

# INSPECTION REPORT

## **ST EDWARD'S CE PRIMARY SCHOOL**

Castleton

LEA area: Rochdale

Unique reference number: 105802

Headteacher: Mr I D Barker

Reporting inspector: Mrs Anne Johns  
18579

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> November 2001

Inspection number: 243227

Full 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:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hanover Street Castleton Rochdale
Postcode:	OL11 3AT
Telephone number:	(01706) 631755
Fax number:	as above
Appropriate authority:	The governing body
Name of chair of governors:	Mrs W Fell
Date of previous inspection:	15 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18579	Mrs Anne Johns	Registered inspector	Music The Foundation Stage	How high are standards? How well are pupils taught? How well is the school led and managed?
10965	Mrs Pat Edwards	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
24342	Mrs Denise Franklin	Team inspector	English Religious education History Geography	How good are the curricular and other opportunities offered to pupils?
25340	Mr Robert Franks	Team inspector	Science Art and design Design and technology Special educational needs English as an additional language	
22059	Mr Neil Wales	Team inspector	Mathematics Information and communication technology Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

St Edwards is a voluntary controlled primary school situated in an industrial suburb of Rochdale about two miles south west of the town centre. The school is bigger than most other primary schools with 335 boys and girls on roll. There are more boys than girls on roll. The number on roll is steadily increasing and there is little mobility in the school. Most pupils attend from the catchment area, which includes low-cost private housing and also rented accommodation. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average, although a significant number of parents who are entitled to free school meals for their children do not claim them. Many families in the area are also on the borderline of eligibility to claim free school meals. The percentage of pupils who speak English as an additional language is higher than in most schools and about nine per cent of pupils are from ethnic minority backgrounds.

Pupils are taught in 12 classes, with mixed age classes for Years 3 and 4 and Years 5 and 6. The percentage of pupils identified as having special educational need is slightly above the national average. There are five pupils with a statement of special educational need, which is broadly in line with the national average. Attainment on entry to the school is slightly below average, particularly in language and literacy skills. Pupils join the school at the beginning of the school year in which they are five and most have had some pre-school experience.

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

The school is an effective school with many positive features. At the end of Key Stage 2, standards are below average in writing, above average in Information and communication technology and history by the end of key Stage 2 and broadly average in other subjects. The school is committed to further improvement. Most pupils make satisfactory progress through the school. The headteacher provides clear leadership and is well supported by the staff, governors and parents. The school is a happy and well-ordered place in which to learn, where relationships are very good. Parents are kept very well informed and they support the school very well. Nearly all the teaching is at least satisfactory, with over half of the teaching being at least good. Teaching is particularly good in the Foundation Stage<sup>1</sup> where there is very good provision. The school provides satisfactory value for money.

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

- Provision in the Foundation Stage is very good and standards in information and communication technology and history are above national expectations by the end of Year 6.
- Pupils behave well in and around school. They have positive attitudes to learning and there are very good relationships.
- There are very strong links with parents and partner institutions.
- The provision for moral and social development is very good.
- Displays of pupils' work around the school are of very good quality and reflect the broad and interesting curriculum.
- There is very good provision for extra-curricular activities.

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

- Standards in writing, especially in Key Stage 2.
- The quality of teaching, overall. The pace is too slow in a minority of lessons; teachers do not always have high enough expectations of what pupils can achieve; on-going assessment is not used sufficiently to inform teaching, planning and to set pupil targets.
- The role of the governors and co-ordinators in monitoring and evaluating the school's work.
- The development of further cross-curricular links in literacy and numeracy.
- The school development plan, in order that it identifies clear priorities for improvement with time scales.

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

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<sup>1</sup> The Foundation Stage applies to children from three years of age to the end of the reception year in primary school.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

- The school was last inspected in September 1997. Since then the school has made satisfactory progress, overall, in addressing the key issues, although further improvement is still required. There have been many staff changes since the last inspection, which has had an impact on development of the co-ordinator roles and school policies. There is a united staff team, which is committed to improvement. There is good capacity for further improvement. Teaching has improved since the last inspection, with almost 60 per cent of teaching at least good compared with 25 per cent in the last inspection.
- The long-term curriculum plan has been simplified and each subject is a focus for development on a two-year cycle. The school needs to ensure that schemes and policies reflect the National Curriculum guidance, published in 2000. The balance of the curriculum has improved overall, but in literacy the school needs to assess the balance of time allocated to literacy and also ensure that such lessons have more pace and are enjoyable for pupils. There is still insufficient challenge provided for higher attaining pupils in some lessons.
- There is a useful assessment timetable in place. The school has developed good procedures for assessment and record keeping has developed to a satisfactory level. The emphasis now needs to be on developing the use of on-going assessment to inform planning and learning. There are useful procedures for monitoring and evaluating the school's work, but these need to be refined with a clearer structure, focus and organisation. Several co-ordinators are relatively new to post and have not yet had sufficient time to monitor developments in their subject on a regular basis.
- Standards in information and communication technology have improved since the last inspection as pupils now have more practical experience in the new computer suite. Standards in numeracy have improved, overall, but standards in writing still require improvement. Standards in history have improved in both key stages. Standards in music at Key Stage 2 have improved, overall, although singing still requires improvement. The school environment has been much improved since the last inspection. In addition to the computer suite there is an additional classroom, improved toilet facilities and storage areas. The outdoor area has been greatly enhanced, with very good support from parents, to provide an attractive and stimulating secure learning environment.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	D	D
mathematics	C	D	D	D
science	C	B	D	D

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

- In 2001 the results in English and science were below the national average at the end of Key Stage 2. In mathematics, although the percentage of pupils achieving the expected levels was in line with the national average, the percentage achieving higher levels was below average. Based on average points, standards were slightly below average overall. This cohort of pupils included fourteen pupils with special educational needs and the number of pupils achieving higher levels in each subject fell. The trend in attainment over five years is above the national average for all core subjects. The performance of girls was below that of the boys in each core subject. When compared with results in similar schools in relation to free school meal entitlement, attainment is below average, although these figures may not represent an accurate comparison for this school and need to be interpreted with caution. The school met the targets set for English and mathematics in 2001; challenging targets have been set for 2002.

- Standards in reading in the national tests in 2001 at the end of Key Stage 1, based on average points, were in line with the national average, but, in writing, standards were below the national average. Although the percentage of pupils achieving the expected level in mathematics increased, based on average points it was well below average when compared with national results. This was because of the low number of pupils achieving higher levels. In mathematics, the percentage of pupils achieving higher levels dropped dramatically. The school had identified that pupils in this cohort were having particular problems with mathematics and had provided extra support. When compared with similar schools, results in reading and writing are below average and in mathematics they are well below. The trend over time up to the current year in each core subject is above the national average. In Key Stage 1 there is very little difference between the results of the girls and the boys.
- Current standards at the end of Key Stage1 are average in English, mathematics and science. At the end of Key Stage 2, standards are below average in English, particularly in writing, and are average in mathematics and science. Standards in speaking and listening are broadly average throughout the school. Standards in handwriting are about average and the presentation of work is satisfactory.
- Standards in ICT are in line with expectations at the end of key Stage1, but just above expectations in Key Stage 2, where there is a range of exciting work. Standards in history have improved at the end of Key Stage 1 and are now in line with expectations. They are above average at the end of Key Stage 2. In music, singing in Key Stage 2 remains an area for improvement.
- Children in the Foundation Stage make at least good progress and, by the time they join Key Stage 1, most are in line with the Early Learning Goals<sup>2</sup> in each area of learning. Standards in physical education, art and geography in Key Stage1 are in line with the standards expected. No judgement was made on standards in geography at the end of Key Stage 2, as no work has taken place in this subject this term. In design and technology, standards are in line with expectations except in control technology, where the lack of equipment until recently has hampered standards. In religious education, standards are in line with the expectations of the locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are eager to learn and most concentrate well.
Behaviour, in and out of classrooms	Behaviour in and around school is good. Pupils are thoughtful and considerate towards others. They work and play well together and are polite and courteous.
Personal development and relationships	Very good. Pupils willingly accept responsibility. They have very good relationships with each other and staff.
Attendance	Attendance is above the national average.

The staff provide very good role models for the children.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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

- Most teaching was at least satisfactory, with over half the lessons being good or very good. In the Foundation Stage all the teaching was at least good and was very good, overall. This was due to the high expectations of what the children could achieve; a good match of exciting activities to the age group; very effective management and organisation and thorough planning. The teachers and nursery nurses are very enthusiastic, which helps to motivate the children and capture their interest. There was successful teaching in Key Stage 1 and Key Stage 2 when teachers had high expectations of what pupils could

<sup>2</sup> The Early Learning Goals set out what most children should achieve by the time they reach the end of the Reception year in the primary school.



achieve and lessons progressed at a brisk, but appropriate, pace. Teachers in these lessons set clear objectives, which were explained to the pupils; lessons challenged all pupils including the higher attainers and planning identified tasks that developed the learning. Where teaching was less successful, expectations were not high enough and the pace was slower, with less effective planning. Tasks did not always provide enough challenge for the higher attainers and did not reflect the full ability range.

- The teaching of literacy and numeracy is satisfactory, overall. Literacy lessons were not always sufficiently interesting for the pupils and the balance of activities was sometimes inappropriate with pupils spending too long on one task. Some lessons did not have a range of activities to challenge pupils of different abilities. The non-core subjects are usually taught in an interesting way, which captures the pupils' interest, for example in history. There are some good examples of marking which help the pupils develop their knowledge and understanding, but this is not consistent. Pupils work hard and most make satisfactory progress. In the Foundation Stage, children make at least good progress. Higher attaining pupils in Key Stage 1 and 2 are not always challenged by the work in some lessons, but, overall, the pupils make satisfactory progress. Pupils with special educational needs receive appropriate support and make sound progress. Pupils who speak English as an additional language also receive appropriate support and they make satisfactory progress. The school meets the needs of all pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and is greatly enhanced by a wide range of extra curricular activities. There are insufficient cross-curricular links in literacy and numeracy. There is very good provision in the Foundation Stage.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with special educational needs, who receive appropriate support.
Provision for pupils with English as an additional language	Pupils receive appropriate support and make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision overall. The provision for moral and social development is very good. Pupils have a clear understanding of the difference between right and wrong. The provision for cultural development is good. The provision for spiritual development is satisfactory.
How well the school cares for its pupils	Good. The school provides a caring environment where each individual pupil is valued.

There are very strong links with parents and with partner institutions, which has a positive impact on the pupils' learning. The school has developed good assessment procedures, but there is inconsistent use of assessment when planning lessons and setting targets.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good, purposeful leadership and is well supported by the deputy headteacher and the staff team. The monitoring role of co-ordinators is not sufficiently well developed, regular or specific.
How well the governors fulfil their responsibilities	The governors are keen and supportive. They fulfil their responsibilities satisfactorily. They are well informed, but they have not yet developed a systematic approach to monitoring the effectiveness of the school. The school development plan does not give clear enough priorities with time scales and financial implication.
The school's evaluation of its performance	This is a developing area. The school is beginning to make good use of data, for example in setting appropriate but challenging targets.
The strategic use of resources	The school makes satisfactory use of resources. The school strives to ensure that spending is directed towards improving pupils' achievements.

The principles of best value are applied appropriately. The school makes good use of the available accommodation, particularly the outside area which is used very well to enhance learning.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The quality of leadership in the school.</li><li>• The commitment of teachers in the school.</li><li>• Parents feel valued and welcome in school.</li><li>• There is a very positive caring ethos. Behaviour and relationships are good.</li><li>• There is an interesting and broad curriculum with strong community links.</li></ul>	<ul style="list-style-type: none"><li>• There are no issues which parents would like to see improved.</li></ul>

The inspection team agrees with all the positive comments made by the parents.

