

# INSPECTION REPORT

## **GROSVENOR ROAD PRIMARY SCHOOL**

Swinton

LEA area: Salford

Unique reference number: 131037

Headteacher: Miss M Baker

Reporting inspector: Peter McGaw  
1206

Dates of inspection: 12 – 15 June 2000

Inspection number: 215556

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Parkgate Drive  
Swinton  
Greater Manchester

Postcode: M27 5LN

Telephone number: 0161 794 1096

Fax number: 0161 728 1713

Appropriate authority: Governing Body

Name of chair of governors: Geoff Kirkham

Date of previous inspection: November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter McGaw	Registered Inspector	Geography (support) Special educational needs (support)	What sort of school is it? How high are standards – the school's results and pupils' achievements? How well is the school led and managed? What should the school do to improve further? Other specified features – school data and indicators How high are standards – pupils' attitudes, values and personal development (support)
Eva Mills	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
John Lewis	Team inspector	Information technology Design and technology Art (support)	How well are pupils taught?
Howard Todd	Team inspector	Science Physical education	How good are the curricular and other opportunities offered to pupils?
Trish McDonnell	Team inspector	Geography Art Special educational needs	How high are standards – pupils' attitudes, values and personal development
Ann Evans	Team inspector	History Equal opportunities Early Years	
David Bone	Team inspector	English / literacy Music	
Diane Grant	Team inspector	Mathematics / numeracy Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

Grosvenor Road Primary School is much larger than most primary schools - 510 boys and girls - catering for 3-11 year olds, including a nursery of 61 full-time pupils.

The school is in an area of reasonably modern private housing with green areas of trees, bushes and grass. Just over half of the pupils live in this area immediately around the school. The remainder come from a large local authority estate. This estate has many problems with vandalism and is an area of social deprivation.

The percentage of pupils eligible for free school meals is broadly in line with the national average. Almost all pupils are white with only a very small number from ethnic minority backgrounds. The percentage of pupils speaking English as an additional language is a little higher than in most schools.

The percentage of pupils on the school's register of special educational needs is well below the national average. The proportion of pupils with Statements of Special Educational Needs is broadly in line with the national average. A small number of pupils have severe emotional and behavioural difficulties.

The school reports that the intake has remained of similar attainment and ability since the last inspection. Attainment of pupils at entry is rather below national averages.

The school has undergone some difficult circumstances over the past year with the death through sudden illness of a young teacher during a school residential visit and the long-term illness of two key members of staff.

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

The school is an effective and improving school. It achieves standards that are as good as they should be in most areas. Most teaching is at least satisfactory and much is good or better. The school is well led. It is well managed on a day-to-day basis but less so over the longer term. Its provision is cost-effective and it provides satisfactory value for money.

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

- Standards and achievement in English, mathematics, science and religious education
- Rising standards of literacy and numeracy across the school
- Achievement in the nursery
- Good provision and achievement of pupils with special educational needs
- Constructive relationships between staff and pupils and between pupils themselves
- Positive attitudes, keenness for learning, good behaviour on the part of pupils
- A good learning environment free from oppression and conflict
- Good subject knowledge in English and mathematics through embracing fully the National Literacy and Numeracy Strategies and the training provided in these Strategies leading to high quality teaching in these subjects
- Much high quality teaching in most other subjects but particularly in science, art and religious education
- An inclusive school where equality of opportunity is regarded highly and promoted successfully
- Good provision for pupils' personal, spiritual, moral, social and cultural development
- Very good pastoral care
- Good leadership with clear values of care, achievement and respect for people

### What could be improved

- Standards, provision and teachers' knowledge and skills in information technology
- Some unsatisfactory teaching
- Strategic planning – setting developments into a long-term context
- The link between staff training and long-term priorities for change
- Internal communication processes to ensure consistency of understanding and practice
- Monitoring and evaluation of the work of the school to ensure consistency in teaching
- The effectiveness of the governing body
- The role of subject co-ordinators
- The use of assessment information in guiding short- and longer-term planning to focus teaching
- The balance in the curriculum between the time for English and mathematics and the rest of the subjects
- The range and quality of reading resources

*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 November 1996. It has improved in most areas the report listed for action, but should still definitely go further. This includes setting targets for achievement, spreading good teaching, involvement of governors and provision for information technology. However, planning longer-term development has not been tackled. Many minor points have been dealt with successfully and the school is well on track to continue improving.

### STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	E	C	A	well above average    A above average        B average                    C below average         D well below average    E
mathematics	C	D	B	A	
science	C	B	B	A	

Pupils enter the school in the nursery with below average attainment. By the age of five pupils' attainment is broadly in line with that expected of five-year-olds in each of the six areas of learning for under fives. Pupils make clear progress during Key Stage 1 and by the age of seven their attainment is at levels expected of seven-year-olds. Pupils continue to make progress during Key Stage 2 and reach and often exceed levels of attainment expected of 11-year-olds. The school is clearly adding value to pupils' attainment and progress throughout both key stages, enabling them to achieve well during their time in primary school and giving them a secure foundation on which to build their secondary school career.

Results in national tests are improving with writing in Key Stage 1 and science in Key Stage 2 making particularly strong improvements over the last three years. The school exceeded its 1999 English and mathematics targets, but for this and future years targets appear too comfortable. Standards in numeracy are high and in literacy average, but speaking and listening are weaker.



In other subjects standards are similar to those set by the National Curriculum for seven and 11-year-olds in most subjects with pupils achieving appropriately for their prior attainment. Standards are high in religious education with pupils achieving well. Standards are low in information technology at the end of both key stages and pupils are not achieving as well as they should owing to unsatisfactory provision. Pupils with special educational needs make good progress and are achieving well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and eager to come to school. They enjoy their lessons, are interested and well motivated.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and this contributes to them learning effectively. In a small number of lessons where control was less secure a few pupils, mainly boys, were disruptive and this sometimes affected the learning of the whole class. At playtimes and at lunchtimes pupils get on well with each other and there are few incidents of any kind. Instances of exclusion are rare.
Personal development and relationships	Good. Teachers provide good role models, treating pupils with respect and listening to their views. Pupils respect the feelings of others and show that they value each other's opinions. They relate well to each other, to their teachers and to other adults in the school. They respond maturely to opportunities to take responsibility.
Attendance	Satisfactory. The trend is improving and some authorised absence is accounted for by term time holidays. There is little unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
96 lessons seen overall	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.*

Teaching and learning are good and the needs of most pupils are met effectively. Teaching was at least satisfactory in 92 per cent of lessons observed, of which 42 per cent was good, 15 per cent very good and three per cent excellent. Most of the eight per cent of lessons in which teaching was less than satisfactory were evenly split across the school and were isolated cases for the teachers.

Teaching and learning are good in English, science, religious education, and art across the school and in mathematics and history in Key Stage 2. They are satisfactory in mathematics and history in Key Stage 1 and in design and technology, music, physical education and geography across the school. In information technology, teaching and learning are unsatisfactory across the school largely because teachers' subject knowledge is unsatisfactory. Literacy and numeracy skills are well taught. Some aspects of assessment to help pupils make maximum progress are weak.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Early years curriculum is broad, balanced and relevant. Key Stage 1 and 2 curriculum is broad and meets the needs of its pupils. The curriculum is not well balanced in terms of time, with that given to English and mathematics being well above average and so the reduced time for other subjects is limiting achievement. Provision for equal opportunities is sound. Extra-curricular activities are limited in range but of good quality and there is a wide variety of outside visits and visitors to support and enrich the curriculum.
Provision for pupils with special educational needs	Good. The teaching of pupils with special educational needs is good. Individual education plans for pupils with special educational needs are clear especially in literacy and numeracy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' personal and health education is very good, including sex and drugs education. Provision for pupils' spiritual, moral, social and cultural development is good. The school is an inclusive community free from oppression.
How well the school cares for its pupils	Very good. There are effective arrangements to ensure the health, safety and well-being of pupils. Staff genuinely care for their pupils. The school is effective in promoting good behaviour, well-balanced personal and academic development and good attendance. The annual written reports to parents are good as is other most information for parents about the school. The prospectus and governors' report to parents do not contain all of the information legally required. The school has successful and improving measures to promote this partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led. It is well managed on a day-to-day basis but lacks a strategic outlook to its planning and development. The role of subject co-ordinator is underdeveloped.
How well the governors fulfil their responsibilities	Governors are supportive but do not fulfil their duties in relation to the management of the school effectively.
The school's evaluation of its performance	The headteacher knows the school's strengths and weaknesses well and is making strides to tackle areas in need of improvement. However, rigorous and planned monitoring and evaluation of the work of the school are underdeveloped.
The strategic use of resources	The annual budget is appropriately spent for the benefit of the pupils. The school assiduously seeks best value without compromising quality. Strategic financial planning, including arrangements for staff training, is undeveloped.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children enjoy school</li><li>• Teachers are approachable</li><li>• The school's expectations are high</li><li>• Teaching and learning are good</li><li>• The school is well led and managed</li></ul>	<ul style="list-style-type: none"><li>• The timing of parents' evenings in July is too late</li><li>• The amount of homework set is too much/too little</li><li>• There are too few activities out of lessons</li><li>• Reading books for practice are dull</li></ul>

Inspection findings support parents' positive views, but are more mixed concerning areas parents would like improved. Inspectors found that homework was adequate. Consultations with parents, which include an opportunity to discuss the annual report, meet with requirements and are appropriate. Although school-based extra-curricular activities other than sport are limited, these are supplemented well by out-of-school visits. Reading scheme books are sometimes dull, but pupils can read more interesting books of their own choice.

## **PART B: COMMENTARY**

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

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

1. Pupils enter the school in the nursery with below average attainment. By the age of five pupils' attainment is broadly in line with that expected of five-year-olds in each of the six areas of learning for under fives. Pupils make clear progress during Key Stage 1 and by the age of seven their attainment is at levels expected of seven-year-olds. Pupils continue to make progress during Key Stage 2 and reach and often exceed levels of attainment expected of 11-year-olds. Results in national tests are improving. The school is clearly adding value to pupils' attainment and progress throughout both key stages, enabling them to achieve well during their time in primary school giving them a secure foundation on which to build their secondary school career.

#### *National tests*

2. Results at the end of Key Stage 1 in 1999 were close to national averages for the proportion of pupils attaining Level 2 or above in writing and mathematics. They were below the average for reading. In terms of the proportion attaining Level 3 or better the results in writing were above average, mathematics results were average and in reading results were well below average. What these measurements show is that performance was good in writing, satisfactory in mathematics and weak in reading. Using average points scores to show trends over time, results have showed an improving trend in writing greater than that found nationally, from below average in 1997 to above average in 1999. In mathematics the trend has followed a similar trail to the national trend of improvement with results always being slightly above the national average. In reading results have fluctuated quite markedly from below average in 1997 to above average in 1998, and in 1999 again below the national average.

3. At Key Stage 2 in 1999 results in mathematics and science were above the national average for the percentage of pupils attaining Level 4 or better. In English results were average. For the percentage of pupils attaining Level 5 or better results in mathematics were above average and in English and science they were average. What these measurements show is that performance was good in mathematics and science and satisfactory in English. Using average points scores to show trends over time the overall trend in English is below the national average. However, the results show a marked improvement in 1999 and are now at national average, having been well below over the previous three years. In mathematics results have fluctuated from below average in 1996 to above average in 1997 then to below average in 1998 and in 1999 to above average. The overall trend has been upwards, however, in line with the national trend. In science results having been above average in each year from 1996 and improving at a rate greater than found nationally.

4. The school exceeded its own targets in English and mathematics in 1999 by substantial amounts. However, the targets set for this and subsequent years appear comfortable in terms of information available with respect to pupils' prior attainment. The local education authority (LEA) challenged the original school targets and as a result they were raised. They still appear comfortable, however. The process upon which targets are based is not well developed. Too little account is taken of the prior attainment of pupils in each year group, not enough note is made of data on pupils' current achievement and insufficient challenge is added to make up a demanding yet realistic target for each pupil and for the cohort as a whole. The school's targets are not useful as a means of promoting improvements or raising expectations and standards.

5. In relation to similar schools, the school is performing well. In 1999 pupils' results in writing and mathematics at Key Stage 1 and in English, mathematics and science at Key Stage 2 were all well above the average found in similar schools. In reading in Key Stage 1 results were broadly the same as those found in similar schools. Therefore, whilst results in reading in Key Stage 1 were average for similar schools they stand out as being relatively much worse than results in writing and mathematics within the school. The school has noted this discrepancy and has taken action to tackle the issue through providing additional time outside the literacy hour for hearing pupils read and for other reading activities. This additional provision is having positive impacts on improving pupils'

reading skills as the standards seen during the inspection are now similar in reading and writing and are close to national norms at the end of both key stages, with pupils achieving satisfactorily in relation to their prior attainment.

#### *Standards in the fuller context*

6. In judging pupils' standards, progress and achievements inspectors take account of that which is seen in lessons, through a scrutiny of completed work, from discussions with pupils and from teachers' assessments of work. Standards overall are broadly in line with those expected by the National Curriculum. Progress is generally satisfactory and pupils are achieving appropriately. However, there are differences both within and between subjects at each key stage.

7. Pupils make good progress in nursery and continue to make clear progress in reception so that their attainment in personal and social development, in language and literacy, in mathematics, in knowledge and understanding of the world, in physical skills and in creative development is in line with national expectations by the age of five. For example, in language pupils can follow instructions and listen well. They can recite the alphabet, can recognise letters and build simple words, copy write and make up sentences from words in a reading book, forming the letters correctly. In mathematics pupils can count bears and partition them in groups which add up to ten and write the appropriate sums on their white boards. They can count to a hundred with support and many pupils can recognise numbers up to a hundred and know which ones are divisible by ten and can order them on a 'washing line'.

8. Standards in literacy seen during the inspection were average with pupils making sound progress and achieving satisfactorily in relation to their prior achievement. The sound standards of reading and often good standards in writing enable most pupils to have full access to other areas of the curriculum. The National Literacy Strategy is having a positive impact on teaching, learning and standards. Standards in speaking and listening are less secure, however. Many pupils find difficulty in expressing themselves aloud. The school is tackling this issue partly through circle time, when pupils sit round with their teacher to talk about matters of interest to all, and partly through raising teachers' awareness of using opportunities such as assemblies and lessons to give pupils opportunities to speak in different situations. The daily mathematics lessons are also being used to encourage pupils to explain their methods and work to the class.

9. In mathematics standards in Year 2 and Year 6 are above national norms and pupils are achieving well for their prior attainment. Numeracy standards are high and applied well across the curriculum – for example, in science and geography. The National Numeracy Strategy is having a significant and positive impact on standards, particularly mental calculation skills, and on teaching and learning in mathematics.

10. In science standards at the end of Key Stage 1 are similar to those expected by the National Curriculum. The prior attainment of pupils in the current Year 6 was lower than for pupils in the 1998 and 1999 year groups and as a result standards are often below those expected at the end of Key Stage 2. However, pupils are achieving well for their prior attainment because the subject is well taught.

11. In other subjects standards are similar to those set by the National Curriculum for the end of the infant years in history, geography, design and technology, art, music and physical education and pupils are achieving appropriately for their prior attainment. Standards are high in religious education with pupils achieving well because the teaching is of high quality. Standards are low in information technology and pupils are not achieving as well as they should owing to unsatisfactory provision.

