

# INSPECTION REPORT

**HOLY TRINITY CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Bury

LEA area: Lancashire

Unique reference number: 105331

Headteacher: Mr S Paine

Reporting inspector: Mr D Byrne  
28076

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> February 2003

Inspection number: 246476

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior school

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Cecil Street  
Bury

Postcode: BL9 OSB

Telephone number: 0161 764 2993

Fax number: 0161 253 5963

E-mail address p3513302@yahoo.co.uk

Appropriate authority: Governing body

Name of chair of governors: The Revd D Hailes

Date of previous inspection: 24<sup>th</sup> – 27<sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28076	Mr D Byrne	Registered inspector	Science Design and technology	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
9224	Mr M Vineall	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
31807	Mr D Carpenter	Team inspector	Foundation Stage Art and design Music	How good are the curricular and other opportunities offered to pupils?
22990	Mr C Furniss	Team inspector	English History Information and communication technology Educational Inclusion	How well does the school care for its pupils or students?
22556	Mr W Jefferson	Team Inspector	Mathematics Geography Special educational needs	
21750	Mrs S Hall	Team Inspector	English as an additional language	

The inspection contractor was:

Lynrose Marketing Limited  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 0TU

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>13</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>16</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>21</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>26</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>32</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Holy Trinity primary school is a Voluntary Aided Church of England school situated in the town centre of Bury, Greater Manchester. There are 156 pupils on roll, including 22 part-time children in the Nursery. The majority of pupils (82%) are of Asian Pakistani origin and a very high percentage of pupils live in homes where English is not the mother tongue and start school with little or no spoken English. The majority of pupils use Punjabi as their first language when not in school and other languages include Urdu. There are two refugee pupils of Iranian origin. The majority of pupils live very close to the school and there are high numbers of socially disadvantaged families. The percentage of pupils taking free school meals is above the national average (36%), but the number of pupils eligible for free school meals is far higher and over 50%. The percentage of pupils who are identified as having special educational needs is broadly in line with the national average but the percentage of pupils with statements of special educational needs is high. A high percentage of pupils join and leave the school at times other than the usual time of admission and leaving. When children start school in the Nursery class, the vast majority have exceptionally low skills in many areas of learning, but especially in their knowledge and understanding of English, in their knowledge and understanding of the world and in their personal, social and emotional development.

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

This is a good school that is rapidly improving. It has an excellent ethos that develops pupils' self-confidence and promotes amongst pupils very good attitudes to learning and excellent relationships between everyone, regardless of their cultural or ethnic backgrounds. Pupils make very good progress in mathematics and achieve well. In English and science, pupils make good progress overall, but they could achieve even better in some aspects of each subject. The quality of teaching and learning is good across the school and excellent teamwork between teachers and teaching assistants provides very high levels of care and commitment to the pupils. The school is very well managed and the leadership by the head teacher is excellent, providing a very clear educational direction that is successfully improving the school to meet the challenging needs of the pupils. The school gives very good value for money.

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

- The school is very well managed and the head teacher's leadership is excellent and ensures that finances are exceptionally well used.
- A good standard of education is provided for children in the Foundation Stage resulting in pupils making good progress overall.
- Pupils make very good progress in mathematics and good progress in English and science from a very low level when they start school.
- The quality of teaching of all pupils, including those with English as an additional language and those with special educational needs, is good and all staff know their pupils very well.
- Pupils' personal development and relationships are excellent. They develop very good attitudes to learning, behave very well and have very high levels of racial and cultural tolerance.
- The provision for spiritual, moral, social and cultural development is excellent.
- Very high levels of care and attention to pupils' welfare exist throughout the school.
- The school is highly valued by the local community and works hard to implement a policy of Lifelong Learning within the neighbourhood. Very good efforts are made to involve parents in their children's education and the information provided for them is excellent.

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

- Attainment in English across the school.
- Standards in art and design by the end of Key Stage 2 and in design and technology and information and communication technology by the end of both key stages.
- The way in which pupils' attainment and progress in non-core subjects are assessed and recorded.
- The quality of the accommodation.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since the last inspection. The leadership and management of the school and the quality of teaching have improved significantly. The curriculum has been improved and now meets statutory requirements. The use of assessment is much better overall and is used to improve the progress of pupils in English, mathematics and science. The provision for pupils with English as an additional language is now good and the support given to pupils with special educational needs is better. Very significant improvements have been made in attendance and the procedures to monitor absence and punctuality. The provision for promoting pupils' spiritual, moral, social and cultural development has improved from being satisfactory to being excellent and pupils form excellent relationships with others. The level of provision for developing pupils' cultural diversity has been significantly enhanced. All weaknesses in accounting procedures have been removed and financial management is now excellent. Given the current high quality of leadership and management and the excellent ethos within the school, the school has a very good capacity to continue to improve in the future.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	E	E	D	well above average A above average B average C below average D well below average E
mathematics	D	C	B	A	
science	D	E	D	A	

All National Curriculum test results need to be treated with caution because of big fluctuations between the numbers in each year group and the barrier to learning presented by the very high percentage of pupils for whom English is not the mother tongue. The pupils' understanding is often at a higher level than their written work demonstrates because of the pupils' limitations in English. This has a significant impact on pupils' performance in tests, particularly at the end of each key stage. Many pupils find both spoken and written English difficult.

Over the last five years, attainment at the end of Key Stage 2 has risen rapidly in mathematics, improved steadily overall in science but slowly declined in English. At the end of Key Stage 1, attainment over the last five years has shown very little improvement in reading, writing or mathematics. A raft of measures have recently been introduced that have resulted in much better teaching, improvements to the curriculum and more focused support

for pupils with English as an additional language and special educational needs. This has arrested the decline in English and made very good improvements in standards in mathematics and science by the end of Key Stage 2. The school sets realistic but challenging targets for pupils' achievement at the end of Key Stage 2 in mathematics and English and pupils are set to achieve these.

The above table indicates that pupils achieve very well by the end of Key Stage 2 in both mathematics and science with standards that are well above average in comparison to similar schools. In comparison with all schools nationally, pupils attain standards that are above the national average in mathematics but below it in science. In English, attainment at the end of Key Stage 2 is well below the national average and below the average for similar schools. Given the very high percentage of pupils who start school with little or no spoken English, pupils make good progress across the school in English and science and very good progress in mathematics. Inspection evidence is that the attainment of pupils at the end of Key Stage 2 is in line with the national expectations in mathematics and science but below them in English. A small number of pupils exceed the national expectations in each subject, but the percentage that do so is lower than that found nationally. The variation between judgements of attainment made during the inspection and the most recent end of key stage National Curriculum tests is explained by the fact that the pupils in the current Year 6 group has lower overall ability with over a third of pupils with special educational needs, two of whom have statements of special educational need. Inspection evidence shows that standards at the end of Key Stage 1 are well below national expectations in English, mathematics and science. When the low level of attainment of pupils when they start Year 1 is considered, pupils make good progress in improving their level of spoken and written English and in developing their knowledge and understanding of mathematics and science. There is no significant difference in the attainment of boys and girls.

In subjects other than English, mathematics and science, pupils attain standards that are below national expectations in art and design at the end of Key Stage 2, below national expectations in information and communication technology at the end of both key stages and well below national expectations in design and technology. In other subjects, pupils achieve well and reach standards that are in line with the national expectations for pupils at the end of both Key Stage 1 and Key Stage 2.

Across Key Stages 1 and 2, pupils with English as an additional language, including refugee pupils, make good progress in improving their knowledge and the use of English. Pupils with special educational needs make good progress overall towards their targets in individual education plans.

Children start school with very low attainment, especially in their ability to speak and use English and in their personal, social and emotional development and knowledge and understanding of the world. Very good progress is made in developing pupils' knowledge and understanding of English and also in improving their personal, social and emotional development and good progress is made in each other area of the children's development. Despite these impressive rates of progress, the vast majority of children do not achieve the Early Learning Goals in most areas of learning by the end of the Reception class. The majority of children, however, do achieve the Early Learning Goals in their personal, social and emotional development and in their physical development.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about all aspects of school life and show high levels of interest and involvement in their lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both in lessons and during playtimes. Incidents of bullying or aggressive behaviour are very rare and there is no racism.
Personal development and relationships	Excellent. The outstanding ethos within the school promotes exceptionally good relationships between all pupils and adults regardless of gender or cultural differences. Pupils have excellent levels of tolerance and understanding of the beliefs and values of others. Pupils make very good progress in their personal development and by the age of 11 confidently use initiative and take responsibility.
Attendance	Satisfactory overall with significant improvements being made although some pupils come to school late.

## TEACHING AND LEARNING

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

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

The quality of teaching is good across the school with some excellent teaching, particularly in Years 2 and 6. All teachers are very committed to supporting pupils' personal and academic development and, together with classroom support assistants, work tirelessly to provide the best possible quality of education. Good teaching in the Foundation Stage gives children a good start to their education. In Key Stage 1 and Key Stage 2, teachers have a secure knowledge and understanding of most subjects and make sensible adaptations to the national strategies for Literacy and Numeracy in order to meet the needs of the high proportion of pupils with English as an additional language. The support provided by the local education authority Curriculum and Language Access Service makes a positive contribution to the quality of education for pupils with English as an additional language. The teaching of mathematics is very good and in English, science and geography teaching is good. Teachers have excellent relationships with pupils, which, combined with the provision of exciting and stimulating lessons, ensure that in most subjects pupils achieve well. The exceptions are design and technology and information and communication technology across the school and art and design in Key Stage 2 where teachers are not secure about how to teach these subjects. The teaching of pupils with special educational needs is good overall with good quality support and guidance provided by support staff.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and very good in the Foundation Stage. In Key Stage 1 and 2 there is a good emphasis placed on teaching English and mathematics. There are limited opportunities for pupils to apply their skills of literacy and information and communication technology to other subjects. Not enough time is given to design and technology and aspects of art and design. The school makes very good use of limited resources to extend pupils' learning outside the school through good use of educational visits. Pupils have access to a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils are accurately identified and given good support by teaching and support staff using satisfactory individual education plans.
Provision for pupils with English as an additional language	Good. Pupils are well supported by teaching and support staff, some of whom are bilingual, and by effective liaison with the local education authority Curriculum and Language Access Service. There is less support for pupils from Year 3 onwards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent overall. Opportunities for pupils to develop a sense of spirituality are many and varied and teachers and support staff provide excellent role models for pupils' moral development. Excellent provision is made to develop pupils' social skills and very good use is made of local resources to promote pupils' knowledge and understanding of different cultures.
How well the school cares for its pupils	Very good. All procedures for ensuring the day-to-day welfare of pupils are very good. Very good procedures exist for monitoring and improving good behaviour and improving attendance. Good procedures exist to monitor and support pupils' academic and personal development but there are weaknesses in the assessment of pupils' attainment and progress in subjects other than English, mathematics and science.

The school has very effective links with parents and makes excellent efforts to involve parents in the education of their children including very good educational courses for parents. The quality of communication from the school with parents is excellent.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good management overall with excellent leadership by the head teacher. There is a very clear vision about how to improve the school. This is reflected in excellently devised priorities for the school's development. Very effective action is being taken to achieve these targets. The provision for pupils with English as an additional language is well managed and all pupils are fully included in all aspects of school life. The monitoring and development of teaching and learning by key staff is good overall.
How well the governors fulfil their responsibilities	Satisfactory. The governing body makes sure that all statutory requirements are met. It works very closely with the head teacher and school staff and works very hard to provide appropriate resources for pupils and adults. It monitors what goes on in the school but is over dependent on guidance from the head teacher.
The school's evaluation of its performance	Very good. The head teacher and staff have a very good picture of the school's strengths and areas for development. Good use is made of assessment data to keep governors informed about the level of pupils' performance.
The strategic use of resources	Excellent. Even though the school's income is very low, every penny is very carefully spent to ensure that pupils get the best possible deal from the school budget. Procedures for ensuring best value for spending are excellent and all aspects of financial management in both the short and the long term are excellent.

The accommodation is exceptionally well maintained and is impeccably tidy and well organised but overall there are weaknesses and it is unsatisfactory overall. The school lacks a grassed sports area. Classrooms and many learning areas are small and cramped, limiting opportunities for pupils' practical work, the information and communication technology suite and library are also very cramped. There is good accommodation for the Foundation Stage but pupils in Key Stages 1 and 2 do not have suitable access to a grassed playing area. Resources for learning are just adequate except in art and design and design and technology and aspects of music, where they are unsatisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The way that their children like school and the good quality of behaviour and positive attitudes that pupils develop.</li> <li>• The good rate of progress that children make.</li> <li>• The quality of teaching and leadership and management of the school.</li> <li>• The ease with which the school staff can be approached if parents have concerns.</li> <li>• The efforts the school make to communicate with and involve parents in their children's education.</li> <li>• The good range of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• No significant areas of concern were raised.</li> </ul>

The inspection team agrees with the positive views of parents but concludes that there are some areas for development that include raising standards further in English, information and communication technology and design and technology across the school and in art and design in Key Stage 2. The use of computers could be better and there is a need to improve the way pupils' attainment and progress are assessed in subjects other than English, mathematics and science.