## **PART B: COMMENTARY**

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

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

1. Overall, the school has made satisfactory progress in improving standards and achievement since the last inspection. Trends in attainment over the past few years reflect an overall improvement in standards in all subjects.
2. In the 2001 national tests, the results in English, mathematics and science at the end of Key Stage 2 were below the national average. The cohort of pupils included fourteen pupils who had special educational needs and this had an impact on the results. The number of pupils achieving higher levels was below the level in the previous year. When compared with standards in similar schools, in relation to entitlement to free school meals, the results were below average. The statistics in relation to free school meals may not be accurate with regard to St Edward's CE School, as there are many families on the borderline of entitlement.
3. There was a slightly downward trend in standards by the end of Year 6 in the 2001 national test results in English, but this was due to the high percentage of pupils who find learning difficult in that particular year group. These results were below the national average and also below when compared with similar schools. Few pupils achieved the higher national curriculum levels of attainment. In last year's test results boys performed better than girls, although no differences were observed during the inspection. In Key Stage 1, the results of the national tests were about average in reading and below average in writing. When compared with similar schools, standards were below those expected for pupils of this age. The number of pupils achieving the higher levels was below the national average for both reading and writing. Although the school has given English a high focus and has been involved in initiatives such as the additional literacy strategy, the content of many of the lessons being taught at present is mundane and uninspiring for pupils. This is having a negative impact on their learning.
4. The 2001 national test results in mathematics show that, by the end of Key Stage 1, standards are well below average, both compared with schools nationally and with similar schools. This indicates a substantial lowering of standards compared with the previous three years. Trends over time indicate that standards have been rising since 1997 until the results of 2001. The school explains this lowering of standards as being due to that particular cohort of pupils. In 2001, 92 per cent of the schools pupils attained level 2C or above compared with 91 per cent nationally. However, only 4 per cent attained level 3 compared with 28 per cent nationally. Scrutiny of pupil's work and the tracking of attainment and progress of the present year two pupils, suggest that standards at the present time are approaching the national average, though there are still fewer pupils attaining the higher standard.
5. By the end of Key Stage 2, mathematics test results indicate that standards are both below those expected nationally and compared with similar schools. Trends over time indicate that standards have improved from 1997 – 2001. In the 2001 national tests, 72 per cent of the pupils attained level 4 or above; this was in line with the national results. However, only 17 per cent attained level 5, compared with 25 per cent nationally. Based on average points standards were slightly below average overall. Scrutiny of pupils' work and the school's tracking of attainment and progress of the present Year 6 pupils, suggests that, as in Key Stage 1, standards at the present time are approaching the national average, though there are still fewer pupils attaining the higher than average level 5. These findings are similar to the previous inspection report.
6. Inspection evidence indicates that the reasons for the lower numbers at the higher levels, may be that assessment of pupils' progress is not used to inform teachers' planning; there is insufficient differentiation of work to challenge pupils of different abilities and there is a lack of rigorous monitoring of the quality of teaching and learning. Even though pupils are set for mathematics in Key Stage 2, there is a wide spread of ability within the sets and higher attaining pupils are not always provided with sufficient challenge to encourage them to attain higher standards.

7. Over the last four years, science results in the national tests have improved in both key stages. However, 2001 test results showed a significant fall in the number of seven year old pupils in Key Stage 1 who achieved their higher than average grade. Almost 96 per cent of pupils achieved standards that were at least in line with the national expectations. In Key Stage 2, nearly 33 per cent of the group achieved higher levels, which was broadly in line with the performance of eleven-year-old children in the previous year. However, the overall percentage of eleven-year-old pupils attaining their expected level of attainment of level 4 and above was below the previous years by almost ten per cent and this figure is below national standards. In comparison with similar schools, pupils' attainment is also below the achievements of pupils in similar schools. The performance of boys in science exceeded the national average, but that of the girls was in line.
8. The results for Year 6 in the national tests for 2001 reflect the baseline entry profile for this cohort of pupils. The school exceeded the targets that were set in each core subject. Current targets are challenging but achievable.
9. The school has begun to analyse data and track pupils' results to provide useful evidence for target setting. This still requires further development. In the national tests at Key Stage 1 in 2001 results indicate that all the pupils from ethnic origin backgrounds achieved the expected levels. There has been no analysis as yet in Key Stage 2. The statistics show that at Key Stage 2 girls perform less well than boys. During the inspection, no differences in performance were observed between boys and girls in any subject.
10. Most children enter school with standards that are slightly below average, particularly with language and literacy skills. During their time in the Foundation Stage the children make at least good progress in all areas of learning. They experience a rich and stimulating curriculum, which promotes effective learning. By the time the children begin Key Stage 1 they are in line with the Early Learning Goals in communication, language and literacy, mathematical development, personal and social development, knowledge and understanding of the world, creative development and physical development. Overall, the children have very good attitudes to their work, which is a result of the very good standards of teaching which they receive.
11. Current standards in English, in relation to inspection findings, are in line with expectations by the end of Year 2 and are below those expected of pupils at the end of Year 6. Standards, overall, are similar to those in the last inspection. Standards in speaking and listening are in line with expectations in both key stages. Most pupils listen carefully and are keen to answer questions and join in discussions. Standards in reading are in line with expectations at the end of Year 2 and are average at the end of Year 6. In Year 6, pupils of higher and average ability read their books with fluency and good expression. Library skills are good. By the end of Year 2, standards in writing are as expected for this age. The writing of higher attaining pupils has sufficient detail to engage the reader's attention and there is some use of interesting vocabulary. Correct punctuation is used and handwriting is reasonably neat. By the end of Year 6, standards in writing are below average. Few pupils can write consistently in detail using more complex, yet grammatically correct, sentences. Basic punctuation is often inconsistent and spellings inaccurate. In too many lessons, literacy is not brought to life for pupils and is taught in a mundane way, which does not capture the pupils' interest.
12. By the end of both Key Stages, standards in using and applying mathematics are in line with those expected nationally, though there is a need to ensure that mathematics is used more regularly in other areas of the curriculum. Standards in number are approaching those expected nationally by the end of both key stages and have improved since the last inspection. By the end of Key Stage 2, a majority of pupils have a secure knowledge of multiplication tables and number bonds. In Key Stage 2, pupils work appropriately with shape and calculate the volume of three-dimensional shapes. In work with databases in information technology lessons, older pupils demonstrate that they are able to tally, gather information, enter it into the computer and produce graphs. They also show that they are able to question and interpret the results.
13. On the basis of evidence gained throughout the inspection, standards in science are broadly in line with national expectations at the end of both key stages and have been maintained since the previous inspection. In Key Stage 1, pupils have a sound understanding of living things, materials and physical

processes. The higher attaining pupils understand that wires carry electricity which can be harmful to people. Pupils understand how electricity can be used in different ways to produce heat and sound. At the end of Key Stage 2, the majority of pupils in their experimental work make sensible predictions based on their prior knowledge and develop greater skills in constructing a fair test. They develop their understanding of the properties of different materials and explore which materials can muffle sound the best. They know which materials are likely to be better insulators and record the investigative process, including predictions, on a planning board.

14. The previous inspection report judged standards in information and communication technology (ICT) to be 'broadly average with a significant minority below'. The school has worked hard in recent years to improve both the expertise of the staff and the resources available to them. Standards for all pupils, including those with a special educational need, are now at least in line with national expectations at the end of Key Stage 1 and above at the end of Key Stage 2. Older pupils in Key Stage 2 develop their understanding and ability to use a computer. They know how to use the various keys and icons and many develop good levels of expertise. Standards in history at the end of Key Stage 2 have improved and are above expectations at the end of Key Stage 2 and in line with expectations at the end of Key Stage 1. At the end of Key Stage 2, overall standards in music are in broadly in line with expectations, except in singing where they are still below, as in the last inspection. In design and technology, standards are in line with expectations except in control technology where the lack of equipment has hampered progress and attainment. It was not possible to make an accurate judgement on standards in geography at the end of Year 6 and no work has been completed in that subject during this term. Standards in art are in line with expectations with a significant amount of work of very good quality. In physical education the standards have been maintained in line with expectations. In religious education, standards meet the levels set in the locally agreed syllabus at the end of both key stages.
15. All pupils identified as having special educational needs, including those with statements, make at least satisfactory progress. The school has a clear concern for pupils with special educational needs and identifies them quickly by the effective analysis of National Curriculum assessment information and standardised test data. These results are used satisfactorily to place children on the Special Needs Register. There are opportunities for pupils with additional needs to have extra, focused literacy, numeracy and behaviour support. Support staff work effectively with individuals and small groups of children in classrooms. This extra support is especially effective in supporting pupils with emotional and behavioural difficulties so that they have greater access to the school's broad curriculum. Most pupils with support remain on task and achieve appropriately to their capabilities. Pupils who speak English as an additional language make satisfactory progress throughout the school. Higher attaining pupils do not always make appropriate progress. They are not sufficiently challenged in some lessons, particularly English, and, consequently, do not make enough progress in these lessons.
16. Progress is satisfactory throughout the school and in most lessons. When teaching is good or very good the rate of progress is good because of the teacher's high expectations and the level of challenge. Since the last inspection, the school has produced a two-year curriculum map which helps to ensure a clear progression of skills, knowledge and understanding. The school has made satisfactory progress with regard to attainment since the last inspection, but needs to develop the use of assessment, monitoring and the teaching of literacy in order to ensure that standards in writing improve.

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

17. Since the time of the previous inspection, the pupils have maintained their commitment to learning, constructive relationships and positive behaviour. This contributes effectively to their learning.
18. Pupils concentrate very well and are interested in the activities provided. They are eager to share their ideas and help each other, as observed in a Year 5/ 6 design and technology lesson where pupils willingly discussed their plans for musical instruments and helped each other to use the tools and materials. The best attitudes occur in lessons where teachers' expectations are high, work is challenging and pupils are busy with activities which provide the right level of challenge for them.
19. Behaviour in class and communal areas of the school is good. Pupils are courteous and treat staff and visitors politely. They understand a clear moral code. They show care for one another, their belongings

and school property. No incidents of bullying were seen during the inspection. Pupils work in a calm and orderly environment where individual differences are respected. There were no exclusions during the last reporting year. Parents and pupils have no concerns regarding bullying and have confidence in the staff to deal effectively with any reported incidents.

20. Relationships between all members of the school community are very good. Most pupils know that all adults want what is best for them. This has a positive impact on the way pupils treat other people. They enjoy being part of an orderly and pleasant community. They willingly accept responsibilities when given the opportunity, demonstrating a growing maturity. Pupils enjoy helping with the routines of class and school, such as acting as playground friends and as part of the 'Eco teams' caring for the environment by litter picking, collecting material for recycling and bulb planting. The junior classes elect members to the school council, which meets regularly to discuss issues raised by pupils. The ability of pupils to use their initiative is good, for example by planning and organising fundraising for charities. Additionally, they are able to take responsibility for their own learning through opportunities provided by homework.
21. Pupils with special educational needs have very positive attitudes towards school. They are included in all class activities and take an active and full part in lessons. They often work well alongside their peers and with appropriate support, complete tasks to the best of their abilities. A small minority of pupils with special educational needs display challenging behaviour, but they respond well to the teachers' expectations and the positive discipline policy which is implemented well during lessons. Those pupils with complex behaviour difficulties receive individual support during lessons. Teachers and each pupil's support assistant use appropriate and successful behaviour management strategies, which are linked to each pupil's individual educational plan. The personal development of pupils with special educational needs is good. Pupils in classes are tolerant and helpful towards each other. Those pupils with designated special educational needs work alongside their peers in a caring and supportive learning environment in which they develop their confidence. Children in the Foundation Stage have very positive attitudes and they thrive in the caring environment where there are very good relationships.
22. Attendance at 95 per cent for the last reporting year was above the national average. Punctuality is satisfactory and the majority of pupils arrive during the time set aside for registration. This allows lessons to start on time and continue without interruption.

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

23. A key issue in the last inspection identified the need to improve the record keeping system to help teachers plan lessons that ensured progression in skills throughout the school. The school has made reasonable progress with this key issue. There are good procedures in place and most lessons do ensure that pupils make satisfactory progress. There have been several staff changes since the last inspection and several staff are relatively inexperienced. All teachers are keen to provide good quality education for the pupils and there is a shared commitment to improvement. The quality of teaching has improved since the last inspection when about 25 per cent of teaching was good. The quality of teaching in the current inspection was satisfactory, overall, but was at least good in almost 60 per cent of lessons. It was very good in ten per cent of lessons and unsatisfactory in three per cent. The teaching in the Foundation Stage was never less than good and is very good, overall. In Key Stage 1 and Key Stage 2 teaching is satisfactory overall. There was good teaching in both key stages, but also lessons which were unsatisfactory. Both key stages included lessons that were satisfactory, overall, but included some less satisfactory elements.

### **Strengths in the most successful teaching include:**

- high expectations and sufficient challenge for all pupils, including the higher attainers;
- a brisk but appropriate pace;
- clear objectives which are shared with the pupils and discussed in the plenary session;
- effective use of support staff;
- skilful questioning which helps to keep the pupils' attention focused;
- enthusiastic teaching which makes the learning enjoyable.

