

# INSPECTION REPORT

## **SUMMERVILLE PRIMARY SCHOOL**

Salford

LEA area: Salford

Unique reference number: 105889

Headteacher: Mrs J Flint

Reporting inspector: Mrs C A Gruen  
7559

Dates of inspection: 20 – 23 November 2000

Inspection number: 224269

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Summerville Road Salford
Postcode:	M6 7HB
Telephone number:	0161-736 4814
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Appropriate authority:	The Governing Body
Name of chair of governors:	To be appointed
Date of previous inspection:	18 – 21 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs C A Gruen 7559	Registered inspector	Art and Design Special Educational Needs	What sort of school is it? How high are standards? How well are pupils or students taught? How well is the school led and managed? What should the school do to improve further? Other specified features.
Mrs E Mills 13459	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils or students? How well does the school work in partnership with parents?
Mr K W Valentine 2277	Team inspector	Science Information and Communication Technology Design Technology	
Ms P A Flannery 11764	Team inspector	English History Equal Opportunities	
Mrs D Atkins 21993	Team inspector	Mathematics Music Religious Education	How good are the curricular and other opportunities offered to pupils or students?
Mr M J Morgan 3547	Team inspector	Under Fives Geography Physical Education	

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

### **INFORMATION ABOUT THE SCHOOL**

Summerville Primary School is situated in an inner city area of Salford serving two main housing estates including both privately owned and council property. The area is subject to problems of anti-social behaviour, vandalism, violence, alcohol and drug abuse and a significant level of crime and disorder. These problems have become exacerbated as the school's community has become isolated from the main conurbation as a result of road systems. The school has 262 pupils on roll, between 3 and 11 and there is a significant amount of pupil mobility. The number on roll has reduced since 1997 due to families moving to outer city areas. 21 full-time pupils currently attend the 39 place nursery. 38% of pupils are eligible for free school meals, there are 21 pupils with English as an additional language and 36% of pupils have special educational needs (SEN). All these indicators of social circumstance are above the national average. The school also experiences problems with attendance, and exclusions are above the national average, although similar to the LEA average. Pupils enter the nursery with well below average attainment which, by the time they enter school, has improved, but is still below average.

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

The school does a good job in difficult circumstances. It develops good attitudes and behaviour in its pupils, and relationships are a strength of the school. The school provides a broad, balanced and relevant curriculum. Teaching is consistently good in all age groups. Pupils make good progress although results in the statutory tests for 11 year olds are below average. Pupils with SEN are very well supported and classroom support staff are effective in helping pupils learn. The school works well with parents and provides them with good information about the curriculum and about their children's progress. Despite this, some pupils do not achieve their full potential. There is evidence to suggest that the personal and social circumstances of some of these pupils hinder their capacity for learning. The school's greatest challenge is to identify this underachievement at an early stage and establish programmes to accelerate the learning for these individuals. This will require even more imaginative teaching if those pupils are to achieve higher standards. The full support of parents for their children's learning, both at school and at home will also be needed. Standards in information and communication technology (ICT) also need to be raised. The leadership and management has changed very recently and a good foundation for future development is being established. The school gives sound value for money.

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

- Teaching is good across the school and is strengthened by clear objectives for lessons.
- There are very good arrangements for promoting positive attitudes and good behaviour in pupils.
- Children with SEN are very well supported.
- Classroom support staff are effective in helping pupils learn.
- Reports to parents and information about the curriculum are good.
- Relationships are a strength of the school and provision for pupils' social development is very good.

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

- Tackling underachievement for those pupils unlikely to reach their full potential without extra help.
- Strengthen the already good teaching through the provision of activities which further enrich pupils' learning
- The standards attained and the curriculum provision for ICT.
- The school's partnership with parents in supporting their children's learning in and out of school.

*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. Since the last inspection standards at the end of Key Stages 1 and 2 in English, mathematics and science are little changed and improvements in national test results have been below the average rate. The standards attained in other subjects of the curriculum, except ICT, are broadly average as reported in the last inspection. Standards in ICT remain well below average. Provision for the subject has improved significantly and this has resulted in improvements in the quality of learning for pupils within both key stages.

Very good progress has been made on both the Key Issues identified in the last inspection report. There are now clearly defined criteria to identify pupils with SEN. These are published in the school's policy and known to all staff. Individual Education Plans (IEPs) for pupils with SEN identify clear objectives and actions for the teaching of these pupils. Training for the diagnostic assessment of pupils has taken place and now, due to staff changes, a second programme of training is planned.

The objectives which underpin teachers' short term planning are now exceptionally clear and form the basis of assessment and further modifications to the teaching. The consistency of short term planning for lessons has brought about improvements to teaching which is now consistently good. During the last inspection 15% of teaching was judged as unsatisfactory.

The support for pupils with SEN, teachers' short term planning and the consistently good quality of teaching are now strengths of the school.

Co-ordinators' roles have become more sharply defined and appropriately focused on monitoring since the last inspection. The good links with the community identified in the last inspection have been sustained. The quality of communication with parents has been strengthened, particularly with regard to information about the curriculum and pupils' progress. Reports to parents are much improved and are much appreciated.

Good improvements have been made since the last inspection, particularly with regard to the Key Issues in the previous reports, as well as other aspects of the school's work. Further improvements to the standards achieved by the end of Key Stages 1 and 2 are needed.

## 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	
	1998	1999	2000	2000	
English	B	E	D	C	well above average A above average B average C below average D well below average E
mathematics	A	E	D	C	
science	A	D	D	C	

Standards of attainment in reading, writing and mathematics at the end of Key Stage 1 are well below the national average and very slightly below the average for similar schools. In science, teacher assessments show performance to be in line with national averages. By the end of Key Stage 2 the standards attained in English, mathematics and science are below average, however, most pupils attain level 4 (the national expectation) and, overall, the results are in line with those of similar schools.

At the end of Key Stage 2 however in relation to pupils' prior attainment, performance is well below average. Some of the pupils who took their Key Stage 2 tests at Summerville in 1999 and 2000 did not



do as well as might be expected from their Key Stage 1 results. The school's main challenge is to identify and address the needs of pupils who are not fulfilling their potential. The school's improvement rate for results over time is below the national trend at both key stages. Good standards of work were observed in the inspection week in scientific investigations, spelling strategies and mental mathematics. Standards in ICT are a weakness. The school's targets have been exceeded in previous years. Although the school's statutory targets in English and mathematics for 2001 were not sufficiently challenging, the revised figures and those for the Year 2002 do have an appropriate level of challenge.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils show interest in and enthusiasm for their learning.
Behaviour, in and out of classrooms	Good: pupils behave responsibly in both formal and informal situations.
Personal development and relationships	Good: pupils show good levels of personal responsibility and social skills; relationships are very good.
Attendance	Despite the school's very good systems for promoting attendance, rates remain below average.

