

# INSPECTION REPORT

## **BROADHURST PRIMARY SCHOOL**

Williams Road

Moston

Manchester

LEA area: Manchester

Unique reference number: 105451

Headteacher: Mrs. J. Hall

Reporting inspector: Mr. A. H. Markham  
1390

Dates of inspection: 27th – 30th January 2003

Inspection number: 246490

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Williams Road Moston Manchester
Postcode:	M40 0BX
Telephone number:	0161 6814288
Fax number:	0161 682 0869
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. R. Naik
Date of previous inspection:	2nd February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1390	Mr. A.H. Markham	Registered inspector	Science Art and design Physical education Educational inclusion	What sort of school is it? How high are standards? <i>The school's results and pupils' achievements</i> How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31758	Mr. E. Tipper	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development.</i> How well does the school care for its pupils? How well does the school work in partnership with its parents?
23276	Mrs. M. Mann	Team inspector	Foundation Stage English Music Religious education	
30144	Mr. E. Hastings	Team inspector	Mathematics Information and communication technology Design and technology Geography History English as an additional language	How good are the curricular opportunities offered to pupils?
21666	Mr. A. Margerison	Team inspector	Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Broadhurst Primary School is an average sized school with 204 pupils on roll aged 3 – 11. The school has a 30 place full time equivalent nursery and children from the age of three attend on a full time basis. There are seven classes in the main school and the average class size is 27. Two classes have mixed ages. The percentage of pupils eligible for free school meals (32.8 per cent) is above the national average. The number of pupils from minority ethnic groups having English as an additional language (8.8 per cent) is higher than in most schools. Home languages other than English are Cantonese, Urdu, Persian and Bosnian. The school makes provision for pupils aged 4 – 7 with speech and communication difficulties. These pupils are fully integrated into mainstream classes but receive additional support in lessons. In addition there are 39 pupils with special educational needs (overall 21.6 per cent), which is broadly average. Their main difficulties are specific learning (dyslexia), moderate learning, emotional and behavioural problems, physical and autism. Seven pupils have statements of special educational need. The school is involved in the Excellence in Cities initiative and two learning mentors give specific support to the pupils with emotional and behavioural problems. Children's attainment on entry to the nursery is well below average and there is a high level of pupil mobility. The school has been awarded the Activemark Gold award for physical education and the Healthy Schools bronze award. A new headteacher has been appointed and there have been significant staff changes since the last inspection

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

This is an improving school, which provides a good level of care for its pupils. Although the standards eleven year olds reach in English, mathematics and science are well below average, they have risen overall in the last four years. Standards attained by seven year olds in English and mathematics are broadly average; these pupils are achieving well. The headteacher, supported by an effective management team, is providing clear educational direction and has rightly identified the key targets that will enable the school to press ahead to raise standards. Staffing issues over the past few months have slowed down the pace of improvement to some extent and adversely affected the progress made by pupils but these difficulties are being overcome. The teaching overall is satisfactory with half the lessons observed being good or better. The school is very aware of the needs of all groups of pupils and works hard to ensure equality of opportunity. Pupils have good attitudes to work and behave well. The school provides satisfactory value for money.

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

- Standards achieved in reading, writing and mathematics by the end of Year 2.
- The headteacher provides good leadership and educational direction.
- Provision for pupils with special educational needs is good and external support services are used effectively.
- Pupils' academic progress is well assessed and monitored.
- Provision for pupils' personal development is good.
- Relationships are good and successfully promote good behaviour in pupils.

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

- Standards in English and mathematics in Years 3 to 6.
- Standards in science throughout the school.
- Provision in history and geography.
- The quality of presentation of pupils' work.

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

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

The school was last inspected in February 1998. Since then it has made satisfactory progress. There has been a gradual rise in standards in English, mathematics and science. In Year 2 standards have improved well, but less so by the end of Year 6. The rate of improvement is affected by the number of pupils identified as having special educational needs, which has increased, and the high rate of pupil mobility in Years 3 to 6. There have been changes in the school's senior management and there is now a determined approach to bringing about improvement and the quality of teaching has improved. The

recommendations made in the last inspection report have all been addressed. For example, standards in art and design and design and technology (DT) in Years 3 to 6 have improved, curriculum guidance is now good, there is effective planning for school improvement, pupils' spiritual, moral, social and cultural development has improved, provision for children in the nursery and reception classes is now satisfactory and the role of curriculum coordinators has been developed well. The school is well placed to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E	D
Mathematics	E	C	E	D
Science	E	E	E	E

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

Standards are gradually rising throughout the school at a rate broadly similar to the national trend. The initiatives to improve standards are having a positive effect and are gradually working through the school. As a result, there has been good improvement in the standards attained by Year 2 pupils in national tests in the last two years. In the 2002 tests for Year 2 pupils, standards in reading were average; in writing they were above average and in mathematics they were well above average. Teacher assessments in science show that all pupils attained at least average levels. Compared to performance in similar schools standards were above average in reading and well above average in writing and mathematics.

There has been a gradual improvement in the results achieved by pupils in Year 6 but this is less marked. In the 2002 tests, performance was adversely affected by a number of factors. The class had a high proportion of pupils with emotional and behavioural difficulties, staffing problems had resulted in a lack of continuity in teaching and high pupil mobility meant that many pupils had not been in the school throughout the preceding four years. On the evidence of the inspection, attainment by the end of Year 6 in English, mathematics and science remains below the national average but action being taken by the school is resulting in pupils making better progress and standards look set to rise.

Standards in information and communication technology (ICT), art and design, DT, music, physical education and religious education (RE) are average. Insufficient attention is given to history and geography and as a result standards are below those expected.

Standards reflect the low starting point in language and literacy when children enter the school. Children make good progress in the nursery and reception classes but standards are still below average by the time pupils enter Year 1. Pupils make good progress through Years 1 and 2 but progress slows through Years 3 to 6. Pupils with special educational needs make satisfactory progress. Pupils with English as an additional language make satisfactory progress. Overall, pupils' achievement is satisfactory in relation to their attainment on entry.

The school sets realistic targets for pupils' performance in the National Curriculum tests at the end of Year 6. The school did not meet them last year, and this year's are not as high, as the year group has a higher proportion of pupils with special educational needs. However, they are sufficiently challenging.

## PUPILS' ATTITUDES AND VALUES



Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They concentrate well and work hard in lessons.
Behaviour, in and out of classrooms	Behaviour is good in lessons, around the school and in the playground.
Personal development and relationships	Good. Pupils work well together and establish good relationships with each other and with teachers. They show good levels of initiative and responsibility and carry out a range of duties effectively.
Attendance	Attendance is below the national average and has remained at the same level for the last three years. This is because a number of children are taken on holidays during term time by their parents.

## TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. Of the lessons observed, just over half were good or very good and no lessons were unsatisfactory. There has been some improvement in teaching since the last inspection when three per cent of lessons were unsatisfactory.

Teaching in the nursery and reception classes is always satisfactory and sometimes good. Teachers give good attention to all the areas of learning and use assessment effectively to plan activities that address the needs of the children. In Years 1 to 6, the teaching is satisfactory and ensures that pupils make steady progress. The school has worked hard to support and develop the relatively high number of inexperienced teaching staff who show good potential for improvement. Teachers plan their lessons well and present interesting activities to motivate pupils. They manage their classes effectively with the result that pupils are enthusiastic, attentive and interested in their learning. Teachers monitor and assess pupils' progress well and evaluate lessons in order to inform future learning. Whilst their expectations of pupils' behaviour are good, their expectations of the quality of presentation of pupils' work are sometimes not high enough and marking is not always effectively used to develop learning.

Overall the quality of teaching in English and mathematics is satisfactory and some lessons are good. Teachers give an emphasis to the teaching of literacy and numeracy skills and the national literacy and numeracy strategies are being implemented effectively. The teaching of pupils with special educational needs is supportive and enables them to achieve appropriately.

The use of homework is satisfactory; it is relevant to work in lessons and consolidates and extends learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally a broad curriculum is provided covering the subjects of the National Curriculum, but insufficient time is allocated to geography and history.
Provision for pupils with special educational needs	Good. Pupils are given a good level of support and make satisfactory progress in learning. Those with more significant literacy difficulties who benefit from the advice and support of external service staff make good progress towards their targets.

Provision for pupils with English as an additional language	These pupils are well integrated into the school and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. Provision for pupils' social and moral development is good and spiritual and cultural development is satisfactory. Pupils know right from wrong and have many opportunities to take responsibility and to work together.