**Shortcomings in the teaching include:**

- expectations which are too low and insufficient challenge for higher attainers;
  - slow pace;
  - the objectives were not explained clearly to the pupils; teaching which was too mundane, particularly in some literacy lessons;
  - no plenary session or one which was too rushed;
  - insufficient understanding of different attainment levels in writing.
24. The last inspection also highlighted the need for more challenge for higher attainers. The school is developing the use of data to track progress and provide useful information to help ensure that all the pupils' needs are met. The school has identified this need in the current School Development Plan and is improving the provision for higher attainers. These procedures now need to be more focused in order to bring about more sustained improvement.
25. The last inspection found that teaching in the Foundation Stage was generally satisfactory and sometimes good. Occasionally it was unsatisfactory when the work with groups was not focused on the children's learning needs. The current teaching in the Foundation Stage by the teachers and nursery nurses is never less than good and is very good, overall. All the staff work together very well and their enthusiasm and enjoyment foster very positive attitudes in the children, who consequently want to learn and to do their best. Planning is very thorough and is firmly based on the Foundation Stage Curriculum. There is a good balance of coverage with good use made of the outdoor area. There is a strong emphasis on language and literacy and personal and social development, for example through stimulating purposeful play activities. The staff have high expectations of what the pupils can achieve and a thorough understanding of the curriculum and the needs of young children. There is a good balance between self-chosen activities and taught activities. The very good quality of teaching in the Foundation Stage ensures that effective learning takes place.
26. In Key Stages 1 and 2, overall, the teaching is satisfactory in all subjects. Teaching is good in history and ICT in Key Stage 2. Teachers generally have appropriate subject knowledge, although they are less familiar with the different attainment levels in writing. In both key stages, the teaching of numeracy is satisfactory, overall, although there is insufficient use of developing numeracy skills across the curriculum. Although the teaching of literacy is broadly satisfactory and there is some good teaching, there are also some shortcomings. The balance in teaching the subject is not always right as pupils tend to spend too long on one task and, subsequently, they lose concentration. Cross-curricular links are not strong enough which hampers the pupils' enjoyment and concentration. The pace in lessons is sometimes too slow and higher attaining pupils are not always sufficiently challenged. Teachers sometimes lack enthusiasm and, consequently, pupils do not always enjoy the lessons or develop a thirst for reading. There is insufficient use of assessment to inform the planning or set appropriate targets for improvement. In lessons where the literacy teaching is good, with high expectations, and there are interesting activities matched to the pupils' abilities, pupils make good progress. In a minority of lessons, time is not effectively managed and there is not time for an effective plenary session. In these lessons, pupils lose interest and their learning is not reinforced. The use of ICT to support teaching and learning has developed because the pupils now have more hands-on experience in the computer suite.
27. In the most successful lessons in Key Stages 1 and 2, there are clear learning objectives which are shared with the pupils and revisited at the end to reinforce the learning. In the best lessons, teachers ask skilful questions which probe the pupils' thinking and reinforce their learning. In each year group, teachers use a range of successful strategies to motivate pupils. There is also effective class management with high expectations of pupils' behaviour and achievement. Most teachers have effective behaviour management strategies and, consequently, behaviour is good and does not interfere with the learning. In most lessons, pupils work effectively in a calm purposeful environment.
28. There is insufficient use of ongoing assessment outcomes to guide the future planning of work and lessons, particularly in relation to planning work for higher attaining pupils, or to setting targets. This means that pupils do not always make as much progress as they could. Teachers know the pupils well and they present good role models. Relationships are very good, which fosters good levels of self-

esteem. Pupils feel confident and are willing to answer questions. Teachers use praise and encouragement well to foster pupils' confidence.

29. There has been some monitoring by the headteacher and senior staff. This now needs to be developed with a clear structure and agreed focus. There are some good examples of marking in the school, but this quality is not consistent and does not often include a response from the pupils. The best marking informs individual pupils about what they have done well and what needs to be improved. The use of homework to reinforce the learning is generally appropriate. The school has developed a useful teaching and learning policy, which gives informative guidance. There is good liaison between teachers and support staff, who are well informed and have a positive impact on the teaching and learning in the school.
30. Overall, the teaching of the pupils with special educational needs is at least satisfactory, with some good and very good teaching. Pupils have sensitive classroom support and the classroom assistants know the pupils well and work closely with the teacher to provide a breadth of learning experiences. Although the teachers' short term planning is generally satisfactory, it does not always illuminate what pupils of different ability levels are expected to achieve at the end of each lesson. This is particularly noticeable for higher attaining pupils where extension activities may be noted, but the teachers' learning outcomes are not sufficiently stated. Overall, planning is satisfactory, although not all planning indicates sufficient detail regarding provision for special educational needs. The majority of pupils make at least satisfactory progress during lessons and some pupils make good progress across a range of subjects. The good knowledge which the school and the co-ordinator have of the pupils ensures that each pupil's targets are relevant. There is close liaison with the co-ordinator and teachers when the individual education plans are planned and jointly written. The one observed lesson when the co-ordinator was developing the spelling skills of older pupils was very good. Pupils who speak English as an additional language are included in all lessons, as are girls and boys. The school adopts an individualised approach towards teaching and learning where all pupils are treated the same.

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

31. The quality and range of learning opportunities provided by the school are good. The school places a high emphasis on providing a varied and interesting curriculum for the pupils, including a recent initiative of developing the outdoor area which pupils can use for a range of curriculum subjects, as well as for extra-curricular activities. Curriculum opportunities are also enhanced by the provision of book weeks, special days such as India Day, and these support learning well.
32. The Foundation Stage curriculum follows the national guidance and covers all areas of learning. It is very well balanced and includes an appropriate emphasis on language and literacy skills and personal and social development. Very good use is made of the outdoors to enhance the learning. The curriculum is pitched well at the ages and abilities of the children and includes well-planned purposeful play activities. The curriculum ensures that the children have a very good start to their school life.
33. All subjects meet statutory requirements and the school appropriately follows the Rochdale Locally Agreed syllabus for religious education. The issue of the total teaching time in Key Stage 2 has been addressed and is now average. There are policies for both sex education and drugs awareness education. The governors regularly review these policies. The effectiveness of the strategies for the teaching of numeracy and literacy are, overall, satisfactory. Current timetabling arrangements give a strong emphasis on literacy throughout the day. However, the literacy curriculum has become dull and mundane and pupils' learning lacks variety and sparkle. Cross-curricular links between literacy and information technology with other subjects have not yet been fully developed, although they are good in history. The school is developing good international links, which is having a positive impact on pupils' learning. For example, during a geography lesson, in answer to a query by one pupil about houses in India, another pupil suggested that they consult by e-mail a teacher in a school in India, with whom the school has links.
34. Planning for the long and medium-term is effective and has improved since the previous inspection.



There is a basic curriculum map, which outlines an annual programme in Key Stage 1 and a two-year rolling programme in Key Stage 2. The school has adopted the national strategy for literacy and uses a combination of commercial and national guidelines for schemes of work in other subjects. The mathematics scheme is linked to the numeracy strategy, but is based on work currently being undertaken at Exeter University. This scheme is also being followed in the local secondary school and is one of the areas that ensure a smooth transition to the next stage of the pupils' education. However, not all curriculum policies fully reflect the current practice in the school. Teachers plan together in their units and this ensures consistency across the units, which was identified as an issue in the previous inspection. It also encourages staff to share their ideas and expertise, which has a positive impact on pupils' learning. However, the short-term planning still does not always clearly identify what has been planned to meet the needs of the different ability groups, particularly in the mixed aged classes.

35. The school provides its pupils a sound inclusive curriculum. There is full access to the curriculum and pupils with special educational needs work well alongside their peers. All pupils with complex learning difficulties have individual education plans which clearly state each child's priority learning objectives in areas like speaking and listening, reading and basic number skills. There were several good examples of teachers' effective planning which set work in lessons appropriate to a wide variety of ability levels. However, in several lessons during the inspection, the teachers' learning objectives for higher and lower attaining pupils were insufficiently stated to enable different types of pupils to clearly understand what they were expected to learn by the end of the lesson. This was particularly evident for higher attaining pupils. In addition, at times, there were missed opportunities for support staff to record clearly on their daily records what pupils attained in lessons that was directly related to their priority learning targets. This inclusion would facilitate teachers in the more effective monitoring of each pupil's progress and further enhance assessment and report writing activities.
36. Provision for extra-curricular activities is very good. The site manager is involved in organising rugby sessions for boys and girls. Parents are pleased with the activities provided for their children by the school. There are sporting activities, drama club, computer club and gardening club. Many pupils are very keen gardeners and the inspection team particularly enjoyed a fruit pie, baked for them, using fruit picked from their school garden. The school also offers a range of music tuition for the pupils. Residential visits are offered to pupils in Year 6, for outdoor pursuit activities. The school has been well supported by parents and friends in the development of the outdoor classroom to support pupils in their learning. Homework is given regularly to the pupils and is no longer an issue with the parents.
37. Equality of access and opportunity is satisfactory. All pupils are offered the same quality and range of learning opportunities and have the same opportunity to be involved in the wide range of extra-curricular activities. However, the curriculum is not always sufficiently planned to meet the needs of all ability groups, particularly the higher attainers. Some pupils are withdrawn for reading activities with a partner during lessons, for example literacy hours, and, when they return, they have missed much of the lesson introduction and shared text session. They then find it difficult to settle to their tasks.
38. Provision for pupils' personal, social, health education is good. The school is currently reviewing its provision to ensure that there are also planned opportunities for developing citizenship across the school. There are programmes for health education, taught both separately and through the science curriculum. Lessons in sex education, drug awareness and healthy eating form part of the school's personal, social and health education programme, which is well supported by outside agencies. The school uses times when pupils sit in a circle and discuss issues, known as 'circle-time', to develop their personal and social education. Pupils in Year 6 are able to gain cycling proficiency awards and they also attend a 'Life Skills Day', which supports the provision for personal, social and health education well.
39. The curriculum is enhanced by the school's very effective links with the community. The pupils take part in festivals and sing carols for the local elderly. The school is responsible for the recycling bins at the nearby community centre. The youth rugby league team uses the school facilities for training. The school effectively uses opportunities to support pupils' learning through e-mail links with a school in India and has held an Indian day with workshops on Indian food and dance. The school collects weather data for NASA and has taken part in a workshop run by the Manchester Education Development Centre on Fair Trade. All these activities help raise pupils' awareness of citizenship.

40. There are very good links with partner institutions, particularly the local secondary school. The schools are both involved in the initiative for teaching mathematics from five to sixteen years of age. There are very good arrangements for pupils transferring to the secondary school, with several planned visits to the secondary school as well as visits by the secondary school staff to see pupils working in their own environment. They also take part in special mathematics lessons and provide a piece of writing for the teachers in the secondary school. There are also joint school projects; for example last year pupils in Years 3 and 4 used the facilities at the secondary school for a design technology project, making picture frames. There are very close links with the other three local primary schools for both staff and governor training and the pupils. For example, pupils take part in Year 6 activities day, junior song festival and arts weeks. The headteachers of the local schools meet at least once a year to share ideas and for their own professional development. The school is establishing very good links with other schools through the Internet. For example, pupils have a link with a school in India. They have also established links with a school in Castleton, Derbyshire, which some pupils have visited. These initiatives support pupils' learning very well.
41. Overall provision for pupils' spiritual, moral, social and cultural development is good and has improved since the previous inspection. Opportunities for spiritual awareness are satisfactory and pupils are offered some time to reflect. During religious education lessons, pupils can reflect on their own beliefs and on those of others. For example, during a lesson in Year 5/6, pupils discussed preparing for important events in their lives while learning about the Jewish festival of Bar Mitzvah. One pupil told the class about her preparations for her 'confirmation' and another shared his preparation for Eid'. The school has links with the local church and two clergymen visit the school regularly to take assemblies. There are also opportunities provided for pupils to appreciate the wonders of the world around themselves through the recent 'India Day', the outside classroom and through their involvement in projects such as 'water aid'. Children in the Foundation Stage are provided with many opportunities for awe and wonder. For example during the inspection, following a theme based on the story of Goldilocks and the Three Bears' the children they were absolutely amazed to see Goldilocks. All these initiatives make a valuable contribution to the pupils' spiritual development.
42. The provision for moral and social development is very good and has improved since the last inspection. The pupils' 'Three Rights', i.e. the right to learn, the right to be safe and the right to have fair treatment, are clearly displayed in the classrooms and are known and appreciated by the pupils. All adults in the school are fully committed to ensuring that pupils know the difference between right and wrong and all pupils are valued as individuals. There is a good behaviour management policy. Classroom rules are developed with the pupils at the start of each school year and are attractively displayed in their rooms to ensure that pupils have a clear understanding of what is expected of them. The weekly celebration assembly provides very good opportunities to celebrate success both academically and socially. This has a positive impact on raising pupils' self-esteem. Through the school's personal, social and health education and religious education programmes pupils have opportunities to discuss moral issues.
43. The School Council and Eco-Committee have important roles to play in decision-making in the school. Pupils are elected to serve on these committees by democratic vote, held annually. They also organise the recycling bins in the local community centre. Pupils across the school are encouraged to take responsibility for small jobs in their classrooms and older pupils have additional responsibilities such as being 'playground buddies'. They also organise their own fundraising events for charity. For example, a group of pupils organised the sale of home-made biscuits to raise money for charity. The school has a major focus for raising money each year and this year's efforts are to support 'Water Aid'. The whole ethos and general relationships around the school provide pupils with very good opportunities to develop their moral and social skills.
44. Provision for pupils' cultural development is good and has improved since the previous inspection. There are several specific days organised to promote cultural development, the most recent being 'India Day'. The links with other schools help pupils to understand different cultures, both in this country and other countries. Pupils appreciate their own cultures through many areas of the curriculum. For example, during the school centenary celebrations, last year, they experienced a day in a Victorian school as part of a Victorian week. Pupils enter into experiences of people in the past through drama and dance. For example, pupils in Year 5/6 imagined they were living in the times of the Ancient Greeks in Sparta or

Athens and described their experiences. They also imagined living as a 'street child' in Bristol during a dance lesson. There are also annual book weeks and visits to theatres. For example, pupils in Year 6 recently saw a performance of 'Twelfth Night'. All these activities make good contributions to pupils' cultural development.