12. At the end of Key Stage 2 standards are broadly in line with those expected by the National Curriculum in history, geography, design and technology, art, music and physical education with pupils achieving satisfactorily in these subjects. Standards are lower than those expected nationally in information technology. Pupils are not achieving as well as they should because provision for this subject is inadequate. Standards are high in religious education and because teaching and learning are of high quality pupils are achieving well and making rapid progress.

13. Pupils with special educational needs throughout the school make good progress and are achieving well because provision for them is good with well-targeted and well-judged support to enable them to learn effectively.

14. At times in all subjects a few boys are not achieving as well as they should where they have behaviour problems which hinder their learning and response to teaching. Although most teachers manage behaviour well in class, these few boys have negative attitudes to their studies which limit their progress.

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

15. Pupils are keen and eager to come to school. They enjoy their lessons, are interested and well motivated. They relate well to each other, to their teachers and to other adults in the school.

16. Pupils are mostly attentive in class and listen carefully to each other and to their teachers. A good example of this was seen in a music lesson where pupils were attentive and showed interest in a ballet video. The mutual respect between staff and pupils is evident and in most lessons pupils concentrate well, completing tasks carefully and with attention to detail. They ask sensible questions and respond in an appropriate way. On the few occasions when pupils concentrate less well, it is sometimes when they are not sure what to do or when the expectation of teachers is inappropriate.

17. Relationships are good throughout the school. Teachers provide good role models, treating pupils with respect and listening to their views. Pupils respect the feelings of others and show that they value each other's opinions. For example, in a Year 6 circle time pupils shared openly and honestly their experiences of being afraid without any other pupils ridiculing them. Pupils work well together in groups and there are good relationships between boys and girls who work effectively together. Because the school makes good provision for social, moral, spiritual and cultural opportunities, pupils development in all these areas is good.

18. Pupils behave well in most lessons and this contributes to them learning effectively. In a small number of lessons where control was less secure a few pupils, mainly boys, were disruptive and this sometimes hindered their learning. At playtimes and at lunchtimes pupils get on well with each other and there are few incidents of any kind. They enter and leave classrooms without fuss and even the youngest line up and file into assemblies in an orderly manner. Pupils and parents are confident that the school deals with bullying quickly and appropriately. This issue is also addressed well in circle time. For example, in a Year 1 class there was a fruitful discussion on the effects of bullying and on ways to deal with it. Instances of exclusion are rare.

19. Pupils respond maturely to opportunities to take responsibility. Nursery children are developing well their independence and self-help. They help themselves to milk and biscuits at snack time, choose their activities, and put on their coats by themselves for outdoor play. As pupils move through the school they appreciate the opportunities provided to take increased responsibility. For example, monitors carry out a range of tasks which include dealing with the school's internal mail and helping younger children. They do this well. Pupils are less ready to use their initiative and plan their own activities, however, as these aspects are given less priority.

20. Attendance at the school is satisfactory. Figures are slightly lower than those achieved nationally but the trend is improving and some authorised absence is accounted for by term time holidays. There is little unauthorised absence.

21. Overall pupils have positive attitudes to their studies, form constructive relationships and behave well. To improve further pupils' personal development the school should:

- ensure that the small number of disruptive pupils are encouraged to understand the impact on others of their actions.

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

22. The overall quality of teaching and learning is good and is effective in meeting the needs of most pupils. Teachers are hard working and committed to providing a high quality education for their

pupils. Teaching was at least satisfactory in 92 per cent of lessons observed. Of that percentage, teaching was good in 42 per cent, very good in 15 per cent and excellent in three per cent. These proportions are clear improvements to those found in the last inspection. Most of the eight per cent of lessons in which teaching was unsatisfactory were evenly split across the school. Teaching and learning in one lesson were of poor quality.

23. Examples of high quality teaching and learning were seen in most subjects. Teaching and learning are good in English, science, religious education, and art across the school and in mathematics and history in Key Stage 2. Teaching is satisfactory in mathematics and history in Key Stage 1 and in music, physical education and geography teaching was satisfactory. Too few lessons were observed in design and technology to make a secure judgement about this subject but from scrutiny of pupils' work and from teachers' planning, teaching and learning appear satisfactory. In information technology, the quality of teaching and learning is unsatisfactory across the school.

### *Strengths*

24. Teachers generally have good subject knowledge in the core subjects of English, mathematics and science and in religious education. Recent training within the National Literacy and Numeracy Strategies has improved teachers' subject knowledge and confidence in these areas significantly - for example, in being more precise in providing explanations, in insightful questioning of pupils' understanding of a concept and in promoting further enquiry. Many teachers have secure subject knowledge for most other areas of the curriculum - for example, in history, geography and art - and this expertise is beginning to be shared effectively to develop those teachers less confident in teaching the more complex skills in these subjects.

25. Most teachers plan their lessons well and use a wide range of teaching methods to manage, organise, question, enthuse, encourage and motivate pupils. Work is generally well matched to pupils' prior attainment giving most pupils the opportunity to make at least satisfactory and often good progress. This is a particular strength in the provision for pupils with special education needs who, as a result of close matching of work to needs in English and mathematics, make good progress.

26. Introductions are sometimes lively, purposeful, approached enthusiastically and linked well to personal experiences. For example, in an English lesson in Year 6 the teacher's love of William Blake's poetry was transmitted openly to pupils and inspired them in their work. Lesson beginnings are clear and pupils are made aware of what it is they are required to do during the lesson and over time. For example, in a physical education lesson in Year 1 the lesson sequence was explained well giving pupils a clear understanding of the range of exercises they were to attempt and how to improve their skills. In a history lesson in Year 4 the objectives for the topic on Tudor life were made very clear to pupils enabling them to think ahead and seek avenues of research and investigation - for example, using CD Rom facilities to research their designs before making Tudor games. In a design and technology lesson in a reception class the introduction to an activity on making a sandwich was particularly effective in building on previous work in literacy where pupils were reading the story of the big hungry giant.

27. Explanations are clear. For example, in a science investigation lesson in Year 5, pupils were given a very clear explanation of how to approach the investigation of recognising the changes that occur when dissolving materials in order to record their observations successfully. In a mathematics lesson in Year 5 a very well-structured input on rounding numbers to the nearest 10, 100, 1000 enabled pupils to settle quickly into the task and make good progress. In a history lesson in Year 5 the teacher explained the principles of a census well, enabling pupils to analyse the data comprehensively. In an English lesson in Year 4 the precise nature of the teachers' explanation focused pupils' attention very well towards making decisions on what makes a good advertisement.

28. The support given to pupils is often helpful without directing them too closely. For example, in a mathematics lesson in Year 3 the teacher asked probing questions of a pupil about how to divide numbers, prompting the pupil to look again at the answer and eventually self correct. This enabled the pupil to clear up a misunderstanding quickly and move on securely. In a reception class the teacher used good teaching skills to support pupils working on practical activities involving doubling and subtracting a smaller number from a bigger one by appropriate questioning which checked

pupils' understanding and enabled the teacher to pose even more challenging problems. Most teachers are particularly adept at choosing the right time to step in to question or guide pupils in order to move their learning forward at pace, which in turn allows them to make swift progress in their understanding of a concept or process. This strategy has a motivating effect on pupils who work hard to improve the quality of their work as a result.

29. Teachers often pay high regard to pupils' answers, respecting their thinking, their ideas, their thoughts and continuing to use probing questions to build up ideas for further enquiry. For example, in a geography lesson in Year 3, having previously walked around the locality, pupils were challenged to question why and how the land use had changed. In a circle time session in Year 3, pupils discussed friendship openly and built a friendship web which was used very expertly by the teacher to draw out pupils' feelings and worries; the teacher handled some quite sensitive comments on things like bullying very well indeed with due respect for pupils' feelings. In many lessons pupils' responses to questions, even if inaccurate, are used positively and sensitively to develop understanding and promote further discussion in a climate of trust where pupils are encouraged not make fun of others' answers.

30. Teachers use some good active learning approaches. For example, in a Year 2 lesson in English pupils were actively encouraged to use their imagination and offer some exciting adjectives to capture the atmosphere of what was happening when wind was "hitting you in the face". In a Year 1 lesson the teacher encouraged pupils to consider fully better ways of expressing a poem to make it more interesting. In a range of activities in the nursery and reception pupils were involved actively in applying their mathematical understanding - for example, through playing shopping games and making numbers with play dough. In science in Year 3, during an investigation about magnetism, pupils were encouraged to make predictions then seek evidence to prove or disprove their ideas. Pupils were highly motivated by this approach and the lesson was very successful in giving pupils first-hand experience of what materials are magnetic. Pupils then let their interest show through fascinating ideas such as "the earth must be a magnet and our feet magnetic otherwise we would float off". The teacher responded appropriately, giving further knowledge, and posed further challenging questions which led some pupils to carry out further enquiries.

31. Teachers use carefully planned grouping strategies to promote pupils' progress. These groupings, when supported by quick reviews of previous work and complemented at the end of the lesson by scope for reflection on what has been learned, enable these groups of pupils to make rapid progress. For example, in English and mathematics lessons in Key Stage 2 pupils are grouped into classes by prior attainment and these groupings enable teachers to match work closely to the needs of the pupils which allows them to achieve well. In a science lesson in Year 5 on forces pupils quickly identified common aspects of the process of fair tests. They then were able to proceed in groups to carry out the experiment. At the end of the lesson there was a good session where pupils reflected on their success or otherwise which allowed them to see what they understood and what they needed to consolidate in future lessons. Homework is generally well used to extend pupils' classroom work.

32. Most teachers have high expectations of themselves and of their pupils and in the majority of lessons pace is engaging and brisk. For example, in an English lesson in Year 4, high expectations and the brisk pace kept pupils interested and resulted in pupils making good progress in their understanding of advertisements and persuasive texts.

33. Teachers give good feedback to pupils on how they are doing. Teachers develop positive rapport and relationships with their pupils. For example, in a Year 4 art lesson pupils valued the praise given for good work on snake designs; they worked harder and made good progress as a result. Most teachers maintain good discipline and good behaviour that results in the lesson progressing well and the pupils being able to learn in an atmosphere free from disruption and conflict.

34. Most teachers make effective use of the resources available - for example, in developing pupils' research skills using sources in science and in history, by using the local environment in geography, and through examining artefacts in religious education.

#### *Weaknesses*



35. In the lessons which were less than satisfactory or which were otherwise satisfactory but had unsatisfactory features, teaching was characterised by inadequate planning, unclear objectives for the lesson, inconsistent use of assessment information from earlier lessons to help prepare activities to meet the needs of all pupils, and by activities that did not challenge as expectations were too low, in particular in the case of the highest attaining pupils in science.

36. In information technology teachers' subject knowledge is unsatisfactory based upon the evidence of pupils' work and teachers' planning. In most lessons teachers do not provide sufficient opportunities for pupils to use information technology in their work to record and present the outcomes of their scientific and mathematical investigation data, to present reports or to write creatively using word processing techniques. This lack of opportunity prevents pupils from making progress and moving onto higher levels of attainment in information technology. This was a key issue for action from the last inspection and only limited progress has been made. The school is aware that this weakness remains and has now been accepted onto the next cohort for funding from the National Grid for Learning (NGfL) to improve the quality and range of its information communication technology facilities.

37. There is also variation in the practice of assessing and marking pupils' work and using the outcomes of assessments during units of work to help teachers gauge pupils' progress and understanding and then to plan the next stage of learning and promote pupils' progress and attainment. The impact of this weakness is that some pupils do not fully understand what is required of them and they make less progress than might be expected. In the weaker lessons pace is slowed because pupils are often asked merely to repeat previously mastered knowledge and skills rather than moving on to new experiences. In some lessons pupils are also not given enough opportunities to think for themselves. Unsatisfactory teaching is sometimes marked by long periods of explanation which taxes the concentration of pupils. For example, in a lesson in Year 6 the teacher took too long explaining the task which led to pupils becoming bored and losing concentration. Progress was hindered as a result. Some questioning is also weak - for example, where questions require one-word answers that are right or wrong and thus do not allow pupils to explore ideas or develop understanding.

#### *Special Educational Needs*

38. The teaching of pupils with special educational needs is good. Relationships are good and pupils are well known as individuals by their teachers. There were some particularly good examples of support teaching and work that is well matched to pupils' individual needs ensuring that pupils become fully integrated into the class activities; they make good progress as a result. For example, in a mathematics lesson in Year 6 a girl who lacked confidence was regularly encouraged to explain her answers in an atmosphere of mutual support and trust. Where pupils are removed from the class for additional literacy support they also receive good attention and make good progress in literacy as a result. The assessment of these pupils is regular and constructive, with detailed, up-to-date records.

39. The school uses a wide range of teaching strategies including the effective use of support staff to deal with the occasional instance of poor behaviour from pupils with emotional and behavioural difficulties that occurs in the classroom. In most cases these strategies are successful but on a few occasions this disruption is not well handled and progress is slowed.

40. Overall, individual education plans for pupils with special educational needs are clear and helpful to staff in guiding their planning to meet pupils' needs closely in literacy and numeracy. However, some individual education plans lack detail about pupils' needs in other subjects because the Statements of Special Educational Needs are vague in these areas and so teachers are unable to plan and cater for pupils' needs in other subjects as fully as they might.

#### *Overall*

41. In response to the previous inspection report, the school has made significant progress in reducing the number of instances of unsatisfactory teaching. This has been achieved despite recent very difficult staffing circumstances. This firm trend in improving teaching is clearly on course to reduce instances of weaker lessons even further, especially once the matters listed at the end of this

section have been attended to. Progress has been made in most other aspects noted in the last inspection - for example, planning to meet the needs of pupils, sharing good practice in teaching and putting in place a whole school marking policy. However, there is still room for further work - for example, to ensure consistent application of the marking policy.

42. Whilst the use of information communication technology in teaching has improved since the last inspection it remains unsatisfactory. In order to improve the quality of teaching and learning even further the school should now work to remove weaknesses in teaching and inconsistencies in practice by:

- improving the use of information communication technology in teaching;
- carrying through agreed processes for assessment and marking, using the information gained to guide planning and to help pupils understand what they need to do next to improve; and
- continuing to share widely best practice to bring all teaching up to the standard of the best.

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

### *Curriculum subjects*

43. The school provides a broad curriculum of good quality and with a range of learning opportunities that successfully meets the needs of its pupils. This provision has been maintained since the last inspection. The curriculum meets all statutory requirements of the National Curriculum and of the agreed syllabus for religious education. Good provision is made for pupils with special educational needs. Relevant work is planned for children in the nursery and reception to provide a broad, balanced and relevant curriculum in line with the nationally recommended desirable learning outcomes for five-year-olds. Some progress has been made in improving provision for information technology since the last inspection and whilst planned provision now meets the statutory expectation, inadequacy of resources results in failure to provide sufficient opportunities to enable clear stages of development in pupils' knowledge, skills and understanding. The use of information technology skills in all subjects is underdeveloped.

44. The percentage of time given to the teaching of each subject results in a curriculum that is not as well balanced as it might be. Taken together, the planned time given to teaching English and mathematics is well above that found in most schools nationally. As a consequence, the reduced time remaining for the teaching of the other subjects is often limiting achievement to a satisfactory level rather than allowing achievement to be at similar high standards found in English and mathematics. This is especially noticeable in Key Stage 1 where the weekly teaching time is at the minimum recommended level. This over-allocation to English and mathematics is further exacerbated when some of these lessons in both key stages run beyond the time allocated in the planned provision - for example, when the literacy hour or daily mathematics lessons runs on because there is ten minutes to fill before a morning assembly or before a break.