How well the school cares for its pupils	The school provides a good level of care and support. Teachers know their pupils well and use assessment very effectively to monitor their progress and set appropriate targets to raise attainment.
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Good provision is made for pupils' personal, social and health education (PSHE). Links with the community are used effectively to enrich the curriculum. A good range of extra-curricular activities is offered to pupils. The school provides effectively for pupils with a wide range of learning and emotional needs and cares for them well.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a clear sense of direction to the school. She is well supported by the deputy and other staff. The schools' work strongly reflects its aims of equality and valuing the individual.
How well the governors fulfil their responsibilities	The governing body is supportive, well informed of the strengths and weaknesses of the school and fulfils its responsibilities satisfactorily.
The school's evaluation of its performance	Good. The school has well developed procedures for monitoring and evaluating its performance. Good use is made of information about pupil performance to identify what needs to be done to support the raising of standards.
The strategic use of resources	Satisfactory. Spending is closely allied to the school's stated priorities. The budget is well planned and monitored by the headteacher and governors. Specific grants are used satisfactorily.

The school has had difficulties with staffing over the last year. As a result there are a high number of newly qualified teachers. Induction arrangements for the newly appointed teachers are good. The number of learning support staff is good. All staff are well deployed and a committed team approach is developing. Accommodation is good and provides an attractive learning environment for pupils. The school applies the principles of best value satisfactorily, linking spending decisions to the effect they will have as well as to cost.

### 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>• Their children like coming to school.</li> <li>• Their children make good progress.</li> <li>• Standards of behaviour are good.</li> <li>• The quality of teaching is good.</li> <li>• Teachers, including the headteacher, are very approachable.</li> <li>• The school expects children to work hard.</li> <li>• The way the school works closely with</li> </ul>	<ul style="list-style-type: none"> <li>• The information provided for parents.</li> </ul>

<p>parents.</p> <ul style="list-style-type: none"> <li>• The good quality leadership of the school.</li> <li>• The way the school helps children to mature and take responsibility.</li> </ul>	
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The inspection team agrees with the parents' positive views but found teaching satisfactory rather than good. The inspection team found that the information provided for parents has some limitations. Newsletters could be sent out more frequently containing details of the work of the school and celebrating achievements. Reports on pupils could give more information on the progress they have made and areas for development.

**PART B: COMMENTARY**

**HOW HIGH ARE STANDARDS?**

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

1. The children enter the nursery with levels of attainment well below what is expected. Many children have poorly developed skills in speaking and listening and mathematics when they start school. Because of the teaching they receive and the good ratio of adults, children make good progress in the nursery and reception classes. However, by the time they enter Year 1, many children do not attain the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. In personal, social and emotional development, creative development and physical development, a good proportion of the children achieve the early learning goals, although some remain below the expected levels.
  
2. Performance in the national tests for pupils at the end of Year 2 has improved steadily since 2000. In 2002, the proportion of pupils achieving the higher levels in reading was average, but in writing and mathematics was well above average. This is the direct result of the emphasis placed on these subjects, the effective implementation of the national literacy and numeracy strategies and better planning with clear learning objectives. The performance of girls is better than that of boys in all three subjects as is the case nationally. Teacher assessments in science indicate that all pupils achieved the expected level, although performance at the higher levels was only average.
  
3. In the 2002 national tests for pupils in Year 6, the results achieved by pupils were well below average in English, mathematics and science. Whilst standards have been slowly rising, they continue to compare unfavourably with national averages. When the results of Year 6 pupils in 2002 are compared with the same group's performance in the 1998 Year 2 tests, the progress they made in English and science was poor and well below average in mathematics. However, many of the pupils in the Year 2 group had left and others had joined the school. As a result, the cohort of Year 6 pupils contained a high proportion of children with emotional and behavioural difficulties who were receiving support from the school's learning mentors. They made good improvement throughout their time in Year 6 but this did not totally overcome the difficulties experienced by the class in earlier years. They had suffered from frequent changes in staffing throughout their time in the junior department. As a result, performance was well below the targets set in English and mathematics for 2002. Appropriately challenging targets have been set for 2003.

4. The school has a determined approach to raising standards and has introduced setting<sup>1</sup> for English and mathematics in Years 5 and 6. Effective use is made of booster<sup>2</sup> classes for Year 6 and, in Years 3, 4 and 5, there are additional English and mathematics lessons in smaller groups to help raise standards. All these initiatives are having a significant impact on improving standards. During the inspection pupils' rate of learning was never less than satisfactory in lessons and in half of the lessons their progress was good. There is no significant difference in the attainment of boys and girls. Pupils with English as an additional language are some of the highest attaining pupils in the school. Most of them reach the expected level for their age and a small number reach higher levels.
5. Inspection findings show that standards in the current Year 2 are average in English and mathematics. Overall, in Years 1 and 2, pupils are making good progress in English and mathematics given their limited experiences when they enter the school. Seven year olds are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. By the end of Year 2, pupils read a range of texts with fluency and understanding and standards are broadly in line with the average. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. However, many do not use lively and interesting vocabulary. Few use extended sentences and many pupils' handwriting is not in a cursive style.
6. In mathematics, by the age of seven, the more capable pupils understand place value to one thousand and quickly say which numbers of those displayed is larger. They are learning simple tables and the more confident are developing strategies for efficient mental calculations involving addition and subtraction and sequencing in twos and tens. They estimate length in appropriate units, measure accurately in centimetres and know the names of a number of two-dimensional and three-dimensional shapes.
7. Standards in Year 2 in science are below average. Pupils use simple recording methods and are developing an understanding of electrical circuits and which foods are healthy but their overall knowledge and understanding is limited. The school has given emphasis to raising standards in English and mathematics and this has reduced the time spent on science. Additionally there have been some problems with staffing and these two factors have combined to result in a fall in the standard of pupils' work in the current year. The school has taken action to address this problem and the quality and amount of work is improving.
8. Standards in Year 6 are below those expected nationally in English, mathematics and science. The reason standards are not higher is linked partly to the high number of pupils with special educational needs (SEN) in this year group, but is also attributable to the high number of changes in staff that have recently occurred. Standards are higher in mathematics and reading than in writing and speaking and listening. This impacts upon the standards attained in other subjects such as science, geography and history. Pupils' speaking skills are limited and they have difficulty with the vocabulary in certain subjects. Their answers to questions are often brief. In reading, pupils make good gains in their learning because the basic skills are well taught and they achieve standards which are broadly satisfactory. The structured teaching of reading is having a positive effect on the standards that pupils attain. By the time they leave the school most pupils are independent readers and have a satisfactory level of

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<sup>1</sup> Setting: Pupils are organised into groups based on their attainment in order to set appropriately challenging activities and ensure they make good progress in order to support the raising of standards.

<sup>2</sup> Booster classes: additional sessions for pupils to support the raising of standards.

understanding of books. Standards in writing are below those expected nationally. Most pupils write straightforward accounts accurately but their ability to write for different purposes is limited. By the age of eleven, although pupils have made steady progress, the overall structure of writing for different purposes is often insecure. Many pupils make careless mistakes in spelling, grammar and punctuation. Literacy skills in other subjects are not developed sufficiently. By Year 6, pupils use their independent research skills satisfactorily but opportunities are missed to develop pupils' writing skills in subjects such as history and geography.

9. In mathematics standards in Year 6 are below average. Higher attaining pupils have satisfactory number skills and can multiply and divide decimals by ten and one hundred correctly. They have a good understanding of fractions, area and shape, being able to calculate the perimeter of a quadrilateral and apply this knowledge to irregular shapes. However, the majority of pupils have less well developed skills. They are less confident when calculating using the four basic operations and using their number skills to solve problems across the curriculum.
10. By the end of Year 6, pupils gain a satisfactory factual knowledge of many aspects of science but investigative and experimental skills are not sufficiently developed, especially those who are more able. This limits their ability to explain cause and effect and make informed predictions of likely outcomes. They have some difficulty with scientific terminology and their understanding of more complex processes is limited. Whilst they are given satisfactory opportunities to plan and carry out investigations they do not develop their understanding by deciding what the results of their experiments tell them.
11. Standards in other subjects vary. In ICT, standards are average. In religious education (RE), art and design, design and technology (DT), music and physical education (PE) pupils' attainment is in line with that expected nationally. In history and geography attainment is below average because insufficient time is given to these subjects.
12. Overall, pupils with special educational needs make satisfactory progress, although those with more significant literacy difficulties who benefit from the advice and support of external service staff make good progress towards their targets. Children with statements of special educational need for specific language difficulties make good progress towards the targets in their individual plans due to the effective support they receive from specialist teachers and support staff.
13. The school has identified a small number of gifted and talented pupils and is appropriately meeting their needs. Work for more gifted children is suitably matched to their ability and pupils with particular talents are supported by links with nearby sports clubs and drama groups.