## **PART B: COMMENTARY**

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

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

1. Children start school with very low levels of attainment. Over eighty percent of pupils have English as an additional language and in the Nursery and Reception classes almost two thirds have little or no spoken English. Very good support provided by the class teachers, teaching assistants and the local authority language service means that most children make very good progress in developing their understanding of English but, despite this, by the time children complete the Foundation Stage, only a very small proportion achieve the Early Learning Goals in their communication, language and literacy. The small minority of pupils for whom English is their first language also start school with low attainment. They make very good progress in the Foundation Stage and most of these children reach the Early Learning Goals by the time they start Year 1. The difficulties that most pupils have with English hold back the children's development in other aspects of their learning in the Foundation Stage. Despite making good progress the children's knowledge and understanding of the world and their levels of mathematical and creative development are below the Early Learning Goals expected for their age by the time they start Year 1. In terms of pupils' personal, social and emotional development, children make very good progress in response to the very good teaching and the vast majority attain the Early Learning Goals in this area of their development. Most children achieve the Early Learning Goals in their physical development.
2. There are relatively few pupils in the groups taking the end of key stage National Curriculum tests and the results in the tests need to be considered in this context. Statistics may be unreliable as a measure of the progress the pupils have made from the exceptionally low level with which they started school. Inspection evidence is that in the core subjects of English and science pupils make good progress as they move across the school whilst in mathematics it is very good. The low levels of attainment in reading and writing and the narrow vocabulary that most pupils have, reduce the quality of pupils' written work across the school in all subjects and make it difficult for pupils to show their true level of understanding in tests such as science. The pupils' understanding is often at a higher level than their written work demonstrates because of their limited English. The comparison with similar schools is based on the percentage of pupils with special educational needs and does not include comparison with schools with such a high percentage of pupils with English as an additional language.
3. Standards in English have not improved significantly since the last inspection. Recent initiatives to boost standards in writing are starting to increase progress and improve the level of writing. In Key Stage 1, pupils make good progress in improving their knowledge and understanding of English. The support of the local education authority Curriculum and Language Access Service is very effective. Pupils benefit from the support and guidance provided through excellent teamwork between teaching and support staff, some of whom are bilingual. Despite the good progress they make in Key Stage 1, pupils' attainment was well below the national average in reading and writing in the end of key stage National Curriculum tests in 2002 and in reading, standards were in the bottom 5% of all schools nationally. Compared to similar schools, attainment in 2002 was below the average. Inspection evidence is that pupils at the end of Year 2 are attaining standards that are well below the expectations for their age in writing and reading. Pupils' listening skills are good but most pupils lack

the confidence to speak other than in single words and phrases and the more confident lack the level of fluency expected for their age. In Key Stage 2, pupils continue to improve their knowledge and understanding of English at good rate but despite this, attainment in the 2002 end of key stage National Curriculum tests was still well below the national average and below the average for similar schools. Pupils become much more confident speakers and by the end of Key Stage 2, many are confident and, at times, articulate when speaking, but there is still a legacy of a narrow vocabulary that reduces the quality of speech and its content. The level of speaking affects the quality of writing.

4. In mathematics, where language restrictions have a less significant impact, pupils do very well indeed and standards have risen steadily since the last inspection. In 2002, attainment was particularly good at the end of Key Stage 2 and pupils achieved standards in the National Curriculum tests that were above the national average and well above the average for similar schools. At the end of Key Stage 1 attainment was well below the national average and the average for similar schools. There are big variations between the natural ability of different classes in this school and in the current Year 6 class, there is a high number of lower attaining pupils and inspection evidence is that standards in mathematics are currently in line with national expectations. Inspection evidence is that attainment in Year 2 is still well below average despite pupils making very good progress in Years 1 and 2. Across the school, pupils make very good progress from the low level of attainment when they start school.
5. Attainment in science has risen since the last inspection. In the 2002 National Curriculum test, pupils achieved standards that were below the national average but above average in comparison with similar schools. Inspection evidence is that pupils make good progress across the school and the actual knowledge and understanding of pupils are higher than the end of key stage National Curriculum tests indicate. The level of English in the tests reduces the performance of some pupils and discussions show that most pupils have secure knowledge and understanding of all scientific concepts and a satisfactory knowledge and understanding of how to perform scientific investigations. At the end of Key Stage 1, the limitations of pupils' spoken and written English affect the pupils' performance and the inspection evidence supports the most recent teacher assessments for 2002 that showed that pupils' attainment was well below the national average. The attainment of the current Year 2 class is at a higher level than last year's and pupils are more knowledgeable but overall attainment at the end of Key Stage 1 remains below the national average.
6. In subjects other than English, mathematics and science pupils are achieving well and make good progress in geography, history, music and physical education. Standards in information and communication technology are below national expectations at the end of both key stages and pupils could still do better. Recent improvements in the quality of the school's resources coupled with staff training have boosted the rate of progress but many pupils still have gaps in their learning. Standards in design and technology are well below national expectations for pupils at the end of both key stages. This is because the subject has not been a priority for the school since the last inspection and there have been weaknesses in the way that teachers plan the subject and in the amount of time given to it. The school knows that the subject is weak and has plans to rectify the situation. In art and design some good work is done in Key Stage 1 and pupils do as well as is expected for their age by the end of Year 2. In Key Stage 2, the range of art and design work experienced by pupils is very narrow and pupils' familiarity with the work of well known artists and with the differences in cultural traditions are unsatisfactory. This results in pupils achieving

standards which are below the national expectations for their age at the end of Key Stage 2.

7. Pupils with special educational needs achieve well. This is because tasks set by their teachers are well matched to individual educational plans. The pupils are very well supported during lessons by well qualified, teaching and classroom assistants, who play an integral part in pupils' overall education. Pupils with specific statements of special need do well in relation to their targets. They make especially good progress because of high quality small-group work during English and numeracy lessons. Visiting special educational needs specialists provide very good support on a regular basis.
8. The large majority of pupils in the school speak English as an additional language. Most children enter the Nursery unable to speak English or at the very early stages of learning English. Many children use little English outside school. This initially restricts their early achievement. However, the school has an effective programme of support for the pupils that enables them to make rapid progress. The school works closely with staff from the Curriculum and Language Access Service and employs additional teaching and support staff to help pupils become confident users of English. Because teaching is good, as is the support provided by staff who speak their mother tongue, children in the Foundation Stage make rapid progress. Nevertheless, they still enter Key Stage 1 with speaking skills that are well below the average for children of their age. Additional language support is also provided in Key Stage 1 and Year 3 and this enables most pupils to continue to make good progress in developing the skills of speaking English. This supports the progress they make in all subjects and ensures that all pupils are fully included in all lessons and school activities.
9. The school sets realistic but challenging targets for pupils' achievement at the end of Key Stage 2 in mathematics and English and pupils are set to achieve these. There is no significant difference between the attainment of boys and girls.

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

10. Pupils' attitudes are a great strength of the school and they underpin much of what is achieved. There are excellent relationships between all people in the school: pupils, teachers and all other staff. This is regardless of gender or cultural difference and results in a remarkably inclusive ethos that permeates every facet of the school. Respect is a key attribute of all relationships, with a mutual trust between staff and pupils. Pupils respect adults within the school and one another and delight in each other's success. This was seen on countless occasions during the inspection, for example, in assemblies when a pupil's fundraising initiative was reported on, on another occasion when hand-bells were played and in lessons when a good contribution by pupils often resulted in spontaneous applause.
11. This is a 'School of Smiles', a happy school, where humour and fun are a regular feature of many teachers' work. It is an oasis of calm and security for the pupils, who want to come to school, settle readily to work and are very enthusiastic about their learning. This was demonstrated by the enthusiasm for mathematics of a more able Year 6 group, working on quite challenging problems after school.
12. Pupils speaking English as an additional language have very positive attitudes to learning. From the Nursery onwards, the children are supported well and develop a growing confidence in using English. This enables them to settle quickly, to enjoy school and make rapid progress. Pupils in Key Stages 1 and 2 continue to develop

their skills of speaking English, which enables them to maintain their very positive attitudes to learning.

13. The excellent relationships underpin excellent work in personal development. Children enter the Foundation Stage with few English language and social skills and model themselves on the mature and confident behaviour of many Year 6 pupils and this helps them to make excellent progress in their own personal development. By the end of Year 6, pupils leave the school, confidently using initiative and taking responsibility.
14. Behaviour, throughout the school, is very good. A very positive approach is taken to managing behaviour and the children understand what is expected of them and the rewards they can gain. During a rewards assembly an unexpected class was declared the week's 'winner' and a tremendous cry of exultation resulted from that class but there was an instant return to respectful silence as the head teacher announced the next award. This self-discipline permits teachers to take risks in class, to add fun, humour and laughter, without risking chaos. This was seen in the Foundation Stage where the very impressive bilingual presentation of the morning story engenders enthusiasm for stories at this early stage, without the children getting unruly or undisciplined. Incidents of bullying or aggressive behaviour are very rare and there is no racism.
15. Attendance, overall, is satisfactory, being only slightly below national levels. A drive to improve attendance took place during 2000/01 and this resulted in a 2.4% increase in attendance. Pressure continues to be exerted to improve both attendance and punctuality. In Key Stage 2, pupils who are late forfeit their morning break time.

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

16. The quality of teaching is good with some very good and excellent teaching across the school but especially in Years 2 and 6. The quality of teaching and learning has improved since the last inspection. Excellent teamwork between teachers and teaching assistants provides pupils with a very good quality of education. All staff know their pupils very well and use this knowledge to guide and direct their planning effectively to meet the pupils' needs. Excellent provision is made for promoting racial equality and for recognising and valuing the cultural diversity within the school. During the inspection all lessons observed were at least satisfactory and a higher than average percentage of lessons were judged to be good or better. Of the lessons observed, almost 80% were good or better with a high percentage of lessons being excellent (18%) and very good (18%).
17. Excellent relationships exist between staff and pupils and these contribute to the very good behaviour of pupils during lessons and the very good levels of concentration and positive attitudes to learning. Teachers across the school recognise the need to allow for the weaknesses that many pupils have with English, but still retain a strong determination for pupils to do as well as they can despite any difficulties. Teachers provide very good role models for their pupils. They are friendly and helpful and take time to make pupils feel valued and cared for. Good use is made of standard English for pupils to model their speech on and frequently teachers and pupils share humour in a warm but sensible way. Most lessons are fun. Teachers make very good use of assessments of pupils to ensure that lessons reflect the attainment of pupils.
18. Teachers have a mostly good knowledge and understanding of English and literacy and of mathematics and numeracy and use this knowledge to ensure that pupils



make good progress as they move through the school in the basics of literacy and numeracy. Across Key Stage 1 and 2, teachers are secure in their own knowledge and understanding of most subjects but there are weaknesses in how to teach design and technology and aspects of information and communication technology and art and design. Music is also a subject where some staff feel insecure. Recent staff training in information and communication technology has improved staff confidence in using computers but in design and technology and aspects of art and design, gaps in teachers' knowledge reflect in gaps in pupils' knowledge and understanding. In music the head teacher has a very good knowledge and understanding and this helps to ensure that pupils make satisfactory progress overall in this subject.