45. The school has implemented fully the National Literacy and Numeracy Strategies and they are having a significant and beneficial effect on teaching and pupils' achievement. Teaching takes account of the recommendations in the Strategies both for lesson format and content, although in mathematics the teaching of the mental and oral starter sometimes lacks spark and there is some misunderstanding of the purpose of plenary session. The setting of classes for English and mathematics in Years 3, 4, 5 and 6, that is to say, creating classes for each of these subjects that comprise pupils of similar performance in the particular subject, ensures that the majority of pupils receive work that is closely matched to their needs. However, in other subjects the school does not always use data from results and assessment to guide curriculum planning and to ensure all pupils are challenged fully – for example, the highest attainers in some science lessons.

### *Equal opportunities*

46. Provision for equal opportunities is sound in terms of gender and special educational needs support. The curriculum is well organised to provide help for pupils with special educational needs in terms of meeting both curricular and behavioural needs. The school has a detailed knowledge of those pupils who have severe emotional or behavioural difficulties and has strategies in place for the

management of each individual concerned. There are a few aspects, however, which undermine the equal opportunities policy. Although the additional time provided for reading through the 'Fuzz Buzz' scheme is successful in improving the reading skills of the pupils involved, withdrawing them from the same lessons each week means they miss out on important experiences in the subject from which they are withdrawn. This problem also occurs with instrumental tuition in music at the same time each week for those pupils involved. In physical education pupils who are not involved in the lesson, because they have forgotten their kit or for medical reasons, are sent to other classes rather than taking a part in the physical education lesson as observers and evaluators.

### *The wider curriculum*

47. The school's provision for pupils' personal, social and health education is very good. There is a sound, agreed sex education policy and drugs education is carried out as a relevant part of the science curriculum. The annual visit from the Salford Life Education Caravan provides an excellent opportunity through interactive three-dimensional displays, video and role-play to re-enforce the messages of the importance of a healthy life style and the dangers of drug and alcohol abuse. Circle time is a positive experience throughout the school. In these lessons pupils participate freely in discussions expressing opinions that reflect high levels of mutual respect and trust.

48. Provision for pupils' spiritual development is good. Acts of collective worship meet statutory requirements. Assemblies are organised with an appropriate sense of occasion and reverent atmosphere and make a good contribution to pupils' spiritual development. A delightful Year 2 assembly focused on 'being in someone else's shoes' and being lonely and afraid in the playground by using a small pair of children's shoes as the focus. Many of the themes are explicitly chosen to develop pupils' self-knowledge – for example, happiness, kindness, selfishness and honesty. Pupils are encouraged to reflect and there are opportunities for praise through singing and for prayer. Pupils are involved effectively in assemblies, birthdays are celebrated and rewards are given out for effort, improved behaviour, careful listening and good manners.

49. Provision for pupils' moral development is good. The school provides a clear moral code which is in tune with parents' views. It ensures that pupils extend and develop their moral values. Teachers are good role models. Circle time is used effectively to explore moral issues and to teach respect for one another. There are strong links with the local community. The proceeds of the Harvest Festival go to the homeless and pupils are encouraged to support local, national and international charities.

50. The school makes good provision for pupils' social development. The school is an inclusive community free from oppression. There is a strong emphasis on equal opportunities for all regardless of social background or economic circumstances and this is a strength of the school. Circle time makes a good contribution to pupils' social development where issues such as being afraid and bullying are explored sensitively. Pupils develop a high degree of trust and are confident about sharing experiences. In Year 5 pupils were encouraged to choose a special person and make positive and considered responses about their personal attributes. Pupils are encouraged to work together and support one another. In history lessons in Years 2 and 5 pupils were set tasks to work together in pairs evaluating the historical sources and in gymnastics pupils had to support each other in rolling down a bench. Teachers regularly give pupils opportunities to take responsibility both in lessons and in the running of the school – for example, as register monitors.

51. The school makes good provision for pupils' cultural development. Pupils are given many opportunities to know and appreciate their own cultural traditions through local studies in history and geography and through visits to places locally such as the mining museum and to places further afield such as Lledr Hall Outdoor Education Centre. The school also enhances provision through visits from theatre groups and musicians.

52. There is good provision for pupils to learn about and appreciate the diversity and richness of other cultures, particularly in religious education, where the study of the world's major religions makes a very positive contribution to pupils' understanding and knowledge of other cultures. For example, in a religious education lesson in Year 3 pupils were given a very good explanation of the Jewish Shavuot ceremony and the reasons for this festival which helped them to become more aware of the Jewish religion.

### *Extra-curricular aspects*

53. Opportunities to participate in activities during lunch hours and at the end of the school day are limited in range but of good quality. Provision is made for an art club and for sports training and fixtures with other local teams. These activities are well supported by pupils. The Breakfast and After School/Holiday Care Club 'Crackerjacks' provides high quality, reliable supervision and the large numbers that attend are able to enjoy a good range of appropriate activities. In addition the school provides a wide variety of outside visits to support and enrich the curriculum – for example,

Manchester Museum to support units of work in history. The local library has been used by all classes to focus on literacy and referencing skills. The school makes good use of the locality in geography. Visits further afield are also extensive. They include Year 1 visits to a city farm and Year 4 visits to Ordsall Hall to enhance a history topic on the Tudors. Pupils in Year 3 and Year 6 have the good opportunity to attend a residential weekend or week at the Lledr Hall Outdoor Residential Centre in Snowdonia.

54. Visitors to the school also provide good support in curriculum areas. Storytellers and artists work with pupils on a regular basis. Police visit to talk to pupils. Theatre and music groups provide useful supplements to the curriculum. In Key Stage 2 a local sporting club provides coaching in rugby and other visitors include grandparents who talk to pupils about their memories of World War 2.

55. The school has good pastoral links with the local secondary school and transition arrangements are effective. Liaison between the schools is also effective with an annual technology day and with links in literacy and numeracy. A sports coach from the secondary school coaches pupils in Years 5 and 6. All these links support pupils' achievement and enhance provision.

#### *Overall*

56. The school has maintained its good curriculum provision found in the last inspection and has improved its provision in spiritual, moral, social and cultural education. It has enhanced provision in its use of visits and visitors to extend the curriculum experiences of pupils. The provision for information technology has improved but remains an area for development. The provision in English and mathematics is good but the timetabling of these subjects has decreased the time available for other subjects and as a result the provision in these subjects is being limited to satisfactory.

57. In order to improve further the curricular and other opportunities for pupils, the school should:

- ensure the amount of time given to the teaching of subjects of the curriculum allows for fullest achievement in each;
- carry through plans to improve provision for information technology;
- develop further the teaching of the mental and oral starter and plenary session in daily mathematics lessons;
- increase the use of data from results and information from assessments to guide curriculum planning; and
- ensure pupils do not miss out on experiences through withdrawal for extra reading support or instrumental tuition.

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

58. The school has sustained the effective arrangements in place to ensure the health, safety and well-being of pupils found at the time of the last inspection. This is a school which genuinely cares for its pupils and is concerned about their welfare. Parents are confident that their children are well cared for and their individual needs met. During inspection both teachers and other members of staff were seen to deal sensitively when pupils were ill or upset. Good relationships permeate the school and pupils appear confident and happy.

59. Appropriate child protection procedures are in place. Staff with responsibility for this are very experienced and follow local authority guidelines closely. Appropriate policies and procedures for the health and safety of staff and pupils are in place and first aid arrangements are in order.

60. The school has good procedures in place which successfully promote good behaviour. School rules are clear and understood by pupils and seen as fair. Bullying and racial harassment are not tolerated and exclusions are rare. Issues such as aggressive behaviour are tackled openly – for example, in circle time where pupils are given good opportunities to discuss incidents and how to deal with them. Lunchtime supervision is sound and supervisors have been trained to offer extra support in the playground. Attendance is monitored well with good support from administrative staff who quickly identify potential problems and alert senior managers and the educational welfare service.

61. The school successfully promotes healthy living in its programme for health and social education which includes sex education and information on drugs misuse.

62. The school has effective procedures for identifying pupils with special educational needs although there is a reluctance to place pupils on Stage 1 of the Code of Practice. Instead the school has created a further category, 'concern', under which teachers note pupils whom they have a concern about and whom they monitor and support for a while before either placing them on Stage 1 or ceasing to have concern. This additional category is unnecessary as Stage 1 would cover this provision. However, procedures are secure and annual reviews well completed including invitations for parental involvement.

63. The school has sound systems in place for monitoring pupils' attainment at the end of each academic year in English and mathematics through the national tests in Years 2 and 6 and through the national optional tests in Years 3, 4 and 5. Assessment of some other subjects has been started but is not yet embedded in practice - for example, design and technology, history and geography. In a third group, subjects such as religious education, music, physical education and information technology, no formal assessment takes place. The school has sound systems in place for monitoring the results of annual assessments and some basic analysis of results is carried out. However, this process is underdeveloped and the information gleaned is not yet used fully effectively to set curricular targets for teaching and for raising attainment.

64. There is some good practice in record keeping and individual teachers have devised their own systems for tracking pupils' achievement and for setting targets for attainment - for example, in English. However, there is no agreed school system for doing this in all three core subjects or in other subjects. The school has a comprehensive marking policy and the assessment co-ordinators are beginning to monitor its application. However, the information from marking pupils' work and from assessment is not used sufficiently to track pupils' achievement and assist in target setting in a consistent way across the school, and the application of the policy is not consistent.

65. In order to improve further the school should:

- ensure assessments are carried out in all subjects;
- develop the use of assessment information to track pupils' progress, set targets for pupils' achievement and raise attainment;
- agree a whole-school policy and process for record keeping and setting targets for pupils' achievement; and
- ensure the whole-school marking policy is carried through consistently by all teachers.

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

66. Almost all parents who expressed a view feel that their children enjoy coming to school. They feel that teaching and behaviour are good, that their children do well and the school has high expectations of them, helping them to become mature and responsible young people. They also feel that the school is well led with approachable staff.

67. Areas where parents have reservations are to do with the amount of homework set, where parents had mixed views between too much homework and not enough, the timing of consultations about their child's progress and the range of extra-curricular activities provided for pupils. Inspectors found that homework was adequate. Consultations with parents meet with requirements, including the appropriate opportunity to discuss the annual report. Although school-based extra-curricular activities other than sport are limited, these are supplemented well by out-of-school visits.

68. Sound links with home are formed early with a useful programme of meetings and helpful information for pupils who are about to begin nursery. Nursery also provides a 'maths library' from which parents can, for a nominal charge, borrow games and toys to promote early numeracy. This facility is good and well received by parents.

69. The prospectus and governors' report to parents do not contain all of the information legally required. Other information for parents on the work of the school has been improved and is now good. The school now provides advance information on topics to be covered in class. Information about school events and issues is extensive. Meetings to inform parents about the Literacy and

Numeracy Strategies were well attended and have led to a good understanding of these initiatives by parents who were present. Information on progress is satisfactory with appropriate opportunities for discussion. The annual written reports to parents are good with sufficient information to enable parents to identify clearly strengths, weaknesses and areas for improvement.

70. A home-school agreement has recently been introduced which is appreciated by parents. Reading records are sometimes used as a means of communication between home and school and parents appreciate their use. A number of parents provide valuable support to classroom activities. Class assemblies are well attended and enjoyed by parents. Parents are very supportive of school events such as drama productions and sports day.

71. The breakfast club and after school care club, 'Crackerjacks', is valued greatly by working parents. This is now self-financing and a successful, non-profit making enterprise which provides a safe and secure environment for children before and after school.

72. Overall the school has maintained good partnerships with its parents since the last inspection. It has successful and improving measures in place to promote this partnership. In order to improve further it should:

- ensure the information in the prospectus and governors' report meets statutory requirements.

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

### *Leadership*

73. The school is well led as was noted in the last inspection. The headteacher has a clear vision of education being focused on developing the whole child in an environment of care which promotes high standards. She provides clear direction for the work of the school and she has clear values which focus on good relationships and equality of opportunity for all. She is well supported by her two deputy headteachers. Staff understand and share these values and show commitment to securing the best for the pupils in their work. The headteacher is well thought of and motivates her staff, leading by example and promoting effective teaching and learning. Other staff in positions of responsibility – for example, subject co-ordinators - provide sound leadership in their subjects and in art and religious education there is particularly good leadership which has led to good provision in these subjects.

### *Management*

74. Day-to-day management is good and the school is well organised and runs smoothly. However, it lacks a strategic outlook to its planning and development - a weakness noted at the last inspection. The school development plan is a set of tasks to be tackled over the coming year without these targets being set in a long-term framework of improvement. Consequently where changes sit in terms of the longer-term development of the school is not always apparent, although the headteacher herself is clear about where the school is going and how it is working to get there. For example, the school has brought in circle time this year, in the headteacher's view to improve behaviour and pupils' self-esteem. However, the aims of this target and the contribution it makes to a long-term plan to improve behaviour are assumed rather than being made explicit. Because the key purpose within the longer-term aim of improving self-esteem and behaviour has not been formally declared, a lack of clarity exists. Thus some staff are unclear of the true objective of the change, thinking that improvement in speaking and listening skills is the prime aim and hence planning activities around this objective. Consequently, whilst the overall impact of circle time is proving positive there are inconsistencies in practice which are limiting full effectiveness. The headteacher recognises the need to develop a more formal long-term school improvement plan which places year-on-year developments into longer-term contexts.

75. There is often close co-operation between the groups of staff, particularly year group teaching teams, with joint planning and regular discussions being positive features which lead to improvements in provision. However, communication at whole-school level is mostly through verbal means which often results in a lack of clarity or in inconsistent messages being relayed. The lack of clear written records of agreed whole-school procedures and policies means that some staff do not adhere closely enough to that which has been discussed and agreed because they have not recalled

accurately what was said in meetings. These inconsistencies in practice across the school at times detract from the overall quality of provision.

76. The headteacher knows the strengths and weaknesses of the school, knows what needs to be done to tackle the weaknesses and has put in place some ways of securing improvements – for example, through improving the process of spreading good practice. Whilst a sound start has been made to develop monitoring and evaluation across the school and there are plans to extend the process of self-review, this aspect currently lacks rigour and not enough emphasis is given to making judgements about the impact on standards of changes in a planned way. For example, some analysis of external test results has been carried out by the senior management team and this has led to actions being taken to tackle apparent weaknesses - for instance, extending opportunities for hearing pupils read - but close analysis of tests is not undertaken and so detailed understanding of gaps in pupils' learning is lacking. The school recognises the need to develop further more rigorous analyses of results and evaluations of practice in a planned way to secure the necessary improvements over time and is looking into ways to extend the existing practice.

77. The headteacher has observed lessons in mathematics and literacy across the school to judge the quality of teaching and learning through the National Numeracy and Literacy Strategies. Whilst honest feedback was given to each teacher on performance and aspects to improve, the process has not yet led to an analysis of needs across the school as a whole. Subject co-ordinators are now released by the deputy headteachers for half a day once a term to review their subject and evaluate teaching. However, co-ordinators lack the skills and training in what and how to monitor and evaluate in their subject and so cannot be fully effective in contributing through this process of review to change and raised standards. The whole-school management of special educational needs by the deputy headteacher is good, procedures are clear and provision is well monitored.

78. The role of co-ordinator is underdeveloped and so co-ordinators, whilst capable of carrying out their role, cannot do so effectively. The sharing of the role of subject co-ordinator between Key Stage 1 and Key Stage 2 is effective in that it enables teachers to share the administrative load of subject co-ordination. However, both co-ordinators are rarely released at the same time to consider whole-school initiatives and the planning of what pupils will do over time, and the time set aside for subject development is often taken up with administrative tasks rather than planning for improvement in the whole-school context.