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

14. The pupils' attitudes to school are good. The pride they take in their school can be seen in the way it is kept clean and tidy with a noticeable absence of litter and graffiti. Most pupils are keen to come to school, arrive promptly at the beginning of the school day and approach their lessons with enthusiasm. This is a similar position to the last inspection. Attendance is slightly below the national average and has remained at the same level for the last three years.
15. Behaviour throughout the school is good. Pupils behave themselves well in lessons, with the learning mentors proving successful in supporting individuals with behavioural

difficulties. They also move about the school in a calm and orderly manner and behaviour in the dining hall and during assemblies is good. They generally play well together in the outside playing areas at break-times.

16. Most pupils relate well to adults working in the school. While the majority work and play well with their peers in pairs and group situations, the school is taking steps to improve co-operation amongst its pupils. Pupils are taught to appreciate the impact of their words and actions on others through the personal, social and health education (PSHE) programme and by the constant reinforcement of teaching and other staff. This has created an harmonious atmosphere within the school which has led to an almost total lack of oppressive behaviour such as sexism and racism; no serious instances of such behaviour were witnessed during the inspection or have been recorded in the last year. There is a clear anti-bullying policy, which is well implemented with any incidents dealt with promptly to the satisfaction of pupils and parents.
17. The effective implementation of the PSHE programme, reinforced by the example set by staff within the school, has clearly ensured that pupils demonstrate respect for the feelings of others. Subjects such as RE and geography allow pupils to understand the values and beliefs of other cultures. However, more opportunities could be made available for them to experience these at first-hand through school visitors and trips to places of worship. Pupils with special educational needs receive regular encouragement and support from their peers.
18. Pupils' sense of social responsibility is well developed through the many opportunities they are given to demonstrate initiative, which is an improvement on the situation at the last inspection. Pupils from Years 5 and 6 willingly carry out tasks such as supervising younger children and operating audiovisual equipment during assemblies. The lunchtime 'buddies' scheme, where they look after younger children, is particularly worthwhile. A school council has been introduced, but it does not as yet have a very high profile and is not fully achieving its potential to improve the personal development of pupils.

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

19. Teaching is satisfactory overall. Whilst twenty-five of the forty-six lessons observed were good or very good, scrutiny of pupils' previous work indicates that the overall quality of teaching is satisfactory. No unsatisfactory teaching was observed. This is a slight improvement since the last inspection when three per cent of lessons were unsatisfactory. The school has experienced some difficulties with staffing in recent months. Two teachers left the school just before the inspection and there are four newly qualified teachers, two having taken up post only at the start of the present term. As a result, some of the lessons observed were being taught by teachers from the local authority school improvement team who have been placed in the school to help overcome the staffing difficulties. This is supporting the induction and development of the newly qualified teachers. A scrutiny of pupils' work indicated that the previous teaching had some weaknesses, but these appear to have been addressed by the changes in staff.
20. Throughout the school teachers plan their lessons well, preparing activities that are interesting to motivate the pupils. The introduction of a common planning format has supported the teachers new to the school and is helping to improve teaching. Teachers make clear the objectives of the lesson at the beginning and, in the most effective lessons, check at the end whether they have been achieved. Teachers have

good relationships with pupils, high expectations of pupils' behaviour and manage pupils well, including those who have behavioural difficulties and other educational needs. The majority of lessons are lively and brisk and this maintains pupils' attention and they remain focused, consequently the rate of learning is often good. This is made possible by the good support and understanding they receive from dedicated support assistants as well as their teachers. However, there are occasions when the pace of the lesson slows and pupils become restless. Teachers' expectations of the quality of presentation of work are not high enough. Whilst teachers mark pupils' work regularly, marking does not consistently point out to them ways that they can improve.

21. Teachers monitor and assess pupils' progress in lessons well and set targets for groups of pupils to support and develop their learning. Lessons are evaluated and outcomes are used to plan subsequent lessons. A particularly good feature is when lessons include pupils evaluating their own performance. This they do well. For example, in a Year 4 literacy lesson when the teacher asked, 'What have we learnt?' pupils very sensibly discussed their own learning and how well they understood the different use of apostrophes. Teachers use questioning effectively and pupils are keen to answer, although their responses often reflect poor speaking skills. Teachers have a satisfactory understanding of the subjects they teach and they teach the basic skills satisfactorily. Appropriate opportunities are provided for homework, much of which links to literacy and numeracy and is used to support learning in class. However, there is some inconsistency in its use.
22. Overall teaching in the reception and nursery classes is satisfactory and a suitable range of learning opportunities is presented. Activities are linked to the areas of learning and the early learning goals for children in this stage of education. From the time they enter the school, children are effectively encouraged to work together and, where appropriate, to work independently. There is due emphasis on the development of early speaking and writing skills and provision for quality planned outdoor play for both classes.
23. The teaching of English is satisfactory overall and some good and very good teaching was observed. The majority of teachers have a good knowledge and understanding of the national literacy strategy and very good lessons are marked by the teacher's secure subject knowledge, careful choice of texts and preparation of activities which challenge the pupils. For example, in a lesson with Year 3, the teacher very effectively used the story of Cinderella to develop high quality individual and group reading. The pupils were highly attentive and responded to her questions eagerly when developing ideas to structure their own story. Opportunities are presented outside the literacy hour to extend pupils' story writing skills and handwriting is developed through regular practice sessions. However, literacy skills are less well promoted in other subjects. Pupils often have difficulty understanding and using correct terminology in subjects such as science, history and geography. Teachers are beginning to promote the use of specific vocabulary in discussions in these subjects, but more attention is required to this aspect of learning. Similarly, insufficient opportunities are presented to develop pupils' writing skills in subjects such as history and geography.
24. Mathematics is taught satisfactorily. Oral sessions support the development of improved mental skills and agility. This helps the pupils to gain skills, knowledge and understanding effectively when working with numbers. As a result, their numeracy skills are developed satisfactorily. Appropriate work is set for different groups, and pupils are clear about what is expected of them. Charts, tables and graphs are used across the curriculum, particularly in science and geography.

25. The teaching of science is satisfactory overall. However, the scrutiny of pupils' work in Year 2 indicates that insufficient attention has been given to the subject and this year's work is of low quality, reflecting low teacher expectations. The school is aware of this problem and has taken action to remedy the situation. The weakness has been overcome by changes to staffing and the teaching is now much improved. Teaching in Years 3 to 6 is satisfactory overall, although teachers have too low expectations of the quality of work presented by pupils.
26. The teaching of ICT is satisfactory. In the direct teaching of ICT in the computer suite teachers give appropriate attention to the development of basic skills. By the end of Year 2, most pupils are developing their keyboard skills appropriately and, by the end of Year 6, pupils have satisfactory skills in all aspects of the subject. However, little use of computers in classrooms was observed during the inspection and the use of ICT to promote learning in other subjects is limited.
27. Teaching in PE is good. Teachers have a good knowledge of the subject and use this to help pupils understand the effects of exercise on their body, as well as developing their skills in gymnastics, games and dance. In art and design, DT and RE teaching is satisfactory. Pupils' work indicates that the teaching of history and geography is unsatisfactory. Insufficient attention is given to history and geography as a consequence of the school's emphasis on literacy and numeracy in its efforts to raise standards in these subjects. It is not possible to make a judgement on teaching of music as only one lesson was observed.
28. Teaching of pupils with special educational needs is satisfactory and they are given good additional support in lessons so they learn the basic skills of literacy and numeracy at a satisfactory pace. Pupils who have statements of special educational needs, including those for specific language difficulties are taught well. This is because support staff and specialist teachers use effectively the targets and suggested teaching methods contained in pupils' individual plans (IEPs) when working with them individually or in groups. However, class teachers do not always use the IEPs sufficiently to cater for pupils' different needs when planning whole class activities. This sometimes limits the progress that pupils with low level difficulties make towards developing their basic skills.

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

29. The appropriate statutory curriculum is in place for most subjects. The exception is in history and geography, where insufficient time is given to the teaching of these two subjects. The national strategies of literacy and numeracy have been successfully implemented and are now well established. The school has placed a strong emphasis on English and mathematics and this has resulted in a limited amount of time spent on science, history and geography. This has resulted in inadequate coverage of history and geography in particular. As a result the curriculum for pupils in Years 1 to 6 lacks breadth and balance. The curriculum for children in the nursery and reception classes is good; it is based on national guidance and covers all the areas of learning.
30. Overall, apart from history and geography, the quality and range of learning activities presented to pupils is satisfactory. The recommendations from the previous inspection have been addressed. The school now gives whole weeks to art and DT and the curriculum gives due attention to the development of basic skills and techniques. Curriculum guidelines have been produced for English, science, art and



ICT incorporating national guidance and these clearly outline what is to be taught in each year and successfully ensure that the curriculum becomes progressively more challenging.