Pupils' good attitudes and, in some cases, exemplary behaviour contribute towards effective learning. The school's emphasis on developing social skills and valuing pupils, parents and staff creates a good sense of community.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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 across the school is good. Of the 66 lessons observed, teaching was judged as satisfactory in 39%, good in 52% and very good in 9%. There was no unsatisfactory teaching seen. Good short term lesson planning with clear objectives is a strength of the school and enables pupils and teachers to have a good understanding of what they are doing. Work is well matched to pupils' abilities and the teaching of pupils with SEN is particularly effective in meeting their needs. Classroom support staff are well deployed and effective in tailoring the learning experiences to the needs of individual pupils. Pupils show high levels of motivation and respond particularly well to the many opportunities offered for practical and investigatory work. Particular strengths are pupils' co-operative work and their ability to work independently.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum provides a broad range of relevant learning opportunities for pupils in all age groups, although weaknesses remain in ICT.
Provision for pupils with special educational needs	Very good: pupils with SEN are very well supported, their progress is rigorously monitored and work is well planned.
Provision for pupils with English as an additional language	Sound, pupils with English as an additional language are well supported enabling them to take full part in the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: provision is good for pupils' moral and cultural development, very good for social development and sound for spiritual development. More planned opportunities for spiritual experiences could be provided.
How well the school cares for its pupils	The school knows its pupils and their circumstances extremely well. They are well cared for and monitoring procedures are good. Good behaviour is well promoted.

The school works very hard to involve parents in their children's learning and although response is mixed the school is rightly committed to extending parental links. The school offers a broad and balanced curriculum, planning is a strength and there have been improvements in the organisation of the curriculum for children under five since the last inspection. Work is taking place to improve the ICT curriculum. There are effective systems for pupils' welfare and support and the school takes good care of its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher and the deputy head, both very recent appointments, have established a foundation for future development. Co-ordinators lead their areas well. The new leadership should now set a vision and direction which focuses on tackling underachievement.
How well the governors fulfil their responsibilities	The governing body has a good grasp of the school's target setting processes and asks appropriate questions to monitor the school's progress towards its targets. It has a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	There are strong and thorough processes in place to monitor standards and pupils' academic progress. The use of this information to inform future practice is less effective.
The strategic use of resources	Good use is made of resources. Significant improvements have been made in the resourcing of ICT. Despite the recent relocation of the school library, further improvements are still needed.

The very recently established senior management team has worked effectively to assess current needs as well as to embrace and extend some strong aspects of the previous leadership. Relevant priorities are beginning to emerge. Governors are well informed and offer appropriate support and challenge. The school's process for prioritising through its development plan needs to improve and vision and direction need to be focused on tackling underachievement and raising standards. Whilst the school's processes broadly adhere to the principles of best value, further training should take place with staff and governors.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents are very supportive of all aspects of the school's work, in particular they feel that:</p> <ul style="list-style-type: none"><li>• the school is good at helping children become mature, responsible and well behaved;</li><li>• teaching is good;</li><li>• children make good progress.</li></ul>	<ul style="list-style-type: none"><li>• No specific concerns have arisen, although some parents would appreciate a wider range of activities outside lessons.</li></ul>

The inspection team agrees in the main with the views of parents, particularly the school's effective approach to promoting positive attitudes to learning, a sense of responsibility and good behaviour. Most pupils make satisfactory or good progress, but some could achieve higher standards. This is recognised by the school and is the main focus for improvement recommended by this inspection. Inspectors judge the range of extra-curricular activities to be good.

## **PART B: COMMENTARY**

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

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

- 1 Standards in Key Stage 1 are below average in reading, writing and mathematics and average in science. Standards in Key Stage 2 are below average in English, mathematics and science.
- 2 The results of the 2000 national tests taken by seven year olds at the end of Key Stage 1 were well below the national average in reading, writing and mathematics. When compared with the similar schools to Summerville results are very slightly below the average for these schools. Teacher assessment shows attainment in science to be in line with the national average. Pupils enter the nursery with low levels of attainment which are much improved by the time they reach the reception class. Attainment on entry to Reception is below the national average and broadly in line with the average for the LEA. Pupils make good progress in Key Stage 1 and much of the work seen during the inspection was of an average or better standard. The school's rate of improvement in its Key Stage 1 results, however, is below the average rate. Writing, in particular, is an area in need of significant improvement.
- 3 The results of the 2000 national tests taken by 11 year olds at the end of Key Stage 2 show the percentage of pupils achieving the nationally expected level (level 4) to be at the national average in mathematics and science, but below it in English. The percentage of pupils at Summerville attaining higher levels, however, was below the national average in English and mathematics and well below it in science. Taking all of this into account, the overall performance indicated by the tests was below average in all three subjects. The school's results are in line with the average for similar schools. This was borne out by work seen during the week of the inspection which was judged to be broadly average or below in relation to the age group, with very little above average attainment seen.
- 4 The school's rate of improvement in Key Stage 2 is below the national rate. Most pupils however make sound progress both in lessons and across the key stage, going on to achieve the nationally expected level in the national tests. It is clear however that some of the pupils who took the national end of Key Stage 2 tests at Summerville in 1999 and 2000, did not do as well as their Key Stage 1 results would suggest. This indicates a degree of underachievement for some pupils.
- 5 The school will need to consider a number of actions to counteract this underachievement. There is a need to identify underachieving pupils at an earlier stage. A review of the areas of weakness in their work needs to be carried out and targeted teaching provided to enable these pupils to catch up.
- 6 Most children start in the nursery with poorly developed skills in using spoken language and in listening attentively. Early assessment of the children shows up these limitations. However, children make good progress and on entry to the reception class, whilst attainment is still below average, most children have made considerable gains in their learning. By the end of Reception, most children will have attained the Early Learning Goals in all but language and literacy and some will have surpassed them.
- 7 In English, many pupils arrive at school with limited speaking and listening skills and struggle with formal language, although by the end of Key Stage 2 the most able can offer extended comments and explanations. Pupils make sound progress in reading and gain a good range of strategies. Writing across the school is well below average and has been identified as a clear area for improvement.
- 8 There are examples of literacy being used well in other subjects. Pupils, for example, are able to re-tell religious stories, engage in role play and write letters.

- 9 In the mathematics lessons seen pupils were working at a level which was generally appropriate for their age and ability. Pupils make sound progress in computation and mental mathematical skills are developing.
- 10 There is little evidence of numeracy being used well in other subjects although pupils working in ICT on spreadsheets were effectively applying computation skills.
- 11 In science pupils show sound knowledge and understanding. They make good progress in their experimental work, and older pupils engage in a range of practical work using scientific skills including planning, predicting and fair testing.
- 12 Standards in ICT are well below average by the end of Key Stage 2. Whilst the school has taken steps to increase its resources for ICT, and now provides a computer room and extra-curricular activities, there has been little improvement in attainment for the majority of pupils since the last inspection. Important parts of the National Curriculum including control and use of the internet are not taught. Pupils are achieving average standards in word processing and graphics.
- 13 Standards in religious education are in line with the expectations set by the LEA's Locally Agreed Syllabus.
- 14 Standards in all the other subjects of the curriculum are broadly average in both key stages with the exception of design and technology at Key Stage 2 and some aspects of physical education at Key Stage 1 which are both below average.

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

- 15 Pupils have positive attitudes to school. They concentrate well and show initiative and enthusiasm in their lessons. During the inspection some good examples were seen of pupils working well together and working independently. They listen well to each other and to their teachers. A few pupils lack confidence but most are willing to offer their own ideas and explain their reasoning when required. They are keen to answer questions and take an active part in lessons.
- 16 High standards of behaviour were observed both in lessons and around the school. Although the school has some pupils with challenging behaviour, this is managed very well and results in a calm and purposeful working environment where there is mutual respect between staff and pupils. Pupils know the school rules and mostly abide by them. They appreciate the school's 'marbles' system for rewarding positive behaviour.
- 17 Relationships in school are very good. Pupils quickly become accustomed to school routines. Teachers encourage pupils to take responsibility and they respond well to this. Older pupils act as monitors, taking their duties seriously and carrying them out diligently. Parents are very pleased with the way in which the school helps their children to become mature and responsible.
- 18 Despite the considerable efforts of the school to encourage and to monitor attendance, rates remain slightly below those achieved nationally. There are a few persistent latecomers but in general pupils are prompt to school and lessons begin on time.