### *Governors*

79. The governing body is supportive of the work of the school but is ineffective in terms of carrying out its management role. Whilst the governors are better informed than was noted in the last inspection, since the school has put in place regular briefings from staff and has allocated each governor to a class, they are insufficiently active in shaping the direction of the school through strategic planning and decision making. The full governing body meets each term and its committees meet on an ad hoc basis. However, as the governing body committees meet so irregularly this structure does not support the process of governing the school. In particular the governing body is not involved sufficiently in school development planning, monitoring the work of the school and accounting for performance and improvement. Furthermore full meetings tend to report and discuss items after the event rather than provide opportunities for governors to discuss issues ahead of introduction, so allowing them to be proactive in decision making or planning. For example, the curriculum committee has not yet discussed the impending changes to the National Curriculum for September 2000, as it has not met for over a year. The item has therefore not been brought for discussion at a full meeting and there are no plans for an agenda item on the changes until after its introduction. Therefore governors will have had no opportunity to take an up-front role in either understanding the changes or in discussing the implications for the school. The new chair of governors is keen to develop the role of the governing body and now meets the headteacher weekly to become better informed, but he is unclear about his role, the role of the governing body and from where to seek support in improving the work of the governing body.

### *Staff*

80. There are an adequate number of suitably qualified and experienced teachers and they are appropriately deployed. Their qualifications and experience are generally sufficient to meet the



demands of the National Curriculum, religious education and the needs of children under five, including the provision for literacy and numeracy. Whilst nobody on the permanent teaching staff has an appropriate qualification in physical education the school makes very effective use of its links with the local secondary school and professional sporting establishments to enhance provision. These links have a positive impact on the quality of pupils' attainment and progress in physical education, often marked by their successes in regional and national sporting events. In information technology a lack of subject knowledge and experience within the teaching staff prevents pupils in Key Stage 2 in particular from moving onto the higher levels of attainment.

81. Support staff and administrative personnel are suitably qualified and adequate in number and give good support to the school. All classroom support staff are well deployed and are effective - for example, when taking small groups for outdoor play in the nursery, supporting the 'Crackerjacks' club and when supporting pupils with specific learning or behavioural difficulties.

82. All staff have the opportunity to attend in-service courses. However, criteria against which the school could measure the impact of training programmes on the quality of pupils' progress and attainment are not sufficiently well defined. There is no system for appraisal in operation as the school is awaiting the introduction of the performance management system from next September. The matching of priorities for an individual's professional development with the school's priorities is not always considered strategically with the effect that weaknesses in some teachers' practice, knowledge and skills have not been addressed. For example, some teachers have not had appropriate opportunities to develop a repertoire of strategies for using and applying information technology effectively. In special education needs, conversely, in-service opportunities have been well matched to the school's priorities - for example, behaviour management training. These opportunities are having a positive impact in developing teachers' skills in dealing with behaviour issues across the school. The arrangements for the induction of new staff and the development of newly qualified teachers are satisfactory and enable them to settle into their roles quickly. New teachers have regular opportunities to share teaching experiences informally with colleagues, together with a more focused and regular review of performance and individual professional development needs.

#### *Buildings and resources*

83. The school has worked hard to maintain an environment that is conducive to good teaching, learning and personal development. The image of internal corridors and some classrooms, for example, is improved by the use of some fine displays of pupils' work covering a wide range of topics. Space is generally used effectively but some areas are inadequate - for example, the reception class open plan area - which restricts what can be offered in terms of play and activity-based learning. The designated provision for outdoor play for reception pupils is also used as a playground and so toys and equipment have to be moved at play times and lunch times. The new gallery joining the two main buildings is a very good initiative where pupils' artwork is celebrated alongside prints of the work of famous artists. The school suffers from regular spates of vandalism providing a constant strain on financial resources. The state of the décor is supplemented well by the careful work of the caretaker. The outside environment has been greatly improved with pleasing areas of landscaping which enable pupils to sit and talk quietly. The loss of field areas during the building of a new special educational needs LEA strategic facility is unfortunate and limits physical education teaching significantly. The remaining limited grassed area is used heavily and is now in a poor state of repair.

84. Resources to support the teaching and learning in most subjects are adequate and are deployed satisfactorily, in particular new resources for literacy and numeracy. However, information communication technology resources, whilst improved since the last inspection, remain inadequate to meet the needs of the curriculum. The school was due to join the NGfL initiative last September but illness of the key staff involved meant that this initiative was postponed for a year. In history there are only just enough materials and artefacts to support topic work and in music there is a shortage of tuned and untuned instruments and of resources to show pupils a wide range of cultures. The good range of artefacts to support the teaching of religious education is having a positive impact on pupils' progress and attainment in this subject. Facilities to support demanding activities in investigation and research have been improved since the last inspection but remain limited. The main library facilities, whilst being well organised, lack sufficient books to support individual learning and

research, particularly the Key Stage 2 library which has a narrow range of quality fiction and non-fiction books. This limits pupils' ability to extend their choice of books for reading for pleasure and to carry out research on topics of interest or study.

85. The school's budget is well managed and generally efficiently used, as was found during the last inspection. A substantial budget surplus has accrued as a result of amalgamation. The school has satisfied the LEA, and the inspection team, that it has appropriate plans to use this surplus for the benefit of the pupils - for example, by maintaining current favourable class sizes during the projected drop in pupil numbers for the next year, by improving resourcing levels where shortages exist and for accommodation maintenance. Consequently, the budget surplus is set to reduce substantially by the end of the financial year.

86. The process of setting the budget is satisfactory and is shaped by the annual educational objectives of the school. The aspects of the school's work to be maintained and new initiatives to be introduced are carefully costed and the full governing body, following guidance from the headteacher to the finance committee, sanctions expenditure appropriately. However, the information and financial options upon which decisions are made by the headteacher are not always understood by governors and they are not yet involved in making judgements about the impact of financial decisions on standards and quality. For example, the school development plan does not contain sufficient financial detail to help governors consider expenditure requirements over the longer term or sufficient criteria to enable them to measure the impact of their spending decisions on pupils' attainment and progress.

87. The specific funds made available to the school for pupils with a Statement of Special Educational Needs and additional specific grants are being used efficiently for the benefit of these pupils. The specific grants for staff development and training are being used efficiently to meet the needs of non-teaching staff - for example, in training lunchtime supervisory staff to aid the development of a positive ethos and culture in the management of pupils during lunchtimes. Specific grants for training teachers are used appropriately and to good effect in literacy and numeracy. Elsewhere the use of such funds is not yet fully efficient in relation to linking training to long-term priorities for improvement.

88. Financial control is secure and managed appropriately by the headteacher with good support from the school's administrative assistant. There is a sound policy for financial delegation with key roles clearly defined. The policy is closely followed. A member of the governing body has substantial expertise in finance management. This expertise is only just beginning to be used effectively in managing the school's financial resources. The school has addressed all the issues identified in the most recent auditor's report to ensure that all systems are transparent and secure and that all income and expenditure is clearly accounted for. The governors are given sufficient information to enable them to be aware of and fully accountable for the schools' financial management, but as yet the majority of this responsibility rests with the headteacher. The governors' finance committee meets too infrequently to carry out its role of accountability adequately. The school ensures best value for money by purchasing through central suppliers, tendering and seeking the most efficient service without losing quality.

89. In terms of the educational standards achieved and the quality of education provided set against the income and expenditure involved, the school provides satisfactory value for money.

#### *Overall*

90. Overall, the school is well led in terms of securing commitment to high standards of care and of achievement. It is well managed in relation to short-term developments but is not well managed in terms of strategic planning: to give context to developments; to provide clarity of communication processes to ensure consistency of practice; to pursue monitoring and evaluation to enable the impact of changes to be judged; and to ensure that governors can carry out their roles effectively. However, notwithstanding these weaknesses, the management of the school is delivering notable raised standards and clear improvements in many areas of its work for the benefit of the pupils because the staff know well and share the headteacher's clear vision of high standards of teaching being at the heart of the school's improvement. This has led to the clear improvements in teaching since the last inspection.

91. In order to continue and secure the process of improvement, the headteacher, senior staff, governors and staff must now tackle the weaknesses in management by:

- improving monitoring and evaluation processes to identify strengths and weaknesses in a planned and rigorous way;
- introducing strategic planning to ensure identified needs for development and change are set into a long-term context and objective;
- developing the role of the co-ordinator through clear understanding and agreement of responsibilities, through training and through active involvement in monitoring, evaluation, planning and reflection;
- developing communication processes further to ensure agreed policies and procedures are clear, understood by all and carried through consistently; and
- developing the role of the governing body in all areas of its work but particularly in planning, monitoring and review to enable governors to take a proactive role in shaping the direction and work of the school and to meet its responsibilities fully.

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

92. The school is clearly an improving school. In order to continue its development and to secure the improvements which will lead to raised standards and quality, the governors, headteacher and staff should:

- (1) Improve the strategic management of the school by:
  - developing a strategic plan for improvement including financial projection;
  - improving the effectiveness of the governing body through training, clarification of roles and responsibilities, efficient structures and timely meetings with pertinent agendas;
  - formalising communication processes including through the issuing of written minutes of meetings, guidelines and agreed policies to ensure consistency of practice;
  - linking staff professional development closely to whole-school priorities for change especially to pursue further improvements in teaching;
  - increasing the involvement of governors and staff in the monitoring and evaluation of all aspects of the work of the school including judging the impact of changes on raised standards; and
  - developing the role of subject co-ordinators, making clear responsibilities and ensuring co-ordinators receive training to build up their skills fully to carry out their role effectively (paragraphs 69, 74-79, 82, 85, 86, 88, 90, 104, 123, 136, 146, 155, 165, 174, 183, 197, 204, 212).
- (2) Raise standards in information communications technology (ICT) by:
  - increasing the levels and quality of equipment;
  - improving the range and quality of software for all subjects;
  - training staff to increase their own confidence in using ICT resources and to extend their knowledge of ICT use in teaching and learning;
  - ensuring all pupils have access to ICT as a tool to aid their learning; and
  - using ICT in all subjects to raise attainment in these subjects (11, 12, 56, 80, 84, 145, 154, 164, 173, 186-198).
- (3) Improve the balance between the curriculum time allocated and used for English and mathematics and the rest of the subjects of the curriculum (44, 46, 166, 173, 184, 205).
- (4) Sharpen teaching to maximise pupils' progress by:
  - developing assessment processes both in terms of routine day-to-day, termly and annual assessments;
  - increasing the use of assessment information to guide the planning of future work for pupils both short term (in the next series of lessons) and long term (in terms of whole-school curriculum developments and changes);

- ensuring the whole school marking policy is followed consistently by all staff; and
- using marking and assessments to let pupils know what it is they next need to do to improve (35-37, 45, 63, 64, 121, 134, 145, 156, 182, 193, 211, 221).

- (5) Improve the range and quality of both fiction and non-fiction books and resources in the libraries and also in terms of the books used to practise reading throughout the school (84, 124, 221).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

96

Number of discussions with staff, governors, other adults and pupils

78

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	15	42	32	7	1	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	61	449
Number of full-time pupils eligible for free school meals	-	109

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	58

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	57

### Attendance

Authorised absence

%

Unauthorised absence

%

School data	6.3
National comparative data	5.4

School data	0.66
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	33	38	71

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	27	30
	Girls	32	35	36
	Total	54	62	66
Percentage of pupils at NC level 2 or above	School	76 (83)	87 (82)	93 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	30	31
	Girls	34	36	35
	Total	61	66	66
Percentage of pupils at NC level 2 or above	School	86 (83)	93 (90)	93 (88)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	45	35	80

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	35	38
	Girls	29	30	34
	Total	59	65	72
Percentage of pupils at NC level 4 or above	School	74 (53)	81 (56)	90 (71)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	34	38
	Girls	29	30	32
	Total	59	64	70
Percentage of pupils at NC level 4 or above	School	74 (61)	80 (67)	88 (74)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	1
Indian	2
Pakistani	
Bangladeshi	
Chinese	1
White	501
Any other minority ethnic group	4

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups		

*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)	21
Number of pupils per qualified teacher	21.8
Average class size	24.8

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

Total number of education support staff	9
Total aggregate hours worked per week	178.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	61

Total number of education support staff	4
Total aggregate hours worked per week	126.5

Number of pupils per FTE adult	12.2
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
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	£
Total income	860,790
Total expenditure	852,184
Expenditure per pupil	1,568
Balance brought forward from previous year	93,026
Balance carried forward to next year	101,632

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	510
Number of questionnaires returned	132

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	58	37	4	0	1
Behaviour in the school is good.	40	52	5	0	4
My child gets the right amount of work to do at home.	35	40	16	5	4
The teaching is good.	59	36	2	0	3
I am kept well informed about how my child is getting on.	36	42	20	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	20	6	1	0
The school expects my child to work hard and achieve his or her best.	60	34	2	0	3
The school works closely with parents.	37	47	13	1	2
The school is well led and managed.	63	33	0	1	3
The school is helping my child become mature and responsible.	48	47	5	0	1
The school provides an interesting range of activities outside lessons.	33	32	23	2	10

### Other issues raised by parents

Parents at the parents' meeting with inspectors raised a concern about the dullness of some of the reading scheme books which children brought home to read as opposed to the interesting and motivating books they read when allowed to choose their own, albeit with guidance from the teacher.

Parents' main complaint about being kept informed about their child's progress relates to the timing of the parents' evening in July, which they believe to be too late in the year. They appreciated the October parents' evening because it gave them a good idea of how their child had settled in to the year. They also felt the written reports were useful and informative.



## **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**

#### *Standards*

93. Attainment in personal and social development is in line with national expectations. In the nursery pupils know routines and respond well to the expectations of the staff. They take turns, share resources and choose and pursue activities with confidence. Pupils help themselves to snacks and eat their lunches, observing the conventions of good manners. Pupils can put on their own aprons and can get dressed for outdoor activities, putting on their coats. They can put on socks and shoes after music and movement in the hall and take care of their own personal needs, going to the toilet and washing hands afterwards.

94. Pupils' behaviour in the nursery is good at all times and in reception is usually satisfactory and sometimes good. Pupils are supportive of one another and are given the responsibility to show a new entrant the routines. Pupils usually concentrate well and listen carefully to the teacher. Pupils work well in pairs sharing the phonic fans and helping one another to find the initial and final letters of words. In a physical education lesson they co-operate well rolling the ball to each other and retrieving it. They line up to leave the classroom and sit quietly. In a small number of lessons in two of the reception classes pupils were sometimes restless on the carpet for the whole-class input, failed to follow instructions and shouted out rather than putting up their hands. Pupils in these classes find it difficult to work independently on the tasks allotted to them and are very reliant on adult support to keep them interested and on task.

95. Attainment in language and literacy is in line with national expectations. Pupils are given appropriate opportunities to develop and practise speaking and listening, reading and writing. Attainment in spoken language is below national expectations for many pupils in the nursery, but overall is in line for the under fives. Pupils follow instructions and usually listen well. In reception pupils listen to a story on the listening centre and follow instructions for completing a worksheet. Pupils enjoy stories and join in sharing a big book reading with the teacher. Pupils in the nursery begin to recognise letters by sound and shape and many know the initial letter of their names. In reception most pupils can recite the alphabet, can recognise letters and build simple words forming the letters correctly. Pupils in reception begin to develop a sight vocabulary and to read simple repetitive texts. In reception pupils develop an understanding of rhyme and can match rhyming words in pairs. Pupils begin to write. In the nursery a few pupils can write their names independently and do recognisable letter shapes in their attempts at writing. In reception pupils copy write and can make up sentences using the words from a reading book. Pupils write for a variety of purposes. In the nursery they make their own passports, and books about their favourite foods and in reception they write little books such as "My Hands Can" and a Bean Diary and picnic lists. Pupils make clear progress in all aspects of language and literacy.