31. The school gives a high emphasis to equality of opportunity and all pupils, irrespective of ability, ethnicity or gender, are encouraged to play a full part in all activities.
32. Provision for pupils with special educational needs is good. It is satisfactory for pupils on the lower stages of the school's register of special educational needs, but very good for pupils in Years 1 and 2 with statements of special educational needs for specific language and behavioural difficulties. The school places a high priority on ensuring the pupils with specific language difficulties are fully included in the school and uses a very well balanced combination of support in lessons and some individual sessions to achieve this.
33. A good range of extra-curricular activities enhances the curriculum. A breakfast club is well attended and provides a range of activities including games and use of the computers. Pupils are given opportunities to participate in a range of sports, learn to play musical instruments, speak French and Italian and develop their skills in the art club. Many pupils attend these activities, which make an effective contribution to learning.
34. Provision for PSHE is good. It has a regular place on the timetable for all classes and is often developed through group activities and circle time. Sex education is dealt with sensitively and benefits from the contribution of the school nurse. Drugs awareness receives appropriate attention; outreach workers from Manchester City Football Club reinforce the messages given by the school. Issues of personal safety, law and respect for property are dealt with by the local police and fire service. Teamwork is a theme promoted by the local football clubs and pupils learn about healthy lifestyles from Manchester Storm Ice Hockey Club. The school has recently been awarded The Healthy School Bronze Award that involves everyone in making the school a welcoming and happy environment for pupils to learn in. Pupils use their initiative in fund raising to support local charities and also to improve the school's outdoor environment for the benefit of all.
35. The community makes a positive contribution to pupils' learning. Pupils benefit from the visits of local people to the school, including parents, especially during art and DT weeks. The vicar from the local church attends regularly to lead assemblies. Manchester Giants basketball team provide coaching opportunities. Theatre workshops enrich the curriculum. Visits to support the curriculum outside the school are arranged to different museums, places of historical interest, as well as the local environment. The local high school allows the use of its sporting facilities for football tournaments and other games activities.
36. The school has close links with its neighbouring high school. Purposeful induction visits and arrangements are made so that staff, pupils and parents are all closely involved in the secondary transfer process.
37. Provision for pupils' personal development is good overall. Opportunities for development are often provided in lessons. The school provides a set of values that infiltrate its daily life. Pupils' spiritual development is satisfactory. It is successfully promoted through assemblies, PSHE, RE and literacy lessons. During assemblies, pupils are given opportunities for quiet reflection and to engage in prayer. Their achievements are celebrated and they share the success of others enthusiastically.

38. The provision for moral development is good. Each class has its own individual code of conduct that reinforces the school's code of respect for one another within the community of the school. The behaviour policy sets clear parameters and expectations and all staff reinforce these with consistency. Pupils are managed sensitively and they have a clear sense of the difference between right and wrong. They know the likely sanctions to be imposed for infringement and accept the school's code of behaviour. Teachers are quick to offer praise for good work or efforts made by the pupils. The school's learning mentors make a significant contribution to this provision.
39. The school promotes pupils' social development well. Pupils are given opportunities to work together in pairs, groups and at times independently. They are encouraged to take on responsibilities in the classroom, in assembly, as house captains, on the school council and sometimes for helping younger pupils. The Healthy School Award recognised the good quality of social interaction in the school that contributes to its happy and caring environment. Pupils' social development is further enhanced through the organisation of residential visits for Year 6 where they learn to take responsibility for themselves and also to work as part of a team.
40. Provision for pupils' cultural development is satisfactory. They are prepared for life in a culturally diverse society through a range of activities to develop their understanding. Pupils develop an awareness of Christianity through assemblies, RE and the celebration of the major festivals. They learn about a number of other faiths including Islam, Hinduism and Judaism, and of their related festivals. Visits to art galleries, as well as visits from groups of musicians are enjoyed by pupils. Many pupils participated in the Manchester schools massed choir at the MEN Arena.

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

41. The school looks after pupils well and provides a happy and safe place in which they can learn. The successful way the breakfast club is operated is a good example of the way adults in the school create a welcoming and secure environment.
42. The governors' health and safety committee ensures the safety of the school by carrying out regular audits in accordance with LEA guidelines as well as carrying out its own annual audit. These are supported on a day-to-day basis by the constant vigilance of all members of staff. The headteacher is the designated person responsible for child protection and is operating a good system in line with local procedures. She has received the appropriate training, which she passes on to staff on their induction, and regularly updates during staff meetings.
43. The school treats the health of its pupils seriously and there is a strong focus on healthy eating in the school. Younger pupils are provided with fruit as part of the Fruit in School scheme and all pupils are allowed to eat only fruit or vegetables during the morning break.
44. The school has a clear behaviour policy. It is based on five school rules and supported by class rules which are agreed by the pupils with their teachers. Poor behaviour is generally resolved by the class teacher or by the intervention of the learning mentors. This works very well and situations rarely develop beyond this point. As a result, the ultimate sanction of exclusion was not used in the previous year. Each class has its own system of rewards for good behaviour on an individual, group or class basis

which is part of the whole-school system of awarding 'points tickets'. This is operated by all members of staff throughout the school day, in the classroom and outside. It is well received by pupils.

45. General procedures for monitoring attendance are good. The registers are completed promptly at the beginning of the morning and afternoon sessions. There is also a 'first-day call' system in operation where parents are contacted on the first day of absence. The class achieving the highest attendance each week is presented with a class cup and individual awards are given for full attendance each term. These awards are recognised by displays in the hall and corridors and contribute to maintaining attendance at its current level. The school makes satisfactory use of a computerised system for recording attendance and analyses data available to support the further improvement of attendance rates. Patterns of poor attendance by particular individuals are examined in order to determine the effect this has on attainment.
46. The school makes good use of external specialists, including learning support teachers and speech therapists, to assess and advise on the difficulties of pupils with special educational needs. The special needs co-ordinator uses this information well when devising pupils' IEPs. Provision for pupils with statements of special educational needs, particularly for those with specific language difficulties, fully meets the requirements and objectives in their statements.
47. Arrangements for assessing and recording pupils' progress and achievements are very good. This is a good improvement since the previous inspection. Initial assessments are carried out at the beginning of the school year, when individual pupil targets are set and then again at the end of each term. Pupils' academic progress is well recorded using a computerised tracking system, which enables teachers to monitor their progress throughout their lives in the school. Assessment results are analysed in detail by teachers, who then decide on the action to be taken on an individual, group and class basis to ensure that appropriate progress is being maintained. Good communication between teachers and subject coordinators enables changes to be made in the way subjects are taught. This helps to identify future learning targets for the school, as well as for individuals and classes, creating an environment where learning moves forward successfully for all pupils. The monitoring of personal development is not as advanced, but the system currently being introduced is good. Teachers interview pupils on an individual basis each term when aspects of their personal, social and moral development are discussed and recorded.

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

48. Parents are supportive of the school and pleased with what it does for their children. The parents' views of the school show an improvement on those at the last inspection.
49. The information provided for parents meets statutory requirements but has some limitations. Newsletters consist primarily of a diary of events and are not distributed on a frequent and regular basis. They contain little celebration of school and pupil achievements, although this is being addressed by a school newspaper which has been introduced recently. Parents are informed about what their pupils will be studying through letters sent home by class teachers and there are specific leaflets covering literacy and numeracy.

50. The school makes satisfactory arrangements to inform parents of their child's progress. Meetings are held in October and July and parents are invited to open days in the summer term where they can see their children at work and play. Annual reports provide a description of pupils' achievements in each subject. In English, mathematics and science, targets are set and details of the level achieved in tests are shown. Comments on other subjects are sometimes brief, however, and do not always provide parents and pupils with sufficient information on the progress made and areas for development. In addition, the reports provide little information on personal development.
51. The school encourages parents to be fully involved in their children's learning. Parents are welcome to assist in the life of the school. Many take up the opportunity to do so on a voluntary basis and often become employees as a result. They are also good supporters of school assemblies and functions.