19. The quality of teaching in the Foundation Stage is good overall. Good use is made of assessments of children's attainment when they start school to ensure that all staff are directed to meet the children's needs. Very good teaching promotes very good progress by children in their personal, social and emotional development and their communication, language and literacy. There is a good emphasis on building pupils' knowledge and understanding of spoken English and excellent teamwork between bilingual staff and teaching assistants makes sure that pupils get the best possible start in developing their understanding of English. In other areas of the Foundation Stage, good teaching develops children's knowledge and understanding of mathematics, the world around them and in their physical and creative skills.
20. In Key Stages 1 and 2, teaching is good overall. In Years 2 and 6, some excellent teaching results in pupils making very good progress at times in lessons in mathematics, English and science. Some lessons seen during the inspection were very well planned with resources readily available and carefully chosen to meet pupils' prior attainment. The lessons were well structured so that activities were well paced and pupils were not allowed to get bored. The level of challenge was high and pupils responded by working very hard and persevering. In all lessons in Key Stages 1 and 2, teachers manage pupils well and successfully build pupils' self-confidence and self-esteem so that pupils are never afraid to have a go and offer ideas. In the minority of lessons that were satisfactory, pace was sometimes slow and not enough challenge was given to higher attaining pupils resulting in learning not being as fast as it could be. Across Key Stage 1 and 2, teachers could plan more opportunities for pupils to use literacy skills to record their work and to apply their mathematical knowledge and understanding to different situations and subjects, for example, as part of measuring and recording in science. There are plans to extend opportunities for pupils to use the computer to support learning in all subjects but the impact of this is not yet evident in raised standards in information and communication technology.
21. The teaching of pupils with English as an additional language and special educational needs is good. This enables pupils to make good overall progress as they move through the school. Teachers of the younger pupils work closely with staff from the Curriculum and Language Access Service (CLAS) and this enables the pupils to develop their confidence in using English. This is well illustrated in the Foundation Stage where, for instance, support assistants offer bilingual translation alongside the English version of stories. Because this work is enthusiastically taught, it ensures all children are caught up in the enjoyment and fun of the stories, which motivates them to develop their speaking skills well through joining in familiar parts of a range of traditional stories. Pupils spoken language benefits greatly from a strategy that involves pupils having talking partners. There are sometimes a high number of adults supporting children in the Foundation Stage, with up to seven staff, including the teacher, learning support assistants, CLAS staff and secondary school students offering support. This contributes to the very good progress children make in the

Foundation Stage in improving their knowledge and understanding of English. However, after Year 3 there is little additional language support for pupils speaking English as an additional language and this puts extra pressure on staff teaching pupils who join the school at this time.

22. Across the school, good use is made of homework. It is regular and generally well planned to support learning in school. Pupils like homework and, despite many pressures at home, most manage to complete it as required. The quality of marking in books is satisfactory but varies from class to class. Marking is usually completed alongside pupils in Key Stage 1 and at times in Key Stage 2. There is a move towards using marking to involve pupils in realising what they need to do to improve and to encourage pupils to work with staff to monitor how well they are achieving in relation to set targets, but this process is not yet consistently applied across the school.

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

23. The school provides a very good curriculum for the children in the Nursery and Reception classes, which reflects the recommendations of the national guidance. Foundation Stage children enjoy a wide range of activities that is very effective in promoting their learning. The vast majority of pupils enter the Foundation Stage with little or no competence in English and the quality of the teaching and support in addressing this issue is one of the major strengths offered by the school.
24. The quality of the curriculum provided in Key Stage 1 and Key Stage 2 is satisfactory overall. It includes all subjects of the National Curriculum plus religious education and successfully includes all pupils in school life regardless of their cultural or ethnic background. There is a very good policy being implemented to ensure that everyone is treated equally and in accordance with their needs. The school serves a significant number of pupils for whom English is an additional language and the curriculum is sensibly adapted to meet their needs. By the age of 11 the vast majority of pupils are competent bilingual speakers and have gained skills that enable them in becoming citizens of a multi-cultural society.
25. Since the time of the previous inspection a significant amount of time has been given to the teaching of English and mathematics in order to raise standards in these subjects. This strategy has had some success in improving standards, although standards in English remain low. However, it has led to a reduction in the time allocated to other subjects in the curriculum. Insufficient time is given to teaching in art and design and design and technology in both key stages and this reduces the levels of attainment and progress in these subjects. Opportunities for pupils to apply their skills of literacy and information and communication technology to other subjects are unsatisfactory although many recent improvements are starting to rectify this. The school makes very good use of limited resources to extend pupils' learning outside the school through the effective use of educational support visits. Pupils have access to a very good range of extra-curricular activities in school.
26. The curriculum for pupils speaking English as an additional language is good, particularly for pupils from Nursery to Year 3. These pupils receive additional support from teachers and support staff via the Curriculum and Language Access Service and this enables them to make good overall progress. Curriculum planning is carefully considered and organised for these pupils. Children in the Foundation Stage receive

bilingual support and this aids their educational and social inclusion in an effective manner. This enables pupils to have access to the full range of school activities.

27. All pupils with special educational needs including those with statements have full access to the curriculum. Within budget constraints, great care is taken to identify pupils' needs early on in their time at school and to ensure that there is support sufficient to match them. This support is given within the pupils' own classrooms to ensure that they do not miss important teaching.
28. Provision for pupils' personal development, including spiritual, moral social and cultural aspects of their learning, is excellent overall. Opportunities for pupils to develop a sense of spirituality are many and varied and throughout the inspection pupils were observed taking simple spiritual pleasure from the everyday activities of the school. The daily acts of collective worship make a significant contribution to the sharing of feelings and beliefs and celebrate achievements by individuals and groups. Accolades awarded in assemblies, such as the best-behaved class in the playground, are much sought after and are occasions for all to celebrate. In the Foundation Stage, children were observed responding to their stories with great joy and enthusiasm and teachers throughout the school were observed using the incidental opportunities arising from such encounters.
29. Provision for moral development is excellent and teachers act as excellent role models for their pupils. The vast majority of pupils have a sense of right and wrong behaviour and they are encouraged in this by the frequent praise and reward they receive from the adults in the school. The school has good systems in place for helping and counselling pupils with personal problems and the relationships between adults and children are infused with warmth and caring. Pupils treat each other kindly and with respect and find no barriers from language differences in their ability for caring for each other. The celebration, in one assembly, of the achievements of a Year 6 pupil who had raised money for a local charity was spontaneous and genuine.
30. Provision for pupils' social development is also excellent. Many of the children enter the Foundation Stage with very limited social skills, compounded by restrictions in their skills of communication. Staff provide excellent role models for the development of social skills and the contribution of support staff in the Foundation Stage and Key Stage 1 is a significant factor in the progress pupils make in this area of their development. In the playground older pupils offer help and support to their younger peers without embarrassment and are rewarded by the warmth of the response from the younger pupils. The restrictions resulting from the overcrowding in some classrooms place a block on the development of some opportunities for pupils to exercise personal initiative and responsibility, especially in practical subjects. The level of social inclusion is excellent and also gives the school a major strength in its service to the local community.
31. Very good provision is made to promote the cultural development of pupils. Very good use is made of local resources in promoting pupils' knowledge and understanding of different cultures and the school encourages pupils to value the cultural traditions represented within the school community. More opportunities could be taken to promote cultural development through the medium of art and music but pupils do have access to a growing range of multi-cultural books and artefacts. All staff and pupils show great respect and tolerance towards the beliefs and views of others and teachers use many incidental opportunities for promoting cultural awareness.
32. Provision for extra-curricular education is very good. Many pupils are involved in Mosque Education during evenings, but several after-school events and lunchtime

clubs are well attended. Badminton is so popular, it is now run on two evenings and there are several voluntary extra work sessions for Study Support. There is an information and communication technology club, a Numbers Club, as well as an Urdu Club and a Dance Club.

33. The curriculum is also enhanced well by many visits to local places of interest (museums, art galleries and theatres, for example) imaginatively planned to be feasible within the limited budgets. A good stream of visitors into the school is also maintained.
34. The provision for personal, social and health education is satisfactory overall. The planning of this as part of the curriculum has been recently addressed but has not yet been introduced. Currently personal, social, health and citizenship education is covered across the curriculum and through class teachers holding Circle Time informally and when issues arise. The Governors have decided not to offer sex education beyond the teaching of biological facts within the science curriculum. The school has assisted in a research project on drugs education. This has resulted in a new approach which will be introduced.
35. Links with the community are very good. There are strong links with the church and with several local companies, for example, ASDA, where visits are regularly made. The school uses local resources like the library, where weekly visits are made. Many of Bury's cultural resources are visited as are places like the market and places of worship, such as a mosque and a church.
36. The school's links with the local community are seen in its valuable work in Community Education. Courses in parenting, IT Skills, spoken English and health education assist such links and encourage more parents to become involved with the school. Bury College assists with these courses and the school also has close links with Bolton Institute. The National Fund has also involved the school in pilot studies in mathematics and science for educational research.

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

37. Procedures for child protection and for ensuring pupils' welfare are very good. The school takes very good steps to ensure the care, welfare and security of all its pupils. Indeed the fact that pupils all feel secure and confident in the school is one of the starting points for pupils' excellent personal development.
38. Health and safety issues are all well attended to. The Governing body is appropriately involved in monitoring the school's health and safety and a vigilant caretaker ensures that the school is a safe and orderly place. Where documentation of procedures is required, this is diligently maintained. Child protection issues are ably led by the head teacher, but involve all staff and an active Educational Welfare Officer. The head teacher enjoys great respect from parents and parents of children who have moved on from his school and experienced problems continue to contact him.
39. Very good procedures exist for monitoring and improving both good behaviour and attendance. The substantial rise of 2.4% in the attendance level achieved by a drive eighteen months ago is testament to this. The near absence of oppressive behaviour shows the effectiveness of the procedures. All staff know individual pupils very well and each pupil is targeted according to their specific needs. The result is improved achievement, usually through improved confidence and self-esteem. Procedures for monitoring and supporting personal development are very good, resulting in excellent relationships and a detailed understanding of individuals.
40. Both teaching and support staff are very aware of the needs of their pupils who have special educational needs, have the skills to meet them and use them well. Expectations for work, effort and behaviour are high and are largely met by the pupils. This is good improvement since the previous inspection. Visiting specialists provide very good support on a regular basis for those pupils with physical special needs.
41. The assessment of pupils with special educational needs is good. Teachers are given clear guidelines, concerning identification of pupils who may need extra support. Effective targets are set and progress towards them is assessed regularly. Outcomes of such assessment are generally used successfully to plan pupils' next stage of learning. Individual education plans are clear and are reviewed each half term by the class teacher. Pupils' assessment and good progress are well supported by the local authority educational psychologist. Although parents are kept well informed, they often do not respond to invitations to visit school to discuss their child's progress.
42. The care of pupils speaking English as an additional language is good and with some very good features, particularly in the Foundation Stage. Here, the youngest children, who often have very little or no English on entry to the school, are provided with bilingual support from knowledgeable and enthusiastic staff, who support their inclusion in all activities well. This enables the children to settle to school well and develop very positive attitudes to their learning. However, there is less support for pupils in Years 4, 5 and 6 than might be expected and this makes it difficult when pupils with limited English enter the school in this period. The procedures for the assessment of pupils speaking English as an additional language are similar to those for all pupils and satisfactory overall. The school is becoming more effective in using the information gained from the range of assessment routines to target support for the pupils with most need. Staff are fully aware of the disruption to the pupils' education when families take extended holidays and are monitoring the effects of such absence on pupils' achievements.

43. The procedures for assessing and monitoring pupils' attainment and progress are satisfactory overall. There are very good procedures in mathematics and good procedures in English, where end-of-year tests are given to pupils in Years 3 - 5, along with national testing at the end of Years 2 and 6. This information is used to monitor how well pupils are progressing and to inform planning. In subjects other than English, mathematics and science, procedures for assessing and recording pupils' attainment and progress are unsatisfactory this makes it more difficult for staff to monitor and support pupils' progress and identify how effectively teaching and learning are affecting standards.
44. The use of assessment data to help teachers plan for the future is satisfactory. Assessment data is used well in English and mathematics to monitor pupils' progress, and to identify where further support is needed. For example, extra support is given to groups of pupils as a result of assessment in literacy and numeracy in the form of booster classes and Early Literacy Support. Pupils are set individual targets to achieve. The use of assessment data in other subjects of the curriculum is not as consistent. Some use end of unit assessments but these are not always recorded in a way that makes it easy for staff to easily analyse and use them in planning.

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

45. The school has established very effective links with parents and the confidence of parents in the school has improved since the time of the last inspection. Parents have very good views of the school. All of the 66 parents who answered the questionnaire felt the teaching was good; their child made good progress; the school's expectations were good; that they felt comfortable approaching the school; that the school works closely with parents and that the school is well led and managed. Most felt the school had helped make their child become mature and responsible, that their child liked school; that behaviour was good and that they were kept informed about how their child was getting on. This is a remarkably positive response. The only criticism concerned the amount of homework set (16%). At the parents' meeting, virtually nothing but praise for school was heard, especially about communications to parents.
46. In the pre-inspection meeting and the parent questionnaire, parents, including those speaking English as an additional language, expressed positive views of the support offered to their children. The school has worked hard in the last two years to ensure that parents, some of whom have limited skills in speaking English, have information in a form that is accessible to them. In the Foundation Stage, bilingual staff liaise well with parents at the start of the school day and are able to sort out minor concerns before they become bigger.
47. Inspection evidence shows that the school has worked very hard to establish excellent levels of communication. The school has gone to great lengths to maximise the use of face to face contact to give parents insights into their children's learning and an understanding of how their children are doing. Reports to parents are particularly good, not just detailed, but going far beyond itemising what has been taught by being truly diagnostic and expressing what is needed from the individual. They present all end of year tests in terms of 'above or below average' and include a scale for each pupil's effort. Targets are set in both mathematics and English. Moreover, the second parent's evening of the year is held immediately after issuing reports, when teachers ensure each parent understands what has been reported to them.