96. Pupils' attainment in mathematics is in line with national expectations. In the nursery pupils can name basic colours and match by colour. They can point out similarities and differences. Nursery pupils can join in counting up to ten and beyond and some pupils can recognise numbers to ten. In reception pupils can count bears and partition them in groups which add up to ten and write the appropriate sums on their white boards. Pupils are introduced to relevant and motivating first-hand mathematical experiences - in the café counting cakes and giving change, playing a shopping game in the post office and cutting sandwiches into halves and quarters. Pupils in reception develop a good understanding of number. They can count to a hundred with support and many pupils can recognise numbers up to a hundred and know which ones are divisible by ten and can order them on the washing line. Pupils in both nursery and reception can recognise basic shapes and have carried out activities making shape caterpillars and making repeating patterns with shapes.

97. Pupils' attainment in knowledge and understanding of the world is in line with national expectations. Pupils are introduced to an appropriate range of activities. They can sequence pictures showing how humans develop from babyhood to old age and have carried out activities related to materials and using their senses. Pupils in the nursery discuss the weather each morning

and select the appropriate symbol. They begin to know the days of the week and to recognise their names when they are written down. Pupils in reception use the computer to produce a weather chart for the day's observation. In reception pupils look at a selection of fruit and discuss where they come from and the sort of climate they need to grow, finding the countries on the globe. In the nursery pupils make a wormery participating well and discussing the materials which have been used and the sequence for putting them together. Other pupils in reception make sandwiches, choosing the ingredients and discussing how they will assemble them. Staff support these activities well ensuring that aspects of health and hygiene are observed correctly.

98. Pupils use information technology to support their learning. They use the tape recorder to listen to tapes and use a variety of software programs to develop literacy skills, sorting letters of the alphabet into the correct order and playing a snap game involving word recognition. Pupils use the mouse to control the cursor with increasing skill. They can select the tools and the colours needed to colour in pictures.

99. Attainment in physical skills is in line with national expectations. Pupils begin to use a limited range of tools such as scissors and can cut out with some success. Pupils can colour in pictures and use glue to stick a sequence of pictures on a piece of paper. Staff provide challenging but safe indoor and outdoor activities which encourage pupils to play confidently and with increasing skill. In the hall, nursery pupils begin to move with increasing control and body awareness, following the teachers' instructions and moving in a variety of ways to the music. They play outside on the bikes and with large toys and enjoy hopping and landing on the appropriate square for hopscotch. In reception, during a physical education lesson, pupils rolled and retrieved a ball, working together in pairs. However, reception pupils have insufficient opportunities for outdoor activities.

100. Pupils' attainment in creative development is in line with national expectations. Pupils are introduced to a limited range of media and techniques in art. They experiment with paint and in reception create detailed and expressive representational paintings. Pupils have done some very competent observational drawings of shells showing attention to texture and colour. They have experimented with a variety of printing techniques using sponges, found materials and leaves. Pupils in the nursery enjoy rolling marbles in paint to create a pattern. Pupils are introduced to malleable materials such as dough and use this to make two digit numbers and for counting.

101. Pupils enjoy music in the nursery. They know what the percussion instruments are called, what they are made of, how they are played and can sort the instruments into ones which are shaken and ones which are banged. Pupils in both the nursery and reception classes are developing a sense of rhythm and can use instruments to accompany a song or rhyme. Pupils have learned the words to a good range of songs and rhymes and enjoy joining in with the words and actions.

102. Pupils enjoy imaginative play in the post office, café and fruit shop in the reception classes, taking on the roles of shopkeeper and customer and carrying out appropriate activities related to mathematics and literacy. In the nursery pupils are well supported by the nursery assistants who model roles in the café and the travel agents, extending pupils' play effectively.

### *Teaching and learning*

103. Teaching and learning in the nursery is good. Teaching and learning in the reception classes is satisfactory overall, but varies from very good and good to unsatisfactory. In the nursery good teaching holds pupils' attention and interest. Adults are well deployed to support activities and use appropriate questioning techniques to challenge pupils' thinking. For example, in a mathematics lesson in reception on money, pupils were challenged to make amounts with different combinations of coins rather than settling for only one way. Teachers know pupils well and have good relationships with them. Staff work well together and non-teaching staff make a good contribution to pupils' learning. Staff are very clear about expectations for behaviour and activities are relevant and challenging and are explained well. Planning in the nursery is good for all areas of the curriculum. In reception, lessons - especially in literacy and numeracy - are well resourced and well thought out with good pace and variety of input. Planning for these areas of the curriculum is generally good and pupils make good gains in learning. Whole-class input is usually well managed with good oral work and pupils of varying abilities involved effectively. For example, in a design and technology session in reception the teacher worked hard to ensure all pupils took part in the discussion about making a

sandwich for the 'big hungry giant'. However, in a minority of lessons teachers had difficulty maintaining attention and control and management was not secure. Pupils failed to settle to tasks, expectations were not reinforced and inappropriate behaviour was tolerated. On occasion this was because the activities in the main part of the session were not tightly focused and went on too long, some activities were not challenging enough and pupils found it hard to get on independently. In these sessions pupils working with the teacher made satisfactory progress, but other pupils did not get involved in learning to any extent.

### *Co-ordination*

104. The co-ordination of the early years is underdeveloped. There are currently only limited links between the nursery and reception classes. There is no joint planning to ensure topic links and well-judged steps in learning between the nursery and reception classes with the result that, at times, what is taught in the reception classes does not build strongly on what has gone before.

105. The Salford Early Years Record of Achievement is used for recording pupils' attainment. It is also used to check coverage and the information is used to plan an appropriate, broad, balanced and relevant curriculum. Individual pupils' records only cover language, mathematics and science and the information is not used to any great extent to plan future work for pupils.

106. The school has maintained the quality of its provision for under fives since the last inspection although it now needs to move forward with making closer connections between the nursery and reception. In order to improve further the school should now:

- develop the role of co-ordinator to ensure fuller links between nursery and reception to maximise pupils' progress through their early years in school.

## **ENGLISH**

### *Standards*

107. For pupils who are at the end of Key Stage 1 results in the national tests over the last three years show a fluctuating trend in reading. Currently attainment is below the national average but is broadly in line with similar schools. In writing there is a greatly improving trend, with results currently being in line with the national average and well above those of similar schools.

108. At the end of Key Stage 2 the recent trend in attainment in the national tests has been below the national average. In the most recent tests pupils' attainment was in line with the national average and well above those in similar schools. In these most recent tests the results of girls are better than those of boys at both key stages.

109. During the inspection, attainment was judged to be in line with national expectations at both key stages with no significant differences between the attainment of boys and girls.

110. Achievement is sound in both key stages with the majority of pupils in Year 2 and Year 6 reaching the levels expected of them nationally. In relation to their prior attainment pupils are making satisfactory progress. The influence of the literacy hour and how it is being taught is contributing to pupils making very good gains in their learning in some lessons. Pupils with Statements of Special Educational Needs for literacy make good progress towards the targets within their individual educational programmes.

111. The great majority of pupils in both key stages have very positive attitudes and are keen to learn in literacy lessons. They are very attentive in whole-class, shared-text and word-level work sessions and listen positively to each other and their teachers during discussions. A good example of this was observed in a Year 4 lesson. Pupils shared their outcomes of their learning about alliteration. There was constructive critical analysis - by each other - of each other's work. Setting has a positive effect on pupils' attitudes. Generally they respond well to each other and show that they are able to work well in pairs or small groups. Instances of less positive behaviour are isolated and relate to pupils calling out answers or making comments without invitation, or to a lack of understanding about what they should be doing in group work sessions.



### *Speaking and listening*

112. Pupils at both key stages show they can listen carefully to their teachers and each other. This is particularly true in the whole-class main and plenary sessions in the literacy hour. They show the ability to listen to and appraise each other's work and give constructive feedback. For example, in a Year 4 lesson when pupils developed ideas for 'flyers' aimed at catching people's attention, in the plenary session pupils fed back to each other fairly and positively about the strengths and weaknesses of each other's designs.

113. Pupils show good skills in recitation - for example, in the drama productions and in class assemblies. A good example exists in a Year 6 lesson which was observed during the inspection. Pupils read out William Blake's poems, 'The Tyger' and 'The Chimney-Sweeper' in an appropriate style and with empathy. Generally, however, speaking skills are underdeveloped and pupils lack confidence. This is being addressed as one of the positive outcomes of the introduction of circle time in the school.

### *Reading*

114. Attainment in reading is in line with national expectations at the end of both key stages. Effective measures have been taken to eradicate the comparative weakness of reading scores in national tests at Key Stage 1 in previous years. Pupils have a positive attitude to reading and many are able to share their likes and dislikes confidently about books they have read. In Key Stage 1 pupils of lower ability find some initial sounds challenging and can be hesitant over simple words. For these pupils the reading books available are appropriate. Pupils of average ability are able to build up some words using phonic strategies and can self-correct errors in their reading. The higher ability pupils read fluently with good expression and few errors - for example, in Year 2 a child sounding out "frisbied doughnuts" with little hesitation.

115. In Key Stage 2 lower ability pupils read hesitantly and some errors are not self-corrected. Books chosen are not always appropriate. Pupils of average ability read with understanding and can predict what will happen next in the story with some detail. Pupils of higher ability are very confident with different texts. They read fluently with good expression and understand how to get the most out of a text - for example, through emphasising alliteration and varying their intonation. Some pupils achieve very high standards in Year 5 when giving personal responses to preferred texts.

### *Writing*

116. By the time pupils are in Year 2 they are writing for a variety of purposes. They have made sound progress in mastering the basic grammatical forms. Many pupils know that they should start a sentence with a capital letter and end it with a full stop. In attractive handmade booklets they are able to plan and write a contents page. Handwriting is generally sound. In Year 2 pupils use ICT to write effective poems about 'Spring Flowers' and they write informative pieces about what happens at school on each day of the week - as part of the class information board.

117. At Key Stage 2 pupils show a good awareness of language and poetic devices such as alliteration, simile and metaphor. Higher attaining pupils in Year 6 can explain the use of imagery, irony and symbolism in 'The Tyger' by William Blake and start to use such devices in their own writing. By the end of the key stage grammar is generally sound with the more able pupils being able to use a range of complex sentence structures effectively. Handwriting generally develops well through Key Stage 2 but there are some inconsistencies in standards. Pupils use 'draft writing books' effectively to develop their writing. Pupils can write letters and play scripts in the correct format and in Year 6 pupils express interesting views within their hand-made Millennium booklets. In Year 4 good word-processing skills are developed in well-composed personal descriptions entitled 'All About Me'.

### *Teaching and learning*

118. The very high standards of teaching observed in the literacy hour (92 per cent satisfactory or better, of which 54 per cent was good or very good) have a most positive impact on the learning and achievements of the pupils in both key stages. The literacy hour has been successfully implemented

and teachers use the short-term planning framework well to link into the medium-term objectives within the National Literacy Strategy. Teachers have secure subject knowledge and, in the best teaching, delivery is enthusiastic and inspirational. Learning objectives are made explicit and lessons move at a purposeful pace. Pupils are well managed and questioning is effective. There are some inconsistencies in approaches to marking and giving feedback to pupils either in written form or verbally. In the best teaching, work is marked regularly and constructive comments are made which guide pupils in their learning. A good example was in a Year 1 lesson when the teacher fed back to the class as a whole where the main errors had occurred in their work from the previous day. At the end of the lesson the teacher had made a clear analysis of one group's attainment and could talk about the good progress individual pupils had made. There is a high level of classroom support in the literacy hour, particularly at Key Stage 1. Classroom assistants and additional literacy scheme teachers are generally deployed well and offer good support to pupils, many of whom have quite diverse needs.

119. In order to make accurate judgements about levels of attainment and progress, pupils are assessed on an annual basis in both key stages. In Key Stage 1 pupils are assessed at the end of Year 1 by working through past Key Stage 1 national test papers. This enables teachers to define areas of learning for individual pupils to focus on at the beginning of Year 2. Towards the end of Year 2 pupils take the national tests. Useful analysis of these results is undertaken.

120. In Key Stage 2, pupils work through optional national tests in Years 3, 4 and 5. Outcomes of these and half-termly assessments in English give useful information about overall performance to help guide teachers' medium-term planning for their sets and individuals. These procedures are effective at both key stages.

121. Routine assessment procedures to guide short-term planning (day-to-day, week-to-week) are less effective and there are inconsistencies in practice within the school. Collections of work samples representing attainment at different National Curriculum levels and procedures for agreeing where particular pupils' work stands in relation to these are underdeveloped, limiting the knowledge of standards within the school.

122. Some very useful action research is taking place in Key Stage 2 with some teachers trialling an individual child approach to target setting. Pupils keep a 'target card' in their exercise books with their current target(s) written on it. This process is having a positive impact on pupils' achievement and progress.

#### *Co-ordination*

123. English and literacy are soundly led and managed by the two co-ordinators, each of whom have a clear overview of subject development in their respective key stages. However, their role in the monitoring, evaluation and review of English and literacy to gain a clear picture of standards and achievement in the subject is underdeveloped. The National Literacy Strategy has been well implemented at whole-school level and staff possess the necessary skills to teach the literacy hour effectively. They have been and are well supported through in-service training focused on particular aspects of the literacy hour. New staff are given good support and there is a strong sense of collegiality. Staff are comfortable with learning together about literacy teaching.

124. The accommodation available is adequate for teaching literacy, but some carpeted areas are too small to seat all the class comfortably for shared text or word level work sessions. The school has an adequate range of 'big books' which is expanding and the different library areas in the nursery, Key Stage 1 and Key Stage 2 are well organised and attractively displayed. However, there is a shortage of reading books - fiction and non-fiction - and many of the reading scheme books are dated and tatty. The range of support scheme books is too broad at both key stages, making it difficult to keep a clear focus on the stage-by-stage development in individual pupils' reading skills. The limited range of high quality fiction and the over-provision of dated support scheme reading books have a potentially dampening effect on individual pupils' enthusiasm for and enjoyment of books and reading.

125. The school has made good progress and clear improvements in English since the last inspection. The advent of the National Literacy Strategy has supported this development and the school has made a good start in bringing in the literacy hour to the benefit of the pupils.

126. To improve still further its English provision the school now needs to take action to:

- use the very good practice which exists in teaching to address inconsistencies in marking and feedback;
- improve day-to-day assessment processes and use examples of individual target setting to determine what needs to be taught next to individuals or groups;
- develop the role of subject co-ordinators in monitoring, evaluating and reviewing standards and achievement in the subject;
- improve the quality and quantity of fiction and non-fiction books throughout the school; and
- improve the quality of reading scheme and support scheme books and reduce the number of dated and inappropriate books.