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

52. The headteacher provides good leadership. Since she has been in post the school has made satisfactory progress in dealing with the issues raised by the last inspection. Standards in reading, writing and mathematics in Years 1 and 2 have improved, but this has not yet worked through to raise standards by the end of Year 6. She has been ably supported in this by the deputy headteacher who has taken on a number of responsibilities including the induction of the numerous new members of staff who have recently joined the school.
53. The clear educational direction provided by the headteacher and senior staff is shown in the school improvement plan, which has a clear focus on raising standards. The plan is a useful and effective management tool. It is linked to the school budget, has criteria for success and is reviewed regularly to evaluate progress. The plan is supplemented with clear and effective action plans for each area of development, which are based on a clear analysis of the school's performance. Procedures for monitoring and evaluating the work of the school are good. Subject coordinators carry out a useful audit to inform the plan and good use is made of information from data to determine areas for intervention. This enables suitable actions to be planned to support the raising of standards. For example, the school has rightly decided to set pupils in Years 5 and 6 to support the raising of standards in English and mathematics.
54. At the time of the last inspection, management of the nursery and reception classes was judged to be unsatisfactory but it is now good. At that time the role of other coordinators in monitoring their subject was limited. Steps have been taken to give them greater opportunity to monitor planning and pupils' work and lesson observations are carried out in some subjects. The headteacher and deputy head have monitored classroom teaching directly, both as part of the school's performance management and, in the case of new teachers, their induction to the profession. This has successfully eradicated weak teaching and is improving the overall quality of teaching. Performance management has been implemented fully, with objectives set for the headteacher and all teaching staff. Induction for newly qualified teachers is good, and the four currently in the school have settled quickly into their roles.
55. The management of special educational needs is good. The special educational needs co-ordinator leads this area well and is gradually developing the school's procedures so class teachers are more involved with and responsible for writing

pupils' individual plans. She has reviewed the policy and procedures for special educational needs well so it reflects the guidance in the 2001 Code of Practice. Liaison with external specialists is good and effective use is made of their advice. She works closely with class teachers and support staff to ensure that targets in pupils' IEPs are clear and specific, but does not systematically monitor how effectively they are used to plan pupils' work on a day-to-day basis. Support staff have good access to any training that is available and this has successfully developed their skills.

56. The governing body fulfils its role satisfactorily. Governors have a clear view of the strengths and weaknesses of the school and the areas for development. For example, the governor for special needs knows the school and pupils well and has a good understanding of general strengths of the provision. The governors support the staff well but monitor the work of the school and suitably challenge actions, fulfilling a 'critical friend' role.
57. The budget is managed well, spending being clearly targeted to support the raising of standards. When making decisions about spending, the school shows awareness of the principles of best value. It compares its provision with that of similar schools and bases its decisions on the effect they will have on standards as well as on their cost. The funding for special educational needs is used effectively, and is supplemented well from the school's own budget to ensure that a good level of support is provided. The school also uses other grants well to improve standards.
58. The management of day-to-day financial administration is good. The school makes good use of ICT to track spending. The administrative officer is very efficient and helps to ensure the smooth running of the school. The recommendations of the very recent auditor's report have been complied with efficiently.
59. The match of number, qualifications and experience of teachers to the needs of the pupils and the curriculum is satisfactory overall. However, the number of recently qualified staff results in other teachers having many coordination responsibilities, which they carry out well, reflecting their high degree of commitment. The number of support assistants for special educational needs and general support for learning is good. They are deployed well to support pupils in a variety of ways and their work with teachers and pupils has a positive impact on learning throughout the school. All staff, including the teachers and support staff for the resourced provision, are managed and deployed effectively. Relationships within the staff are good and the headteacher is successfully developing a team approach with a commitment to raising standards.
60. Learning resources are satisfactory overall and good for ICT. Accommodation is good and provides an attractive learning environment for pupils. Classrooms are suitably spacious, there is a large hall and a central concourse area provides an effective research centre, housing the computer suite and the library. There is a large playing field, two playground areas and children in the nursery and reception classes have a safe, fenced outdoor play area with sufficient play equipment
61. Parents are very supportive of the aims and values promoted by the school. The school places high emphasis on the importance of meeting the needs of all its pupils and there is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve standards further, the headteacher, staff and governors should:

- Raise standards in English in Years 3 to 6 by:
  - Improving pupils' oral and communication skills.
  - Giving more emphasis on encouraging pupils to write extended sentences.
  - Developing the use of correct grammar in pupils' writing.
  - Extending writing skills across the curriculum, for example by providing more opportunities for pupils to write at length in history and geography.  
*(Paragraphs 8, 23, 82, 86-88.)*
  
- Raise standards in mathematics in Years 3 to 6 by:
  - Setting specific short-term individual targets for pupils.
  - Improving the quality of marking of pupils' work so that they know the next steps in their learning.
  - Increasing the time given to pupils to complete tasks.
  - Providing more opportunities for pupils to develop and apply their mathematical skills through problem solving activities and investigations.  
*(Paragraphs 20, 90, 93)*
  
- Raise standards in science throughout the school by:
  - Ensuring that sufficient time is given to the subject.
  - Providing more opportunities for pupils to develop and use scientific vocabulary.
  - Developing pupils' conceptual understanding by improving their skills in analysing and evaluating the results of scientific experiments.  
*(Paragraphs 23, 25, 98, 100, 102)*
  
- Improve curriculum provision in geography and history by:
  - Increasing the time allocated to the teaching of geography and history in order to fully meet the requirements of the national curriculum.
  - Developing teachers' subject knowledge in geography and history.
  - Developing monitoring procedures in order to ensure that provision meets requirements.  
*(Paragraphs 10, 29, 113-116, 118, 119, 120)*

63. Minor issues.

- Take action to improve the standard of presentation of pupils' work  
*(Paragraphs 25, 85, 102, 116, 121)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	19	21	0	0	0
Percentage	0	13	41	46	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 more than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	189
Number of full-time pupils known to be eligible for free school meals	0	67

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	1	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	12
	Girls	16	15	16
	Total	23	23	28
Percentage of pupils at NC level 2 or above	School	79 (68)	79 (80)	97 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	13
	Girls	16	15	16
	Total	23	23	29
Percentage of pupils at NC level 2 or above	School	79 (84)	79 (80)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	14
	Girls	7	8	7
	Total	16	17	21
Percentage of pupils at NC level 4 or above	School	55 (63)	59 (70)	72 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	14
	Girls	9	8	9
	Total	21	19	23
Percentage of pupils at NC level 4 or above	School	72 (78)	66 (70)	79 (93)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	136	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	10	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	12	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	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)	10
Number of pupils per qualified teacher	20
Average class size	27

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

Total number of education support staff	9
Total aggregate hours worked per week	235

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	7.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/02
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Total income	530896
Total expenditure	495999
Expenditure per pupil	2431
Balance brought forward from previous year	34467
Balance carried forward to next year	34897

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	102

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	5	0	0
My child is making good progress in school.	53	42	3	1	1
Behaviour in the school is good.	52	37	7	2	2
My child gets the right amount of work to do at home.	38	44	12	3	3
The teaching is good.	49	43	6	1	1
I am kept well informed about how my child is getting on.	43	37	17	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	28	3	3	2
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	45	41	9	5	0
The school is well led and managed.	48	43	4	2	3
The school is helping my child become mature and responsible.	50	42	5	1	2
The school provides an interesting range of activities outside lessons.	43	42	9	1	5

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

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

64. Children enter the nursery in the term after they reach their third birthday and transfer to the reception class in the September or January prior to their fifth birthday.
65. Provision for children in the nursery and reception class is good. Through a well-planned curriculum and teachers' good understanding of the needs of this age group, children achieve well. The last report indicated that the curriculum was not clear, thus there has been good improvement. By the end of the reception year, approximately half of the children attain the expected early learning goals in communication, language and literacy, mathematics and knowledge and understanding of the world. The majority attain the expected goals in the other areas of learning. All staff work co-operatively and there are many opportunities for the staff and children in both nursery and reception to share resources and interact with each other. The coordinator is knowledgeable and dedicated to ensuring that the children's needs are met.
66. The school makes special provision for children with speech and communication difficulties and a number of these children are integrated into the nursery and reception classes. They are given focused and specific support by language resource staff. In addition other children with learning difficulties are quickly identified and are given good support.
67. There is a very good induction process which helps children to settle into school quickly. Information for parents is also very good and is ongoing throughout the children's time in the nursery and reception. Parents are warmly welcomed and encouraged to be fully involved in their children's learning. Teaching and learning are satisfactory overall, with particular strengths in personal, social and emotional development and creative development.

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

68. Children enjoy school and achieve well in this area. Teachers have high expectations of behaviour, teach this aspect well and the children respond enthusiastically. They listen carefully to instructions and learn the rules and routines of everyday life. These include playing together and sharing resources, tidying away at the end of sessions and taking part in assemblies. Adults provide very good role models and treat each other and the children with courtesy and respect. Children are encouraged to take responsibility for their own actions and are becoming self-reliant and independent. For example, they self-register, dress and undress for PE and choose apparatus. Outdoor activities are effectively organised to enable children to mix socially, develop initiative and to share and think for themselves. Staff interact well with children and value their contributions, thus promoting self-esteem. The children learn to appreciate right and wrong behaviour and that their actions can affect others. For example, when listening to the story of 'Red Riding Hood', nursery children quickly identified the 'good' and 'bad' characters whilst reception class children were delighted when their friends and adults praised the good vehicles they had made.