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

- 19 Teaching is good across the school. All of the 66 lessons observed were sound or better. In 76% of the lessons in Key Stage 1 teaching was good or very good and in 53% of the lessons in Key Stage 2 teaching was good. No unsatisfactory teaching was seen.
- 20 Teaching across the Foundation Stage is generally good. There is some very good teaching in the reception class. The teachers' planning shows a thorough grasp of the Foundation Stage curriculum which is built on a clear understanding of how young children learn. The detail and forethought in this planning is contributing well to the progress being made by children in both the nursery and the reception class.

- 21 The consistently effective teaching in Key Stages 1 and 2 is underpinned by good planning and very clear learning objectives which are shared with pupils. This enables them to understand the purposes of lessons. The need for clear learning objectives in lesson planning was a Key Issue in the last inspection and the school has brought about significant improvements. This common approach to planning helpfully supports teachers in offering appropriate challenge in all subjects. The clear objectives in art and design and music, for example, enable non-specialists to provide rigour and knowledge in these subjects. The school takes account of the different ways pupils learn and offers a large proportion of practical and exploratory work, for example, in science and art and design where pupils engage in practical activities with confidence.
- 22 Activities are well matched to pupils' abilities. Groups of pupils are often presented with tasks pitched at different levels and teachers skilfully adjust the level of their questioning to meet the needs of individuals or groups. Classroom support staff play a vital role in ensuring work is presented at the right level for individuals. They are well briefed and effective in clarifying information or instructions. They offer good support through questioning and encouraging responses to individual learners, including those with SEN. There are occasional instances of lack of challenge, for example, where teachers' explanations dominate at the expense of allowing pupils to develop their own full response.
- 23 The teaching of pupils with SEN in the mixed-age classes is particularly effective in ensuring well matched work. Activities are often tailored to the needs of individual pupils with SEN. Care is taken to make evaluative notes about the progress of individual pupils towards their specific targets.
- 24 Resources are well used and care is taken to relate ideas and activities to the pupils' own experiences. In one of the lessons observed for example, some religious artefacts were well used in teaching the ideas of baptism to make the work relevant and interesting. With a few exceptions, pace in lessons is generally good.
- 25 Classroom routines and expectations for pupils to manage their learning are appropriate. Where pupils do occasionally offer challenging behaviour this is extremely well managed.
- 26 The school is implementing the national strategies for literacy and numeracy well. Literacy hours and daily mathematics lessons are well planned and structured, and take full account of the programmes of study in the national frameworks. Particular strengths are the good use of a variety of appropriate texts and mental mathematics sessions.
- 27 Assessment of pupils' work on a day-to-day basis is sound. Teachers keep effective records of progress. Feedback, especially oral, is both analytical and positive, serving to identify next steps as to well as encourage pupils and value their work.
- 28 In summary, teachers use a wide range of strategies to provide a variety of learning opportunities tailored to the needs of pupils. There is a high level of consistency in teaching across the school. A challenging next step for the school will be to strengthen the already good teaching by the provision of activities which further enrich pupils' learning.

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

- 29 The school provides a broad and balanced curriculum, which includes all the subjects of the National Curriculum and religious education. All statutory requirements are met. The provision for religious education is in line with the Salford Locally Agreed Syllabus, (1998).
- 30 Sound strategies are in place to underpin the teaching of literacy and numeracy, and appropriate time is given to these priorities. There have been improvements since the last inspection in the planning and organisation of the curriculum for children under five in line with the requirements of the Foundation Stage.
- 31 The curriculum for children under five is good and takes account of the Foundation Stage of

## Learning and the Early Learning Goals.

- 32 The school has good policies and schemes of work. Medium and short term planning is good across all subjects. Learning objectives are much clearer since the last inspection and are effectively used for evaluating and assessing pupils' work.
- 33 Provision for pupils with SEN was a Key Issue in the last inspection. Provision has significantly improved since then and is now a strength of the school. There are improved procedures to assess the needs of pupils with SEN. Support staff are highly effective in providing help for individual pupils with statements, and also in working with groups in classes. The provision of two small mixed-age classes provides a very good level of adult support for pupils with SEN. These classes have a calm and quiet working atmosphere, and an appropriate learning environment for pupils who need a clear structure with minimal distraction. Provision is now very good.
- 34 The school makes good provision for the development of pupils' personal, social and health education (PSHE). The foundations for pupils' social development are well established in the nursery and in the reception class. Pupils' awareness of a healthy and safe lifestyle is well taught throughout the school. For example, the Life Education Caravan visits the school annually and there is also a 'healthy eating shop' available at morning break. Sex education and drugs awareness are included in the school's science and health education curriculum.
- 35 A very good range of regular visits to places of interest informs the curriculum. For example, pupils in upper Key Stage 2 visit Styal Country Park as part of the history and geography curriculum.
- 36 There are also frequent visitors to the school who provide an effective curriculum resource. These include representatives of local services and the church. The local vicar contributes much to collective worship and encourages a good sense of community.
- 37 The school continues to provide a good range of extra-curricular activities, which successfully enrich the curriculum. There is a variety of out of school clubs. A computer club has been introduced since the last inspection.
- 38 The school makes good use of the local community. This makes a positive contribution to pupils' learning. Examples include the local Business Education Partnership which has helped to introduce 'reading supporters', volunteers who listen to children reading on a regular basis and the Salford Reds rugby club coaching.
- 39 Links with local schools are effective. There is good liaison with the High School through performances of music and drama, visits to the school by Year six pupils before transition and links related to the science curriculum made by Year six pupils.
- 40 The school ensures that pupils have equal access to the curriculum and other learning opportunities.
- 41 Overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for spiritual development is satisfactory. Collective worship provides opportunities to celebrate and share success. Time is given for quiet periods of reflection. There are links with local churches and other places of worship. Few lessons, however, offer sufficient opportunities for pupils to make spiritual responses.
- 42 Provision for moral development is good. It is reinforced consistently through the school's expectations in its daily life and in classroom practices and routines. A positive discipline system is in place and pupils are aware of both rewards and sanctions.
- 43 Provision for social development is very good. Relationships between adults and pupils are a strength. Pupils are given opportunities to act as monitors, prefects and as house captains. Pupils' views are taken into account in the setting up of class rules and rewards, and in the reviewing of the discipline and rewards systems.



- 44 Provision for cultural development is good. Through religious education, the history and geography curriculum, good opportunities are provided for pupils to learn about lands and cultures which are different from their own. The LEA Music Support Service provides opportunities for pupils to learn about various musical instruments. The extent to which the school addresses a variety of different religious and cultural backgrounds needs to be strengthened.