## **MATHEMATICS**

### *Standards*

127. Pupils' attainment in mathematics is above national expectations at the end of both key stages. The results for 1999 in national tasks and tests showed pupils' attainment at seven to be close to the national average and at 11 above the national average. In comparison with like schools results were well above the average for attainment at age seven and at age 11. The average National Curriculum scores achieved by the school have steadily improved since 1997 and there is evidence of a consistent upward trend in mathematics. Documentation, observation of lessons, scrutiny of pupils' work and discussions with pupils all confirm that pupils' attainment overall is above national expectations. The school has set low targets for pupils achieving Level 4 and above in 2000 and the revised targets for 2000 is still six per cent below the result achieved in 1999 and are insufficiently challenging.

128. At Key Stage 1 pupils handle number bonds to 10 and 20 well; they are able to use doubling and bridging through 10 and can use simple addition and work out change from 20p. The majority of pupils can recognise odd and even numbers, can couple number patterns, can calculate 10 more and 10 less and can add or subtract nine by compensation. They can measure length and capacity using centimetres and millilitres, have a good understanding of coins and can make totals using two and three coins. They can recognise right angles, the hour, half hour and quarter hour on a clock; they are able to draw and interpret bar charts and pictograms and have a good understanding of the number system and how it works. For example, Year 2 pupils could explain how, in 100 square, if you drop down a row and go back a square it is the same as adding nine.

129. By Year 6 many pupils can order large numbers, understand fractions, can calculate area by counting squares, can multiply, subtract and divide using standard methods, can use a tally and frequency chart and co-ordinates. Some higher attaining pupils in Year 6 could add and subtract two place decimals, could multiply fractions, use negative numbers competently, could use equivalent fractions, decimals and percentages of a number and could solve two step word problems efficiently.

130. Throughout the school pupils make good progress and achieve well for their prior attainment. Pupils with special educational needs also make good progress.

131. Pupils have positive attitudes and particularly enjoy mental mathematics. They listen carefully and are attentive in lessons. Almost everyone is keen to answer questions and take part in discussions. They are developing soundly their skills in explaining the strategies they have used for calculations.

### *Teaching and learning*

132. The quality of teaching and learning in mathematics in Key Stage 1 is satisfactory with some very good teaching being observed. Good subject knowledge, detailed planning and good pupil management maximise the learning for all pupils where teaching is good. In Key Stage 2 teaching and learning was almost always good and sometimes very good. Teachers' subject knowledge of the National Numeracy Strategy and National Curriculum mathematics is generally good. The school has successfully implemented the National Numeracy Strategy and is using the schemes of work to plan appropriate work. Where planning is detailed and understood the teaching is good. Pupils in all



year groups have a daily mathematics lesson and these follow the recommended pattern. Planning from the Framework ensures links between aspects and carefully graded steps in skills and understanding, but because it is relatively new to staff there is a lack of consistent quality in the use of the mental/oral starter and the plenary. The majority of teachers are skilled in whole-class teaching. Where teaching is good a wide range of questioning techniques, quality explanations and demonstrations are used to extend pupils' knowledge and understanding. For example, in a Year 2 lesson on adding 9 and 11 the teacher explained very clearly the idea of adding 10 then taking off or adding one more. In a Year 3 lesson on money the teacher helped pupils to understand by using a number line to work out change. Teachers used praise and encouragement very effectively to create a supportive atmosphere in which pupils can learn. There are very good relationships between staff, pupils and support staff especially where teaching is good and the support staff are used in an effective and specific role. Teachers know their pupils very well and all pupils, including those with special educational needs, are well supported in lessons.

133. In a few lessons there is a lack of pace. Teachers do not use time effectively and in some lessons teachers do not spend time in the main part to engage with specific groups to accelerate learning. For example, in a Year 6 lesson the teacher did not focus enough with groups which resulted in some pupils not being able to progress for quite long periods of time.

134. The school has good procedures in place for making overall formal assessments of pupils' attainment in mathematics using the optional national tests for tracking pupils' progress from year to year. However, whilst there are pockets of good practice in the school, there is no whole-school approach to day-to-day assessment; the setting of individual pupil targets occurs only in some classes and the marking of pupils' work generally lacks information which would help pupils know what next to do to improve their work.

135. There are some clear examples of cross-curricular applications of mathematics. In science in reception, beans were being measured as they grew using blocks of multi-link, and in Year 6 scales were being read accurately during experiments. Mathematics was also seen where pupils were using date lines in history, measuring distances in geography and measuring in design and technology.

#### *Co-ordination*

136. The committed and enthusiastic curriculum co-ordinators in Key Stage 1 and Key Stage 2 work well together and carry out the role satisfactorily. They are valued as being advisers to the staff and have recently purchased resources to support the implementation of the National Numeracy Strategy. However, although the process of monitoring the three-part daily mathematics lesson has been started, as yet the outcomes are not used to identify and focus on whole-school aspects for improvement.

137. The school has improved greatly its mathematics provision. The purposeful introduction of the National Numeracy Strategy has helped significantly, giving teachers confidence and securing improved teaching and learning.

138. To improve still further its provision, the school should now:

- use examples of best practice within the school to improve the practice of all staff, especially in teaching the oral/mental starter and the plenary;
- build into lessons more opportunities for pupils to extend their skills in explaining the strategies they have used in calculations to increase further their understanding;
- develop the role of the co-ordinators by increasing the level of monitoring and evaluation in order to identify areas of good practice and areas for development; and
- improve the quality and consistency of day-to-day assessment and the use of information from assessments to guide short-term planning.

## **SCIENCE**

### *Standards*

139. Attainment for 1999 was much as was found at the last inspection. Teachers' formal assessments in 1999 for Key Stage 1 show attainment to be average when compared to national figures. Many more pupils reach Level 2, the expected level for this age, than in similar schools, though many fewer reach Level 3. At Key Stage 2 on the same comparison basis, not only do more pupils reach Level 4, the basic level for their age, but also a very high proportion reach higher levels. In the overall national context for 1999, attainment in the tests at this age is above average. The average points score over the last four years shows an increase in attainment each year that is greater than the national trend.

140. Inspection findings indicate that the attainment for current Year 2 pupils is better than last year. A high percentage of pupils demonstrate characteristics in their observations and recording that are typical of Level 3. This pattern is reversed for the current Year 6 where prior attainment was lower than it was for pupils in previous years. Here inspection findings suggest there are fewer pupils reaching the higher Level 5 and the overall attainment is lower than the last two years.

141. At the end of Key Stage 1 pupils have covered a broad range of topics. They are building a sound knowledge base of living things, materials and physical processes. They know that an appropriate diet and exercise are both necessary for them to grow and stay healthy. They understand sources of light and that some materials allow light to pass through them while others are opaque. Recorded evidence shows they understand that electrical devices do not work if there is a break in the circuit. Pupils use experimental and investigative skills to perform simple tests and with help they can record their results. In a unit of work on forces they understand that changing the angle of a slope increases the distance travelled by a vehicle. Work on life processes and living things is a noticeable strength throughout the key stage. As early as Year 1 pupils recognise that plants need light and water to grow. They have grown bean plants from seeds and recorded their weekly change in height by using unifix blocks as a standard measure. By Year 2, drawings of flowering plants show more detail and labels have been added, indicating that pupils are now familiar with the associated scientific vocabulary. In a lesson that took the pupils outdoors to investigate insect and mini-beast habitats in the school grounds, they showed respect for living creatures and plants.

142. At the end of Key Stage 2 the majority of pupils are able to make predictions based on their knowledge and understanding. They use the appropriate technical vocabulary to describe their findings and understand the importance of fair testing and accurate recording of evidence, through the use of diagrams, charts, tables and graphs. Opportunities for experimental work are carefully woven into the different units across the other attainment targets. However, recorded examples show no evidence of systematic enquiry being channelled into contexts where pupils can hypothesise and then plan and carry out their own experiment, drawing conclusions which are consistent with the evidence. In lower Key Stage 2 pupils use magnets to classify a range of metal objects. They understand that materials that are not metals are non-magnetic and that only some metals are magnetic. Another class demonstrated their understanding that mixing materials can cause them to change and that some changes are reversible and others are irreversible. They make predictions with understanding and are able to use the correct technical vocabulary – for example, dissolve, solid, reversible, evaporate and the like - to describe outcomes. A visit by the Life Education Caravan provided an excellent opportunity through interactive display to reinforce the messages of the importance of a healthy life-style and the dangers of drug and alcohol abuse. Knowledge of the main organs in the human body and how they function shows understanding typical of Level 5 in this attainment target.

143. Achievement across both key stages is good. Pupils have a natural curiosity and are anxious to learn. In Year 3 when working with magnets, they were fascinated that of two metal objects that were exactly the same colour, only one attracted the magnet. Progress is good or very good in almost all lessons. Well-planned activities ensure that pupils are kept active and fully engaged with tasks that lead to clear gains in knowledge and understanding. In one observed lesson the selfish behaviour of a small minority of pupils distracted the whole class resulting in unsatisfactory progress.

144. Pupils have positive attitudes. They listen carefully and pay close attention to the teachers. Almost everyone is keen to answer questions and take part in discussions. Older pupils attending the workshop activities in the Life Education Caravan co-operated well in small groups before giving quick and knowledgeable responses to the teacher.

### *Teaching and learning*

145. Almost all teaching and learning is good or very good. Teachers have secure subject knowledge and a clear understanding of the National Curriculum requirements. All teachers make good use of questions and use praise to raise pupils' self-esteem and confidence. For example, in a Year 5 lesson on forces in action the teacher used praise well to motivate and encourage all pupils to work hard. Examples of good teaching seen during the inspection were characterised by the way in which the teachers add excitement that fires interest and enthusiasm and then effectively manage and organise the class when undertaking the work that follows. For example, in a Year 2 lesson about plants and animals in the local environment the teacher showed great enthusiasm during a walk outside looking at the flora. This interest spilt over to the pupils who, as a result, became fascinated with what they found. In these lessons the pace is brisk, expectations are high and control is excellent. Lessons have clear learning objectives that are shared with the class at the beginning, and then revisited at the end. However, day-to-day assessment to inform short term planning is underdeveloped and, as a consequence, in some lessons more able pupils are not given tasks that challenge their thinking. There is insufficient use of information technology for research and for recording evidence and data. Systems are in place to check knowledge and understanding at the end of units of work. Use of homework for older pupils is appropriate and it supports the work undertaken in class. Additional classroom support, where available, is well deployed. For example, when looking at insect habitats in the school grounds it was possible for the teacher to split the class into three groups, each accompanied by an adult.

### *Co-ordination*

146. The key stage co-ordinators work well together although their roles as subject leaders are underdeveloped. Breadth and balance is provided through the adoption of the national scheme of work that is now being used throughout the school. The school has a policy for science but it is more a statement of general principles rather than specific requirements. There is a separate policy for safety in science and its principles are applied in day-to-day practise. Appropriate time is given to exploratory and investigative work that is incorporated into all medium-term units of work. The teachers know all the pupils well and want the best for them but, because there is no system to monitor and evaluate teaching and learning, the co-ordinators are not fully informed before making important decisions related to in-service training and the purchase of resources.

147. Classroom accommodation is adequate and well maintained. Resources are sufficient in range and quality to support work across all the attainment targets. Storage space is limited for Key Stage 1. In Key Stage 2 it is good but poorly organised.

148. The school has improved its science provision significantly since the last inspection. Clear improvements in teachers' knowledge and skills have led to gains in learning and achievement. The school recognises the aspects which it needs to tackle in order to improve further and it should now:

- introduce monitoring and evaluation of teaching and learning to identify aspects of the subject where staff need further training;
- ensure that planning includes opportunities for day-to-day assessment that is used to inform teaching;
- evaluate the effectiveness of the recently introduced national schemes of work;
- set targets for the end of each key stage; and
- provide a subject improvement plan based on more detailed information arising from monitoring and evaluation and regular self-review.

## **ART**

### *Standards*

149. Standards of attainment in art are in line with the national expectation. There are strengths in some year groups in drawing and in painting. For example, the work on colour mixing and painting in the style of famous artists such as Monet, in Key Stage 1, are of good quality. Pointillism techniques are well defined and some very good examples of pupils' work using this style of painting are on display in the school's new art gallery. In reception, a display of pupils' work on positive and negative

shapes is good where pupils use light and dark shapes to good effect. In Key Stage 2 pupils build on their experiences of Key Stage 1 often using a wide range of creative techniques and different mediums. For example, in Year 3, Van Gogh's *Starry Night* and *Sunflowers*, and Kandinski's geometrical imagery provide inspiration for some good work using short brush stroke techniques and creative colour mixing. In Year 4 observation drawings using pastels and charcoal are particularly effective. Pupils' control of this medium is generally good and their ability to combine colours produces the desired effect. The abstract drawings using wax resist techniques in Year 4 are of above average standard. Pupils have taken great care to combine different, often vivid colours, to produce quite dramatic effects. In Year 5, simple three-dimensional work makes effective use of pupils' ability to mix colours freely, cut finished painting into shapes and rearrange for effect. Larger scale modelling also features appropriately in Year 6 where pupils are able to successfully combine natural materials and weaving techniques into large-scale abstract forms. This work and large-scale paintings of drink cans provide sound evidence of pupils working collaboratively.

150. Other groups of pupils explored colour mixing with enthusiasm and many managed to reproduce particular colours on a paint colour strip. Most were able to explain the colours and approximate proportions of paint they had used to achieve the desired result. Pupils' skills in working in three dimensions are generally not well developed however, because this aspect of the art curriculum receives insufficient emphasis at present. In the art club, pupils are able to build on their prior attainment and extend the range of techniques and processes they use - for example, printing, papier-mâché and appliqué. The skeleton prints on display in the main corridor are good examples of this enterprise.

151. Progress is patchy at both key stages - particularly in relation to pupils' knowledge and understanding of observation drawing and three-dimensional work. The work observed in lessons, around classroom walls and in the school art portfolio indicates that overall progress is satisfactory throughout the school. The time allowed for art is adequate to enable pupils to achieve satisfactorily but because the school gives a larger proportion of time to English and mathematics than most schools, this limits the time available for other subjects. Therefore this limitation on time is restricting achievement to a satisfactory level rather than allowing pupils to achieve at higher levels.

152. Pupils responded well to work in art in the lessons observed. They are keen, enthusiastic and work hard. They discuss their work with interest and when encouraged to do so can begin constructively to evaluate their own work and that of others.

#### *Teaching and learning*

153. The quality of teaching and learning is good overall. In lessons seen teachers' own enthusiasm for the subject communicated itself to the children and the lessons were lively, focused and very well planned. For instance, in a Year 5 lesson on three-dimensional sculpture the teacher had produced a very good example of origami for the pupils to see which encouraged them to have a go themselves. Appropriate reference was made to the work of artists, particularly with exploring colour, texture and form - for example, Lowry, Turner, Van Gogh, Monet and Kandinski. Adult helpers, when present, gave good support by working with groups of pupils.

154. There are missed opportunities for developing pupils' information technology skills through art, in both key stages. Insufficient focus is given to using information technology to help pupils improve the quality and standard of their artwork, or to help them develop their drawing, research and investigative skills.

#### *Co-ordination*

155. The art co-ordinators are enthusiastic and have given support and guidance to colleagues both in informal discussion and through the use of guidance sheets - for example, on planning progression through areas of experience and providing stimulus by celebrating the work of other artists on a regular basis using corridor displays.

156. Since the last inspection the school has improved the quality of teaching in art. The scheme of work has been reviewed and whilst it is secure in identifying different experiences for pupils, in reality, reductions in the time allocated mean that not all aspects of the scheme of work are being

covered as planned and pupils' progress is patchy as a result. Assessment strategies have improved in that judgements are made against key learning objectives but this process is not yet fully embedded in practice and needs to be improved.