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

45. The school continues to provide a caring environment as found at the previous inspection. All pupils are treated with respect and valued as individuals. The personal development of pupils is closely monitored both on an informal basis by teachers and more formally, using individual records. Emphasis is placed on raising pupils' self esteem and making them aware of their individual achievement. Parents have confidence in the ability of the school to care for and support their children.
46. Procedures promoting good behaviour are used consistently and effectively by staff. Class rules are discussed and agreed by pupils at the beginning of each school year. There are few incidents of bullying and staff deal promptly with any reported. These procedures are well supported by the home school agreement.
47. Arrangements for promoting attendance are good. Registers are called at the beginning of each session and any absence is carefully followed up. The procedures for child protection comply with those of the area child protection committee and members of staff are fully aware of them. Lunchtime staff receive an induction booklet and meet regularly with the head teacher to discuss issues pertinent to their role.
48. Pupils' health, safety and general well being are effectively looked after. Effective procedures are followed regarding accidents and first aid. Parents are informed of any accidents involving their child and of any treatment given. There is a detailed health and safety policy agreed by the governing body and regular risk assessment is undertaken.
49. Teachers know the pupils well and are fully aware of the pupils' physical, social, emotional and intellectual needs. When there is concern about a particular pupil's progress, the teacher approaches the co-ordinator and, where appropriate, the pupil is placed on the school's Special Needs Register. Each pupil's progress is reviewed each term and appropriate action taken. The review system the school operates is good. Although the school's special educational needs register is up-to-date, it does not state the main category of need associated with each pupil and it also does not give a clear whole school picture, as registers are associated with classes. The school makes reference in its documentation to gifted and talented pupils, but, as yet, has not identified particular pupils.
50. A key issue of the previous inspection report was that the school should 'provide a manageable, consistent way of assessing and recording attainment in all subjects to help teachers plan lessons which ensure that all pupils make progress in their learning in each class and when they move from class to class.' The school has worked very hard, led by the co-ordinators, to develop assessment procedures. Many of these procedures are complete and in operation; others are nearing completion and ready to be operated. For example, the school carries out statutory and optional assessment tests and reading tests. These are analysed to determine strengths and weaknesses in teaching and learning and pupils' progress is tracked to enable teachers to predict future levels of attainment. Apart from art and physical education, all subjects have assessment procedures in place and in, for example, information technology a system of pupil self-assessment is ready to be introduced in the near future. The school recognises the need to introduce portfolios of work that reflect the pupils' levels of attainment. There is evidence that class targets are in place, but there is a need to develop both individual and group target setting. In the above respects, the school has done well and assessment procedures are good. In the Foundation Stage, there are good procedures for assessment, which reflect all the areas of learning.
51. There is an impressive compilation of valuable information on pupils but there is little evidence that the information gathered is organised in such a way that the teachers are able to use it effectively for purposeful intervention in pupil's learning. As a result, the use of these assessment procedures is unsatisfactory. There is a need for teachers to identify and focus, in some depth, on pupil's strengths and weaknesses. This process requires rigorous monitoring. Currently, there is very little in teachers'

planning to indicate that assessment is recognised as a significant part of the teaching process. For example, apart from setting in Key Stage 2, there is little evidence of any differentiation of work for groups or individuals or that the analysis of test results is consistently used in teacher's planning. The quality of the marking of pupils' work varies and, whilst mostly positive, does not always inform pupils of how to improve and make future progress in their work. The lack of consistent target setting for individuals and groups and using information from assessments to inform future lesson planning of teachers is having a negative impact on pupils' attainment and progress.

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

52. The school has maintained its effective partnership with parents who are very supportive and value its contribution to the upbringing of their children. This has a positive effect on pupils' learning at school. The school has developed very good links with parents.
53. The quality of information for parents provided by the school is very good and regular newsletters keep parents well-informed about developments. The school prospectus is detailed and useful. Pupils' annual progress reports are informative and contain information on areas covered, the progress made and areas for development. Parent teacher consultation meetings are providing useful information for parents on the progress of their children. Parents are very happy with the information they receive and value the school's open door policy. Parents feel that staff are approachable if they have any concerns.
54. The levels of involvement of parents in the life of the school, including the Foundation Stage, are very good. This has a positive impact on the work of the school. All parents are encouraged to be directly involved in school and a small, but regular, reliable number help in classrooms. Staff are appreciative of this assistance. Other parents help with extra-curricular activities, such as cycling proficiency, helping with concerts, productions and on trips. They have helped with improving the outdoor environment by painting and fund-raising. The majority of parents are happy with the amount of homework their children receive and the information in their children's homework diaries. The Parents Association organises fundraising and social events, which are well supported, enabling considerable funds to be raised to support the school.

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

55. The leadership and management of the school are satisfactory, overall. The headteacher provides effective, purposeful leadership with a clear vision for the school. He is well supported by the staff, governors and parents and there is a shared commitment to further improvement.
56. A key issue in the last inspection was to develop procedures for monitoring and evaluating the work of the school. Satisfactory progress has been made to achieve this key issue. Procedures have been developed and some useful classroom monitoring has taken place, mainly by the headteacher. The systems for monitoring require further structure with a clear focus and a programme for monitoring based on clear priorities, which have been identified and agreed by staff. Many co-ordinators are fairly new to their role. There is very little non-teaching time available for co-ordinators to monitor development in their subject in order to identify the strengths and weaknesses. This means that there is inconsistency in the application of some agreed policies, for example, in marking. The system for monitoring the planning and analysing pupils' work on a regular basis, although satisfactory, overall, needs to be more consistently applied. The management of the Foundation Stage and for ICT is very good, with clear and effective priorities. This has resulted in very good provision for the youngest children and improves standards in ICT. There are plans in place to review school policies in line with National Curriculum Guidance in order to provide useful guidance and consistency in practice. The school has developed the use of data to measure the effectiveness of the school and this now needs to be developed in order to identify the strengths and weaknesses in the progress of different groups of pupils, for example those from ethnic origin backgrounds and boys and girls. Inclusion<sup>3</sup> is satisfactory, overall, although, in some lessons, the provision for higher attainers is not sufficiently specific.

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<sup>3</sup> Inclusion is the term used when a school seeks to promote all groups of pupils in its educational provision.

57. The school development plan contains a wealth of information but does not provide clear enough priorities in order of their importance. It does not include enough information regarding specific funding or clear time scales with target dates for the completion of tasks. The current plan does not provide sufficiently clear guidance to the management in its drive to improve standards within the school. It does not give enough guidance about how targets will be achieved. There is a set of aims and values, which are reflected in the work of the school.
58. The governors are keen, interested and are very supportive of the school. Many governors spend much time in school, working in class and supporting activities, but their role as a 'critical friend' of the school is not sufficiently developed. Several governors are still fairly new and some training has already taken place. There are committees in place, which meet regularly. Governors are in place with responsibility for oversight of the core subjects and for special educational needs. The headteacher keeps the governors well informed about what is happening in the school, but the governors have yet to develop their monitoring role sufficiently in order to have enough first hand experience and knowledge. The governors send out questionnaires to parents to seek their views and take appropriate action with regard to the findings. Parents were unanimous in their support for the leadership and management of the school in the pre-inspection questionnaire.
59. The school has an appropriate number of teaching staff whose qualifications and experience match the needs of the National Curriculum. The support staff work closely with the teachers and provide effective support. Professional development is co-ordinated by the deputy headteacher and administrative officer. There is a very good system which ensures that all staff benefit from the training which takes place. There is an informative staff handbook that provides useful information. Induction procedures are good, ensuring that new staff settle quickly into school and soon become an effective part of the team. There is a good system for performance management, which ensures ongoing self-evaluation by staff.
60. The provision for pupils with special educational needs is well managed. The additional funding for pupils with special educational needs is effectively targeted. The school employs a part-time special educational needs co-ordinator for two and a half days per week. She is a committed, knowledgeable and enthusiastic professional who has developed good systems for providing support and reporting to parents. She recognises the need to up-date the school's policy to pay due regard to recent changes in special educational needs provision outlined in the new Code of Practice for special needs pupils. The co-ordinator also sees the need to state more clearly how the effectiveness of the policy will be monitored and evaluated which includes providing clear criteria for success linked to the policies' key aims. The co-ordinator's responsibilities are clearly defined and understood by her and she makes good use of available resources, teaching support and a confined teaching space. One aspect of the current role that is underdeveloped is working alongside teachers in classrooms to further develop good practice for all pupils, including higher attaining pupils.
61. Budgets are based on the needs identified in the school development plan. The finance committee monitors the expenditure on a regular basis. However, there is no regular monitoring by the governors of the effect of the budget spending on standards of attainment. Care is taken to obtain good value on all purchases and the principles of best value are applied satisfactorily. There has not been an external audit of finances since the last inspection. The smooth and effective day-to day management of the school by efficient office staff, supports the teachers well and is carried out with minimum disruption to teaching. The headteacher is skilled at securing funding from a range of different external sources for the benefit of the school. This is very apparent in the development of the school grounds. At the end of the financial year the school had a budget carry forward of £19,000 which is being used appropriately to deal with priorities. The expenditure per pupil is below the national average. Taking into account the standards achieved and the overall quality of education, the school provides satisfactory value for money.
62. The overall range and quality of learning resources are adequate. Resources have improved significantly in ICT since the last inspection. In music, some easily accessible music stands are urgently required and further equipment is required for control technology. Resources in the Foundation Stage are good. The accommodation is good, overall, although storage is still a problem. The school makes the best use of the available space and the accommodation is enhanced by interesting and attractive displays which capture the pupils' interest and enhance the learning very well. There have been many

improvements since the last inspection. These include provision of a new classroom, the computer suite, extra toilet facilities and a re-organised library. The outside area has been very well developed with very good facilities, such as a wildlife area and garden area, with fruit bushes and flowers. A very attractive inner courtyard provides a special, quiet area for the pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to build upon the strengths and continue the improvements made, the headteacher, governors and staff should:

a) Improve the standards in writing by:

- ensuring that there is an appropriate balance of time provided in literacy lessons;
- using assessment more accurately to identify the levels which pupils achieve, and to help make accurate predictions;
- making literacy lessons more interesting;
- developing teachers' confidence in teaching writing.

**(Paragraphs 11 26 28 51 80 and 82)**

b) Improve the quality of teaching by:

- developing the teachers' ability to use on-going assessment to make accurate judgements about pupils' achievements and to use this information to plan subsequent work;
- raising teachers' expectations of what pupils can achieve;
- ensuring that all lessons have clear objectives, a brisk pace and sufficient challenge for all pupils, including higher attainers;
- developing more cross-curricular links in literacy and numeracy in line with the 'National Curriculum 2000'.

**(Paragraphs 26 28 51 and 92)**

c) Develop the skills of the governors and subject co-ordinators in monitoring and evaluating the school's work.

**(Paragraphs 29 56 58 93 100 and 124)**

d) Ensure that the school development plan is an informative, working document, which sets out clear priorities for development with all the necessary detail, including time scales and financial implications.

**(Paragraph 57)**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	33	27	2	0	0
Percentage	0	10	48	39	3	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	335
Number of full-time pupils known to be eligible for free school meals	50

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	73

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	22

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	4.8
National comparative data	5.2

School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	16	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	29
	Girls	16	16	16
	Total	42	44	45
Percentage of pupils at NC level 2 or above	School	86 (88)	90 (88)	92 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	31
	Girls	16	16	16
	Total	42	44	47
Percentage of pupils at NC level 2 or above	School	86 (90)	90 (90)	96 (93)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	25	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	19
	Girls	17	17	20
	Total	31	33	39
Percentage of pupils at NC level 4 or above	School	67 (75)	72 (69)	85 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils	School	n/a (71)	n/a (71)	n/a (75)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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*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	0
Black – other	0
Indian	2
Pakistani	17
Bangladeshi	1
Chinese	0
White	271
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	14.0
Number of pupils per qualified teacher	23.9
Average class size	27.9

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

Total number of education support staff	10.0
Total aggregate hours worked per week	164

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	3.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

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

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

### ***Financial information***

Financial year	2000/2001
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	£
Total income	548409
Total expenditure	529321
Expenditure per pupil	1581
Balance brought forward from previous year	0
Balance carried forward to next year	19088

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	335
Number of questionnaires returned	103

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	3	0	0
My child is making good progress in school.	76	23	1	0	0
Behaviour in the school is good.	62	32	2	0	4
My child gets the right amount of work to do at home.	43	44	7	0	2
The teaching is good.	74	24	0	0	1
I am kept well informed about how my child is getting on.	69	27	3	0	1
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	75	24	0	0	0
The school works closely with parents.	66	31	2	0	1
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	72	25	2	0	0
The school provides an interesting range of activities outside lessons.	56	32	5	0	6

### Other issues raised by parents

Parents praise all aspects of the school and feel valued members of the school community.