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

- 45 The school has effective systems to ensure pupils' welfare and to support them in their learning. Appropriate policies are in place and these are implemented efficiently. The school takes good care of its pupils. All adults in the school know pupils well and are aware of their personal circumstances, dealing sensitively with children when they are unwell or upset. The programme of personal, social and health education provides effective support and advice for pupils in dealing with issues such as bullying and in promoting good relationships, co-operation and the raising of self-esteem.
- 46 Supervision during breaks and at lunchtime is well organised and of high quality. Staff play games with children and behaviour in the school's large playground is well managed. The school has recently reviewed its behaviour and discipline policy, placing greater emphasis on encouraging and rewarding good behaviour. This is consistently applied, clearly understood and appreciated by pupils and parents, and has a positive effect on the school. Parents agree that any instances of bullying are dealt with swiftly and efficiently.
- 47 The school has made good progress since the last inspection in improving its assessment and monitoring of pupils' academic performance. It is using assessment well to guide planning. The academic progress of pupils under five is carefully monitored and well recorded. Work is then tailored to meet their needs. At both key stages, a comprehensive testing programme is appropriately used to measure progress in reading, writing and mathematics. The results of these are well used to inform future work. Thorough records are kept of academic progress. At Key Stage 2 pupils are aware of their own targets.
- 48 The IEPs for pupils with SEN or those who have English as an additional language, are available in classrooms and well known and used by classroom teachers and teaching assistants. Good progress has been made in this respect since the last inspection. Teachers have a very good knowledge of individual pupils and their personal development. They work hard to meet individual needs. The school has also begun to effectively target groups of pupils for support, including those with insecure literacy at the end of Key Stage 1. Additional Literacy Support Assistants provide effective support to these groups.
- 49 The school monitors attendance very carefully, both at whole-school level and on an individual basis. Registers are accurately completed and any concerns noted and acted upon.

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

- 50 Parents who expressed a view of the school are very supportive and feel confident that the school is working well and that their children are making good progress. They feel that teaching is good and are especially happy with the way in which the school helps pupils to become more responsible.
- 51 The school works very hard to involve parents in their children's learning. Information provided by the school is very good. Parents are provided with sufficient detail about what their children are doing in lessons and about their progress. Effective consultation evenings are provided each term and annual written reports are good, providing parents with clear information on strengths, weaknesses and targets for improvement. Helpful meetings are held to explain educational issues such as literacy and numeracy, and parents are given guidance in helping their children at home.
- 52 A group of committed parents and friends of the school provides very valuable help in and around

the school. They assist very effectively in lessons, acting as classroom assistants, and also on out of school visits. The Friends Association holds fund-raising and social events which are well supported.

- 53 However, the number of parents who respond to the school's request for support is limited. Attendance at consultation evenings is low except for nursery and reception children. Few parents sign home/school reading records. A number of parents do not ensure that their children attend school regularly and arrive on time. The school recognises the need to enlist the support of more parents and has already begun to introduce measures to strengthen the partnership with them.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 54 The school's senior management team is very recently established. The headteacher, deputy headteacher, chair of governors and vice chair of governors have taken up their positions within the last two months. The headteacher's initial analysis has accurately identified the school's strengths and weaknesses and relevant priorities including the development of pupils' writing, the use of intensive learning programmes for some pupils and greater involvement with the community and parents, are beginning to emerge. This analysis provides a good foundation for the future leadership and direction of the school.
- 55 The draft school development plan, produced before the recent leadership and management changes, involved all staff and reflects the careful curriculum audits carried out by subject co-ordinators. However, it does not sufficiently prioritise areas for improvement and lacks a clear focus. The school aims are reflected in every day practice, but they are too broad and do not focus sufficiently on pupils' attainment. The headteacher is ably supported by the deputy head who has a clear role and purpose in the school. The role of subject co-ordinators has been significantly strengthened since the last inspection. Clear expectations have been set for co-ordinators to lead, manage, monitor and evaluate their subjects and this is evident in practice.
- 56 The governing body, particularly the recently elected chair and vice chair, have a clear view of the school's strengths and weaknesses, and maintain good oversight of the work of the school. Governors implement designated responsibilities well, particularly in the areas of literacy and target setting. They have engaged in appropriate training and statutory responsibilities are met.
- 57 The school's systems for monitoring are strong. The previous headteacher monitored teaching regularly and co-ordinators also have a role in monitoring the teaching of their subjects. This system is to be continued and strengthened. Teaching is also monitored through planning and work samples. Behaviour, attendance and attainment are thoroughly monitored. The extent to which this information is used to evaluate and develop teaching and learning is more limited, although the quality of teaching overall has improved since the last inspection. There are some instances of underachievement by some pupils when their Key Stage 2 national test results are considered in relation to their previous achievements at Key Stage 1. It is crucial that this information, which has been recognised at management level, is now used to identify such potential underachievement at an early stage and that action is taken to address it.
- 58 It is now essential that the senior management team with governors sets a clear vision and direction for the school which clearly focuses on enhancing pupils' progress and raising standards.
- 59 The school makes good use of its resources. The previously substantial budget surplus has been reduced, and great care is now needed to ensure that an adequate reserve is maintained. Money has been well spent on ICT resources, and this decision has resulted in a marked improvement in the quality of learning in this subject. Very good use is made of classroom assistants and volunteers who help classteachers.
- 60 The school attempts to achieve good value in the use of resources. However, leadership and management has yet to become fully informed about how to achieve best value in all aspects of the working of the school. For example, the school does not regularly evaluate its performance in the light of what has been achieved in comparison to costs. This is an area for development.
- 61 The staffing of the school is good. The quality of teaching is good and co-ordinators are effective

in their roles. Teaching and learning is greatly enhanced by the number and quality of classroom assistants and volunteers.

62 The accommodation is good: it is spacious and of good quality. It allows for specialist requirements, such as the computer suite and music room. Improvements have been made in the location of the library, but this accommodation still does not meet the needs of the school.

63 Although learning resources are generally good, further improvements are needed in the resourcing of ICT. This will involve the introduction of an Internet connection and more computers. There is also a need for software which facilitates work on control, and allows for the application of work in ICT in other subjects. Plans are in hand to secure these improvements.

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

64 In order to improve the effectiveness of the school, the headteacher, governors and staff should:

- **Tackle the potential underachievement of some individual pupils (paragraphs 4, 5, 73, 83, 93) by:**
  - identifying at an early stage pupils who are unlikely to achieve their full potential;
  - reviewing the areas of weakness in their work;
  - providing targeted teaching aimed at helping these pupils catch up.
- **Strengthen the already good teaching through the provision of activities which further enrich pupils learning (paragraph 28) by:**
  - reviewing, on a phased basis, the quality of activities offered to pupils in individual subjects;
  - establishing a programme to achieve further improved teaching in selected subjects each year;
  - commissioning and using rigorous external evaluation and training to inform the review;
  - challenging the school's practice by seeking information on best practice elsewhere.
- **Improve standards of attainment in ICT in Key Stages 1 and 2 (paragraph 63) by:**
  - further increasing hardware resources;
  - provision of software to facilitate work on control;
  - gaining connection to the internet;
  - securing further use of ICT within the teaching of other subjects.
- **Strengthen further the partnership with parents with particular reference to involving more parents in supporting their children's learning in and out of school (paragraph 53) by:**
  - implementing current ideas on a family learning project;
  - strengthening existing home-school agreements; in particular encouraging parents to use and sign home-school reading cards.
- **Other issues which should be considered by the school**
  - Increasing the opportunities for pupils' spiritual development (paragraph 41);
  - Improving the provision for multicultural education (paragraph 44).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	89

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	52	39	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	244
Number of full-time pupils eligible for free school meals	0	100

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	78

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	29

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	11
	Girls	11	11	10
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	71 (80)	75 (89)	75 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	12	12
	Girls	11	11	13
	Total	19	23	25
Percentage of pupils at NC level 2 or above	School	68 (83)	82 (89)	89 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	16	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	19
	Girls	10	10	13
	Total	26	26	32
Percentage of pupils at NC level 4 or above	School	70 (59)	70 (56)	86 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	18
	Girls	11	10	11
	Total	24	25	29
Percentage of pupils at NC level 4 or above	School	65 (59)	68 (56)	78 (83)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	13
Bangladeshi	0
Chinese	0
White	225
Any other minority ethnic group	3

