATION

131. By the time pupils leave school at the age of 11, they reach standards in physical education that are expected from pupils of that age. It was not possible to make a judgement on 7 year olds' achievements. Judgements are similar to those made at the time of the last inspection.
132. The quality of teaching seen in Years 3 to 6 was sound overall, with some good features. As a result, all pupils make satisfactory progress. In a well-taught gymnastics lesson at Year 6, the teacher had a clear understanding of what pupils were capable of doing. He insisted on a brisk pace. Consequently, pupils made good progress in creating and practising a sequence of movements and maintained a good level of physical activity. The same year group made excellent progress in their first judo lesson, arranged as part of the school's work to identify gifted and talented pupils. The well-qualified coach had a very good manner with the pupils. Her expertise encouraged all pupils to participate fully and safely in the activities. Consequently, the pupils worked hard, with evident enjoyment, and threw themselves wholeheartedly into the lesson. Younger pupils made satisfactory progress in a soundly taught games lesson, during which they practised sending and receiving small balls as a foundation for bat and ball games. The teacher planned and structured the lesson appropriately, building up from individual practice to small group work. She managed the pupils well and they responded accordingly. This enhanced their quality of learning. However, although the lesson was well managed, there was not enough teaching of the required skills. Pupils take part in swimming lessons as part of the physical education programme and by the time this is complete, most can swim 25 metres and have taken part in water-safety activities.
133. The subject is soundly led. The co-ordinator has a clear understanding of the requirements of the subject. There are carefully considered guidelines for teaching that ensure that all the required skills are taught to all year groups. The subject makes a positive contribution to pupils' social and cultural development. Pupils take part in team games, including seven-a-side matches against other schools. The dance programme ensures that pupils develop an understanding of the part this plays in cultural activities. Regular visits from coaches from a local football club also enhance the provision of physical education.