48. The effectiveness of the school's links with parents is very good and is another area where the school has given much thought and effort to tailoring its approach to the particular needs of this local community. This is particularly evident in the Foundation Stage. Home visits are made before the children come to Nursery and these continue throughout these early stages of their education. The head teacher continues these up through the school. Especially valuable are the efforts of the Language Teaching Assistants in the Foundation Stage who, in addition to their very good work with the pupils, make themselves available at the beginning of the day to talk to parents and deal with any queries or concerns. The school could scarcely make a better start with parents. The many imaginative efforts to engage with the parents, including the impressive Community Education initiatives, are major factors in the very positive response in the parents' questionnaire.
49. Despite this wealth of work, the contribution of parents to their children's learning at school and at home is only satisfactory. Progress has been made since the last inspection and some evidence is seen of individual parents responding and a few parents coming into the school to help. The Community Education is helping, with three parents even considering training as teachers. Overall, the work being done to involve parents is very impressive and represents much work by all staff beyond their normal duties.

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

50. The leadership and management of the school is very good overall. The head teacher provides excellent leadership, gives a very clear educational direction and ensures that all aspects of the school are very well managed. The head teacher has the total confidence of the staff, governors, pupils and parents and in the four years since his appointment, the school has improved in many areas. All of the areas for development identified in the last report have been rectified. The head teacher has improved the way that parents and the local community are involved in the school and made significant strides in improving the provision within the school for pupils' spiritual, moral, social and cultural development. Standards are rising although there is recognition of the need to continue the improvement. The school is very successful in providing pupils with an education in which everyone is treated equally and the needs of all pupils are recognised and catered for to the best of the school's ability. There is a well-written policy for racial equality which reflects a school in which racial tolerance is very high and there is no evidence of racial abuse or prejudice. The overall quality of the leadership and management of the school has improved very significantly since the last inspection and many new initiatives have been introduced that are starting to raise standards.
51. The head teacher supported by an excellent deputy and good senior staff ensure high expectations are made of staff which reflects in the very good way that pupils work. All staff share a determination to support all pupils so that they can achieve as well as they can in all aspects of their development, both academic and personal. The excellent team spirit amongst staff working in the school has created an excellent ethos of care and support for pupils. As a result, pupils' behaviour and attitudes are very good and excellent relationships exist throughout the school. Staff have excellent levels of communication that ensure that everyone works with a common purpose and shared vision.
52. The management of the provision for pupils speaking English as an additional language is good. The school link co-ordinator liaises with school staff and the

Curriculum and Language Access Service (CLAS) to ensure that provision is effective. The head of the CLAS team for the area speaks highly of the school's commitment to supporting the children's needs and the way in which this has been considerably extended in the last two years. Staff, including support staff and those with bilingual skills, have received appropriate training. In the last two years the school has extended the range of bilingual signs and texts and the manner in which it involves and supports pupils and parents. However, there are fewer CLAS teachers and bilingual staff than might be expected for the number of pupils speaking English as an additional language. Whilst the school has quite rightly prioritised the support for the youngest children, this means that some older pupils receive only limited extra support.

53. The provision for the pupils with special educational needs and the pupils with statements is managed well. There is, however, no policy or formal identification of gifted and talented pupils to recognise and support their special needs. This is an area for development. The co-ordinator is a very experienced teacher. She is given limited class-release time because of current budget constraints. She has attended a good number of associated courses including management of the new Code of Practice. She provides good support for teachers, who are given the responsibility of writing appropriate individual educational plans for pupils in their class. The school owns an up-to-date policy that recognises the importance of teachers' instinct and professional judgement in early recognition. The special education needs register is up-to-date, showing that pupils make good progress.
54. The head teacher and staff have a very good picture of the school's strengths and areas for development. Good use is made of assessment data to keep governors informed about the level of pupils' performance. Good procedures exist for monitoring the quality of teaching and learning in English, mathematics and science but in other subjects the role of subject managers is only satisfactory. The school has an effective school development planning process that involves direct consultations between all staff and with the governing body and also considers the views of pupils and parents. The annual management plan effectively targets the school actions onto well thought out priorities but, although there is a very clear educational vision for the longer-term future, the school's school development plan does not record this.
55. The role of the governing body is satisfactory in ensuring that it meets all statutory requirements. Governors are very supportive of the head teacher and staff and work hard to ensure that the accommodation is as good as it can be. The governors' role in monitoring the quality of education is satisfactory. They know the main strengths and weaknesses of the school but are very dependent on the head teacher for more detailed reviews of the school. The head teacher and chair are aware of the need for governors to be more pro-active in the way that the governors use data and other information to monitor what goes on in the school.
56. The financial management of the school is excellent. The procedures for ensuring that spending gets the best possible value for money are excellent. The governors and head teacher work together very well to ensure that all available income is used as efficiently as possible. This is a significant improvement from the time of the last inspection when some elements of the school's finances were not well managed. All decisions are made only after careful consideration of all possible options are made, so that the best possible value for money is gained. All staff are carefully deployed according to the pupils' needs and resources are purchased as a result of careful audits by staff.



57. There is a good availability of suitably qualified and experienced staff which matches well the needs of the curriculum. There is also good placement of staff. In addition, there is a good range of Support Assistants, both Special Educational Needs Assistants and Language Support Assistants and those from the Foundation Stage make a particularly valuable contribution to many aspects of the school's success. Learning resources are satisfactory overall and good in mathematics but unsatisfactory in art and design and design and technology. The resources for pupils with English as an additional language are well managed and good in terms of quality and quantity.
58. Accommodation is unsatisfactory overall although a very committed school caretaker very well maintains the existing buildings and grounds. The Foundation Stage accommodation is good and enables children to participate in all activities necessary for their age group, but in Key Stages 1 and 2, many classrooms are of inadequate size, especially for practical work. Several classrooms are adjacent to the hall and this can result in noise from lively activities being performed in the hall, which interfere with learning in classrooms. The library and information and communication technology suite are far too cramped which impacts upon the teaching of this subject. Furthermore, the head teacher does not have his own room at the core of the school which makes it difficult for confidential meetings to be conducted. Outside security is good and areas are safe but there is no grassed area for play or sport and no 'natural' area. There is a separate area of play for Foundation Stage but a general lack of large toys and seating areas.

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

**The governing body, head teacher and staff should improve the quality and standards of education provided for pupils by:**

**1) improving attainment in English by:**

- devising and implementing a whole school plan that promotes pupils' knowledge and understanding of spoken English;
- improving the opportunities for pupils to apply and develops their literacy skills in subjects other than English.

*(See paragraphs 91, 96, 98, 114, 115, 123, 132, 139)*

**2) raising standards in art and design by the end of Key Stage 2 and in design and technology across the school by:**

- writing an up-to-date policy for each subject supported by an effectively planned scheme of work that meets the needs of pupils;
- ensuring that staff have sufficient subject knowledge so that they have the confidence to effectively teach each subject;
- auditing the existing use of curriculum time so that more time is regularly provided for each subject.

*(See paragraphs 116 - 120, 121 - 123)*

**3) improving attainment and progress in information and communication technology by developing a clear and consistent strategy for using computers to support learning across the curriculum.**

*(See paragraphs 114, 118, 127, 139)*

**4) improving procedures for assessing and recording pupils' attainment and progress in non-core subjects so that:**

- pupils are identified who are potentially gifted and talented or who do not achieve well;
- the quality of teaching and learning in each foundation subject can be regularly evaluated.

*(See paragraphs 43, 120, 123, 128, 133, 151)*

**5) the governing body should continue to strive to rectify the weaknesses in some aspects of the accommodation identified in the report.**

*(See paragraphs 97, 116, 123, 138, 146, 151)*

**Minor issues that may be included in the action plan:**

- Better support for pupils with English as an additional language from Year 4 upwards
- Establishing more opportunities for pupils to apply numeracy skills in subjects across the curriculum.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	7	16	8	0	0	0
Percentage	18	18	43	21	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents just over 3 percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	11	134
Number of full-time pupils known to be eligible for free school meals	0	58

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	106

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.0
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	19	9	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	19	19
Percentage of pupils at NC level 2 or above	School	54 (57)	68 (76)	68 (76)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	71 (81)	71 (67)	75 (48)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only because the number of girls and/or boys in the cohort is fewer than 10.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	7	8	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	7	12	12
Percentage of pupils at NC level 4 or above	School	47 (57)	80 (86)	80 (76)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	6	12	13
Percentage of pupils at NC level 4 or above	School	40 (52)	80 (86)	87 (76)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only because the number of girls and/or boys in the cohort is fewer than 10.

**Ethnic background of pupils****Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	20	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	101	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	7.7
Number of pupils per qualified teacher	17.4:1
Average class size	22.33

### Education support staff: YR-Y6

Total number of education support staff	7
Total aggregate hours worked per week	96

### Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	11
Total number of education support staff	2
Total aggregate hours worked per week	42
Number of pupils per FTE adult	5.5:1

*FTE means full-time equivalent.*

### Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

*FTE means full-time equivalent.*

## Financial information

Financial year	2001-2002
----------------	-----------

	£
Total income	352740
Total expenditure	348363
Expenditure per pupil	2261
Balance brought forward from previous year	(2467)
Balance carried forward to next year	1910

**Results of the survey of parents and carers**

Number of questionnaires sent out	164
Number of questionnaires returned	66

**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.	62	38	0	0	0
Behaviour in the school is good.	64	33	3	0	0
My child gets the right amount of work to do at home.	55	29	14	2	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	76	22	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	70	30	0	0	0
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	72	24	2	0	2
The school provides an interesting range of activities outside lessons.	60	30	2	0	8



## **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**

59. Children in the Foundation Stage are taught in a mixed Nursery and Reception class. Children in the Nursery attend either in the morning or the afternoon. Children enter the Nursery with extremely low levels of attainment relative to the levels expected for their age. The vast majority of the children have English as an additional language and can speak little or no English when they enter the Nursery. Children make very good progress in their personal, social and emotional development and in their physical development and by the end of the Foundation Stage they attain the Early Learning Goals in each aspect of their learning. Their attainment remains well below expectation in the area of communication, language and literacy and below expectations in mathematical development, knowledge and understanding of the world and creative development. However, children are achieving well given the restrictions arising from the difficulties in communication, language and literacy.
60. Teaching and support staff work as a close-knit team and the quality of the teaching is good overall with very good features. In addition to the full-time support staff, the school also benefits from the help of staff from the Curriculum and Language Access Service. Children in the Nursery and Reception classes sometimes work together but the staff work hard to ensure that each group receives a different curriculum suited to the particular needs of the children. Planning of work fully reflects the national guidance for children of this age. Very good use is made of ongoing assessments to track the children's progress as they move through the Foundation Stage although there is no mechanism for identifying children who may be gifted and talented.
61. The accommodation for the Foundation Stage is very good. The Nursery and Reception class children share a suite of rooms and a small secure outside play area. The geography of the rooms is such that it is difficult for any one person to have sight of all activities. Because of the very good teamwork and the quality of the teaching children are always fully engaged, safe and secure. The small outside play area is much enjoyed by the children and activities are well supervised and enhanced by the resources available.
62. Children in both classes have access to a good range of learning resources, some of which are of recent purchase. Others are coming to end of their useful life but are well looked after and used to good effect. Staff ensure that equipment is clearly identified with bilingual labels and easily accessible to the children. Toys, books, musical instruments and other equipment reflect the multi-cultural nature of society in Britain and the cultural traditions of the children in the Foundation Stage. Teaching and learning in the Foundation Stage make a significant contribution to the children's spiritual, moral, social and cultural development and the simple spiritual pleasure of learning was very evident throughout the inspection.
63. A strong and significant aspect of the organisation of the Foundation Stage is the effort made by the staff to establish a good relationship with the children's homes. Visits are made to the homes of all children likely to be admitted to the school and the bilingual support staff make an important contribution to these visits. All prospective entrants are also invited to special days in school as part of the familiarisation process. Staff are also in contact with parents and guardians on a daily basis and this also promotes excellent relationships and ensures that the children feel secure.