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

64. There are two Reception classes which work very closely together. Children start on a part-time basis for a few weeks at the beginning of the year in which they are five. At the time of the last inspection, the children were in only their last week of induction and were attending part-time. Based on the available evidence, standards in most areas in the previous inspection were broadly appropriate for the age and abilities. Teaching in the last inspection was occasionally unsatisfactory, when group work was not sufficiently focused on the pupils' learning needs. The Foundation stage has been an area for development and there is now a very stimulating environment, which covers all areas of learning and provides a very good start to education for the youngest pupils in the school. There is very good leadership in this area which has had a very positive impact on provision. Good overall improvement has been made in the Foundation Stage. Teaching in the current inspection was never less than good and is very good, overall. Teachers and nursery nurses all have high expectations about what the pupils can achieve and they plan and work together very well to provide interesting, challenging activities, which promote effective learning. There is a good balance of self-chosen activities and those that have more structured teaching in a group. Purposeful play, which is linked to the current topic, is used very well to enhance the learning. Record keeping and assessment are thorough and informative and are taken account of when planning. The staff have a very good understanding of the needs of young children and of the recommended curriculum for this age group. Members of staff are enthusiastic and very much enjoy their work. This has a very positive impact on the learning, because the children feel valued and they want to learn. Very good use is made of the outdoor area to enhance the learning in all weathers.
65. There are strong links with parents who provide very good support. There are regular sessions when parents are invited into school, for example to find out more about the curriculum. A very useful booklet provides information about reading at home, the staff review procedures, for example, in relation to assessment, to ensure that they are the most effective. The children have very positive attitudes and their behaviour is very good. Relationships are very good with a high level of mutual respect. There is good inclusion of all children, including those with special educational needs and those who speak English as an additional language. Thorough monitoring during the day ensures that everyone is included. Children receive extra support if required and all very quickly settle in and become part of the school family. Every child is valued and feels secure and happy.
66. When the children begin the Reception year they are slightly below standards expected, particularly in relation to language, literacy and communication skills. There is a significant number of children with special educational needs. They quickly develop their skills in all areas and all children, including those with special educational needs and those who speak English as an additional language, make at least good progress because of the very good provision. By the time children join Key Stage 1, they are in line to meet the Early Learning Goals in communications, language and literacy, mathematical development, personal, social and emotional development, creative development, knowledge and understanding of the world and physical development.

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

67. The children make good progress because they are well taught. The teachers and nursery nurses have thorough subject knowledge and plan a wide range of activities to develop skills in this area. The environment is very well organised, with clear labelling which encourages the children to be very independent. When it is time to clear away, they all willingly help because they know where everything belongs. They quickly learn the routines and about the expected code of behaviour; for example by taking turns and not calling out. The staff have high expectations and consistently reinforce the high standards. The children share well and take turns, for example when playing in 'the garden' or when using the computer. They mix well with each other and also with pupils from Year 1 who share some of the play activities in the afternoon. Independence skills are fostered well; for example by putting on their own coats at play-time. There are many opportunities for the children to experience awe and wonder and show a range of feelings. The attractive displays stimulate the children's interest and make them

want to explore and find out more. Great excitement and different emotions were aroused when Goldilocks paid a visit and ate the porridge that the children had made. Skilful but sensitive questioning by the staff helps the children recognise what is right or wrong. Photographic evidence shows a range of activities to promote respect for different cultures; for example an Indian party with Indian food and costumes, and other activities from around the world. Visits by people such as firemen develop the children's understanding about the world in which we live. Visits in the community, for example to a Travel Agents and the dentist, stimulate the children's interest and develop their knowledge. The high expectations which the staff have help to ensure that children develop positive learning attitudes and that they concentrate well.

## **Communication, language and literacy**

68. The teaching is good and, consequently, most children make good progress in this area of learning. In story time or during group activities, the children listen well, focusing their attention on the adult. In response to questions, they make sensible replies and do not interrupt. There are clear explanations and instructions, which help the children to understand what is required. Standards in speaking quickly improve because of the range of interesting opportunities provided, including role-play. Staff ensure that everyone has a turn at speaking. Their play is skilfully linked to the current topic, which makes all the learning interesting. In their play, the children happily take on different roles. When they work in groups, they show an increasing ability to recognise initial sounds and a few words. They record their ideas through mark making and gradually progress to writing letters. Many children can already write their names and they hold their pens and pencils correctly. They thoroughly enjoy stories and books and several children can re-tell a simple story in their own words.

## **Mathematical development**

69. The teaching is good, with high expectations and a good balance of interesting activities to extend the children's thinking and understanding. The children make good progress in this area of learning. The children sort and match objects and they develop their understanding and ability to count through a range of experiences. Most can accurately sort two or three objects by size. They play with construction materials and develop the language associated with two and three-dimensional shapes. When playing with sand or water they learn to use words such as full and empty and explore weight and capacity. The staff always use the correct mathematical language which reinforces effective learning; for example when making porridge, the nursery nurse used the opportunity very well by discussing the numbers on the microwave. Many children can count to ten and beyond and they gradually develop practical understanding of addition and subtraction. All the staff are skilled at seizing the moment to develop the children's learning. For example, when making porridge for Goldilocks, the children begin to understand terms such as more or less. In outdoor play, opportunities are used well to develop understanding of terms such as behind, in front, bigger and smaller.

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

70. The children make good progress in understanding the world through an exciting range of topics, which are carefully planned to promote effective learning. The teaching is good and the teachers and nursery nurses use all opportunities well to promote the children's' understanding about themselves and the world in which they live. They make visits in the local environment and beyond and use these very well to further the children's knowledge. Staff encourage the children to use their senses well in exploring the environment and this is reflected in the good quality play in 'the garden'. The children can cut, join and build for a range of different purposes. Information technology is used well to support the curriculum and several children can explain how to use the computer mouse.

## **Physical development**

71. Teaching is good and the children make good progress in this area of learning. There is regular use of the hall and the outside area is also used very regularly. When in the hall, the children move in different ways, directions and at different levels. They show good awareness of space and carefully avoid bumping into each other. They stop quickly when they are asked to do so. They respond well to

different types of music and can move in different ways like the three bears. The teachers use their voices very well to capture the children's interest and imagination, which ensures that the children concentrate well and make good progress. The outside area is used very well, even in wet weather, as there is a covered area. Careful planning and the staffs' very good understanding of the Foundation Stage curriculum ensure that the activities provided match the children's age and ability. Staff ensure that the children keep moving and are appropriately dressed. Many children can throw, catch or kick a ball with reasonable accuracy. They throw a rubber ring into a target with good accuracy. They are keen to learn to skip and persevere well. Fine manipulative skills are developed well through daily opportunities to handle scissors, pencils and small construction equipment.

## **Creative development**

72. The teaching is effective with good use of praise and encouragement, which increases the children's confidence and skill, helping to ensure that good progress is made. The children experience a range of techniques and use media with increasing skill. They explore texture and colour through paint, collage, observational drawings and dough. Through mixing colours, the children develop their skills in using these colours in their paintings. Careful paper weaving develops good creative skills and also physical dexterity. There is provision for good quality imaginative play. In dance lessons, the children listened well and moved sensitively in time to the music. Computer programs are used well to promote effective learning in creative development.

## **ENGLISH**

73. There was a slightly downward trend in standards by the end of Year 6 in the 2001 national test results in English, but this was due to the high percentage of pupils who find learning difficult in that particular year group. These results were below the national average and also below when compared with similar schools. Few pupils achieved the higher national curriculum levels of attainment. In Key Stage 1, the results of the national tests were about average in reading and below average in writing. When compared with similar schools, standards were below those expected for pupils of this age. The number of pupils achieving the higher levels was below the national average for both reading and writing.
74. By the end of Year 2 attainment in speaking and listening is as expected. Pupils listen carefully and are keen to answer questions and join in discussions. In Year 1, the pupils discussed with their teacher how to make a cup of tea. Several confidently explained how they had actually made a cup of tea with an adult at home. Pupils in Year 2 show an appropriate awareness of the reader when discussing their feelings of being in the dark. Some pupils suggested ideas for a story they are going to write about a visit to a veterinary surgeon with a pet. By the end of the key stage, most pupils are listening carefully and responding with increasing appropriateness to what others say.
75. By the end of Year 6, most pupils attain average standards in speaking and listening skills. Lower attaining pupils were eager to share some facts about whales that they had learnt in the previous lesson from their research. Others discuss the meaning of an extract from 'The Hobbit'. During a religious education lesson in a Year 3/4 class, pupils gave their opinions about Jonah's feelings when God tempted him. Pupils across the key stage participate fully in discussions and talk confidently about their work. By the end of the key stage, most pupils are able to listen with concentration, questioning others' ideas and opinions responsively.
76. By the end of Year 2, reading standards are as expected for pupils of this age and pupils' progress in learning is satisfactory. Most pupils use a range of strategies effectively to read unfamiliar words. They talk confidently about the stories they are reading and higher and average achievers can predict what might happen. Most describe their favourite book, but very few pupils can name an author. Higher achievers know the difference between a fiction and non-fiction book. Most pupils understand how the library is organised and know the purpose of an index and a contents page in a book. Several pupils used 'contents' pages correctly to find their favourite poem. Pupils regularly read at home with an adult and this has a positive impact on their learning.
77. By the end of Year 6, pupils' attainment in reading is average. Higher and average pupils read their



books fluently with good expression. They can explain why they are reading a particular book. Lower attainers read less fluently but use a range of strategies effectively to read unfamiliar words. All pupils have good prediction skills and have a reasonable knowledge of different authors. Some can talk about the different styles of writers. Library skills are good. There is a librarian, who works daily in the school and gives good support to pupils to develop their library skills. Library skills and reading for information is a focus in Years 3 and 4 and pupils are making good progress in their learning. They are becoming familiar with key vocabulary such as 'skimming' and 'scanning' for information. Year 3 pupils are able to highlight key points from a piece of information about houses in India.

78. By the end of Year 2, standards in writing are as expected for pupils of this age and all pupils, including those who find learning difficult, make satisfactory progress in their learning. Standards have been maintained since the last inspection. Pupils experience a satisfactory range of writing for different purposes including retelling popular stories, writing instructions and creative writing. For example, in Year 1, pupils can satisfactorily write simple instructions for making a cup of tea and for keeping the classroom tidy. In one Year 2 class, pupils use their story-planning sheet to begin their own story about a visit to the veterinary surgeon with one of their pets. The writing of the higher attainers has sufficient detail to engage the reader and many are beginning to use interesting vocabulary. There is evidence of correct punctuation being used and handwriting is neat. Average pupils write more than one sentence and use vocabulary appropriate for the subject matter. The use of basic punctuation is inconsistent. Lower attainers sequence a simple story, written during the previous lesson with their teacher, mainly correctly. Pupils in the other Year 2 class are beginning to link words to make their work more interesting; for example, 'radiators whine', 'taps drip'. However, few pupils are achieving the higher than average national curriculum levels of attainment.
79. By the end of Year 6, standards in writing are below those expected for their age, although progress is satisfactory, overall. Pupils in Year 3 and 4 begin to make their sentences more interesting, using a wider range of vocabulary, particularly adjectives. However some pupils' writing, particularly on white boards, is untidy and spellings are careless. In Year 5, many pupils are achieving standards in writing in line with those expected of pupils of this age. They make notes in preparation for writing a story. Pupils in Year 6 use dictionaries to find definitions of verbs. However many of the verbs were words commonly used in sentences and the task was too simple for pupils of this age. Pupils who find learning difficult can use dictionaries well, with adult support, to find the meanings of simple nouns. By the time they reach Year 6, most pupils are able to adapt their writing for different purposes, including newspaper reports, creative stories and autobiographies. However, few pupils are able to write consistently in detail, using complex, yet grammatically correct, sentences. Basic punctuation is often inconsistent and spellings inaccurate. Although the school has a high focus on developing grammar, spelling and punctuation skills through commercial schemes, pupils are not given a wide range of opportunities to practise these skills in their everyday writing. Too few literacy lessons encourage pupils to express themselves creatively, using the skills they have learnt in more formal English lessons.
80. The quality of teaching is satisfactory and is similar to the previous inspection. Planning is satisfactory but does not always identify clearly what is planned for each ability group, particularly in the mixed age classes. There is insufficient challenge in the tasks given to the higher attainers in some lessons and, consequently, in these lessons the pupils do not make enough progress. However, many teachers target questions appropriately to support the learning of individuals in their class. Most teachers share the learning objectives of the lesson with the pupils, which has a positive impact on their learning, but few teachers return to the objective at the end of the lesson to assess whether the objective has been achieved. The management of pupils and relationships are good and pupils generally respond well with positive attitudes to their work and behave well in lessons. The teachers use praise effectively to raise self-esteem. Where teaching is unsatisfactory the pace of the lesson is too slow, planning is barely adequate and there is little effort by the teacher to bring literacy alive to the pupils.
81. In lessons where teaching is good, there is a brisk pace and tasks are more suitably planned to meet the needs of all pupils. The teachers are enthusiastic and keen to share their interest in literacy with the pupils. This has a positive impact on attainment and, as a result, these pupils make good progress in their learning. Support staff are used effectively by teachers to support learning, particularly those pupils who find learning difficult. Pupils with special educational needs and those who speak English as an additional language make satisfactory progress throughout the school. The school is just beginning to

develop literacy across the curriculum and initial indications are that this is having a positive impact on standards in writing. For example, literacy skills in history are satisfactory by the end of Year 6. This is because pupils really enjoy history and talk enthusiastically about what they are learning. Through drama and activities, such as writing letters about their experiences as soldiers in the time of the Ancient Greeks, pupils have access to more interesting tasks, which has a positive impact on their learning.