## Communication, language and literacy

69. The level of speech is so poor on entry to the nursery that, even with constant encouragement from staff, many children are unable to frame phrases and sentences. Over half of the children in reception have been identified with speech and language difficulties. Most children give one-word answers. It is also often difficult to understand what the children are saying as their pronunciation and language skills are so underdeveloped. For example, even some of the higher attainers in the nursery find difficulty in pronouncing consonants and run words together such as 'liradir' for 'little girl'. Staff speak clearly and distinctly to the children and give attention to correcting the children's speech from time to time. However, opportunities are missed for intervention in role-play to help children express their thoughts clearly and to increase their limited vocabulary. Children for whom English is an additional language are integrated well within the class and are making similar progress to the other children.
70. Listening skills are developing well and are consistently encouraged across the curriculum. Children enjoy listening to stories and rhymes and try hard to participate. Reception children join readily in familiar stories such as 'The Gingerbread Man.' Teachers dramatise the stories and rhymes well, using actions and puppets where suitable.
71. Early reading skills are taught well and children gain good experiences in looking at and sharing books with staff and other children. From the earliest stages, books and very comprehensive reading diaries, are taken home each day. This encourages children to share books and develop reading skills with their parents. Nursery children recognise a few initial letter sounds and, with the support of pictures, recognise their own names. They follow stories and rhymes in shared reading and anticipate and complete some word endings or sentences, for example in shared reading of 'Hickory Dickory.'
72. Reception children make good progress in reading, building on their experiences in the nursery. Higher attainers recognise most letter sounds and simple key words. They have the confidence to use sounds to decode words and are able to say which characters and stories they like. Middle attainers use context clues, such as pictures, to help read simple texts and know most sounds and some words, but have not yet developed the facility to put the sounds together to make new words. The large group of lower attainers, nearly half of the class, handle books successfully and know the characters in the first reading scheme books, but their reading skills are less well developed.
73. Writing skills are less well developed. Nursery children are given opportunities to use pencils and crayons for mark making and drawing. A few attempt copying and writing their names. Most reception children write their names quite legibly and higher and middle attainers try to copy adults' writing. Both nursery and reception children make storybooks in picture form. However they are unable to write short phrases or sentences and the teachers have to write for most children.
74. Teaching of this area of learning is satisfactory overall. From their very low level of entry children make good progress. Ongoing assessment is good with careful evaluation at the end of sessions to inform future planning.

## **Mathematical development**

75. A wide range of games, puzzles, activities and structured teaching support children's mathematical development. Teaching is satisfactory with good oral input from staff. Most nursery children recognise numbers to five and count confidently, although a significant number only count to three. One third of children in the nursery can count confidently to 10 and recognise these numbers. Assessment at this stage is thorough and individual needs are targeted. Children learn number vocabulary such as more and less by learning rhymes and most can recognise simple shapes such as a circle and square. Staff use opportunities to extend number skills in other activities such as at snack times, clapping and counting in music lessons and role-play in the home corner.
76. Reception children are given good, practical experiences in counting objects and exploring shape and pattern. Through activities such as making gingerbread men, children learn to use the terms smallest, middle sized and largest accurately and count the number of Smarties they will put on their biscuits. Children make simple patterns correctly with beads and objects and some progress to creating more complex patterns. Most children count to 20 and approximately two thirds of them are secure in number order and can count on from a given number. They are not yet recording numbers. Practical experience in the shop enables children to recognise 1p, 2p and 5p coins and find the amount they need for buying specific things. Higher attainers know that 2 objects and 3 objects put together make 5 objects.

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

77. Children have many opportunities in both nursery and reception to explore, investigate, build and make objects. Nursery children make a collage of three-dimensional musical instruments from a variety of boxes using paste to join the different parts. They experiment with constructional toys. ICT skills in both nursery and reception are developing well. Computers are in constant use and this is an area where the children show confidence and ability. Nursery children use the mouse effectively with support, whilst reception children use the mouse confidently, showing good control. Nursery children know the parts of their bodies and make good attempts at drawing eyes, complete with eyelashes. Reception children have made vehicles and they show very good understanding of how the vehicles move and how they might improve them. For example, they suggest different sized wheels or rods to make it "go faster". One child volunteers "push it more" and they differentiate between the terms pushing and pulling. They are also beginning to appreciate how other people live and celebrate festivals. For example, they learn about Diwali and make lamps. They explore the environment around them noting the seasons and changes in the weather. Children achieve well in this area. Teaching is satisfactory and sometimes good.

## **Physical development**

78. The children have many opportunities to acquire good physical skills. They have daily access to a wide range of mobile toys and climbing, jumping and balancing apparatus in a large, secure area. As a result, they are developing an awareness of space and each other and move confidently with good support from staff. Indoor lessons in a spacious hall enhance children's awareness of direction and space and help them to develop well co-ordinated controlled movements. For example, in a dance lesson, children follow the leader carefully. They respond imaginatively to a poem by flying like an aeroplane or being in a box. Children are well behaved and learn to respond effectively to music. Listening and language skills are extended in these lessons. For

example, children listened carefully to animal sounds and then joined in the poem, 'The cat from France likes to sing and dance'. Teachers have good regard for children's safety and encourage independence when dressing and undressing. Occasionally the content of the lesson does not include improving or perfecting movements. While attention is given to warming up at the beginning of a lesson, teachers do not ensure that children cool down at the end of it. Teaching is satisfactory.

### **Creative development**

79. Teaching and learning are good. In both nursery and reception a wide range of activities provide children with good opportunities to develop creatively. Pretend play in a variety of forms is ongoing. The 'Bears' Cottage' enables the nursery children to enact the story and play imaginatively. Reception children practise their words and actions for leading the school assembly. They do this sensibly. A range of musical instruments gives children the opportunity to experiment with sound and they enjoy singing in the classroom, in assemblies and in specific music lessons. In a nursery lesson the children held the instruments correctly and treated them very respectfully. They obediently followed the conductor's 'traffic lights' and played rhythmically at the correct time. However, sometimes songs are pitched too low for the children's voices and they groan rather than sing. Children's artwork is of a good standard. They produce interesting and colourful collages that use a variety of materials which they have selected. They explore patterns and different textures of paint and methods of application; for instance by using sponges to create printed patterns and painting pictures with glue, sand and glitter. Although some children's drawings are immature, many make detailed drawings of themselves and their families. Cooking, working in clay, cutting, sticking and gluing are all enjoyed by the children and are ongoing throughout the day. Most children work carefully using scissors and tools well. Staff give very good support to the children and parent helpers are used effectively in these sessions.

### **ENGLISH**

80. Standards are average by the end of Year 2 but below average by the end of Year 6. Pupils enter the school with very poor language skills and do well to achieve average standards at the end of Year 2. However, these standards are not maintained in all areas of the subject through Years 3 to 6. The school has worked hard to remedy this and has introduced setting in Years 5 and 6 to support the raising of standards. A significant number of pupils join the school after Year 2. Many of these pupils have learning difficulties and the school makes effective use of its learning mentors to support their learning needs. The current situation is that listening and reading skills are average, but speaking and writing skills are below average.
81. The work of the current Year 5 and 6 shows that the setting arrangements are working well and there has been good improvement in all groups since September. Smaller groups enables pupils to be supported well and work focused to their particular needs. There are comprehensive curriculum guidelines and the quality of teachers' planning has improved. The quality of teaching is closely monitored and has consequently improved. There are very good assessment procedures. These factors are all combining to support the raising of standards well.
82. Pupils of all ages listen carefully and behave well in lessons. They take turns in discussion and, when working in pairs or groups, show consideration for each other's



views and share ideas. However, their speaking skills are not well developed. This was illustrated in a RE lesson with Year 4 when pupils discussed the merits of a good friend. Pupils understood and could decide the qualities they would prefer in a friend, but their oral responses to questions were limited to one or two word answers. At least a third of the pupils in most classes have a restricted range of vocabulary. They find it difficult to express their thoughts and explain exactly what they wish to say. They often use short sentences which are sometimes grammatically incorrect. The smaller focused groups in Years 5 and 6 are enabling teachers to spend more time with individual pupils to enhance speaking skills. However, in general, opportunities to develop and enhance pupils' speaking skills are underdeveloped.