64. The attitudes and behaviour of the children in the Foundation Stage are very good and the growth of their social competence and personal relationships is excellent. The skill with which the staff work with children, the vast majority of whom have little or no English when they enter the Nursery, makes the Foundation Stage a strength of the school.

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

65. The teaching of personal, social and emotional development is very good and crucial to the very good progress made by the children as they move through the Foundation Stage. By the time they reach Year 1, the vast majority of children have attained the Early Learning Goals in this area of their development.
66. All areas of the Nursery and Reception classroom provide the children with a variety of resources and activities that effectively promote social integration and co-operative play. All children take part in stories, songs and rhymes regardless of their ability to use the English language. During the bilingual story sessions, all children share the social experience of the story with much joy and it reflects on the skill of the staff that so much social development can take place in this setting. Role-play activities go on throughout the day and are an important part of promoting moral and social themes in the sharing of resources and ideas. During the course of the inspection, children were observed in the outdoor play area working together to paint a mural using a bucket of soapy water. They were ably supported and encouraged by the learning assistant.
67. When they first enter school, the children are very reluctant to act without the direction of adults. Because of the good quality of the teaching and supervision, they begin to acquire the confidence to make decisions for themselves. When taking part in whole school assemblies even the youngest children throw themselves into the spirit of the occasion and they laugh and sing with their older peers. The children in the Nursery benefit from being with the older Reception Year children and the interaction between them has a positive impact on their learning. All children have an understanding of the rules of the classroom and they respond well to the teacher's expectations for their behaviour. They listen attentively and work is planned to take account of their developing ability to concentrate.
68. Adults provide very good role models for the children in their social and emotional development and all staff use incidental opportunities for reinforcing positive attitudes and behaviour. By the end of the Foundation Stage, the vast majority of children show growing levels of independence of thought and learning. They are socially confident, happy and secure in the company of adults and other children, and have attained the Early Learning Goals in their personal, social and emotional development.

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

69. The teaching of communication, language and literacy is very good overall. The quality of the teaching ensures that all children make very good progress even though they do not achieve the Early Learning Goals in this area of their development by the time they transfer into Year 1. The development of the children's communication, language and literacy skills is the most significant challenge confronting the staff in the Foundation Stage as the vast majority of children enter the Nursery unable to speak English. Many children whose home language is English also have significant limitations in their use of the spoken word.

70. From the moment the children enter Nursery they are in a language rich environment. The bilingual support staff make a crucial contribution to the growth of language that takes place from this point and are an asset to the school. All children quickly learn that there are times when they speak, and times when they listen. Both skills are promoted through the shared activities, such as stories, snack time and group play. The bilingual story sessions are a major highlight of the day for the children. All children share the delights of stories told through the medium of English and Punjabi and the enthusiasm in these sessions is exemplary. In addition to story time, staff take advantage of many planned and incidental opportunities for reinforcing language skills and the children respond well to the support they are given. Role-play sessions in the 'dentist's surgery' produced some remarkable co-operation between children, who are still struggling with a common language. The additional work done by the staff from the Curriculum Language Access Service is having a major impact on learning. The assessment records kept by the member of staff concerned are an important measure of the children's progress in this area.
71. Early reading skills are encouraged in an exciting manner and children gain in confidence as they grapple with the printed word. By the time they reach Reception age the vast majority of children recognise their own name, often in two languages. They know from the good quality labelling of displays and resources that the printed word conveys important information and they transfer this knowledge with rapt attention to the 'big books' during story sessions. Good teaching ensures that children take meaning from the illustrations in their books and they like sharing the pictures with visitors to their classroom. The children's vocabulary is developed through other activities, such as the exploration of weight. During the course of the inspection, children were observed investigating objects to test the concepts of heavier and lighter than. Despite the language difficulties involved they discovered important facts about relative weight by dropping the heavier object onto the scales causing the balance pan to fall off. This activity was accompanied by a great deal of laughter and was ably encouraged by the class teacher as part of the children's learning. Staff ensure that language development is well monitored in the outdoor play area when children engage in spontaneous play activities.
72. Early writing skills are encouraged from the first making of marks on paper and by the time they reach the Reception Year children have acquired an understanding of the written form as a means of communication. During the course of the inspection, children were observed role-playing at the 'dentist's' and were 'writing' diagnostic records for their patients. The use of a set of giant teeth also led to much language development.
73. Although the children enter Year 1 with language skills below the level expected for their age many of them make great advances since starting school. They can ask questions and give answers in two languages, listen to stories in two languages, read text in two languages and are on their way to becoming competent bilingual citizens in a multicultural society.

### **Mathematical development**

74. The teaching of mathematical development is good overall. Children of all abilities make good progress although they have not attained the Early Learning Goals in this area of their learning when they enter Year 1.
75. Children have many opportunities for the growth of their mathematical knowledge and vocabulary in both structured and spontaneous settings. Mental activities play an

important part and counting together and solving simple problems bring the children together in a social context that enables those who can solve the problems to share their knowledge with those who cannot. Good use is made of mathematical apparatus and children view the learning of mathematics as 'fun' rather than work. They enjoy sorting and classifying, often in their own distinctive way. By the time they reach the end of the Reception Year most children use simple numbers, and sort objects by size or other categories. They still have some problems with concepts such as weight and length but understand that these can be investigated, as in the heavier/lighter investigation that also contributed much to their language development. By the time they enter Year 1, many children can recognise simple number sentences and are becoming familiar with the way in which numbers are ordered. They are able to identify who comes first in a sequence of play events for example.

76. Teachers provide a good range of practical activities to ensure the development of mathematical knowledge and vocabulary. Sand, water and play dough are used well in enabling the children in the growth of their vocabulary as they consider concepts such as more/less than and full and empty. Good use is also made of these occasions to reinforce the tactile experiences that come from handling the materials. By the time they reach the end of the Reception Year, most children are able to employ the rudiments of sorting objects although few can independently apply their own criteria for doing so. They have an understanding of pattern and can produce an attempt at making their own repeating patterns using apparatus such as blocks.

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

77. Teaching in this area is good overall and children of all abilities make good progress as they move through the Foundation Stage. By the time they enter Year 1, the majority of children have not attained the Early Learning Goals in this area of their learning.
78. Children in the Nursery and Reception Class experience a very good range of activities that helps to increase their knowledge and understanding of the world they live in. They observe the weather and the passage of the seasons and they have a good understanding of the insulating effects of warm clothing in cold weather. The children are encouraged in their respect for living things and in their classroom they are able to observe and measure the growth of plants. During the course of the inspection, children were observed preparing small cress gardens in foil trays. They were much engaged with the materials being used, such as shells, and gained a great deal from the experience of handling them. When discussing the care of their cress seeds, some children showed a growing understanding of the need for light and water in the growth of living things but others, in a touching misapplication of concepts, wanted to keep their seeds warm and dry by covering them with as much material as possible. The class teacher made good use of this incidental teaching opportunity. By the time they reach Year 1 many of the children have a well-developed capacity for observation and pay good attention to detail.
79. In their role-play, the children show an emerging understanding of the nature of adult roles and relationships and they have a good understanding of the daily routines of home and school. Even the younger children have an understanding of the key points in the day, although they can easily get mixed up when distinguishing play time from snack time, for example. Stories are also used to good effect to bring children into contact with the imagined world of literature and the bilingual story sessions are particularly important in this respect. The stories help children from two language traditions in the sharing of knowledge and experiences.

80. A good range of toys, apparatus and musical instruments is used to increase children's engagement with the world around them. They construct using blocks and other materials and, when in the outdoor play area, use larger apparatus in making up play activities. They cut and join materials and use different materials to give texture and depth to their work in art and technology activities. As they work they gain many insights into the characteristics of the materials they are using and staff make good use of the opportunities for reinforcing learning in these contexts. All children have access to computers and, by the time they enter Year 1, they are beginning to show the ability to control simple computer based activities such as matching objects on the screen.
81. For the children in both Nursery and Reception classes the handling of materials and the discoveries that flow from this makes a significant contribution to their spiritual, moral, social and cultural development. It was a feature of the inspection that the children took simple spiritual pleasure from their everyday activities such as the handling of books and play dough.

### **Physical development**

82. The teaching of physical development is good and the children make good progress in this area of their learning. By the time they reach Year 1, the vast majority of the children have attained the Early Learning Goals in this area.
83. Good use is made of outdoor play to develop the children's physical abilities. They have access to a small but well-chosen range of apparatus and they steer, manoeuvre and construct with a good deal of confidence. They use the clamber frame with ease and know how to share its use in a safe and sensible manner. In their role-play they 'transform' the outdoor area into a place of their choosing and carry out the physical activities appropriate to being anything from scary monsters to traffic wardens.
84. Children from both classes share the use of the school hall and effective use is made of this area in their learning. The vast majority move with confidence and are aware of the need for safety and hygiene. They respond to instructions from the teacher and bilingual assistants and enjoy the sharing of physical activities. Music is used as a background to many of their activities and they are able to recognise some of the instruments being used and understand that they can alter their movements as the instruments change.
85. In the classroom, the children move carefully and in a co-ordinated manner and use their play areas with care. Regular use of construction and other small apparatus helps in the growth of their fine motor skills and their general physical dexterity.

### **Creative development**

86. The teaching of creative development is good overall and children make good progress as they move through the Foundation Stage although they do not attain the Early Learning Goals by the time they transfer to Year 1.
87. The children have access to a good range of resources and regularly use paints, dough, sand, water and modelling kits and materials. In both classes children have successfully combined materials in the attractive displays and have produced two- and three-dimensional effects. They can mix paint and produce colour patterns and

they are able to identify their own work in displays. Creative activities are used very well in promoting the development of language and vocabulary in particular.

88. Role-play forms a significant element of the children's creative activity and also plays a significant part in the growth of language. During the course of the inspection the language being used in the 'dentist's surgery' was a major feature of the role-play creativity. Music is also used to good effect and children have access to a small but well-chosen range of instruments. They are able to identify the sounds of instruments, bells for example, on recorded music that they listen to in the dance activities in the hall. Creative imaginations are also encouraged through the use of stories and children were observed extending these in their own play, as they became the scary dinosaurs of their stories.

## ENGLISH

89. Results in the 2002 National Curriculum tests at the end of Key Stage 1 in reading and writing are well below average when compared to schools nationally and below average compared with similar schools. Attainment in writing was in the bottom 5% of all schools nationally. The 2002 results at the end of Key Stage 2 are well below the national average and below the average for similar schools. Significant movement of pupils in and out of the school over time distorts the figures, especially in relation to Key Stage 2, and the very high percentage of pupils with English as an additional language reduces the overall attainment of pupils.
90. Inspection evidence shows that pupils' attainment in English is below average at the end of both key stages. The variation between inspection judgement and the most recent National Curriculum test results is due to the significant proportion of pupils with special educational needs in the current Year 6 group and the positive impact of better teaching of reading and writing in Key Stage 1. Across the school all pupils, including those with special educational needs and English as an additional language, make good progress and achieve well. Attainment in the end of key stage National Curriculum tests is depressed by the restricted access that most pupils have to English outside school. Standards are rising as a result of the focus given by the school to boosting English and are better than they were at the time of the last inspection. There is no difference between the attainment of boys and girls.
91. Across the school, pupils' speaking skills are below those expected for their age but listening skills are good. Pupils have a very limited vocabulary and have difficulty expressing their views. Given the great difficulties that most pupils have with spoken English when they start school, the vast majority of pupils make very good progress in their speaking skills. By Year 2, most pupils are able to communicate reasonably effectively and have made significant improvement in their vocabulary. Their listening skills are good but they still lack fluency and need encouragement to speak in more than single words or short phrases. This is partly because many of them rarely use spoken English outside school. In Years 1 and 2, teachers and classroom assistants are skilled at encouraging pupils to speak and use a range of skills, including targeting questions at individual pupils and very good use of 'talking partners', to get pupils talking and chatting to each other about specific topics. By Year 6, all pupils communicate with confidence. The vocabulary of many is still limited when compared with schools nationally, but pupils are using standard and non-standard English with increasing understanding. Throughout the school, there is a consistent emphasis upon the development of good listening skills and a number of examples were seen of staff using good language development techniques, such as the use of poetry, in all

Key Stage 2 classes. This ensures good progress throughout the school. The development and implementation of a consistent speaking and listening policy throughout the school would focus on the best practices and allow for even greater progress.