82. There is a good range of procedures to assess pupils' attainment in English. However, these assessments are not used sufficiently to support teachers in planning activities to meet the needs of the range of ability groups within their classes. The introduction of grouping pupils according to their age and ability for lessons in upper Key Stage 2 is having a positive impact on pupils' learning, especially in Year 5 and for those in Years 5 and 6 who find learning difficult. Some teachers know what levels of attainment they hope individual pupils will achieve by the end of the year, but this is not clearly recorded so that they know exactly whether the pupil has been successful. Most teachers know the attainment targets from the National Curriculum levels in English, but few are confident to use the minor statements within the levels. These smaller steps give clearer indications of what pupils' need to do to achieve the next national curriculum level. Teachers meet regularly to discuss samples of pupils' work, but, at present, the school does not have an up to date portfolio of samples of pupils' work at the different levels to support teachers with their assessments. The analysis of test papers by the co-ordinator has not yet been in sufficient detail to support the improvement of standards across the whole school.
83. Management of English is satisfactory. There has been some monitoring of samples of pupils' work, matched to medium-term planning and the co-ordinator has monitored some teaching of literacy lessons. However, this has not yet been in sufficient detail to be effective and support the school in raising standards, in spite of the efforts and enthusiasm of the co-ordinator. The general role of the subject co-ordinator remains underdeveloped in the school. Resources are good and have been maintained since the last inspection. There is an appropriate range of big books to support pupils in their learning and to encourage them to enjoy literacy. However, few were used during the inspection and several teachers used photocopied sheets or English textbooks from commercial schemes. Special occasions such as 'book week' when pupils and staff dressed as characters from books and visits to theatres such as the Year 6 recent visit to see a production of 'Twelfth night', support pupils' learning well and do make a positive impact on learning. The library is well organised with a good range of interesting books. All pupils use the library regularly to choose their own books and this has a positive impact on their library skills.

## **MATHEMATICS**

84. The 2001 national test results in mathematics show that by the end of Key Stage 1, standards are well below average, both compared with schools nationally and with similar schools. By the end of Key Stage 2, mathematics test results indicate that overall standards are slightly below those expected nationally when based on average points and below average when compared with similar schools.
85. Standards in numeracy have improved since the last inspection. The previous inspection indicated that standards were 'below the norm' for many pupils. Based on current inspection evidence, by the end of Year 2 and Year 6, overall standards in mathematics are in line with national expectations. The school has made satisfactory improvement in mathematics.
86. By the end of both Key Stages, standards in using and applying mathematics are in line with those expected nationally, though there is a need to ensure that mathematics is used more regularly in other areas of the curriculum. Pupils develop a sound understanding of mathematical language, due to its reinforcement during lessons. Teachers spend time discussing with pupils the different forms of vocabulary, for example 'greater and lesser than' and the relationship between the different metric measurements of length. Problem solving is often linked to both number and shape, space and measurement. There is a need for the school to consider how mathematics might be regularly included in other areas of the curriculum, so that the knowledge that pupils gain might be applied more practically by linking challenges and investigations to everyday situations. Pupils are encouraged to explain the strategies they use to work out a problem and higher attaining pupils can do so, using the correct mathematical language.

87. Standards in number are broadly in line with expectations by the end of both key stages. Lessons seen usually began with a short mental/oral session, often, but not always, linked to number. Pupils choose the appropriate operation when solving addition and subtraction problems. By the end of Key Stage 2, a majority of pupils have a secure knowledge of multiplication tables and number bonds. Younger pupils in Year 2 are developing an understanding of place value up to a hundred. They become proficient in increasing, decreasing and equalising numbers. Odd and even numbers are studied and pupils begin to learn their multiplication tables. By the end of Key Stage 2, pupils work with numbers up to a million. They have a sound understanding of percentages, decimals and fractions.
88. By the end of both key stages, standards in shape, space and measure are in line with those expected nationally. By the end of Key Stage 1, pupils know about two dimensional shapes and straight and curved lines. They measure, using centimetres, litres and kilograms and this work is often linked to number or problem solving. Pupils become aware of the concept of time and are introduced to the calendar, days of the week, seasons and months of the year. Pupils make sound progress through Key Stage 2. They continue to study shape and calculate the volume of three dimensional shapes. Area, perimeter, angles and rotation are also studied.
89. Little evidence of work in data handling was seen in lessons or in scrutiny of past work during the inspection, but it is obvious from teacher planning that this does take place during the year. In work with databases in information technology lessons, older pupils demonstrate that they are able to tally, gather information, enter it into the computer and produce graphs. They also show that they are able to question and interpret the results. Very little evidence was seen of the use of information technology in mathematics lessons.
90. Overall, pupils make sound progress. All the required aspects of mathematics are covered and the curriculum is broad and balanced. The school has a policy of giving regular homework and this has a positive effect on the progress of the pupils, especially when they are supported and encouraged by their parents at home. Pupils with special educational needs make good progress, often due to the support they receive from classroom assistants. Some of them attain standards that are in line with national expectations. Pupils who speak English as an additional language make satisfactory progress. The setting for mathematics in Key Stage 2 has had a beneficial effect on the attainment and progress of average and lower ability pupils. However, the school needs to ensure that higher attaining pupils receive the challenge that they require and in this respect the expectations of teachers need to be raised.
91. The response of pupils to mathematics is never less than good and in Years 5 and 6 is very good. They respond to the initial mental mathematics session and are willing to take part and answer questions, always being pleased when they demonstrate that they know the correct answer. Pupils are well behaved and usually work with concentration and effort, both individually and when discussing in group work. They have good attitudes to their work and want to learn.
92. The quality of teaching is satisfactory, overall, with a few instances of good and very good teaching in Key Stage 2. No unsatisfactory teaching was seen during the inspection. Lesson planning is to a large extent covered by the published scheme used by the school. In their planning during the week of the inspection, teachers indicated the lesson objectives, but not the level of attainment being aimed for. Good use is made of the initial mental session and teachers usually set and kept to time limits. Often the pace of lessons is a little slow with an overuse of teacher exposition and a lack of time for pupils to be actively engaged on their own tasks. On these occasions pupils become restless. In a very good lesson in Year 6, the pace, challenge and teacher expectation were very high and the pupils responded to these with both enjoyment and hard work. Often, there is a lack of differentiation in work provided for the class or ability set. This works to the detriment of higher attaining pupils who often are not appropriately challenged. This is reflected in the below average number of pupils attaining the higher levels in the national assessment tests. Whilst there are assessment procedures and a tracking system in place in the school, the information provided is not consistently used by teachers to plan work for individuals or groups of pupils. Marking is consistently done, but there are occasions when more written comments could be made to help pupils make further progress. Teachers make very good use of the resources available to them and these are of good quality. Teachers need to make more valid links between mathematics and other curriculum areas.

93. The co-ordinator is knowledgeable, enthusiastic and keen for the pupils to achieve success. She has carried out in-service training and is aware of the need to monitor the quality of teaching and learning, but this is difficult, due to time constraints. The setting by ability of pupils in Key Stage 2 is having a beneficial impact on standards, but efforts should be made to ensure that the benefits also apply to higher attaining pupils. Assessment procedures are in place, but need to be used more thoroughly to inform teacher planning for groups and individuals. There is a well-structured scheme of work in place and the resources for the subject are good.

## **SCIENCE**

94. The national test results in 2001 showed a significant fall in the number of seven year old pupils in Key Stage 1 who achieved a higher than average grade. Almost 96 per cent of pupils achieved standards that were at least in line with the national expectations. In Key Stage 2, nearly 33 per cent of the group achieved higher levels, which was broadly in line with the performance of eleven-year-old children in the previous year. However, the overall percentage of eleven-year-old pupils attaining their expected level of attainment of level 4 and above was below the previous years by almost ten per cent and this figure is below national standards. In comparison with similar schools, pupils' attainment is also below the achievements of pupils in similar schools.
95. Standards at the end of key Stage 1 and Key Stage 2, based on inspection evidence, are in line with expectations. Standards have been maintained since the last inspection.
96. The school has analysed the reasons for last year's fall in standards in the national tests in Key Stage 2 and recognises the need to improve aspects of its monitoring procedures and National Curriculum assessment, tracking and targets setting systems. Analysis of the available attainment results over the last two years indicates that there is a broad range of attainment in different year groups. This unevenness may be linked to two key factors; there is a large percentage of pupils with special needs in the majority of year groups and a significant number of staff have recently joined the school over the last two years. Over time, the progress of the majority of pupils with special educational needs in science is good. However, in certain cases, teachers do not always specify clearly the expected learning outcomes during lessons for lower and higher attaining pupils. This results in higher attaining pupils not always being sufficiently challenged and lower attaining pupils unsure of the key teaching points they are expected to know at the end of a lesson. Boys are currently outperforming girls in science. The school is aware of this gender difference in attainment and during the inspection there was no significant disparity found in the attainment of girls from that of boys. Pupils who speak English as an additional language make at least satisfactory progress.
97. By the end of Key Stage 1, pupils have covered a sufficiently broad range of topics. They have 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. The higher attaining pupils understand that wires carry electricity which can be harmful to people. Most pupils understand that an electric circuit needs a power source to make it work, such as a battery or a plug. The higher attaining pupils worked independently together to find if they can make two bulbs light from the same power source. All pupils record their work in pictorial form and label their diagrams correctly, with appropriate support from the teacher, when necessary. They develop their knowledge of technical vocabulary. They carry out investigations involving moving toy cars and ramps and record their results in chart form. Pupils understand the difference between two different types of force like pushes and pulls. Higher attaining pupils know that the wind from your mouth begins the process of the bubbles moving higher into the atmosphere. The planned units of work for all Key Stage 1 pupils makes good emphasis on children carrying out investigations and using appropriate technical vocabulary to discuss and record their findings. Pupils displayed good attitudes towards science during the lessons observed.
98. At the end of Key Stage 2, the majority of pupils make sensible predictions, based on their prior knowledge and develop greater skills in being able to construct a fair test. They develop their understanding of the properties of different materials and explore which materials can muffle sound the best. The teacher supports them in their understanding of sophisticated technical terms like independent, dependent and controlled variables with simple explanatory statements and additional

explanations. The higher attaining pupils know that sound does not travel through a vacuum and that materials with tight weaves have particles which are closer together which is likely to result in a noisy sound being muffled well. A large number of pupils understand that the distance between the sound source and the listener, together with the way the sound source is wrapped are important factors which should not be changed when constructing a fair test. The higher attaining pupils know that light travels faster than sound and sound travels at 330 metres per second. Pupils develop their knowledge of physical processes by finding out more about the solar system and how this affects aspects of our daily lives. Pupils explore the reasons for the four seasons and learn more about how the idea of years and days depends on the sun and the moon. Opportunities for experimental work are planned into the different units across the attainment targets. However, recorded examples show little evidence of systematic enquiry being channelled into contexts where pupils can hypothesise and then plan and carry out their own experiments independently. During the inspection, the vast majority of Key Stage 2 pupils persevered with challenging tasks and enjoyed their science lessons.

99. In the five lessons observed, teaching and learning was satisfactory, overall, with good features across both key stages. This is similar to the findings of the last inspection. Teachers in both key stages have secure subject knowledge and a clear understanding of the National Curriculum requirements. When teaching was good there were high expectations of attainment and effective use of questions and praise to raise pupils' self esteem and confidence. For example, in a Year 3/4 lesson that focused on pupils finding out what would happen if batteries were added to an electrical circuit, the teacher used open ended questions well to develop and encourage pupils reasoning skills. In addition, good teaching was characterised by effective classroom management, which used a range of practical resources. Pupils supported each other in challenging tasks that were well structured and built on pupils' prior knowledge of the topic. Weaker aspects of teaching occurred when teachers missed opportunities to make effective links with information and communication technology in their short term planning. In addition, teacher's short term planning did not make the learning objectives for different ability levels of children explicit. This resulted in the concluding part of lessons being under developed.
100. The co-ordinator manages her responsibilities very well. Good breadth and balance is provided through the adoption of the national scheme of work that is now being used consistently throughout the school. The school has improved its policy for science and the co-ordinator recognizes the future need to update existing procedures to meet the requirements of National Curriculum 2000. This should improve planned links in literacy, numeracy and information and communication technology. Although some formal monitoring of teaching has been undertaken by the co-ordinator in recent months, procedures need to be more formalised and stated clearly in the subject policy. Methods for evaluating the overall effectiveness of the aims of the subject are underdeveloped and require stating in more detail within the school's policy. Assessment has much improved since the last inspection. The present co-ordinator has worked hard to establish a secure assessment system that involves end of unit and National Curriculum assessment procedures. The use of the assessment data needs to be further developed. Although all pupils' work is regularly marked, day-to-day marking is often celebratory and does not inform each pupil of what they need to do next to improve their attainment. Through the commitment of the co-ordinator and the hard work of staff the school has improved its overall science provision significantly since the last inspection. It is now well placed to continue the trend to raise standards even further in the subject.