83. During Years 1 and 2 pupils develop a love of books and most are enthusiastic about reading. The teaching of letter sounds and patterns gives pupils, particularly lower attainers, confidence and appropriate skills to build words. By the age of seven, lower attainers read confidently and show an interest in the characters in the story. Their reading sometimes lacks expression but they are able to sound out new words. Average and higher attainers identify a range of punctuation and know how to respond to them when reading aloud. Their skill and knowledge in using non-fiction texts is less well developed. Most know that the contents page is used to locate information, but are unsure about the use of an index. Pupils' knowledge of authors is limited.
84. By age 11, standards in reading are close to average. Higher attaining pupils are fluent, expressive readers and express their likes and dislikes of books and authors. However, they usually read silently and speedily and, when reading aloud, sometimes make careless errors. Average attainers reflect the same skills at a slightly lower level. Sometimes children choose books to read which are not challenging enough and do not increase their vocabulary. Most pupils can identify a favourite author, but their knowledge of authors and their styles continues to be limited. Effective use of the school information centre, which incorporates the non-fiction library and ICT suite, develops pupils' ability to access information.
85. By the end of Year 2, pupils have experience in writing for a range of purposes. Higher attaining pupils use some good descriptive vocabulary. For example, in following up a lesson on similes, pupils wrote 'His eyes are as round as a circle. His paws are as sharp as a crocodile's!' Average attainers make plausible attempts at spelling words and, in the main, use suitable punctuation, but their writing is sometimes immature. Below average attainers need support, with a few pupils still needing the teacher to record what they wish to write. A new handwriting scheme is being used throughout the school to support discrete handwriting lessons. Whilst work in these sessions is neat and tidy, some pupils' work in other lessons lacks precision and care.
86. In Years 3 to 6 the quality of pupils' written work varies. The current Year 3 pupils concentrate well and settle to writing tasks happily. For example, in a lesson about 'Cinderella', pupils completed paragraphs very well, having first explored ideas in depth with the teacher. In a lesson with Year 4, pupils responded well to the poem 'The Door' culminating in a delightful poem being produced by the class. The pupils enjoyed this, ending the poem humorously with 'Go and open the door. At least there'll be no draught', showing imagination and understanding of the poem. Despite this lively work, most pupils do not express their thoughts clearly. Their work is often untidy and handwriting is inconsistent.
87. Years 5 and 6 are set for literacy lessons but have whole class sessions for extended writing. In whole class sessions work is below the standard expected. For example, in a lesson following on from a discussion in PSHE, pupils explained how rules and laws

affect individuals but their written work was poorly punctuated and contained spelling and grammatical errors. When classes are set, the picture is different. In a lesson to help pupils use the features of a detective story as a model for writing, higher attaining pupils showed good understanding and completed the work well. They used apt phrases and vocabulary such as 'He asked quizzically', and 'Bursting through the door'. Average attainers follow a planning process, setting the scene and defining the characters and plot with the teacher. However, their work lacks adventurous vocabulary and their grammar is poor. Lower attainers are supported well and are making good progress but the standard of their work is low. They retell stories such as 'Red Riding Hood', but spelling and grammar is poor.

88. Overall, teaching is satisfactory and in some lessons good. The literacy strategy is well implemented. All areas are covered well and teachers are clear about what they want the children to learn and share this with pupils at the beginning of lessons. A good range of teaching methods is used to motivate pupils and, as a result, pupils are keen to do well and have good attitudes. The strategies now in place, which include setting, booster classes, additional language support and early language support, are being used effectively to help pupils improve their skills and understanding. However, literacy skills are not always extended across the curriculum to help raise standards, for example in history and geography.
89. The coordinator is very knowledgeable and conscientious. A very good range of assessments is conducted regularly. The information is analysed and used well to set targets for groups and some individuals. Resources are good, including well-stocked class libraries and a spacious learning resource room.

## **MATHEMATICS**

90. Standards have fluctuated in the last four years but the overall trend has been upward. Standards fell in 2002 and the school has recently taken positive steps to raise standards again. Pupils in Years 5 and 6 are now set for mathematics lessons and additional strategies and booster lessons are strengthening the curriculum for pupils of all abilities. Pupils' progress is being carefully tracked and appropriate targets set. Standards in Year 2 are average but standards for Year 6 are still below average. Improvement since the previous inspection is just satisfactory overall.
91. Pupils are making good progress in Year 1 and 2. By the end of Year 2, they work accurately and competently in number, using addition, subtraction and multiplication. Pupils tackle simple problem solving activities and work out how much change to give. They know the names of solid and flat shapes and are familiar with their features. Higher attaining pupils work at a faster rate and generally with a greater degree of accuracy. Pupils with special educational needs make steady progress with basic number work.
92. In Years 3 to 6, pupils are making satisfactory progress. Year 6 pupils correctly find equivalent fractions and are familiar with improper fractions and reducing them to lowest terms. They know how to calculate the perimeter of a quadrilateral and apply this knowledge to irregular shapes. Higher attaining pupils demonstrate accurate number skills and are able to multiply and divide decimals by ten and one hundred. Pupils with special educational needs make steady progress when bearing in mind their starting point. They have some success with the development of basic number skills because of the effectiveness of the additional support they receive. The work of

the current Year 3 pupils shows that they are achieving above average standards. This class has been unaffected by the high turnover of staff.

93. The quality of teaching is satisfactory overall and some good teaching was seen. All teachers have a secure knowledge of the national numeracy strategy and organise and plan their lessons carefully to ensure that the needs of all groups of pupils are met. Additional adults are used to provide support in lessons. This ensures that pupils with special educational needs make satisfactory progress overall in acquiring and improving numeracy skills. However, in some lessons insufficient time is given for pupils to complete their independent tasks in the allotted time. This limits their progress. Lessons successfully build upon previous learning. For example, in a lesson with Year 4, pupils used their knowledge of fractions to calculate the equivalent of a range of fractions of a kilogram in grams. Teachers' effective management skills and good relationships with pupils result in discipline in lessons being good. Teachers' marking of pupils' work is variable and insufficient guidance is given to help pupils improve. Although class and group targets are used, specific short-term individual targets are not. Teachers use resources well to ensure that pupils' understanding develops effectively. Specific ICT lessons sometimes support mathematical development, such as the introduction to the use of spreadsheets and formulae. However, other than the use of the school's laptops for measuring angles there is little use of ICT in mathematics lessons.
94. Pupils generally enjoy mathematics. This is particularly evident in the start of lessons when pupils show positive attitudes to quick-fire mental activities. For example, Year 3 pupils were challenged to see how quickly they could count in threes to thirty and they were delighted when they did so in less than five seconds. In other lessons pupils show a keen interest and are eager to respond to questions. For example, the higher attaining set of Year 5 and 6 pupils responded quickly and accurately to rapid multiplication of decimals and numbers over one hundred. They then settled down into group activities and worked well. Pupils are given opportunities to work collaboratively and independently and this contributes well to their personal development. A few pupils find concentration difficult and consequently do not always finish their work.
95. The school now has effective assessment procedures in place that are being used to identify areas of strength and weakness in order to inform planning. An action plan to improve standards has been drawn up with firm priorities that link to the steps already taken by the school.
96. The coordinator has only recently taken over responsibility and has carried out some monitoring of teaching and learning with the help of the local advisory teacher for mathematics. This has given her a partial view of strengths and weaknesses in the subject on which she plans to build in order to raise standards.

## **SCIENCE**

97. Standards of work are below average compared to those expected at the end of Year 2 and Year 6. Whilst standards have been steadily rising in recent years, when compared to national averages they are not as high as those in the previous inspection.
98. Many pupils enter school with low-level literacy skills and limited vocabulary, which adversely affects the progress they make. They find the terminology used in the subject difficult and this has a negative effect on the results they attain in tests.

Though teachers put due effort into developing pupils' scientific vocabulary, for many this is a slow process. These factors all have an adverse effect on standards and the quality is below that expected. However, there are signs that it is improving. The school is aware of the problems, has clearly identified the necessary intervention strategies required to improve standards and there is a determined approach to raising standards.