92. By the end of Year 2, pupils' attainment in reading and writing is below the expected level for their age but they make good progress and achieve well. Pupils love books and have made good progress in developing their reading skills. They talk about using contents pages to help them find information and the more able can explain how to use an index. The more able pupils have secure phonic skills and are developing a range of skills to help them read and understand, for example, looking at the context and pictures. The better readers talk about the story with understanding, making predictions about what might happen next and why. Many pupils have little opportunity to read or talk about books outside school but they read regularly at school and programmes such as the Better Reading scheme are valuable in giving pupils a broader experience of reading. Progress in reading development continues to be good through Years 3 to 6. By Year 6, all pupils use books and the internet effectively to research ideas. They visit the school library and the local public library regularly and read with fluency and understanding, although most with less insight and expression than would be expected at that age.
93. The writing skills of most Year 2 pupils are below average but good progress has been made and almost all pupils are forming letters well and are able to produce pieces of extended writing, such as re-telling the story of Red Riding Hood, with varying amounts of help. Various initiatives, such as the developmental writing project, family learning groups and the early literacy support scheme have done much to consolidate pupils' writing skills. By Year 6, pupils are writing for a range of different audiences and people; including fables, writing out sets of instructions and reports and diaries of visits. They are familiar with standard and non-standard English and show some understanding of figures of speech and techniques, such as simile, metaphor and alliteration. Progress is good and the majority of pupils are likely to achieve the nationally expected level 4 in English in the standard attainment tests but only a few are on line to achieve a higher grade. About a third of the pupils in this class are on the special educational needs list.
94. Pupils have very positive attitudes to learning English. These are the result of very good relationships in class and teachers' high expectations of behaviour. Pupils work well independently or in groups and are remarkably well focused on their lessons whether discussing in the whole class or working individually or in groups. Because of these very good attitudes, the high quality of teaching and the sensible strategies the school has put in place, progress made through the school is consistently good for all pupils, including those with special educational needs and those for whom English is not the mother tongue.
95. The quality of English teaching is good overall and some of the teaching is excellent. Effective teaching includes good planning with clear learning objectives, which give pupils a target for learning during lessons. Teachers engage pupils very well in discussions, making sure that all are involved by asking appropriate questions of individual pupils. Teaching of basic skills is very good. There is generally a brisk pace to teaching. Pupils are very well managed by teachers and relationships are very good thanks largely to the excellent examples set by staff as role models. Pupils' work is consistently marked and they are given clear targets and advice on how to improve. Teachers know the pupils well and on-going assessment is good, allowing teachers to plan work aimed at the needs of different pupils so that all pupils, including higher

attaining pupils and those with special educational needs, are generally suitably challenged by their work. When teaching is only satisfactory, not enough variety is planned and some pupils begin to lose concentration and the more able pupils are not challenged enough.

96. Pupils' spiritual, moral, social and cultural development is well supported in lessons. Pupils are encouraged to explore their feelings, emotions and relationships. A range of books that reflect different cultures is well used by teachers. Computers are increasingly used by teachers to support pupils' learning. Although good examples were seen, the development and use of information and communication technology is not yet planned consistently across the school. The National Literacy Strategy has been implemented well in the school and there are good examples of links with other subjects being used to develop English skills. One very good example of this was seen in a Year 6 display, where pupils were effectively simplifying a science text on magnets for use by Year 2 pupils. By sharing such good practice as this and other examples seen, the whole school will be able to use a whole range of subjects more consistently to support English. Overall, however, planning for using other subjects to support the teaching of literacy could be better. Classroom assistants work closely with the teachers and give good support to pupils.
97. Leadership and management of English are satisfactory. The subject coordinator has only recently been appointed but has a sound grasp of what the needs of the subject are. The coordinator makes sure that the national curriculum for English is effectively covered through checking the planning and through informal discussions with colleagues. The strengths and weaknesses of the curriculum have been identified and a clear action plan created to improve standards further. Assessment procedures are good and various test results are well analysed to help teachers with planning for pupils' needs and to provide extra support where necessary. Resources are satisfactory and are well kept and used. Accommodation is adequate and attractive displays of pupils' work help to make the learning environment more stimulating. However, some classrooms are cramped and seating arrangements are dictated more by space available than by educational priorities. The library and the information and communication technology suite have to share a room, which means that both have insufficient space. Good teaching and good planning help to offset the problems caused but this lack of effective teaching space is restrictive.
98. Examples of the good improvement in English since the last inspection in 1997 are the more consistently good progress, the improved quality of teaching and the effective use of assessment to help planning. The school is doing a lot to boost the standard of pupils' writing and these measures are starting to have a very positive impact on pupils' skills. There is no clear policy for improving pupils' spoken vocabulary and this reduces the ability of pupils to learn and use a wide vocabulary in their writing.

## **MATHEMATICS**

99. In the 2002 end of Key Stage 2 National Curriculum tests, pupils achieved standards that were above the national average and well above the average when compared with similar schools. At the end of Key Stage 1, standards are well below both the national average and the average when compared with similar schools. The proportion of Year 6 pupils achieving higher than the expected level is above the national average and in Key Stage 1 it is average.



100. Inspection findings indicate that standards are currently well below national expectations by the end of Key Stage 1 and that they are in line with national expectations by the end of Key Stage 2. The variation between inspection judgement and the most recent National Curriculum test results is due to the significant proportion of pupils with special educational needs in the current Year 6 group. These findings represent good improvement since the previous inspection when standards, at the end of Year 2 and Year 6, were judged to be below those expected nationally.
101. Across the school, pupils make very good progress from a particularly low starting level. Pupils for whom English is not their mother tongue and those pupils who have special educational needs make similar levels of progress. This is because most teachers plan differentiated tasks to support pupils of varying abilities.
102. The overall quality of teaching and learning is very good. This is very good improvement when compared to the previous inspection. Pupils' good overall achievement is a direct result of this very good teaching. Progress is very good but comparatively limited because of the very low language skills of the large majority of pupils whose mother tongue is not English. As these skills develop over the seven years in school, they are able to catch up mathematically with pupils nationally. Excellent teamwork between teaching assistants ensures that all pupils are fully included in all lessons and given appropriate support.
103. The major strengths of teaching are the teachers' very good knowledge and understanding of the basic skills of mathematics to be taught, the effectiveness of using a variety of methods to teach mathematics and the very effective way that teaching and support staff manage and motivate their pupils. Teachers make learning fun and this engenders high levels of enthusiasm for mathematics amongst pupils. In an otherwise good Year 3 lesson, there is insufficient differentiation of task between middle and lower ability pupils that results in insufficient challenge for a small number of pupils. Classroom assistants consistently provide very good, interactive support throughout lessons for less able pupils. An integral aspect of mathematics lessons is the very high quality of overall relationships that is based upon mutual confidence and trust.
104. The National Numeracy Strategy has been implemented very effectively. The mental and oral starter that introduces numeracy lessons is generally well taught and often with good use of apparatus. This enables teachers to demonstrate ideas being taught in a practical manner. Such methods help pupils to concentrate well and do much to support their development of quick, mental response to questions and propositions from the teacher. Pupils are also taught well in the main part of the lesson. In most Key Stage 1 lessons, a good range of practical tasks is undertaken. These 'hands-on' experiences go a long way towards developing pupils' mathematical knowledge and, more importantly, their understanding. Paper and pencil methods play a progressively important role in lessons for junior pupils, although practical work is still undertaken. For example, Year 5/6 pupils use a good variety of two-dimensional shapes, tracing paper and squared paper, to accurately draw rotated shapes in four quadrants, using the origin as a centre of rotation. The final part of lessons (the plenary session) is very well used, either to assess and reinforce the learning that has taken place, or to identify how the day's learning is to be developed during the next lesson.
105. By the end of Key Stage 1, standards of numeracy are well below average but progress is very good from the very low level with which they start Year 1. The more able pupils in Year 2 solve word problems using their understanding of doubling and halving and the use of brackets. They solve real life problems relating to spending

money in shopping situations. Significant numbers of less able pupils investigate different ways of making 5p totals. During an excellent Year 2 lesson, all pupils are successfully taught the processes of problem solving in practical situations. As a consequence, most able pupils confidently add and subtract tens and units to or from tens and units to solve problems related to people getting on or off a bus. Less able pupils are well supported when they develop accuracy in the use of number bonds to a total of nine in similar situations. More able pupils measure length and mass using standardised measures and identify a good variety of regular polygons by counting the number of sides. They work out change needed when working with money totals up to £5. Less able pupils estimate whether objects are less than or greater than one metre and begin to learn the value of money by correctly exchanging 2p for 1p coins and vice versa. Pupils whose mother tongue is not English, now begin to develop language skills essential to their understanding of mathematical concepts.

106. By the end of Key Stage 2, pupils' attainment in Numeracy is in line with the national average. The very good progress in Key Stage 1 continues over Key Stage 2, especially in Year 6, and by the time pupils leave school the more able pupils solve a range of word problems by using their good knowledge and understanding of number operations. Secure understanding of place value enables the majority of pupils to work accurately with high value totals and to appreciate relationships between fractions, decimal fractions and percentages. They identify two-dimensional and three-dimensional shapes using accurate mathematical definitions. They can calculate perimeter and area of irregular shapes. Pupils understand the concept of scale drawing. In an excellent Year 5/6 lesson seen during the inspection, clear demonstration using an overhead projector, allowed pupils to make very good progress in their understanding of rotation of shapes in four quadrants. Pupils use tally and frequency charts before drawing and interrogating a variety of graphical representations. All pupils make very good progress from a low starting point at the beginning of the Key Stage 2.
107. The planned use of information and communication technology to support numeracy skills is becoming established in a number of classes. For example, Year 6 pupils develop data handling skills during an investigation of census-based information. Teachers have access to a limited number of mathematical-concept, support programs on their class-based computer, but in some classes, regular planned use of information and communication technology to support mathematics is an area for further development.
108. The subject is well managed by an experienced co-ordinator. She monitors teachers' planning on a regular basis, consults with staff and analyses test data to identify the impact of teaching and learning so that an effective action plan is developed. A very good range of tests is used to check on pupils' progress as they move through the school. Good use of the results of these tests enables most teachers to set tasks at levels appropriate to the different needs of their pupils. Year 2 pupils have a good opportunity to attend a '1, 2, 3 Maths Club' as an after-school activity. It is well attended. For two separate weeks in March, Year 6 pupils experience 'Booster Week' support that, with funded additional staffing, enables teaching in small, ability-related groups and this raises the standard achieved by these pupils. Pupils are given the opportunity to suggest mathematical topics they feel should be covered during these sessions. This is excellent provision and excellent use of a very limited budget to the benefit of pupils. The school receives good support from the local authority's mathematics consultant. The overall quality of resources to support teaching mathematics is good but, given extra funding, the range and quality of CD-roms could be developed effectively.

## SCIENCE

109. Many improvements have been made to the science curriculum since the last inspection resulting in pupils across the school performing better in practical scientific activities and attaining better standards overall. The limited experiences that many pupils have of life outside school and the difficulties that a very high proportion of pupils have with spoken and written English mean that pupils' performance in end of key stage National Curriculum tests does not reflect the actual levels of pupils' understanding. Inspection evidence is that at the end of Key Stage 2, a large majority of pupils make good progress and achieve well, given the difficulties they have with English, and attainment is overall in line with national expectations for their age. Discussion with pupils confirms that there is a secure knowledge and understanding of key scientific ideas and concepts but pupils do not readily recall some scientific words to explain what they mean. Inspection evidence shows that at the end of Key Stage 1, pupils' knowledge and understanding are below the national expectations for their age and pupils have limited skills of planning, performing and especially recording what they do. Despite this low performance, pupils are working hard, making good progress and achieving well.
110. The inspection evidence contradicts the most recent end of key stage National Curriculum test results for pupils at the end of Key Stage 2. In 2002 pupils attained standards that were below the national average but in comparison with similar schools pupils did well and performed above the average. The contradiction in terms of the national average is explained by the difficulties pupils have to recall key words and the delay they have in using written work demanded by the tests. Attainment at the end of Key Stage 1 in 2002 was well below the national average and well below the average for similar schools. This year's Year 2 class are achieving at a higher level than last year's but are still attaining below average standards. There is no evidence of any difference in the performance of boys or girls.
111. By the end of Key Stage 1, pupils have developed a basic knowledge and understanding of the areas of science required by the National Curriculum but pupils struggle to plan, perform and record their own scientific activities at a level expected for their age. Attainment of pupils in performing simple scientific investigations is low. Pupils acquire a satisfactory knowledge of plants and animals and the basic differences between them. Pupils develop ideas about the importance of healthy eating and develop a sound knowledge and understanding of the importance of the five senses of the body. Pupils understand the properties of some materials and the way light has number of different sources and higher attaining pupils know that shadows are created when light is blocked. Many pupils struggle with ideas about the way pushes and pulls affect the way things move but most have a basic idea about electricity and simple circuits. The range of recording is very narrow because of the negative impact of the pupils' low standards of literacy. Pupils struggle to apply skills of literacy and numeracy and information and communication technology to science work. Very few pupils think at levels that exceed expectations for their age (level 3) and the limited vocabulary of most pupils results in them struggling to communicate their knowledge and understanding using accepted scientific terminology.
112. By the end of Key Stage 2, pupils have developed a secure knowledge and understanding of the importance of fair testing and the need to measure accurately and record results neatly, in a way that is understood by others. As part of an investigation into forces in the context of testing the way different balls bounce, pupils

showed a secure understanding of needing to keep all variables the same, changing only the type of ball and also showed that they know that tests should be repeated more than once to reduce experimental error. They understand the significance of establishing predictions of what they think will happen and then using investigational data to confirm or refute their predictions. Pupils make good progress in improving their knowledge and understanding of science as they move through Key Stage 2 and, by the end of Year 6, have developed a secure knowledge and understanding of the key ideas. They know the way the human body works and are familiar with the needs of living things. The characteristics of a range of everyday materials are known and in discussion, pupils show that they have a satisfactory understanding of the differences between solids, liquids and gases. Pupils know and understand what a force is and talk knowledgeably about the way forces can resist movement, for example, friction and air resistance, and that forces need to be balanced to maintain a stationary position, for example, in a floating object or a static vehicle. Pupils are familiar with using equipment such as force meters to measure force in Newtons but less skilled at making fine measurements using other resources, for example, thermometers and computer sensing equipment.