## **ART AND DESIGN**

101. Although no lessons of art & design were seen during the inspection, additional evidence was taken from a scrutiny of pupils' work on display and through discussion with staff and pupils. Overall, attainment for pupils aged seven and eleven is in line with expectations, with a significant amount of good work. Throughout the school, pupils, including those with special educational needs and those who speak English as an additional language, often make good progress. This is similar to the findings in the last inspection report. No secure judgement can be made on teaching as no lessons were seen. The quality of display work across both key stages is very good and is a strength of the school.
102. By the end of Key Stage 1, pupils have experienced a broad range of media, styles and materials. They develop good painting skills and use their observational and creative skills to paint realistic pictures of

flowers in the impressionistic style of Monet. Their compositions demonstrate good colour mixing skills and their choice of colour is complementary to that of the artist's style they are trying to copy. When observing the work of Seurat, pupils experiment with different types of instruments to make appropriate circular marks on paper like cotton wool buds. Pupils experiment with a variety of man made and natural materials to create abstract pictures and collages. For example, in Year 2, they arrange and glue objects such as bottle tops, pins, nails and face pads within decorative borders to produce pleasing tactile pictures in a particular type of material, such as different types of wood. Their finished piece of work is aesthetically pleasing. All pupils are encouraged to plan their compositions carefully and follow their designs accurately. In a display mounted in the entrance hall, pupils' individual textile work is mounted in the form of a group tiled collage. Pupils show good skills translating their two dimensional line and colour drawings into attractive compositions. There was little evidence available for scrutiny that focused on developing pupils' three-dimensional skills such as creating temporary three dimensional images from found materials or clay work, such as mosaic tiles.

103. By the end of Key Stage 2, pupils have developed a sound knowledge of the work of other artists, colour and tone. Pupils experiment with a range of materials and explore the visual and tactile qualities of different textiles in their work. For example, Year 3 and 4 pupils drew designs for decorative mats that are linked to a 'Fair Trade' theme. They work from their designs with visiting artists to produce excellent examples of textile work that involves them learning about different ways of combining materials and how to decorate their work by using different types of stitching and suitable objects like plastic coins which are appropriate to the theme. All pupils are developing sound observation and drawing skills. In Year 6, pupils closely observe and draw musical instruments to assist them when designing and making a musical instrument for their design and technology work. The higher attaining pupils' drawings of a glockenspiel and flute are very detailed and show a growing understanding of using tone to give pictures a solid, three-dimensional quality. Pupils experiment with card and a variety of soft materials to make mobiles to decorate their classrooms. Older pupils use the internet to research the work of famous artists such as Jason Pollock and there is good use of information and communication technology to support learning in the subject. Older pupils' three-dimensional work, using a combination of discrete materials such as wood and fabric, is underdeveloped. There were no examples of older pupils being involved in three dimensional projects that involve them building structures on a large scale, or constructing figures, using a frame for support. Throughout both key stages the use of sketchbooks is underdeveloped.
104. The subject co-ordinator is enthusiastic and committed to developing the subject. However, because of constraints linked to time, staff changes and the schools identified priority subjects for development, there has been slow progress in developing some of the areas mentioned in the last report that required improvement. There are still weaknesses in planning, assessment and the underdevelopment of aspects of the role of the co-ordinator. Since the last inspection, the co-ordinator has purchased good assessment and support materials to assist subject delivery and she is currently in the process of writing new schemes of work that are skill centred. The monitoring of the subject is mainly informal and the co-ordinator recognises the need for more rigorous monitoring and evaluation procedures. The policy for the subject requires up-dating to the new requirements of the National Curriculum 2000. Overall, there are good practical resources for the subject, but little to support the study of art history in terms of library books. The co-ordinator makes good use of a variety of resources to enhance the quality of curriculum experiences the pupils receive. For example, there is a regular art week each year where eight visiting artists work in a carousel to offer a variety of experiences in areas like ceramics, drawing, painting, modelling and puppetry. Older pupils make good use of specialist facilities such as the Manchester Art Gallery.

## **DESIGN AND TECHNOLOGY**

105. During the inspection two lessons were observed in design and technology. Additional evidence was taken from work the pupils had previously completed, work on display, and scrutiny and discussions with staff and pupils. Overall, attainment for pupils aged seven and eleven is broadly inline with national expectations. However, in areas associated with control technology in Key Stage 2, such as using mechanisms to make things work, standards are below what you would expect eleven year old pupils to achieve. Across both key stages, all pupils including those with special educational needs and those

who speak English as an additional language, make satisfactory progress. This is broadly in line with the findings of the last inspection.

106. The headteacher has recently taken over the co-ordination of this subject due to recent changes in staff and the subject is considered a high priority for development. Since the previous inspection the school has secured its scheme of work and is adopting and fully implementing the national guidelines for the subject. Schemes of work are now more secure and assessment arrangements have improved. Additional resources have been purchased in the areas of identified need, such as control technology and mechanisms, to ensure that staff have a full range of resources to deliver the school's programme of study. Overall, there has been satisfactory improvement in addressing the main issues stated in the last report.
107. In Years 1 and 2, children study food technology and explore resistant and non-resistant materials such as wood and fabric as they work on their assignments. This includes designing moving vehicles and making wind up toys and puppets. In Year 2, they begin to understand how three-dimensional effects can be designed and made by investigating how to make pop up mechanisms. They make simple plans for cards that involve using slits and flaps to make objects move and stand out. In Year 3/4 pupils design cloth purses from a variety of fabrics, including fur and use paper templates to ensure that their designs are symmetrical. In Year 6, pupils develop more refined technology skills by following challenging design briefs linked to interesting themes like the fairground, controllable vehicles and musical instruments. They use first hand experiences to inform their planning. For example, Year 6 pupils watched a video of how to join different types of material together before they started their designs linked to making a musical instrument. They make preliminary sketches, based on first hand observations of instruments. Finished products are of high quality and utilise a variety of joining and finishing skills. Pupils evaluate how they could improve their work. Across both key stages, pupils work co-operatively and safely. They display good attitudes towards the subject during class lessons.
108. Overall, teaching and learning are satisfactory across both key stages. There are examples of good teaching in both key stages. This is similar to the judgements made in the last inspection report. The best features of teaching demonstrated good lesson preparation and clear learning objectives that were shared with the class. Teacher expectation of attainment was high and there was appropriate emphasis on developing pupils' independent learning skills. Pupils were encouraged and supported to work problems out for themselves. Classroom assistants were well deployed and worked effectively with all pupils by using good questioning techniques and ensuring that safety rules are kept during making activities. Teachers explained tasks well and had good subject knowledge. This was evidenced in one lesson when pupils followed alternative plans when their original designs were not working out. The weaker aspects of teaching occurred when some pupils were engaged in preliminary sketching tasks that showed that they had not fully understand the practical purpose of the activity. They drew pictures opposed to designs that had to be made which limited their progress during the lesson. Teachers' lesson objectives and delivery did not always make it clear what pupils of different ability levels were expected to achieve by the end of the lesson.
109. Evidence from teachers' planning indicates that all the statutory requirements in the subject are met. Pupils use a variety of mouldable, stiff and flexible materials in their design briefs which cover the programmes of study. However, there was limited evidence of mechanical and electrical components or devices being used to generate or control movement. In addition, the use of information and communication technology to support the design process is underdeveloped.
110. Overall, although leadership for the subject is now good, recent changes in staff and co-ordinator responsibility for the post have meant that there has been uneven progress in developing the subject and raising standards since the last inspection. It is clear from the evidence that there is a stronger emphasis on the subject now than in the past years. Although the formalised monitoring of teaching has improved over recent months, the co-ordinator understands the need for this to be even more rigorous. He also recognises that the staff require additional training in areas such as mechanisms and control technology to ensure they have the necessary knowledge and skills to extend all pupils' achievements, especially the highest attainers. The policy for the subject requires up dating to national curriculum 2000 and methods for evaluating its success need to be clearly stated. The co-ordinator is in the process of modifying the existing schemes of work to make them more appropriate to the needs of the pupils and

the school. He has developed an end of unit assessment record and has started an assessment portfolio to raise expectations of what all pupils of different National Curriculum ability levels are expected to achieve in various year groups.

## **GEOGRAPHY**

111. No judgement can be made on standards in geography by the end of Year 6 because no geography has been taught in upper Key Stage 2 yet this term. A major focus on geography has been planned for next term. However, evidence from looking at samples of pupils' work in other years and from talking to pupils, attainment for these pupils is as it should be and good progress is made in their learning. Standards have been maintained since the last inspection and for some pupils attainment has improved.
112. By the end of Year 2, most pupils have satisfactory knowledge and understanding in studies of a locality. They identify places they have visited for holidays on a map. They are beginning to use geographical vocabulary when describing physical features at the seaside. Pupils in Years 3 and 4 begin to compare physical and human features in different localities. They can satisfactorily compare life in Chembakolli, India, with their own lives in Rochdale. The present Year 6 pupils confidently recall work they did about mountains when in Year 5. They know the names of mountainous regions and know how mountains and rivers are formed. They discuss the best place to live in the mountains, giving good reasons, based on geographical information. They know the significance of the changes of weather conditions in mountain regions.
113. The quality of teaching is good and this has a positive impact on pupils' learning. Most pupils, including those with special educational needs and those who speak English as an additional language, make at least satisfactory progress in their learning. Lessons are well planned and objectives are clear. Good question and answer sessions enable teachers to assess and recap on pupils' knowledge and understanding from previous lessons. Resources are well organised and used effectively to support learning. Teachers have good subject knowledge and value pupils' ideas and their contributions to discussions. Good international links are being established to support pupils in their learning. This is already becoming effective, because, during one lesson observation, a pupil asked the teacher a question about homes in Chembakolli. Another pupil immediately suggested that they e-mail the head teacher at a school in India with whom the school has established links. In response the teacher was very positive and allowed the pupil to prepare some relevant questions to send to India. This initiative supports pupils' learning well. Discussions with pupils indicate that pupils have positive attitudes to geography and are interested in their work.
114. The management of geography is satisfactory. The co-ordinator has a clear view of areas to be developed in order to raise standards in geography. A commercial scheme of work has been recently introduced with individual lesson plans and assessment opportunities. This is in its first year of use and will be reviewed at the end of the year to ensure that it meets the needs of all pupils in the school. The co-ordinator is successfully leading the school in setting up international links to support geography. Resources are adequate and the co-ordinator has ensured that there are appropriate resources available to teach the new scheme of work. She has looked at samples of pupils' work and observed a small number of geography lessons. However, the role of the subject co-ordinator remains an area for further development to support the raising of standards. Special curriculum days, such as the recent 'India Day', support pupils' attainment in geography well. The school has also been keen to develop the environment of the school grounds. As part of geography lessons, pupils in Year 5 were given the task of deciding how to improve the quadrangle just outside their classroom. They made plans of the area and used the best ones to improve the environment. These initiatives support the teaching of geography well.

## **HISTORY**

115. By the end of Year 6, pupils attain standards in history higher than those normally seen and pupils in Key Stage 2, including those with special educational needs, make good progress in their learning. Standards are better now than they were in the last inspection. Only one lesson was observed during the inspection so no judgement can be made on the quality of teaching, but evidence from samples of



pupils' work, displays and from talking to pupils indicates that standards are good.

116. By the end of Year 2, most pupils show a developing sense of chronology by looking at past events in their own lives. They remember special events such as birthdays and 'bonfire night'. They begin to look at aspects of the past beyond their living memory. They know that people annually remember people who died during wars on Remembrance Day and know some of the symbols of remembrance, including wreaths, poppies and the Cenotaph. They listen to stories and use a range of sources of information to help them understand how the past is different from the present.
117. By the end of Year 6, most pupils have good factual knowledge of aspects of the history of Britain and the wider world. They have a good understanding of life in the times of the Ancient Greeks. They know why the Ancient games took place and can compare them with the modern Olympic Games. There are good links with literacy. Pupils find out about life as a soldier and write a letter about their experiences to someone dear to them. In drama, pupils can compare life in Sparta with living in Athens. In Years 3 and 4, pupils understand what it was like for children in Britain during the Second World War. The school has made a video of pupils' grandparents talking about their own experiences during the war, which effectively supports pupils' learning. Last year, as part of the school centenary celebrations pupils took part in a Victorian week and spent a day experiencing a day in a Victorian school. From this experience, pupils talked enthusiastically about life in the Victorian times. In discussions with pupils it is evident that they really enjoy history and this has a positive impact on their learning.
118. No judgement can be made on the quality of teaching of history, because only one lesson was observed during the inspection. Long and medium-term planning is satisfactory and pupils talk enthusiastically about history lessons. Teachers have high expectations of attainment and presentation of work. There are attractive displays in most classrooms which support learning effectively. Assessment procedures are appropriately being developed
119. The subject is at present being effectively co-ordinated by the headteacher who has identified areas for development and improvement after monitoring. This was done through looking at samples of pupils' work, analysing planning, talking to pupils and teaching some history lessons. The school uses a number of commercial schemes together with ideas from the national guidelines to support teachers with their planning. The co-ordinator feels that standards have improved, particularly in Key Stage 1, because teachers have a framework from which to plan their lessons. Appropriate coverage of history is now planned through a two-year rolling programme for Key Stage 2 and an annual programme in Key Stage 1. This has successfully addressed the issue of coverage identified in the last inspection. Resources are good and a range of artefacts and packs of photographs and pictures support the curriculum well. Learning opportunities are also enhanced by visits to museums such as Wigan Pier and to places such as the town's War Memorial. Pupils are also encouraged to bring artefacts to school; for example, a pupil in Year 2 brought in her granddad's medals to share with the class. All these good learning opportunities enable pupils to make good progress in their learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. The previous inspection report judged standards to be 'broadly average with a significant minority below'. The school has worked hard in recent years to improve both the expertise of the staff and the resources available to them. Standards for all pupils, including those with special educational needs, are now at least in line with national expectations at the end of Key Stage 1 and above at the end of Key Stage 2. Good progress has been made in this area of the curriculum.
121. By the end of Key Stage 1, pupils are beginning to show a confidence and familiarity with computers and most use a mouse competently. They are becoming aware of the keyboard and develop their word processing skills. In a Year 2 lesson pupils use the space bar, shift key and cursor and can find a particular font and type in that style. They use icons to change alignment and input simple rhyming words. Pupils become aware that text can be entered and printed out. They know that text communicates meaning and that corrections can be made. The 'Paint' program is used to develop artistic skills and an imaginary town is designed and printed out. Creative writing such as 'Bonfire Night' and 'Magic Castles' is typed and printed. Pupils are aware of control technology and can programme the

'Roamer'. Control of the cursor is encouraged through the placing of weather forecast signs on a map. The pupils then print the maps.