157. In order to improve further the school should now:

- ensure the time allowed in the timetable for art is adequate to allow pupils to achieve fully;
- develop pupils' observation skills, continuing to use a wide range of mediums and different grade pencils;
- encourage the use of sketch books;
- monitor the coverage of the scheme of work and evaluate the qualities of teaching and learning in both key stages in order to set targets and improve standards further;
- develop assessment procedures and use the outcomes to set targets for improvement;
- develop more opportunities for pupils to use information technology; and
- develop more opportunities for pupils to produce more large-scale, three-dimensional work.

## **DESIGN AND TECHNOLOGY**

### *Standards*

158. Most design and technology lessons were timetabled to take place outside the period of the inspection. The following judgements are based upon a very limited number of observations, discussions with pupils and an analysis of pupils' work.

159. In Key Stage 1 pupils attain standards in line with national expectations in designing and making. By the end of the key stage pupils have experienced an appropriate range of designing and making activities. For example, in Year 2, recycled materials were used quite successfully to make musical instruments that were closely linked to original design ideas. A good cross-curricular opportunity enabled pupils to apply their knowledge of folding, drawing, colouring and joining paper and card to make a little book to package a story. This activity enabled pupils to demonstrate accuracy in their work and presentation. In all these activities, pupils were able to talk confidently about their ideas and suggest how their designs could be improved. In food technology pupils put their knowledge of working safely with ingredients to good use when making food products with other adults.

160. In Key Stage 2 pupils attain standards in line with national expectations in designing and making. By the end of the key stage pupils generally put their knowledge of working safely with materials, ingredients, tools and processes to good use when making products. For example, in Year 3 pupils have produced some good quality designs for sunglasses using their knowledge and understanding of designing for a purpose and their scientific understanding of how different materials can affect the transfer of light. In Year 5, pupils use more advanced skills of making to make photograph frames. These are very well made, well finished and fit for purpose. Most pupils are able to talk about their work confidently but their use of technical vocabulary is weak. Overall, by the end of the key stage standards are satisfactory; there are only a few examples of work of high standards in constructing using a wider range of materials to a finer degree of accuracy, in finishing products in different ways, or in extension work in designing and making products incorporating simple electric circuits and control.

161. In Key Stage 1 the majority of pupils are making satisfactory progress. However, teachers are not fully aware of pupils' prior attainment in Key Stage 2, as assessments are not embedded sufficiently in practice. This has a negative impact on pupils' progress in moving onto the more advanced skills in designing and making as they move through the key stage.

162. Pupils in both key stages respond with enthusiasm and commitment and concentrate to master the practical skills of cutting and joining basic materials and in planning and evaluating their work. They have sensible, mature and safe approaches to design-and-make task and behave well. Most pupils respect each other's point of view. They will often talk sensibly and with a degree of understanding about their designs - for example, when discussing the designs for a Tudor game and pop-up cards in Year 4. Pupils take responsibility for managing their own resources and have pride in their work.

### *Teaching and learning*

163. Only one design and technology lesson was observed, in that lesson teaching was good. The session was well planned, prepared and resourced which ensured that learning objectives of making a musical instrument were reached. Appropriate emphasis was given to health, safety and food hygiene practices. Evidence from the scrutiny of pupils' work, from discussions with pupils and teachers indicates that teaching and learning are broadly satisfactory across the school. However, whilst teachers' subject knowledge is sound, in relation to the more advanced skills for this subject teachers are less secure particularly in Key Stage 2.

164. There are missed opportunities for developing pupils' information technology skills through design and technology in both key stages. Insufficient focus is given to using information technology to help pupils improve the quality and standard of their work, to help them develop their designing, research and investigative skills and to help them control models they may have designed and made.

### *Co-ordination*

165. The subject is led and managed satisfactorily. The procedure for planning and monitoring the work that pupils do is satisfactory. There is a firm foundation in place upon which to build in methods for further work in evaluating the quality of the teaching and learning in design and technology. The national guidance materials adopted by the school are of high quality and helpful to teachers. In-school staff training has had a positive impact on teachers' confidence and competence in the past. This is now in need of reinforcement if pupils are to move onto higher levels of attainment in this subject, in particular in Key Stage 2.

166. Standards in design and technology have remained similar since the last inspection. The amount of time given to the subject has been reduced as a direct result of the time the school allocates to the Literacy and Numeracy Strategies and this is limiting achievement. The range of work produced by pupils is much the same but could be extended further to challenge more pupils to move onto higher levels of attainment, particularly in designing.

167. In order to improve further the school should now:

- ensure the time allowed in the timetable is adequate to allow pupils to achieve fully;
- develop pupils' designing skills, in particular in communicating how an idea has developed;
- monitor the coverage of the scheme of work and evaluate the qualities of teaching and learning in both key stages, but in particular in Key Stage 2, in order to set targets and improve standards further;
- develop assessment procedures and use the outcomes to set targets for improvement in particular in Key Stage 2;
- develop more opportunities for pupils to use information technology; and
- set a wider, long-term picture for in-service training against a whole-school strategic plan.

## **GEOGRAPHY**

### *Standards*

168. Only one lesson was observed in reception and two lessons in Key Stage 2, as there were few lessons of geography being taught during the inspection owing to the programme for the year. Judgements about the level of attainment of the pupils are based on an evaluation of pupils' work provided in the work sample and from discussions with pupils in Years 2 and 6.

169. Pupils' attainment at the end of Key Stage 1 is in line with that set by the National Curriculum. Pupils have a sound knowledge of place through use of maps, the topic on postcards from around the world, work on a message in a bottle and talking about places they have visited. Pupils can name geographical features in a picture such as hill, river, wood, bridge and sea. Pupils know their addresses and where they live and can describe the area in simple terms and how it differs from that in a picture. Pupils recognise house types and can name them. They have some understanding of the difference between a plan and a map and can draw a plan view of an object.

170. Attainment at the end of Key Stage 2 is similar to that set by the National Curriculum. Pupils can recall work covered earlier on in the school. They can name the main features of a river such as tributaries, meanders and estuary in their study of the River Rhone. Pupils can explain the water cycle in appropriate terms. Pupils have some knowledge of Britain and the countries which make up the British Isles. They can locate Manchester approximately on a map and name some of the major towns and cities in Britain. Pupils can use a key to interpret land uses on a map. Pupils' knowledge of the world is satisfactory. They can locate the British Isles and know that Britain is part of Europe, they can recognise and name the different continents on a world map. Pupils know the points of a compass. They can read data from maps showing temperature and rainfall totals.

171. Most pupils are achieving satisfactorily for their prior attainment. Pupils with special educational needs achieve soundly because they are involved fully, though teachers are not always able to focus work specially for these pupils as individual action plans are sometimes vague for foundation subjects.

172. Pupils' attitudes are good; they behave well and show interest in geography, especially when it is related to the local area and to their own experience. They also enjoy learning about places around the world and show a keen curiosity about how people live in other parts of the world.

#### *Teaching and learning*

173. Teaching and learning are satisfactory throughout the school and pupils are achieving satisfactorily for their prior attainment. However, inadequate time is allocated to geography to ensure fullest coverage, particularly at Key Stage 2, which in turn limits achievement to satisfactory. Teachers use the locality very well to base class work – for example, work on aerial view plans, traffic surveys, relief and waste in Year 3. Teachers use questioning effectively to bring out the essential aspects of geography – for example, in talking about the world and using the globe in reception. Teachers use geographical terms well – for example, street furniture during a discussion about a walk round the area in Year 3. Teachers use their subject knowledge effectively to enhance pupils' learning of skills and knowledge – for example, in a Year 4 lesson on using a compass around the village of Stanton to show position and scale. Good use is made of the locality across the school for fieldwork with visits around the area used well in class to explore aspects of geography such as change of use and housing patterns. Resources for geography are adequate for each of the study units taught and are well used to aid pupils' learning. There are inadequate resources for information technology such as CD Rom and software programs.

#### *Co-ordination*

174. The subject is soundly led by two enthusiastic teachers. However, the role of co-ordinator is underdeveloped with little monitoring and evaluation as yet happening, with the result that gaps in coverage can pass undetected. For example, in Year 6 a few aspects do not receive fullest coverage (through lack of time) so limiting achievement to satisfactory, but co-ordinators have been unable to check on this aspect and so ensure themes are covered in depth. More generally there is a lack of time for geography to allow pupils to achieve at the higher levels owing to the disproportionate amount given to English and mathematics.

175. The school has maintained its provision in geography since the last inspection although the limitations of time mean that fullest development of the subject and maximum achievement by pupils is hindered. The schools will need to tackle the following points in order to ensure pupils' are able to achieve to their fullest:

- ensure geography receives adequate time to allow fullest coverage of the themes required; and
- develop the role of co-ordinator fully.

## **HISTORY**

### *Standards*

176. Attainment in history is in line with national expectations at the end of Key Stage 1 and Key Stage 2. The limited amount of time allocated to history reduces the range and quantity of activities covered. Therefore whilst pupils make satisfactory progress in acquiring both knowledge of the past and in developing historical skills, their progress is limited through lack of time for deepening and widening their knowledge and skills.

177. In Key Stage 1 only two lessons were observed during the inspection but further evidence was available in the sample of pupils' work. Pupils have sound knowledge of the famous people, such as Mary Seacole and Neil Armstrong, whom they have studied and about the events in their lives. Pupils are developing a sound understanding of life in times past and know that there was no electricity or running water in houses. They are beginning to develop the basic skills of historic enquiry and can evaluate photos of schools and shops in the past, identifying similarities and differences between 'then' and 'now' reasonably well for their age. Pupils have a basic understanding of chronology and can sequence events in a story, or put pictures in the order in which they happen.

178. In Key Stage 2 it is clear from the work sample and from the lessons observed in each year group that pupils have gained satisfactory knowledge about the periods studied. For example, in Year 3 pupils have a sound grasp of the Ancient Greeks and the invasions of Britain by the Romans, Anglo-Saxons and Vikings. They have acquired satisfactory knowledge of everyday lives and customs, the clothes people wore and their beliefs and customs. Pupils have an understanding of the reasons why Britain was invaded and show interest when they are taught about the Viking people and where they came from. In Year 4 pupils have gained a sound knowledge from a good range of activities related to Ancient Egypt and this understanding has been very much enhanced and enriched by a visit to the Manchester Museum. Pupils have learned about the Tudors and know about the houses, clothing, personalities and political history of the period. Pupils use different sources such as photographs, portraits, videos and reference materials appropriately to research the past and find out about the everyday lives of the rich and poor. They can pose questions about the past and know where to look for answers. Pupils' understanding of the period and interest in the Tudors is brought to life by their visit to Ordsall Hall.

179. In Year 5 pupils have studied the Victorians and this links effectively with a local study on Manchester during the Victorian period. Pupils study the census report for 1851 and are able to analyse the information contained in it. They can extract information and record it on tally charts and this work links effectively with the work which they are doing in mathematics on data handling. In Year 6 pupils have carried out work on Britain since the 1930s. They have recorded information in an appropriate variety of ways by writing newspaper reports, accounts of events, and by designing posters. Pupils carry out their own research into their family trees and can use sources such as pictures and old objects to find out about the past. For example, they chose an artefact and researched it to find out information for a mini museum put on in the hall. They each wrote a report and talked about their object confidently to the pupils from other year groups and the adults who visited the hall.

180. Pupils achieve satisfactorily for their prior attainment and have positive attitudes to history. They show a lively interest and curiosity in learning about events of the past and in the older years are beginning to enjoy seeing how past times have meaning for the present.

### *Teaching and learning*

181. Teaching and learning in history is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers are enthusiastic about teaching history and have good subject knowledge. Where teaching is good teachers have clear learning objectives which are shared with the class, lessons are well structured, work is challenging and teachers use effective questioning techniques to get pupils to think for themselves. For example, in a Year 2 lesson the teacher posed challenging questions which helped pupils think about "what is history?" However, in some lessons resources are limited, all pupils do the same activity and the heavy emphasis on writing to record knowledge disadvantages some pupils and little work is achieved in the session. Teachers generally achieve an appropriate balance between giving pupils information and encouraging them to find out for themselves from the evidence available. For example, in a Year 6 lesson on Britain since 1930 the class were encouraged to become 'detectives' to research information about various objects from the period.



182. The school has made a start to assessing history but the procedures are not yet being used consistently across the school. The information on pupils' attainment is not used sufficiently to plan suitable activities for higher and lower attaining pupils.

#### *Co-ordination*

183. The subject co-ordinators work well together, have good subject expertise and offer colleagues appropriate advice and support. However, there is no strategic plan for the subject and there are inadequate systems in place for the monitoring and evaluation of pupils' work, standards in the subject and the quality of teaching in history.

184. The school has broadly maintained its history provision but the limitations on time caused by allocating large amounts of the day to English and mathematics means that pupils' achievements are being limited to satisfactory.

185. The school will need to tackle the following points in order to improve attainment further:

- develop fully the role of co-ordinator;
- carry through consistently the school's newly introduced procedures for assessing attainment and progress in history;
- ensure the time allocated to history is adequate to allow pupils to achieve to their fullest; and
- use information gained from assessments to guide planning for future learning.

## **INFORMATION TECHNOLOGY**

#### *Standards*

186. During the inspection there was very limited evidence of pupils using information communication technology (ICT) in their work. From the scrutiny of pupils' work, and from talking to pupils and teachers, it is evident that pupils' attainment overall at the end of both key stages is below national expectations. From this evidence, however, it is also clear that some pupils, when given the opportunity, are able to handle and communicate information to a standard more in line with national expectations when using simple word processing and graphics packages to present work. For example, in the nursery pupils can attach the cursor to an image, say a drawing of a nose, then move the image across the screen and paste the nose onto a face template, controlling the cursor movement with the computer mouse well in the process. In reception classes some pupils are able to order the letters of the alphabet and/or move symbols on a weather chart to accurately depict the weather of the day with similar control. In Year 3 ICT is used appropriately to chart frequency tables using block graphs and pictographs. This is effective application of ICT in support of numeracy but unfortunately such practice is all too infrequently seen across the school. In Year 3 very simple graphics packages enabled most pupils to produce the main text images for an Easter Card. In Year 4 pupils are able to use simple on-screen stand-alone control programmes to create geometrical shapes. In Year 5 some pupils are able to create a simple table to display the outcomes of a traffic survey and are able to edit text, change the font style, centre and align text on the page to support their work in literacy. In Year 6 pupils can prepare a spreadsheet following simple instructions to model different scenarios - for example, varying the rate of discounts and the effect on total sales. Whilst pupils are able to follow these simple instructions to access a particular software package and produce a piece of work their understanding of the process they have followed is weak. Few are able to describe accurately the process or predict the effect of experimenting with simple software applications on their work. Pupils' keyboarding skills are limited to very basic data or letter entry.

187. Some pupils use information technology successfully to research topics using the CD Rom - for example, My World science investigations and seeking historical facts. Internet access is limited to one computer and research tasks are generally of a very low level. Most pupils can use the roamer for programming a sequence of movements but again this is generally at a low level in comparison with national expectations.

188. Pupils with special educational needs sometimes use an application of ICT to help them make better progress - for example, using a Letterland program to support spelling strategies.