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	1
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	22
Average class size	27.1

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

Total number of education support staff	10
Total aggregate hours worked per week	211.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	22
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	546,549
Total expenditure	548,999
Expenditure per pupil	1,933
Balance brought forward from previous year	35,578
Balance carried forward to next year	33,128

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	105

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	3	3	3
My child is making good progress in school.	63	36	6	0	0
Behaviour in the school is good.	48	42	9	0	0
My child gets the right amount of work to do at home.	48	42	9	3	3
The teaching is good.	72	27	6	0	0
I am kept well informed about how my child is getting on.	42	48	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	30	0	6	0
The school expects my child to work hard and achieve his or her best.	90	9	6	0	0
The school works closely with parents.	45	54	3	0	0
The school is well led and managed.	69	24	0	0	0
The school is helping my child become mature and responsible.	66	36	0	0	0
The school provides an interesting range of activities outside lessons.	48	27	9	6	12



## **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**

65 At Summerville there are children under five in the nursery class and in the reception class. There is full day provision for the children in the nursery. Children transfer to the reception class at the beginning of the school year in which they become five. The nursery is situated in a detached unit, originally designed for 40 children, but at present containing only half that number. Staff use the accommodation well.

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

66 Nursery staff give a high priority to the development of children's personal and social skills and from the start, establish routines which include taking responsibility for everyday tasks such as washing up their paint equipment and tidying away resources and equipment. In small-group times, children respond well to Circle Time and are able to talk about their feelings and why it is important to share and to take turns. The children co-operated well in playing in pairs and in groups. Children show a considerable care for each other in the reception class and are enthusiastic learners. When asked to work in groups, they organise themselves very well.

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

67 Many of the children in the nursery have limited skills in spoken language and equally find difficulty in listening attentively. Teaching focuses appropriately on developing pupils' talk by providing lively learning activities where talk is encouraged and every opportunity is taken to increase the children's vocabulary. For example, the two role-play areas on the theme of space travel provided stimulating opportunities for children to use language, as well as have conversations about travel. This role play successfully enables children to use language with more confidence. Children vary in the extent to which they understand that text carries meaning, but many love books and stories. Both nursery and reception classes use elements of the Literacy Strategy really well. In the nursery, text is shared effectively with the whole group to foster skills of prediction. In the reception class, the teacher and classroom assistant work very effectively as a team in providing a literacy session in which pupils and adults model the story in the shared text. This was a very good example of teaching and engaged children very well indeed in bringing the text to life by tapping into their own experiences. Reception class children are making good progress in recognising words and simple phrases, in initial letter sounds and in writing some familiar words. Most are well on track to reach the Early Learning Goals.

#### **Mathematical development**

68 Attainment in this area of learning in both the nursery and the reception class is good. This is in part due to good planning by both teachers. They incorporate mathematical thinking and the use of mathematical language into many learning situations. For example; counting forwards and backwards in the 'space travel' setting as the rocket prepares for take-off, classifying shapes into types, and singing counting songs such as the 'flying saucers' where one child must drop out after each round. Children show a good awareness of order and both nursery staff use every opportunity for counting and using mathematical terms. In the reception class, the teacher incorporates aspects of the daily mathematics lesson into her planning. Children can count around the group confidently to 24 - and some beyond that. Some good focused teaching observed on three-dimensional shapes really intrigued the children, and showed how well they could effectively describe the shapes using everyday language, only a step away from accurate mathematical terms.

#### **Knowledge and Understanding of the World**

69 The nursery children have limited general knowledge. Staff promote pupils' natural curiosity well

and provide resources which help them to investigate and talk about a variety of topics. There are well-planned opportunities for children to explore sources of light such as torches, to consider reflection and enjoy finding out about sun, moon and stars. This is strengthened through role play. In the reception class, teaching effectively provides stimulus for observation and discussion, for example, in a very successful session on plant bulbs and growth. This session gave rise to much talk about the original planting, being 'in the dark' and how plants need water and light. Nursery children are encouraged to use the cassette player for their counting rhymes and most can operate it efficiently. They are experienced in using the mouse for control on the computer screen. In this area of learning, the more able children in the nursery need further challenge, along the lines of taking more responsibility for planning and reviewing their choice of activity.

### **Physical development**

- 70 Outdoor activity is a daily part of learning in the nursery and very well planned by the staff. They link indoor aspects to outdoor ones wherever possible and allow for children to choose an outdoor activity as part of their programme. Children show growing skill in controlling pedal vehicles and in simple throwing and catching. An outdoor session in the rain allowed for children to walk against the wind with their umbrellas and talk about how it felt. They can run, jump and turn with reasonable skill. In the reception class, children have already developed their skills in responding creatively to music and to controlling their movements with regard for tempo and mood. The children have real enthusiasm for movement and this is another area where they are ready for further challenge in refining and improving the quality of their movements and the ways in which they put movements together.

### **Creative development**

- 71 Nursery planning provides daily opportunities for children to experience using a range of materials for creating patterns and pictures. They mix shades of paint efficiently from powder colours and apply it with confidence and expression.
- 72 From limited skills on entry, they handle scissors and other tools well. In reception, these skills are developing quickly. The confidence gained in the nursery can be seen in the lively pictures and portraits in the classroom. Music is a strong feature of both year groups and songs and rhymes feature prominently in much of the activity.

### **ENGLISH**

- 73 Standards of attainment in English are well below average at the end of Key Stage 1 and below average at the end of Key Stage 2. Outcomes from the results of the national Key Stage 1 tests in 2000 were well below the national average. Results of the national tests at the end of Key Stage 2, show attainment to be below average. The improvement trend over time is below the national rate. In comparison to similar schools, the Key Stage 1 results are just below average. Results are broadly in line with similar schools at the end of Key Stage 2. Some pupils taking national Key Stage 2 tests in 2000 did not achieve as well as might have been expected from their results at the end of Key Stage 1. There is no significant difference in the attainment of boys and girls.
- 74 Standards in many lessons seen were below the national average. In speaking and listening, many pupils have a limited range on entry to the school, and in Key Stages 1 and 2 they struggle with formal language. When pupils are encouraged to speak out they are very keen to do so, and, by the end of Key Stage 2, the most able can extend comments, explain the rationale behind their opinions and develop their own questions.
- 75 In reading, pupils at the end of Key Stage 1 have gained a very good grasp of strategies to read including the effective use of phonic sounds. They also know the importance of reading for meaning and remind each other of this. Older Key Stage 2 pupils could give sensitive and coherent accounts of the opening chapter of 'The Railway Children', showing skills of explanation, inference and deduction. Less able readers at both key stages were successfully encouraged to

use simple techniques to read independently.