122. Older pupils in Key Stage 2 develop their understanding and ability to use a computer. Through practice, they become aware of how to use the various keys and icons and many develop good levels of expertise. They are helped if they have a computer at home, but also benefit from the good resources within the school and the developing expertise of the teachers and support staff. There is increasing evidence of the use of information technology in other subjects of the curriculum, though there are still further opportunities to develop this aspect. The computer is used to compose a picture in the styles of Seurat and Kandinsky and the brush tool used to add colour to the picture. Pupils create a data file and enter data from their physical database. Graphs are produced on, for example, shoe sizes, height and weight and pupils are then able to extract information from the graphs. The relevant technical vocabulary is developed well and pupils can describe what they are doing. They type text and enter graphic displays to create interest when designing 'Birthday' and 'Get Well' cards. The Internet is researched and relevant information downloaded and saved to a file and then printed in a study of 'World War 2'. E-mails are sent to and received from other schools.
123. The quality of teaching in ICT is good, especially when teachers have good subject knowledge. Pupils enjoy the work they do on computers and it is very noticeable how very interested they are and how much they concentrate and put effort into their work. They show the ability to co-operate by discussing and helping each other. The establishment of a very good computer suite and another bank of computers in Unit 2 helps to promote their enthusiasm. As a result of their interest, the resources and the good quality of teaching, the behaviour and attitudes of the pupils towards their work are good. All pupils, including those with special educational needs and those who speak English as an additional language, make good progress. Teachers have received training and are making good use of the facilities available to them. They are ensuring that pupils attain the necessary skills. Support staff also make a valuable contribution as demonstrated in a very good Year 2 lesson. Lessons are well planned and teachers are always aware of the objectives of the lesson before they begin. They give clear explanations and make good use of the projector in the computer suite. All pupils are fully included in these lessons.
124. The subject has received a lot of emphasis during recent years. It is very well co-ordinated and managed. Although the school has received finance and training, it has also been proactive in obtaining further resources from local industry. This is having a beneficial effect on the attainment and progress of the pupils and on the confidence and expertise of the staff. The ratio of pupils to computers is good. The co-ordinator has produced a very good file for each teacher that includes the QCA objectives for each year group, assessment procedures and links with other subjects of the curriculum. There is a need to ensure that the support teachers are receiving is put into practice with every class and that the organised and structured advice they have been given is carried out. This can only be done if the co-ordinator has time to monitor the quality of teaching and learning in each class. At the moment, she does not have sufficient time to do so. There is also a need to ensure that assessment procedures are carried out and that the information gained is used to plan future work for individuals and groups. Further use could be made of the computers in each classroom in links with other subjects of the curriculum.

## **MUSIC**

125. In the last inspection, standards at the end of Key Stage 1 met the national expectation, but at the end of Key Stage 2 they did not always meet them. Music had a low profile in the school and there was insufficient written work attempted. Singing was unsatisfactory in Key Stage 2. Standards have been maintained in Key Stage 1 and have improved, overall, in Key Stage 2 and are now broadly in line with expectations except in singing. This is still an area for improvement, as singing in assembly still lacks tunefulness, good pitch and rhythm. Older pupils do not sing with much enthusiasm.
126. In Key Stage 1 pupils sing with enjoyment in a reasonably tuneful way with a satisfactory sense of rhythm and pitch. They recognise high and low notes and can play a sequence of notes in order. They clap and sing in time to the music, both in class and in singing practice with all Key Stage 1. In Key Stage 2, pupils are beginning to record their compositions and they explore ways in which sounds can

be expressively used. They can perform rhythmically simple parts requiring a few notes. They recognise how their work can be improved. There are several pupils in Key Stage 2 who are learning to play musical instruments and are achieving the levels expected for this age.

127. The quality of teaching is satisfactory, overall, with some examples of good teaching in both key stages. In the most successful lessons, teachers are enthusiastic and this has an impact on the learning, because the pupils want to join in and they enjoy all the session. A recent commercial scheme has been purchased and is in use. This is providing teachers who are not music specialists with increased subject knowledge and more confidence in their teaching. It is also ensuring that there is more progression in the development of skills in both key stages. The most successful lessons had clear planning with activities that reinforced the learning. The lessons had a good pace which motivated pupils to think and to concentrate well on what they were doing. Clear objectives were shared with the pupils at the beginning of the lesson and referred to in the plenary session, which also promoted effective learning. In the best lessons, teachers used the pupils' own evaluations of each other's work to improve the learning. In lessons that were not so effective, although still satisfactory, planning detail was not as clear and expectations not so high and, consequently, pupils made less progress. Specialist teaching is effective and extends the capability of pupils who are learning to play an instrument. Overall, pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress, except in singing at Key Stage 2 where progress is unsatisfactory.
128. Most pupils enjoy music, except for singing in Key Stage 2. They are interested in lessons and enjoy making up their own compositions and then performing them to the class. Displays around the school promote their interest and when they are linked to other subjects, for example in Years 3 and 4 when linked to the music around at the time of World War 2, they promote effective learning. Music is used appropriately to enter assembly and now has a higher profile in the school. Resources, including multi-cultural resources, are just about adequate. The lack of easily accessible music stands for those pupils learning to play an instrument has a detrimental effect on their performance. The co-ordinator is relatively new to the post, but has introduced a new scheme and done an audit of resources. As yet, there has not been sufficient opportunity to monitor the success of the scheme so far across the school.

## **PHYSICAL EDUCATION**

129. The pupils, including those with a special educational need, make satisfactory progress and standards are in line with national expectations at the end of each Key Stage. This is a similar judgement to the previous inspection report. The school has maintained a broad and balanced physical education curriculum. During the inspection, there was an emphasis on dance and games, but it is very apparent from teachers' planning that all the elements of the National Curriculum are included during the school year.
130. Younger pupils develop an understanding of space, body shape and speed of movement. In a very good Year 2 lesson, pupils developed sequences of movement to Indian music. They are beginning to be able to move gracefully to music and to react to their partner's movement. Pupils move freely and use their imagination when required to develop a theme or sequence. In a games lesson, pupils make sound progress in throwing and catching a ball with a partner. They are aware of different ways of throwing, such as an underarm and a chest pass. Some more able pupils are able to catch a ball while travelling. Overall, pupils throw and catch competently and position themselves well to receive the ball.
131. The quality of teaching is satisfactory, overall. When teachers plan lessons well and have high expectations of behaviour and performance pupils respond accordingly. This was the case in a very good Year 3 and 4 dance lesson. There are times when the planning, organisation and level of teacher expertise are less than satisfactory. This was the case in one lesson in Key Stage 1 that was unsatisfactory. Teachers ensure that all pupils, including those with a special educational need or those who speak English as an additional language are fully included.
132. All the lessons seen in Key Stage 2 were games lessons and due to weather conditions these often had to be indoor rather than outdoor lessons. Teachers did well to suddenly adapt to a change of

situation. Pupils, both boys and girls, make satisfactory progress in developing skills in soccer and rugby. They are learning to run, dodge and weave and correctly give and receive a pass in rugby. These skills are then put into practice in competitive games with other schools. In other lessons, pupils develop the skills of passing a soccer ball. They make sound progress in trapping the ball, using the side of the foot and in then passing it accurately to a partner. In both soccer and rugby, pupils become increasingly aware of the need to find space to both give and take a pass.

133. By the time they leave the school, pupils make good progress in swimming, well over 90 per cent being able to swim at least 25 metres. Local swimming galas are entered and the pupils perform with some success. The school makes good provision for extra-curricular sports activities, including cross-country running, soccer, rugby, netball, dance, cricket, athletics and rounders. Over 50 per cent of the pupils (170) are involved in these activities and four members of staff. The Year 6 pupils also have the opportunity to attend a residential outdoor activity weekend. This enables them to participate in canoeing, archery, climbing, sailing and trampolining and develops both their skills and interest in physical activities. The range of extra-curricular activities contributes positively to pupils' levels of attainment and their positive attitudes to learning. The school has links with Mayfield Rugby Club and Rochdale Football Club and this enables coaches to occasionally come to the school and pass on their skills to the pupils. Pupils take part in competitive events against other schools, for example in cross-country running and rugby.
134. Pupils are enthusiastic about the subject and have positive attitudes to learning. Teachers are trying to set good routines for the lessons and so pupils usually come into and leave the hall in an orderly fashion with an awareness of the health and safety issues involved with physical education. Generally, pupils listen well and follow instructions and this contributes to their sound gains in learning.
135. The hall offers adequate space and is well equipped with the appropriate apparatus. The outdoor areas are satisfactory and very well maintained. There are plans to provide playground markings on the newly laid tarmac in the near future and there is a small adventure playground.
136. The co-ordinator is knowledgeable about the subject. She has ensured that the resources are good and that a scheme of work supports the teachers. There is a need to develop assessment procedures for the subject. In order to improve the quality of teaching and learning, there is also a need to develop opportunities for the co-ordinator to monitor lessons, so that relevant support and advice can be given to teachers. Further in-service training would also be supportive to teachers.

## **RELIGIOUS EDUCATION**

137. Standards of attainment in religious education by the end of Years 2 and 6 are in line with the expectations of the locally agreed syllabus for Rochdale and pupils in both key stages make good progress in their learning. Standards have been maintained since the last inspection. Overall, pupils exhibit very good interest and attitudes to this subject.
138. By the end of Year 2, most pupils have a satisfactory understanding of Christianity and some of the beliefs of the world faiths. Pupils in Year 2 consider and reflect on ways to behave. They understand that the Ten Commandments are a set of rules for Christians. They know the stories of The Lost Sheep and The Good Samaritan and begin to understand the moral Jesus was teaching in these stories.
139. By the end of Year 6, pupils know and understand, in some more detail, the practices, customs and beliefs of Christianity, Islam, Judaism and Buddhism. They begin to identify similarities and differences between religions. Most pupils in Year 3 and 4 know that 'The Torah' is a set of rules for people of the Jewish faith and express their own views on the need for rules in every day life. They listen to the story of 'Jonah and the Whale' and have an understanding of Jonah's feelings towards God. In Years 5 and 6 pupils have a sound understanding of the life of Buddha and can describe a day in the life of a Buddhist monk. They consider how to prepare for special occasions in their lives and understand the Bar Mitzvah ceremony for Jewish boys at the age of Twelve. During a whole class discussion one pupil shares her preparations for her confirmation and another pupil explains how he is fasting during Ramadan.

140. The quality of teaching is good and has improved since the last inspection. Lessons are well planned. Most teachers have good subject knowledge and this has a positive impact on pupils' learning. Good question and answer sessions promote discussions. Teachers value individual pupils' contributions to these discussions and ensure that all pupils are fully involved. Lessons are interesting, with good use of resources and teachers provide good explanations; for example, in one lesson, the teacher dressed a pupil in the special items worn by boys at their Bar Mitzvah and carefully explained the significance of each item. Teachers challenge pupils' thinking; for example, in one lesson, the teacher asked the pupils for their understanding of 'remorse'.
141. Management of religious education is satisfactory. The co-ordinator has been in post since the beginning of term and has already a clear understanding of how to develop the subject in the school. She has organised the resources and is compiling a list of web-sites to support teachers with their planning. The policy has been reviewed effectively by the previous co-ordinator and the scheme of work appropriately follows the Rochdale locally agreed syllabus. The school also uses some of the material provided in the national guidelines for the teaching of religious education, in order to support teachers in their planning. Samples of pupils' work have been monitored this term and checked to ensure that what has been planned is actually being taught. The co-ordinator is working on assessment tasks, started by the previous co-ordinator, to help teachers make informed assessments of individual pupils' attainment against the assessment opportunities provided to support the Rochdale Agreed Syllabus. This effectively supports pupils' learning. Resources are satisfactory and the school encourages visitors to school to talk to pupils about their religious beliefs. Pupils also visit the local churches to support them with their understanding of Christianity, but, at present, do not visit places of worship from other faiths.