113. The quality of teaching and learning in science is good overall and at times excellent in Years 2 and 6. Where lessons are particularly good, the pace of the lesson is rapid with plenty of well planned and organised activities that guide pupils through a series of activities to build up their skills and knowledge. During an excellent lesson in Year 2, the class teacher made high demands of all pupils by introducing key words, for example, 'circuit', 'energy' and 'electricity' whilst very skilfully explaining the idea of how electricity moved around the circuit. The explanations were made in such a way that pupils could understand the idea and whilst scientific words were used and given very good focus, the main aim was to get pupils to understand what was happening. In all lessons good use is made of resources to bring learning alive. This inspires and motivates pupils to want to learn.
114. Pupils' attitudes and behaviour are very good and the way pupils work together is excellent. In an excellent Year 6 lesson, pupils responded well to the way the class teacher and support staff had prepared some excellent workshop activities to extend pupils' ideas about the life cycle of a flower and the correct sequence of pollination, germination and dispersal. Relationships between pupils and class teachers are excellent. Pupils are given respect and they respect their teachers. Teachers often use their good sense of humour to relax pupils and to encourage pupils to have a go and to offer ideas without fear of any ridicule. This encourages confidence amongst pupils, many of whom struggle to speak and write using accepted scientific vocabulary. Despite the best wishes of all staff, the use of information and communication technology to support pupils' learning in science is not as good as it could be, because of limited access to computers. Although teachers set high standards for pupils' written work, closer links could be made with aspects of literacy and numeracy. Teachers use science very well to promote pupils' social and moral development by making good use of group activities. The high quality use of practical activities frequently provides opportunities for pupils to experience spirituality. For example, when the bulbs lit up when exploring electrical circuits, pupils' eyes lit up as well with the feeling of success they had gained. Throughout all lessons, pupils enjoy science and work very hard with exceptional levels of concentration and application. Teachers make some good use of homework to extend learning in science although the response to this varies according to the levels of support given at home.
115. The subject is well led and managed by a knowledgeable and committed teacher. The curriculum is constantly being evaluated to find ways of improving it and, given the

difficulties most pupils have with English, sensible adaptations are made to the way science is planned and recorded. Planned opportunities for pupils to use science to support the application of literacy are weak. There are satisfactory procedures for assessing and recording pupils' attainment and progress. The accommodation limits the ease with which teachers can teach some elements of science, but teachers work hard to minimise the impact of this on learning. Resources are satisfactory but better facilities for information and communication technology and supportive software would improve the use of information and communication technology to support science.

## **ART AND DESIGN**

116. By the end of Key Stage 1, pupils' attainment in art and design is in line with national expectations. Attainment at the end of Key Stage 2 is below the level of national expectations. The current situation represents unsatisfactory improvement since the time of the previous inspection. In Key Stage 1, pupils make satisfactory progress and benefit from an appropriate range of activities that enable them to acquire the necessary skills, knowledge and understanding. In Key Stage 2, the range of activities is too narrow and pupils do not make satisfactory progress as they move through the Key Stage. The crowded nature of some of the classrooms makes the organisation of practical activities difficult and places restrictions on the range of experiences that can be provided for the pupils.
117. By the end of Key Stage 1 pupils are able to mix colours successfully and they know that primary colours can be used in the creation of secondary colours. In Year 1, pupils have recently completed portraits in which they have attempted to mix colours appropriate to the person in the portrait. Although they have not always produced a good match, they show a willingness to experiment with colour to produce a desired effect. Pupils use a limited range of media, such as felt pens, crayons and paint, and resources are very stretched. Pupils make good progress in their drawing and are now beginning to use sketchbooks as a matter of course. They are beginning to understand that sketching is a preliminary to making a finished product and does not have to be finished in itself. Their contact with and knowledge of the work of well-known artists is relatively weak and as yet they have few written records to support their knowledge. Teaching draws on the cultural traditions of all the children and visits are made to local galleries. The success of the visiting artist scheme in the past is to be repeated during this school year and pupils will be able to take part in this venture. The new co-ordinator is ensuring that the best teaching in Key Stage 1 is encouraging creativity and the use of imagination and pupils are becoming more confident in their work.
118. By the end of Key Stage 2, pupils produce good quality drawings and have increased their knowledge of technique further. They use art to enhance their work in other areas of the curriculum, Islamic patterns in mathematics and drawing buildings for work on the Tudors in history, for example. As part of their study of the local area, pupils in Year 3/4 have produced observational drawings of local buildings that also have photographs for comparison. Pupils in Year 6 have been able to test their skills of precision with complex paper weaving patterns that have been used in a very attractive display in the corridor outside their classroom. Familiarity with the work of well-known artists remains unsatisfactory and, in discussion, few pupils can talk about the work of any artist or craft worker. Older children recall their work with a visiting artist in 2001 and are looking forward to being able to enjoy a similar experience again during this year. Although they have had few opportunities for

examining the work of other artists from any cultural tradition, many pupils do know that art has a universal language and provides links with spiritual and cultural identity. Limited use has so far been made of the computer in generating art but, in discussion, pupils indicated an awareness of the existence of programs that can be used for this purpose.

119. The quality of teaching and learning is satisfactory overall in both key stages but there have been historical weaknesses in Key Stage 1 that affect current standards at the end of Key Stage 2. There is a lack of emphasis placed on the work of well-known artists and differences in cultural traditions in art and design. The appointment of a new co-ordinator for the subject is beginning to have an impact on the quality of teaching and learning in both Key Stages, but most evidently in Key Stage 1 so far. Despite the constraints of the accommodation, teachers endeavour to provide opportunities for the development of pupils' creative imaginations. The work produced is valued and is attractively displayed around the school, adding to the attractiveness of the working environment for the pupils. Links with other subjects, such as mathematics and history, are good and the text accompanying displays of myths and legends, for example, adds to the quality of the work being done in language development. Pupils show positive attitudes towards the subject and they use their resources well although there is a tendency to favour the use of crayons and felt-tip pens. The use of sketchbooks is underdeveloped at present although they have now been introduced into Key Stage 1 and should begin to work gradually through the school.
120. Leadership and management of the subject have been unsatisfactory until the recent past. The new co-ordinator is providing good leadership for the subject and improvements are beginning to spread throughout the school. The introduction of a new scheme of work based on the guidelines issued by the Qualifications and Curriculum Authority is starting to raise standards in particular in Key Stage 1 by starting to fill gaps in the teaching of basic skills. As yet, there is no assessment for art and design in order to track pupils' progress through the school. The new co-ordinator is bringing a more systematic approach to the teaching of art in the curriculum but the subject needs to become a feature in the school development plan in order to ensure its future status.

## **DESIGN AND TECHNOLOGY**

121. Standards in design and technology are well below the national standards expected for pupils at the end of both key stages. The improvement since the last inspection has been unsatisfactory. This is because the school has rightly prioritised raising standards in literacy and numeracy. Some improvements in the provision have been made recently with the introduction of a new scheme of work but this has not yet had sufficient time to have a significant impact on the attainment of pupils.
122. The very low priority given to design and technology is shown by the very limited range of evidence within the school but discussions with pupils across the school show that by the end of both key stages, pupils' knowledge and understanding of the process involved in design and technology is well below national expectations. Pupils are involved in some 'making activities', for example, making model Tudor houses and using ingredients for making sponge cakes, but pupils do not have the full range of basic experiences and processes of the design and technology curriculum. Pupils' knowledge and understanding of food and textile technology and of structures and mechanical systems are very low. Pupils' skills of using and applying two-dimensional

and three-dimensional drawing techniques to plan designs and using them to evaluate the quality of their work are underdeveloped.

123. The low standards in design and technology are recognised by the school. The curriculum has been very weak but the recent adoption of government guidelines is starting to improve matters. The quality of teaching and learning is unsatisfactory because many teachers are unsure of what to teach and how to teach it. Planned opportunities for pupils to use design and technology to support the application of literacy are weak. There is a clear confusion between art and design and design and technology and this is evident in pupils' attitudes to the subject. Resources for design and technology are unsatisfactory and the cramped nature of the classrooms makes some of the practical activities difficult for pupils to work on. Pupils do not have a design and technology journal in which they can plan and record their work over time and there is no way of assessing and recording the attainment and progress of pupils in design and technology.

## **GEOGRAPHY**

124. Standards are in line with national expectations at the end of both key stages. This judgement represents very good improvement since the previous inspection when both were below expectations. This is the result of implementing a nationally approved scheme of work that has been refined to meet the specific needs of the pupils. All boys and girls, including those for whom English is not their mother tongue and those with special educational needs, make good progress.
125. Geography and history are taught in blocks of one term. A rolling programme is in place that takes into account mixed-age classes and ensures that pupils do not cover the same work twice by developing topics to a higher level. Long and medium term planning identifies that national curriculum coverage requirements are being satisfied. The curriculum is well supported by outside visits and studies of the local area. Pupils in Key Stage 1 look at important buildings in the immediate area of the school, such as the Mosses Centre and Bury Town Hall. Year 2 pupils develop mapping skills when they identify a good variety of places of interest, before placing appropriate labels on a large-scale map of the immediate area. The 'Barnaby Bear' developmental approach to local studies supports pupils' understanding well.
126. In Key Stage 2, pupils achieve well and reach standards that are in line with national expectations. Year 3 pupils make good quality aerial representations of 'Our Local Area' that include plans of the classroom, the school and also of routes to school. This is good, further development of mapping skills. Year 5/6 boys and girls visit Outwood Country Park. They are encouraged to wear wellington boots, to enable them to stand in water as part of their basic river studies. For most, this is a totally new experience. Year 6 workbooks include satisfactory standards of knowledge and understanding about 'rivers and oceans'. Pupils have a satisfactory recall of major features, such as waterfalls, meanders, ox-bow lakes and estuaries. There is a good knowledge and understanding amongst Year 6 pupils of river development, from falling rain in the mountains to the river's disappearance into a lake or the sea. Pupils acquire a good knowledge and understanding of map-work skills when identifying the major rivers of the British Isles and the great rivers of the world.
127. The quality of teaching and learning is good overall. In a good Year 3 lesson, pupils are grouped to research information related to shopping, food types, schools and houses in Pakistan. Good use is made of individual pupils' first-hand experiences

during visits to their family's country of origin. They also learn how weather can affect the way in which people live in differing parts of the world. A support teacher provides very good, interactive input to the lesson. Good links are made in teachers' planning with other subjects. In Key Stage 2, pupils are given good opportunity to examine newspapers written in English as part of their involvement in 'What's in the News?' This is good planning to widen appropriate national and international geographical study. It also provides good support for pupils' English language acquisition. A very good Year 4/5 lesson, related to the understanding of the water-cycle, included a good cross-curricular link to science. Not enough use is made of information and communication technology to support learning.