- 76 Writing is below average at the end of both key stages. Many middle attaining and lower attaining pupils lack confidence in their writing. In Key Stage 1, pupils are not able to apply their phonic knowledge and this hinders pupils' writing. Improved spelling strategies are, however, beginning to increase pupils' ability to write accurately. At Key Stage 2, some pupils in the middle attainment groups tended to avoid writing especially when working independently. Higher attaining pupils produced fluent and accurate writing across a range, of styles. Many can write in the style of different authors such as J K Rowling. Less-able pupils were well supported by classroom assistants at both key stages.
- 77 Teaching is good across the school. Teachers have high expectations of pupils and build positive and purposeful relationships. They have good subject knowledge and plan well from objectives shared with pupils. Assessment is effective. There is a good grasp of how to teach reading through shared text at both key stages. Pupils at the end of Key Stage 1, reading 'The Giant Jam Sandwich' joined in with expression and gusto. A good link was made to the story through the writing of accurate and useable sets of instructions for the making of the sandwich. At Key Stage 2 shared and guided strategies for reading are well used. The teaching of writing is sound but could be improved through using more creative ideas and contexts. Some exercises in the independent group work were rather dull, with an over-reliance on worksheets. In speaking and listening, good whole-class teaching included well-matched, open-ended questioning. However, the use of paired-work was limited, and pupils need to contribute more actively. There is a need to further develop and plan drama techniques to enhance opportunities for speaking and listening. Circle Time in PSHE is having a positive impact on speaking and listening.
- 78 Pupils attitudes are a strength. Very good behaviour, co-operation and consideration are shown in lessons. Pupils are highly motivated across the ability range and very keen to share their achievements.
- 79 English is well managed by the co-ordinator. Since the last inspection she has led positive developments in implementing the National Literacy Strategy. Resources have been appropriately developed although the library provision is inadequate. Helpful targets for improvement are set for individual pupils in Key Stage 2. Teaching will need focus specifically on extra support for underachieving pupils.
- 80 The school has worked hard to develop links across the curriculum, including using the humanities curriculum as an opportunity to develop literacy work on non-fiction. The pupils' visit to Styal Mill provided a good effective stimulus for writing in a range of styles. Teachers show a good awareness of the need to reinforce the teaching of basic skills in subject areas as well as in the literacy hour. In both a PHSE and history lesson, opportunities for developing speaking and listening in a structured way were effectively developed through Circle Time and the use of role play. The use of technical vocabulary is effectively developed across the curriculum.
- 81 Pupils who have English as an additional language achieve standards in line with their abilities. The school tracks attainment for all such pupils with care, and provides appropriate bilingual support for those who need it. In lessons pupils participate well, and are included in targeted questioning. There is good understanding of the need to challenge the most able learners, and the school has had some success in ensuring good outcomes for the most able.

## **MATHEMATICS**

- 82 Attainment in mathematics is below the national average at the end of Key Stages 1 and 2.
- 83 In Key Stage 1 the national tests in 2000 show pupils to be attaining well below the national average and for Key Stage 2 they show below average attainment although the number of pupils attaining the nationally expected level (level 4) at the end of Key Stage 2 is broadly average. Although many pupils make sound progress there is evidence of underachievement across the ability range. The school will need to address the issue of underachievement. Whilst results have fluctuated since the last inspection, the overall improvement rate is below average.
- 84 In lessons seen and in work observed, pupils are working to the appropriate level in the numeracy

- framework and in many lessons attainment is satisfactory.
- 85 By the end of Key Stage 1 pupils are able to do simple computation, for example they understand ordinal numbers to 10. They can work with coins involving small amounts, identify patterns in numbers and recognise odd and even numbers. They are also developing a knowledge of time in the context of their own experience.
- 86 In Year 3 pupils make sound progress in computation and are able to work with larger numbers. Some appropriate work on fractions was seen during the week of the inspection. Older pupils in Key Stage 2 engage in a reasonable range of mathematical work across the areas of number, space and measures. By the end of Key Stage 2, pupils have made progress towards the Year 6 objectives and are becoming competent in multiplication and division of numbers including decimals, percentages and ratios. They are able to tackle problem-solving and handle data appropriately.
- 87 The National Numeracy Strategy is being used effectively to provide a structured and systematic programme of work. The school has a clear policy for assessing, tracking and recording pupils' progress. Appropriate targets are set for pupils. They are tested regularly and the resulting information is used to inform planning and teaching. Because of the range of strategies in place to support pupils with SEN their progress is good.
- 88 Pupils' attitudes and behaviour are good in lessons. They listen attentively to their teachers, work with concentration and enthusiasm, and are developing good work habits and positive attitudes to learning. Throughout the school pupils are able to explain their methods of working.
- 89 The teaching of mathematics throughout the school is good. Planning is detailed, with clear and appropriate learning objectives. Lessons are well paced. Resources are effectively used. There is a good balance of direct teaching and questioning, with appropriate time for pupils to practise and develop their skills. Highly effective but unobtrusive support is given to targeted pupils. All pupils are challenged and working at an appropriate level for their age.
- 90 The implementation of the strategy has been effectively managed.

## **SCIENCE**

- 91 Standards of attainment in science are broadly average at the end of Key Stage 1 and below average at the end of Key Stage 2. Although the majority of pupils attain the nationally expected level (level 4) by the end of Key Stage 2, too few pupils attain higher levels than this.
- 92 In Key Stage 1 the National Curriculum assessment in 2000 showed pupils to be attaining average standards, and the observations made during the inspection confirm this. Pupils engage in a appropriate range of work and show sound knowledge and understanding. The standards achieved are helped through an emphasis on investigations, particularly when the work is presented as a challenge or problem. For example, in one lesson observed on the topic of forces the teacher challenged pupils to consider how hard they could push, and whether they could move the classroom wall. The whole class joined in an attempt to push the wall down. They did so with enthusiasm, and their learning and understanding were helped by the very clear result. Pupils are making good progress in their work in Key Stage 1.
- 93 At the end of Key Stage 2 the standards attained in the National Curriculum assessment in 2000 were below the national average. The results have changed little since the time of the last inspection and have not reflected the improvement nationally. Many pupils make sound progress in Key Stage 2, but a small number underachieve. An area of development in the teaching of science is to minimise this underachievement. This will involve careful tracking of pupils who show signs of underachievement. The area of weakness in such pupils' work will need to be identified and appropriate teaching provided to ensure that pupils catch up on the work.
- 94 In both key stages pupils show good attitudes and behaviour. When given the chance to contribute to discussion or engage in practical work they do so with enthusiasm. The progress pupils make in Key Stage 2 is helped by teachers' effective questioning of pupils and

encouragement for them to contribute answers.

- 95 Another strength in the teaching of science in Key Stage 2 is the emphasis placed by teachers on experimental work, and particularly the teaching of a good range of science skills. Pupils engage not only in observation and recording skills, but also in planning, predicting and fair testing. For example, in one lesson observed pupils enthusiastically discussed with the teacher how to test the strength of magnets. The questioning was well handled by the teacher and some pupils offered extended answers. The teacher was effective in drawing out a number of good ideas from pupils, and encouraged a range of suggestions about planning and fair testing. The pupils made good progress in the lesson because they had a clear understanding of what they were trying to achieve.
- 96 Overall, the quality of teaching of science is good and often very good. Teachers show good subject knowledge and they plan lessons well. Since the time of the last inspection the school has maintained a secure provision for science. Given the sound curriculum, based on national recommendations, and the good quality of teaching the challenge now, and area for development, is to counter the underachievement on the part of some pupils.