189. The school has planned an appropriate range of experiences for pupils across both key stages. However, in reality, too few pupils make use of this provision owing to inconsistencies in approach and confidence from teachers, a lack of subject expertise and limited access to computers. The school is yet to make full use of NGfL grants for the development of ICT in school but plans to take up this opportunity in September. Currently there are insufficient up-to-date computers in use for a school of this size. The opportunities for all pupils to develop their ICT skills in line with national expectations are therefore inadequate with the effect that most pupils make unsatisfactory progress in this respect.

190. When given the opportunity to use ICT, the majority of pupils respond with mediocre enthusiasm, because the tasks are rather bland and hardly stimulating. When tasks are challenging they remain on task; they persevere and show interest but they do not have the skills to take risks and model different scenarios - for example, in the spreadsheet work in Year 6. Frustration creeps in at times when the higher attaining pupils are not able to make as much progress as they might because there are too few computers, opportunities are not created and teachers are limited in the support and guidance they can give.

#### *Teaching and learning*

191. The scrutiny of pupils' work, discussions with pupils and the limited teaching observations indicate the quality of teaching and learning of information technology is unsatisfactory. However, teachers have worked hard to produce guidance sheets for pupils to help them with the planned exercises. The problem is that too often these tasks are mundane, very narrowly directed and are not flexible enough to meet the needs of all pupils. The result is that pupils do not fully understand their relevance and lose interest.

192. Some teachers have a sound knowledge of what the computer and software can offer pupils to help them attain higher standards in other subjects and in developing their ICT skills. The current resource provision does not enable these teachers to make best use of their expertise, however. Other teachers have still to become more confident and competent to provide even the basic planned opportunities and will need further training if pupils are to move onto the higher levels of skill and to become more independent in how they use ICT. Activities are quite well planned but they are at a very low level, hardly challenging or inspiring, and are quite simply not fully exploited.

193. The assessment and recording arrangements are unsatisfactory. There is no clear accurate record of pupils' attainment in ICT and the inconsistent approach to ensuring pupils have and use opportunities for computer work brings into question the accuracy of pupils' subject reports to parents. Little use is made of any lesson assessment to help teachers to plan differently.

#### *Co-ordination*

194. Within the resource constraints the co-ordination of information technology is sound. The school has produced a good scheme of work, which does fulfil the requirements of the National Curriculum, but it is a matter of concern that in reality this provision is not being delivered to all pupils.

195. ICT resources, whilst improving, are inadequate to meet the needs of the curriculum. The resources currently available are not being used efficiently or effectively and existing development plans serve to simply maintain a low-level provision rather than declare a clear strategy for improvement. The time allocated for developing ICT in the school is unsatisfactory.

196. The school uses information technology satisfactorily to prepare teaching materials, in administration and to promote its activities.

197. The school has made some progress since the last inspection in 1996 in improving the curriculum planning for enabling pupils to access ICT resources. The quality and number of computers and the quality and range of software titles have improved and access to the Internet is in place, albeit to one machine only. A draft agreement on the protocols for using the Internet in school has been presented to the senior management team by the co-ordinators, but has yet to be agreed by governors, parents and pupils. This should be done with some urgency. Full staff training in the

use of ICT has yet to be fully instigated. This is unsatisfactory and some pupils are being disadvantaged as a result.

198. Overall unsatisfactory progress has been made in providing adequate opportunity for all pupils to broaden their experience of ICT in order to achieve better and move onto more acceptable levels of attainment. The school should now:

- reconsider the strategic plan for the development of ICT in school in order to make more effective use of existing facilities and to plan more effectively for long-term developments;
- implement planned improvements as funds allow;
- closely monitor and evaluate the quality of provision, standards and teaching of ICT;
- ensure that planned activities are challenging and matched to make certain that pupils have the optimum condition to succeed at the highest levels;
- extend staff training in the use of ICT; and
- improve systems for assessing pupils' progress and achievements in ICT.

## **MUSIC**

### *Standards*

199. The following judgements are based upon observations of lessons, discussions with pupils and teachers and video recordings of pupils performing. Very few lessons were observed during the inspection as a result of the music teaching taking place towards the end of the week.

200. Attainment is in line with the expectations of the National Curriculum. Pupils make clear gains in their understanding during lessons and show development of skills, particularly in their understanding of tempo. For example, in a Year 6 lesson, using a video recording of the street-percussion band 'Stomp' pupils explored tempo, duration and structure. They recorded their sounds and rhythms well using simple systems of notation. Pupils' singing develops well through the school. Their singing in school assemblies is tuneful and both solo and choral singing in major productions and performances are very tuneful and controlled. They develop a good awareness of audience and occasion and perform well with others.

201. Pupils behave well in lessons and are keen to be involved in making music or expressing opinions about music they are listening to. They enjoy using instruments and generally co-operate well with each other when sharing instruments. They work positively in group activities. For example, in a Year 3 lesson pupils compose a range of sounds using untuned percussion instruments to represent different actions, characters or feelings in the story of 'Goldilocks and the Three Bears'. The school is committed to supporting pupils who wish to develop their musical skills. Pupils receiving instrumental tuition from visiting specialists enjoy their playing and achieve well - as do those who take part in the very good musical productions which are regularly organised by the school.

### *Teaching and learning*

202. The quality of teaching and learning in the lessons observed was sound with some good features. Content of lessons is appropriate, being based on the school's scheme of work which directly links into the expectations of both attainment targets and the National Curriculum. Guidance given within the policy paper 'Modifying the National Curriculum' is useful, giving additional emphasis to particular important aspects of the music curriculum.

203. Pupils are encouraged to explore many of the musical elements defined within the National Curriculum. In a Year 2 music and dance session pupils explored tempo and duration with their voices and untuned percussion instruments to enhance the meaning and impact of a poem. Pupils are presented with well-guided opportunities to listen to and appraise music, as in a Year 4 lesson about 'The Nutcracker Suite'. Teachers share the focus of music lessons, recapping on past work and making it clear what pupils will learn next.

### *Co-ordination*

204. The current music co-ordinators work well together and have complimentary skills in music and dance. Leadership of the subject is sound. The co-ordinators offer clear direction for the development of music. Overall, management of the subject is sound but monitoring, evaluation and review of the music curriculum are not established yet. The programme of learning is in place and is effective and the school is enthusiastic about music. Generally, the accommodation available for teaching music is adequate but the range, quality and quantity of musical instruments is limited, particularly at Key Stage 2. Whilst the quality of music provision has been broadly maintained in many respects since the last inspection, this limitation to the resources available marks a decline since the last inspection. The range of CDs and pre-recorded music is good, enabling teachers to meet the expectations of the listening and appraising attainment target.

205. In order to build on the strengths of music provision and reduce the weaknesses the school should now:

- ensure the time allowed in the timetable is adequate to allow pupils to achieve fully;
- ensure staff receive in-service support on developing skills in teaching the musical elements effectively;
- develop systems for, record outcomes of and take action from monitoring, evaluation and review of music through the school; and
- improve the range, quality and quantity of musical instruments both untuned and tuned through the school - but particularly in Key Stage 2.

## **PHYSICAL EDUCATION**

### *Standards*

206. Attainment at the end of both key stages is broadly in line with national expectations. This is similar to the report at the time of the last inspection, although on this occasion very few pupils were observed achieving standards well above average. In Key Stage 1 it was only possible to see lessons in games and dance and in Key Stage 2 dance, gymnastics and athletics. Scrutiny of long- and medium-term plans indicates that swimming, games and outdoor and adventurous activities at Key Stage 2 and gymnastics at Key Stage 1 add breadth to the curriculum.

207. In Key Stage 1 most pupils are aware of the effect of exercise on their bodies. They know that exercise is part of being healthy and that a warm-up should precede the lesson. In athletics events involving simple relays, they know that rules are essential for fair competition. They show good body management skills and spatial awareness when running hopping and jumping. Fine motor skills are less secure. Opportunities are taken for planning, composing and making judgements about the difficulty of skills. For example, they contributed ideas for the content of a relay race and then discussed which skills would be the easiest to achieve. In a dance lesson that made good cross-curricular links with music and poetry, pupils demonstrated good control of slow movements at high and low levels, varying their speed and weight of footsteps to the rhythm of the music.

208. In Key Stage 2 the knowledge and understanding of older pupils has been expanded although there is a wide range in levels of attainment within classes and between aspects. In a gymnastics lesson, for example, they know the difference between symmetrical and asymmetrical shapes and perform a variety of rolls using these shapes with limited control and precision. However, the work has not been expanded into more complex movement sequences or on to the large apparatus that is available. Pupils' ability to analyse their own performance and that of others is limited, and they have not developed the necessary technical vocabulary to communicate their thoughts and ideas to others. In a set dance routine the majority of pupils demonstrate above average attainment in the performance strand of the work in relation to skills and knowledge. They interpret the music well, show good control in footwork and a clear sense of shape and pattern that leads to accurate responses. In contrast, their understanding of compositional ideas is underdeveloped. The majority of pupils have a good knowledge of fitness and health. They can explain basic safety principles in preparing for physical activity and know the effect that exercise has on their bodies.

209. Achievement is satisfactory overall in both key stages. It varies from good to unsatisfactory depending on the class, time provided and which aspect of the subject is being taught. The best lessons lasted for more than 30 minutes, identified a focused area for the work and provided

opportunities for repetition to improve control co-ordination and accuracy. One lesson that included only 13 minutes of activity was too short to make a significant impact on standards. Another failed to plan activities in a way that would make the work progressive.

210. Pupils enjoy their lessons and take satisfaction from improving their work. They enjoy the challenge of achieving new skills and being able to use them in different situations. They listen carefully to instructions, show perseverance when asked to repeat practices and co-operate well in pairs and small groups. One girl wanted to perform a forward roll down a sloping bench for the first time but was concerned about falling off the edge onto the floor. She was able to request and receive support from two other members of the group.

#### *Teaching and learning*

211. The quality of teaching varies from good to unsatisfactory. Within the limited range of activities observed 80 per cent of teaching was satisfactory or better. The most effective teaching is characterised by clear learning objectives supported by well-planned activities and appropriate resources. Class management, organisation and safety are strong features in all lessons. Most staff are secure in their knowledge and understanding of the subject to a point where they can ask questions that challenge thinking and move learning forward. In one lesson the teacher was able to demonstrate a forward roll and then 'pin-point' the key features of the skill on which the pupils should concentrate in order to improve. This immediately led to success and improved motivation. Conversely, where teaching is not satisfactory it is largely due to a lack of subject knowledge. In these situations demonstrations are used only to celebrate success, and more general comments like, "well done", or "that was good", fail to focus the attention of the class on those elements of the skill that the pupil was doing well. The pupils' ability to plan and evaluate their work was a positive feature in one lesson but generally this feature is missing from teachers' short term planning. Day-to-day assessment needs to ensure that provision is made for different ability groups and that lessons build on work that was undertaken previously.

#### *Co-ordination*

212. The role of the co-ordinator is under developed. Changes in responsibilities of personnel at Key Stage 2 has resulted in physical education being maintained as a subject rather than developed.

213. The current schemes of work need updating to ensure that the long- and medium-term plans provide a balanced, progressive and cohesive curriculum across both key stages. The work undertaken by outside providers to support and enrich the curriculum and extra-curricular activities in upper Key Stage 2 should be taken into consideration when updating the schemes.

214. Accommodation is good and well maintained. Sufficient space is available for indoor work but it is under-used. Outside, the grassed areas are too small and too badly worn for effective teaching of small-sided team games. Taking the school field out of operation while a new school is being built has had a negative impact on the quality and range of games that can be offered. The hard surface playground is in need of re-painting to facilitate its use for both playtime and curriculum games.

215. Physical education provision has broadly been maintained since the last inspection. However, in order to improve further the school should now:

- introduce monitoring and evaluation of teaching and learning to identify aspects of the subject where staff need further training to improve subject knowledge;
- improve long- and medium-term planning for balance and progression between years and across key stages;
- evaluate the curricular and extra-curricular support from outside providers;
- complete a full audit and produce an action plan to raise attainment that fits within the overall proposals in the School Development Plan;
- ensure that planning includes opportunities for day-to-day assessment and that this is used to inform teaching;
- make better use of the indoor accommodation; and
- investigate the various school sports programmes on offer from the Youth Sport Trust.

## RELIGIOUS EDUCATION

### *Standards*

216. Standards in religious education are good compared with the expectation expressed in the Salford Agreed Syllabus. Evidence from documentation, observation of lessons, scrutiny of pupils' work and discussion with pupils confirm that pupils' attainment overall is above national expectations. The pupils in both key stages have a good knowledge of Christianity and the other world religions they study. Pupils at the end of Key Stage 1 can retell Bible stories and know about the Christian festivals of Easter and Christmas. They know about Islam and can describe a mosque and people praying five times each day. Pupils at the end of Key Stage 2 are able to use their own belief and religious knowledge to compare the principles of Buddhism with that of Islam.

217. Pupils make good progress in the study of Islam, Christianity, Hinduism and Sikhism as identified in the scheme of work. Their enthusiasm to gain knowledge and interest in the subject makes them motivated learners. They have a very positive attitude towards learning about world religions and they are very willing and confident to ask questions and offer responses. This was clearly observed in a Year 5 lesson as they examined artefacts of the Sikh religion. They are quick to learn new information in lessons. Year 3 pupils who have been recently studying Judaism experienced a Shavuot ceremony in a simulated synagogue and clearly benefited from this enrichment of the curriculum.

218. The subject contributes greatly towards the pupils' spiritual, moral, social and cultural development. It teaches them to respect religious differences whilst drawing positively on the pupils' own cultural, family and religious backgrounds. Pupils have visited a local mosque but this good practice is not extended to other religious sites in the local area to enhance learning.

219. Pupils enjoy religious education and show a keen interest in learning about Christianity and the working of the Church. They also particularly enjoy learning about other world religions, showing a sensible attitude to the differences they find and surprise at the similarities.

### *Teaching and learning*

220. The quality of teaching is good at both key stages. Lessons are well prepared and planned from the Salford Agreed Syllabus. Teachers have secure knowledge and understanding of the subject. Pupils learn from clear explanations and the effective use of stimulating artefacts and other resources promote understanding of the various concepts being taught. Lessons show clear steps in learning. The curriculum is well balanced. Pupils in Key Stage 2 learn about people who have a Christian way of life - for example, in a Year 6 lesson pupils discussed sensibly about the lives of Mother Theresa, Maximillian Kolbe - drawing on their own knowledge well. Infant pupils learn about the main festivals of Christianity and famous Bible stories. For example, in a lesson about the Bible story of 'Feeding the five thousand' the teacher read the story well which captured the interest of the pupils and, afterwards, they were keen to talk about what had happened.

### *Co-ordination*

221. The enthusiasm and experience of the two co-ordinators at Key Stage 1 and Key Stage 2 is crucial in supporting all staff in their teaching. Good quality support materials have been prepared at Key Stage 1 and Key Stage 2 including story lists, worksheets and excellent boxes of artefacts for the world religions. However, the provision of books in both Key Stage 1 and Key Stage 2 libraries for religious education is inadequate in quantity for the number of pupils at each key stage. The co-ordinators attend relevant courses to further their own knowledge and understanding of the subject and the governing body have received an input from the co-ordinators on the new agreed syllabus. The new agreed syllabus and the weekly lessons are having a positive impact on the quality of planning, teaching and learning. Marking is of inconsistent quality and there is often too little response to the pupils' work.

222. The school has improved its religious education provision since the last inspection with pupils now attaining more highly. In order to improve further the school should now:

- extend the range of religious sites outside school visited;
- improve the library provision for religious education; and
- improve the quality and consistency of marking to help pupils know what next to do to improve.