128. The leadership and management of geography are good. The co-ordinator is not a subject specialist but monitors teachers' planning on a regular basis and knows what is going on across the school. Following the implementation of an approved national scheme of work, the co-ordinator has successfully evaluated its strengths and weaknesses and has identified a need to adapt it, to suit the wide cultural background of a large proportion of pupils. An example of this is to allow Key Stage 2 teachers to identify important current affairs as they arise and to explore and discuss their geographical significance. Procedures for assessing pupils' attainment and progress are unsatisfactory. Resources to support the teaching of geography are satisfactory but the availability of CD-ROMs and the use of the internet, as yet, are under-developed.

## **HISTORY**

129. Standards are in line with national expectations by the end of both key stages. Pupils' knowledge and understanding are generally more secure than their ability to record things would suggest. Standards have improved since the last inspection. All pupils, including those with special educational needs and English as an additional language, make good progress and achieve well as they move through the school.
130. Attainment at the end of Key Stage 1 is in line with national expectations. Year 1 pupils were seen looking at a large-scale classroom display of a Victorian home. Pupils have a secure knowledge and understanding of how things change over time and by the end of Year 2 are begin to make comparisons with life 'then' and life 'now'. Pupils in Year 2 are looking at the influence that Florence Nightingale had in changing nursing practices. Pupils show a sound knowledge of the life of some great people of the past. For example, pupils in Year 2 know about aspects of the life of Florence Nightingale. They know where she was born and how she got her name. Pupils also draw comparisons between what it was like in hospitals in the Victorian times and those of today. Several pupils have spent time in hospital and are able to contrast their experiences.
131. In Key Stage 2, pupils extend their knowledge and understanding of life in the past and develop satisfactory skills of researching information using secondary sources, such as books, artefacts and also CD-ROMs. Good use is made of local history during Years 4 and 5 as pupils think about the World War II and relate it to local experiences of evacuation. Pupils have a secure understanding of the importance of some ancient civilisations such as the Greeks and Romans. Pupils know about Greek myths and legends, such as Perseus and Medusa and Daedalus and Icarus. Pupils' knowledge and understanding of British history is satisfactory. There is a secure knowledge of life in Tudor England. Although there is some confusion with the sinking of the Mary Rose, they talk about the death of Arthur, son of Henry VII and the effect it had on the



succession to the throne, with Henry VIII becoming heir. Pupils know about Henry's accomplishments, his wives and his attempts to get a male heir. Although they find it more difficult to explain and lack the correct vocabulary, they know about Henry's split with the Roman church and the reasons for it. Pupils know about the difference between first hand and secondary resources demonstrated in their knowledge and understanding of how to use old diaries and field studies of the locality.

132. Teaching and learning are satisfactory overall. Planning is good and lessons are well prepared, with good use of resources to stimulate pupils' interest. Lessons have a brisk pace that keeps things moving and focuses pupils' attention. Teachers use very good question and answer sessions in lessons to assess how well the pupils understand and to make sure all pupils are fully involved. Not enough use is made of history to plan opportunities for pupils to apply their skills of literacy and numeracy and very limited use is made of information and communication technology to support learning.
133. The leadership and management of history are satisfactory. The co-ordinator is aware of the strengths and weaknesses of the subject. The introduction of the Qualifications and Curriculum Authority scheme of work has been successful and is adapted to suit the needs of the pupils. The procedures for formally assessing and recording pupils' attainment and progress are unsatisfactory. Teachers have their own methods of assessing pupils, usually at the end of each topic, but there is no consistent approach to assessing and recording what pupils know and can do. Resources are satisfactory and are well supplemented by borrowing artefacts from the local museum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

134. Attainment at the end of both key stages is below the nationally expected standards. However, achievement is satisfactory throughout the school and all pupils, including those for whom English is an additional language and those with special educational needs, are making satisfactory progress.
135. There has been satisfactory improvement since the last inspection. The very recently acquired computer suite in the school is boosting standards and progress. All classes have timetabled access to it at least once a week. Computers used in the suite are now of a standard that makes it possible for teachers to cover all elements of the National Curriculum requirements effectively. The introduction of a new scheme of work has given more coherence and structure to the teaching of the subject and this is beginning to raise standards. All classrooms have at least one computer, but those in the lower part of the school are limited and need upgrading so that they can be networked and provide access to the internet and a broader range of software.
136. The quality of teaching and learning is satisfactory overall with some good features. Lessons are well planned and teachers show confidence and understanding of what needs to be taught. Teachers use resources well to develop pupils' understanding of the role of information and communication technology. For example, in a Key Stage 1 lesson, the teachers made good use of pictures of different objects, such as calculators, televisions, and computers to promote discussion with pupils and raise pupils' knowledge and understanding of the use of such items. Activities gave the pupils opportunities to show their familiarity with technological devices requiring electricity, batteries and switches. Although lack of fluency in English makes it difficult

for many pupils to express themselves clearly, they do show a sound general knowledge of the use of technology.

137. By the end of Key Stage 1, pupils are using an art program to make self-portraits. Although some need a great deal of support from the teacher and teaching assistant, there is a growing confidence and competence. Good teaching of basic skills and correct use of vocabulary mean that the more able pupils happily talk about and demonstrate the use of the 'mouse', the 'cursor', 'circle bars' and 'icons' etc. About a quarter of the class can work more or less independently and produce a clear portrait using drawing, placing and sizing of shapes and inserting colour. By Year 6, almost all pupils are comfortable and confident in using computers. They are using a complex search to ask questions and analyse data on a spreadsheet based on a census. They can use computers to produce bar graphs, line graphs and pie charts and are familiar with word processing, using it to produce displays and booklets for stories, poetry, history and science. The curriculum plans the development of pupils' skills of using computers for measuring and recording changes, using sensors and for controlling the movement of devices.
138. The leadership and management of information and communication technology are satisfactory. It has not been possible for the coordinator to monitor teaching in the subject and there is no consistent check on the work and progress of pupils through the school. There is a new assessment process, linked to the scheme of work, but this has not been put in place yet. The coordinator has identified the development of monitoring and assessment through the school as priorities. Resources are now satisfactory but accommodation in the information and communication technology suite is limited. It shares space in the same room as the library and there is just room for the sixteen computers. The cramped conditions means that pupils sitting at two of the computers cannot see demonstrations on the whiteboard.
139. The information and communication technology policy states that it should be used to support other subjects of the curriculum and a number of teachers have used information and communication technology well to support a range of subjects, such as science, literacy and mathematics. This is not yet planned in any consistent way through the school.

## **MUSIC**

140. By the end of Key Stage 1 and Key Stage 2, pupils' attainment in music is in line with national expectations. Pupils of all ages and abilities are making satisfactory progress as they move through the school as the co-ordinator now provides a good standard of leadership in the subject. There are still some gaps in resources and in pupils' learning, especially in Key Stage 2, where experience in composing has been limited. In the past, teachers have lacked confidence in their ability to teach music and should derive much benefit from the newly introduced scheme of work that is designed to assist the non-specialist teacher. The school has made satisfactory progress in music since the previous inspection.
141. By the end of Key Stages 1 and 2 pupils' singing skills are satisfactory. Pupils join in whole school and class singing activities and enjoy singing hymns during the acts of collective worship. At present, some of the singing lacks tunefulness but this is compensated for by the enthusiasm shown by pupils of all ages. Songs are used by teachers throughout the school as vehicles for engaging the children in social activities and in the learning of new words as part of their vocabularies. Most of the

singing is done on a group basis and there is further scope for pupils to engage in part singing and solos and duets. There is no lack of confidence amongst the older children who would certainly respond well to such opportunities.

142. Pupils' composing skills are unsatisfactory at the end of both key stages and in an embryonic state at present. Until recently they have not had regular experience of taking part in composing activities, and the lack of a good range of tuned instruments has inhibited the growth of this area of musical experience. As they move through Key Stage 1 most pupils gain a working knowledge of the names of instruments and can often identify which instruments they hear in recorded music. Entry to the hall for assemblies is always accompanied by recorded music and the pupils are able to familiarise themselves with the different styles represented by the Radetsky March and the music of Scott Joplin for example.
143. Because music is used as a background element to many activities, pupils have some good opportunities for listening and appraising their reaction to it. In the past, they have not kept written records and, in discussion, their recall is often poor. When talking about music many pupils have difficulty in finding an appropriate vocabulary to describe their reactions and experiences but the use of music is also helping in the development of language for the vast majority of pupils for whom English is an additional language.
144. The quality of teaching and learning is satisfactory overall. The new commercial scheme of work is providing a guide to planning for progression in music throughout the school. As the scheme is fully implemented pupils will have more regular opportunities for composing and performing and teachers who previously lacked confidence in the teaching of music should be able to play a greater part in delivering the music curriculum. There is, however, no formal way of assessing and recording pupils' attainment and progress. Pupils respond well to musical activity and show good levels of concentration and participation. Teachers use music well to make a good contribution to pupils' spiritual, moral, social and cultural development as pupils enjoy the experience of music and the sharing of singing and other activities.
145. The coordinator now provides good leadership and management for the subject and is identifying where new resources are needed to support the new scheme of work. Direct monitoring of teaching and learning is not possible in present circumstances but it will be possible to track pupils' progress using the new scheme. Only limited use is currently being made of information and communication technology in supporting teaching and learning and this should be an area of future development if suitable software can be added to the resource base. There is a need for an expansion of the resources available but the subject can now move forward as it is part of the school development plan.

## **PHYSICAL EDUCATION**

146. Standards in physical education are in line with nationally expected standards at the end of both key stages. The position is unchanged since the school was previously inspected. All pupils, including pupils for whom English is not their mother tongue and those with special educational needs, make satisfactory progress. Pupils have sound knowledge and understanding of the effect of exercise on their bodies. They can explain the importance of warming up and cooling down. They demonstrate good levels of concentration, an enjoyment of dance and gymnastics and consistently

behave well. A significant number of boys and girls swim well and play badminton to a good level. The lack of school field reduces pupils' skills in competitive games.

147. Attainment in dance is in line with national expectations. During a dance lesson in Key Stage 1, pupils warmed up by taking giant strides on particularly 'heavy' legs. They then refined their movements well in response to taped music, accompanied by appropriate facial and whole body expressions of anger. By the end of Key Stage 1, pupils are aware of the effects of exercise on their muscles. They stretch and curl before travelling in response to motivating, musical stimuli. They perform well with good control and balance, for example, performing in pairs to mirror the actions of 'clockwork' and 'rag' dolls and performing as Pinocchio, the puppet, and his puppeteer. Attainment in gymnastics is satisfactory. In Key Stage 2, pupils construct sequences of movements that incorporate rolls, springs and balances. They work with others well in order to form groups to create synchronised movements. By the end of Year 6, pupils have good badminton skills and show a healthy competitive spirit during indoor games.
148. An approved scheme of work has been introduced and all requirements for dance, games and gymnastic activities are included in teachers' planning. A physical education policy supports this planning well. The school recently took part successfully in an inter-school cricket competition. A well-attended Badminton Club operates twice weekly as an after-school activity. Year 5 pupils have very good opportunities to learn to swim and develop water confidence. They have daily lessons over a four-week period. Well-maintained records evidence very good progress. For example, significant numbers of boys and girls begin the course of lessons as non-swimmers and achieve 25-metre competency by the end.
149. The lack of a suitable outdoor play area means that pupils rarely take part in competitive games with other local primary schools. Good opportunity is, therefore, missed to develop pupils' excellent social relationships even further, through interacting with pupils from outside of their immediate area. This also prevents pupils from consolidating games skills and tactics developed during physical education lessons.
150. The quality of teaching and learning is good overall. At the time of the previous inspection, it was judged to be satisfactory. In a very good lesson with Year 2 pupils, very good resources including large-scale, motivating puppets and a variety of musical stimuli, support pupils' very good progress in developing imaginative dance skills. High expectations of behaviour and quality of movement are well supported when individual pupils demonstrate activities that are then evaluated by peers and their teacher. During a very good Year 5/6 games lesson, high quality badminton coaching skills result in most pupils being able to keep the shuttle alive during lengthy rallies. They learn court position requirements related to scoring. Excellent relationships and class management ensure that all participants develop competitiveness and enjoyment of physical activity. Opportunities for pupils to evaluate their work to promote further improvement in standards are not given enough attention by teachers.
151. The leadership and management of physical education are satisfactory. An appropriate subject policy and scheme of work are implemented that guide teachers' planning but there is no formal way of assessing and recording pupils' attainment and progress. There is recognition of the need to develop the subject further by improving the quality of the accommodation by gaining access to suitable outdoor play area. The

hall is maintained to a very high standard of cleanliness that supports safety particularly well for physical activities.