## **ART AND DESIGN**

- 97 Standards of attainment in art and design are in line with national expectations at both key stages.
- 98 Pupils gain increasing levels of skill as they move through the school in handling a good range of tools and equipment. They also handle media with increasing precision, learning, for example, from the earliest stage how to mix powder paint and refining its application as they become more self critical about the quality of their work.
- 99 Work in Key Stage 1 is strong on investigation and exploration where pupils are confident in experimenting with ideas and 'getting the feel' of a good range of mark makers, including pencils, crayons and chalk. Observational skills also develop appropriately.
- 100 In Key Stage 2, these skills are built on and pupils become good at collecting and using visual information such as photographs and artefacts to inform and inspire their work. There were good examples of pupils in Key Stage 2 using their imagination to convey visual images of feelings, emotions and relationships. They were able to talk, for example, about how physical gesture and facial expression can suggest moods and attitudes. Pupils are less good at evaluating their work, adapting and improving ideas and developing a personal style.
- 101 The expectation for every pupil to keep and use a sketchbook to record initial ideas, experiment with techniques and capture observations is good. In practice, however, the extent to which these sketchbooks are used by pupils as a dynamic learning tool is very varied and teachers need to have a clearer understanding of the purposes of using sketchbooks.
- 102 Pupils work with confidence and enjoyment. They listen well and show good attention to task. Pupils are able to make choices and decisions and become increasingly sensitive to materials, colour and composition. They co-operate well and many take responsibility for their own learning but as yet, the extent to which they are able to manage their work independently is not consistent in all classes. Pupils are well motivated and enjoy the practical aspects of art and design work.
- 103 Teaching is sound in both key stages. Planning for lessons is good with clear objectives which are reflected in practice. Explanations are clear and questioning is used well to develop pupils' thinking and understanding. Teachers offer well considered critical feedback to pupils about their work. The tasks set demand appropriate design decisions from pupils who are prompted to consider and reflect before making choices. In the lessons seen, teachers did not spend sufficient focused time with small groups of children to allow for sustained intervention. Expectations for independence were not consistent and there were some instances of lack of pace.
- 104 Teacher knowledge is good. The work of a range of artists is provided to model styles and approaches and finished pieces are well displayed and valued. Work has become less

prescriptive since the last inspection and there are better expectations for pupils to behave like artists.

- 105 There are good processes in place to monitor progress, including the requirement for every pupil to draw his or her shoe every year which provides an effective tracking device for observational and drawing skills. This has increased rigour in drawing work. The subject is well managed.

## **DESIGN AND TECHNOLOGY**

- 106 Standards of attainment in design and technology are about the national average at the end of Key Stage 1 and below average at the end of Key Stage 2.
- 107 In Key Stage 1 pupils undertake a reasonable range of work and show an average level of attainment in both designing and making. They take care in their work and in some cases the finish is particularly pleasing. Good examples of work seen during the inspection include tiles made by pupils in the Islamic tradition. These were not only well made but care had been taken in the painted finish. The overall products of this work were of good quality. Of equal quality of finish were letters pupils had made from clay with a paint and decorative finish. These were used on their coat pegs and show the pupils starting to make things for a purpose. Pupils are also constructing models with moving parts. There is evidence of pupils giving thought to the design of their products. Pupils are making sound progress in their work in Key Stage 1.
- 108 Further examples seen in Key Stage 2 included some engaging in work on making bread. Pupils joined in with enthusiasm in an evaluation of many different kinds of bread. They made a reasonable contribution to the discussion on the merits of different breads. Records of their evaluation were guided by a worksheet and they showed average ability in noting their ideas.
- 109 The construction of boxes by Key Stage 2 pupils for storing Christmas gifts involved pupils in testing their ideas before making the final product. The existing trial boxes are very simple in construction and pupils could make only limited comment in evaluating their work and how they might proceed. Older pupils had made models with moving parts. They were of simple design and construction. Although pupils have a clear idea of the intended use of the models the quality of construction was modest and there was no finish to provide a completed product. Pupils' evaluation of their work in Key Stage 2 is limited and restricts the progress pupils are making in the use of design notes. Pupils' overall progress in design and technology is unsatisfactory and standards of attainment are below average.
- 110 Pupils have positive attitudes to the subject and their behaviour is good. They participate with enthusiasm and are keen on practical activities.
- 111 The curriculum for design and technology is appropriate and teachers are effective in their planning and delivery of work. The teaching observed during the inspection was sound and sometimes good. In Key Stage 2 an area of development is to improve the teaching of design and technology to ensure more challenging tasks for older pupils, requiring them to develop their skills of design and evaluation. Products should be of good quality both in construction and finish.

## **GEOGRAPHY**

- 112 Standards of attainment in geography are in line with national expectations, and above average in some aspects in Key Stage 2.
- 113 By the end of Key Stage 1, pupils are gaining good skills in mapwork and are showing an appreciation of place. For example, they are able to draw good freehand maps of their route between home and school. They are aware of the more attractive features of the local area and how they can be spoilt by people's carelessness. Most pupils are able to identify the differences between their own locality and a contrasting place. A good example of this was seen in the imaginative postcards devised by pupils in Year 2 as if they had been written from a distant place. Because they have a clearly structured scheme of work, teachers are able to focus effectively on the key ideas for any one term's planning and this provides a lively programme.



- 114 In Key Stage 2, local and world maps figure prominently in pupils' studies and by the time they are 11, pupils are able to use maps of different scales competently to illustrate aspects of their work, for example, the extremes of climate in some parts of the world. Enlarged panoramic photographs of the immediate locality were used well in a Year 4 lesson to prompt the framing of geographical questions and lines of enquiry which the pupils would like to pursue. Skills such as these develop well through the key stage. A well-planned visit to a water mill museum provided a good stimulus for a river study. Older pupils can make an analysis of an area and determine why a settlement has been made there. In studying more distant places, pupils' work shows a good standard of discursive writing about the difficulties of ensuring a clean water supply. Good teaching in this Year 6 study provided the opportunity for discussion of ethical issues in developing countries and pupils wrote well-conceived letters to the prime minister pleading the case for further aid where water is scarce.
- 115 Teaching in the lesson observed was good. Objectives for the lesson were made clear to pupils and the effective use of resources combined with good questioning from the teacher, led to a purposeful and lively lesson where the quality of learning was good. Such aspects of geographical enquiry are above average. Pupils' work is sometimes impeded by poor presentation and whilst tables and charts are used effectively, other forms of recording could be improved.
- 116 There is a good scheme of work, based on national guidance, and effectively structured over a two year cycle. This provides teachers with clear indications of what aspects and skills to focus on.

## **HISTORY**

- 117 Standards in history are in line with national expectations at both key stages.
- 118 Pupils in both key stages make sound progress in lessons. In Key Stage 1, they develop an understanding of chronology and the difference between past and present. In one lesson seen pupils were able to demonstrate empathy with those in the war and their sufferings. They had a good knowledge of challenging language such as 'armistice' and 'Cenotaph'.
- 119 At Key Stage 2, pupils benefit from a variety of stimulating field trips. In a Year 5 class, pupils were using a rich bank of accounts of the working lives of Victorian children, to develop their skills in using evidence properly. All ability levels were able to distinguish between the two kinds of source material they were using, and the most able were evaluating evidence to construct hypotheses and conclusions about the motivation and conditions of people at that time.
- 120 Pupils attitudes are very good in lessons, and they listen well. In one lesson, they remained fascinated by a role-play presented by their teacher, and, when given the opportunity to ask questions about life in the trenches, used it to the full.
- 121 In all lessons seen, teaching was sound or better. Teachers were well prepared and had taken the trouble to prepare resources which would stimulate and motivate the pupils. The opportunity for visits, the use of visual resources, artefacts and role-play, helped pupils' imaginative development and capacity to gain insight into past eras. Objectives for lessons are clear.
- 122 There is a good level of consistency across key stages in teachers' planning and approach and resources are well developed. The opportunity to further develop the use of ICT for example, and to deliver in-service to colleagues, would further promote the quality of work in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 123 Standards of attainment in ICT are around the national average at the end of Key Stage 1 and well below average at the end of Key Stage 2.
- 124 In both key stages, in previous years, standards have been weakened substantially by the lack of

resources and accommodation for the subject. This has been particularly damaging to pupils' progress in Key Stage 2 and resulted in to well below average standards. However, the school has recently made substantial improvements in both resourcing and accommodation, and this is reflected in the quality of work seen. It is likely, as pupils complete their work this year, that more should attain average standards in the areas of work covered, and some pupils are capable of doing rather better than this.

- 125 In Key Stage 1 pupils have made sound progress in their work in word processing. They have produced some graphic work of good quality involving drawing patterns of lines and filling spaces with colour. Pupils talk enthusiastically about this work and can recall how they carried out the task. Overall, pupils are making good progress in Key Stage 1.
- 126 In Key Stage 2 pupils' progress has been adversely affected by the restricted range of work. The lack of regularity and frequency of use of computers by pupils has also hindered their progress. They have only a partial recall of earlier work, and in the areas of control, use of the Internet and communication by electronic means the school does not yet have the facilities to allow pupils to make progress. There is also insufficient opportunity for pupils to integrate their work ICT with classroom work in other subjects of the curriculum.
- 127 A measure of the big improvement made by the school is seen in work pupils are engaged in using spreadsheets. The new computer suite allows pupils to develop their skills with appropriate regularity and they are making good progress. This work allows pupils to apply their use of spreadsheets in situations such as costing items for a birthday party or, in another task, recording water use. The school computer club makes good use of the computer suite and is helping advance even further the knowledge and skills of those pupils involved. The progress made by pupils in Key Stage 2 is good in the area of the subject observed during the inspection.
- 128 Teaching seen during the inspection was good and very good support was offered to pupils through effective use of classroom assistants. The quality of teaching of the subject has improved since the time of the last inspection and there is now the confidence and competence that was lacking at that time.
- 129 The accommodation offered by the computer suite is very good. The resourcing of ICT has improved significantly, although further improvements are needed in hardware and software. Proposals are in hand to facilitate this. The subject is very well managed and the co-ordinator has, with colleagues, drawn up a very good development plan which should, when implemented, greatly benefit the school. The need to improve the provision for ICT remains an important issue for the school and the existing proposals for improvement should be pursued.

## **MUSIC**

- 130 Standards of attainment in music are average by the end of both key stages.
- 131 By the end of Key Stage 1, pupils are able to recognise and name a range of untuned percussion instruments. They can recognise long and short sounds and realise that some instruments can produce these. They are able to maintain a steady beat, and can play short rhythmic patterns.
- 132 By the end of Key Stage 2, pupils are aware of the difference between pulse and rhythm. They can clap rhythms from symbols and are being introduced to musical notation. Pupils are able to make verbal responses to various kinds of music. Older pupils are able to use musical vocabulary such as 'octave' and 'pitch', and are able to experiment with melody and pitch, and work with different layers of sound, having an awareness of the desired effect. Singing was accurate in pitch, clear in diction and expressive.
- 133 Pupils benefit from a visiting specialist, who provides good direct class teaching on a regular basis, including teaching on the composition. This provides very good training for class teachers, who follow up lessons effectively and thus consolidate pupils' learning.
- 134 Pupils' attitudes to music are good. They listen attentively and work sensibly with real

concentration. They are able to take turns to play an instrument and are happy to perform in class. They are responsive to teachers' questions and are willing to articulate their personal response to a range of music.

- 135 Teaching by class teachers is good. The school has decided to implement the national scheme of work for music, to provide structure, progression and appropriate levels of challenge. Teachers' planning is always detailed and thorough.
- 136 The school benefits from linking with other schools for a joint carol service. Good extra-curricular activities include a music club and choir. Although recorder playing is taught in Year 3, there is no other provision for instrumental tuition.

## **PHYSICAL EDUCATION**

- 137 Standards in physical education are average in both key stages. This is a similar picture to that at the time of the last inspection. However, since then, the scope and quality of the programme has improved. The teaching of swimming is now better organised and more staff are involved in supporting the development of skills in the water. Similarly, greater consideration has been given to the programme for dance, including training from a professional dancer.
- 138 In Key Stage 1, pupils show that they can respond well to music, both in tempo and in mood. They have good control of speed and direction and are equally adept in using space. Pupils clearly enjoy their activity and respond to teacher's instructions well. Some lessons are over-directed by the teacher and there is too little opportunity for pupils to really get to grips with their own interpretation of an idea. In games, pupils can throw and catch bean bags and balls of various sizes with reasonable skill. In the best teaching, good use is made of paired activities with simple rules which allow pupils to improve their skills. Their throwing and catching is generally good and clearly an improvement since the last inspection.
- 139 Good teaching in Key Stage 2 in an outdoor games lesson built effectively on a range of skills. Pupils in Year 5 showed a real talent for sending and receiving a large ball using chest passes and bounce passes with accuracy and with good judgement of the force needed to make the pass successful. Pupils can link sequences well in dance and move with expression and good control. They can work well together in pairs and groups of four. Here, as in Key Stage 1 lessons, teachers give insufficient attention to demonstration followed by critical comment. Pupils need to be more analytical of their own performance and that of others, in order to improve their skills. This would help to secure greater quality of movement.
- 140 In other respects, teaching is sound and sometimes good where pupils are appropriately challenged and then guided in ways to improve their skills. Attention is always given to suitable warm up and cool down activities, and health and safety procedures are properly observed. There is good range and quality in the large and small apparatus and the hall is spacious with a well-maintained wooden floor.
- 141 There is a good range of after school sporting activities including two football teams, cricket, athletics and proposals for an inter-school swimming gala.

## **RELIGIOUS EDUCATION**

- 142 Attainment in religious education is in line with expectations of the Salford Locally Agreed Syllabus.
- 143 By the end of Key Stage 1, pupils are able to describe in some detail the events of the Nativity. They show some understanding of the sequence and development of the Christmas Story and of the main characters involved. In some good pieces of extended writing, Year 2 pupils displayed their knowledge acquired from a visit to the local church. Photographic evidence shows that pupils have developed some understanding of Christian baptism and marriage ceremonies. They know that a church is a special place for Christians. They have had opportunities to think about things and people that are special. They can make simple links from this for example to Jesus as a special person for Christians. Through listening to stories and through discussion, pupils are led to the idea of prayer as a way of saying 'thank you' to God.

- 144 By the end of Key Stage 2, pupils are gaining an increased knowledge of the Christian religion and of other world faiths. They have more in-depth understanding of the meaning of the artefacts and symbols used in Christian baptism. They have understanding of some Biblical stories, for example, 'The Parable of the Pharisee and the Taxpayer' and 'The Prodigal Son'. They are able to reflect on the incident and then consider their own feelings, for example, when they need to be forgiven. Pupils know some of the Ten Commandments and have heard some of the stories of Moses. They are introduced to the Jewish festivals of Shavuot and Hanukkah, and realise the importance of the synagogue as a place of worship for the Jewish faith.
- 145 Pupils across both key stages have good opportunities to think about attitudes and values, and to express their views, mainly through discussion. They listen attentively to each other's views and show respect for other beliefs and cultures. They display positive attitudes to their work and to the subject.
- 146 Teachers plan carefully from the Locally Agreed Syllabus. They use a variety of approaches to motivate pupils, for example, visits to churches and other places of worship, use of artefacts, stories, discussion and role-play. However, during the week of inspection, there was little evidence of pupils' written work in religious education. Acts of collective worship support the overall teaching of the subject.