99. The school has made good efforts to promote experimental and investigative science. Throughout Years 1 to 6 teachers give satisfactory attention to correct procedure in scientific investigation. In a lesson with Year 2, pupils carried out practical experiments to create circuits to light a bulb. They explored what happened when the circuit had an item such as a spoon or a pencil inserted. Careful explanations by the teacher led to the majority of pupils realising that the power source was the battery and that the circuit had to be complete in order for the bulb to light. The pupils' observation skills were developed satisfactorily and they were beginning to predict what would happen. Throughout the school pupils are progressively developing an understanding of the principles of observation, prediction and fair testing but they are less secure in coming to a conclusion based on the evidence they have gathered.
100. By Year 6 the majority of pupils have a satisfactory understanding of a fair test. They make predictions, plan their experiments and carry them out enthusiastically. Their observation skills are developed well. For example in a lesson with Year 5 and 6, pupils carefully observed different plants and their root systems using a magnifying glass. They investigated the characteristics of different soil types and related these to the root formations when considering the conditions required for the plants to grow. They developed an informed awareness of the anchoring qualities of roots and concluded that the long taproot of a dandelion was more suitable for sandy soils than that of a geranium. Similarly, in another lesson with Year 5 and 6, pupils discussed and explored which changes were reversible and which were not and recorded the results of their experiments well. These lessons challenged pupils to draw conclusions and evaluate the results of their experiments. However, these characteristics are not reflected in the majority of work carried out during the year and, in general, insufficient attention is given to analysing and evaluating the results of experiments. This limits pupils' understanding of scientific ideas.
101. A limited amount of teaching was observed due to timetabling arrangements. In the lessons seen, teaching was generally satisfactory and in one it was good. Teachers plan their lessons well. The learning objectives are explained clearly to pupils and returned to at the end of lessons in order to review the progress made. Teachers have secure subject knowledge and, as a result, their explanations are clear and interesting. Good questioning techniques are used to both develop pupils' understanding and increase their range of scientific vocabulary. Teachers have good relationships with pupils, manage their classes well and as a result pupils are enthusiastic and have good attitudes to their learning. Effective use of support staff ensures that the high proportion of pupils with learning or behaviour difficulties successfully participate in activities and make satisfactory progress.
102. The curriculum covers all of the various aspects of science and guidance clearly outlines what teachers are required to cover each year. The time allocated to the subject is limited, however, and this results in some activities not being completed fully in the lesson time available. The scrutiny of work indicated that this frequently results in pupils not considering the results of their investigations and consequently failing to develop an in-depth awareness of the scientific ideas involved. Teachers' expectations of the quality of presentation of pupils' work are too low. Insufficient

attention is given to developing pupils' use of literacy and numeracy skills and there is little use of ICT. There are examples of charts and graphs but this is not as widespread as it might be. Similarly there is only a small amount of evidence of the use of ICT.

103. The subject is well managed. The coordinator is aware of the deficiencies noted above and there is a well-formed action plan to develop the subject. Tests are set throughout the school and results analysed carefully in order to inform the action plan. Good assessment procedures are in place and teachers understand the need to monitor the learning that takes place.

## **ART AND DESIGN**

104. Standards by the end of Year 2 and Year 6 are average overall and pupils make satisfactory progress in all years. This is an improvement on the position at the last inspection when standards were average in Years 1 and 2 but below average in Years 3 to 6. Although only one lesson was seen during the inspection, there is plenty of evidence around the school to show that art is regarded positively and makes a good contribution to the ethos of the school. Pupils' work is attractively displayed and shows satisfactory skills development.
105. In the lesson seen with Year 1 pupils, teaching was satisfactory. The teacher made effective use of samples of cloth to develop pupils' abilities to investigate materials by feeling them and describing their response. She then developed the pupils' use of different materials and tools by cutting and gluing card to make patterns to create printed designs. The pupils responded enthusiastically to her clear instructions, maintained concentration well and demonstrated positive attitudes to the subject.
106. Observational drawing is developed from the start of school, so that Year 1 pupils succeed in making effective self-portraits of their own faces. Progress in observational drawing and painting is evident as pupils move up the school, so that by Year 2 they produce some good quality paintings of sunflowers in the style of Van Gogh. Pupils in Year 5 and 6 have linked poetry to paintings based on the work of Monet. Their paintings show good observational skills and use of brushes of different thickness to produce attractive pictures that reflect the style well. Pupils are introduced to the work of a range of artists. For example, in Year 4, pupils have created etchings and prints using crayon and pastel based on the work of surrealist artists. Pupils have used a range of media including pencil, crayon and paint. The use of different media is widened in Year 3 where pupils create well-crafted hedgehogs in clay.
107. Work is planned as a series of termly art weeks. This enables pupils to explore in depth the use of a suitably diverse range of media and techniques. Other work is linked to topics. The pupils therefore have a rich range of experiences in subjects such as history and RE and productivity is high. While very little art was seen in lessons other evidence indicates that teaching is at least satisfactory. A satisfactory range of skills is taught and a high profile given to art and design in school. Pupils' work shows that activities are planned to give as wide a variety of experience as possible and to use the full range of materials and techniques. ICT is used effectively, for example, in the work on Monet pupils used computers to develop designs and to produce their poems based on his work. Pupils with learning difficulties are fully included in the work, and there are good links with work in other subjects such as DT and history. In their studies of the Tudors, pupils have made accurate models of houses in those times.

108. The curriculum is enriched through the provision of after school clubs, where pupils can further develop their skills in a relaxed and enjoyable atmosphere, visits to the local art gallery and workshops with local artists. These all make a significant contribution to learning.

## **DESIGN AND TECHNOLOGY (DT)**

109. Standards are average at the end of Year 2 and Year 6. This shows an improvement for the junior pupils whose design skills have improved since the time of the previous inspection. It was not possible to observe any lessons since the school concentrates the teaching of the subject into one-week blocks each term. Judgements are made on the basis of photographic evidence and scrutiny of pupils' design folders. This indicates that teaching throughout the school is satisfactory.
110. Pupils follow a prescribed design process, stating the materials required, and giving detailed instructions for making. All pupils complete an evaluation saying how successful their design has been and how it could be improved. Pupils use a good range of tools to cut a variety of materials and glue and tape for sticking. In Year 1, pupils have created original designs weaving different coloured wool around sticks. Year 2 pupils have used their skills in cutting and sticking a variety of colourful materials and sequins together to produce colourful designs of Joseph's Dream Coat.
111. By Year 6, pupils have had a satisfactory variety of design experiences including making pop-up books; building Tudor houses to link with their history topic; designing and making biscuits; and planning and designing kites, cars and tents. The evaluation aspect of pupils' work at this stage reflects the time and energy put into the work and the careful consideration given to improvement.
112. The curriculum follows the national guidelines. Teachers plan their lessons well. They frequently link work in DT to other areas of the curriculum. During DT activity weeks parents support the work of teachers by bringing their own skills into the classroom. At the end of these weeks, work is put on show for parents and the whole school to see and this encourages pupils to have a sense of pride in their work. The coordinator monitors the quality of teaching and learning during this week. An action plan has been produced to ensure the subject is continually developing.

## **GEOGRAPHY**

113. At the time of the last inspection standards in geography were average. Standards are now below average. Insufficient time is given to the teaching of geography and as a result pupils are not covering the required topics and developing the knowledge, skills and understanding appropriate for their age.
114. By the end of Year 2, pupils have developed only a limited knowledge of local places because there has been no opportunity for sufficient depth of study to take place. The amount of work in books is very limited. Pupils write about where they live, the route they take when travelling to school and describe what they see around their school. They have also looked at how people live on a fictional Scottish Island and learned something of their way of life. Otherwise their development of geographical skills and knowledge is very limited and their progress is unsatisfactory.

115. It is a broadly similar picture by the end of Year 6, except in Years 3 and 4 where pupils' knowledge and skills are building appropriately and a satisfactory amount of time is given to the subject. In Year 3, pupils study their local environment drawing maps of how the land is used and showing features using appropriate symbols. They produce graphs from the information they gained. They identify changes in their locality noting both human and physical features and carry out a survey on how children get to school. They have some knowledge of the different climatic zones of the world and are able to identify their location using an atlas. In Year 4 pupils make satisfactory progress in their work on the comparison of a village in India and their own locality including the physical and human differences, using photographs and posters as secondary sources. In Years 5 and 6, pupils' work on mountain environments is brief and they develop little geographical knowledge and understanding because it is not being taught. Pupils do their own research using the Internet but are not yet able to extract appropriate and accurate information. Maps are underused to support this part of their learning. In a lesson with Year 5 and 6, pupils were engaged in a topic entitled, 'What's in the news?' This lesson contained very little geographical content and failed to develop pupils' skills or their understanding of geographical ideas.
116. The quality of teaching is mixed. Where it is effective, teachers have high expectations, pupils learn well and produce work of good quality. In other cases the presentation of work is sometimes untidy, of limited quantity and at times unfinished. The curriculum is based upon national guidelines. However, in some instances, geography topics are being taught without regard to the required knowledge and skills pupils need if they are to achieve at least average standards. Teachers' subject knowledge in some cases is not strong and this has an effect on the way basic skills are taught.
117. The coordinator has several areas of responsibility due to difficulties in staffing and consequently her monitoring role is underdeveloped. She ensures that appropriate evaluation of pupils' work and progress is carried out annually and that adequate resources are provided.

## **HISTORY**

118. Standards are lower now than they were at the time of the last inspection. By the end of Year 2 and Year 6 the standards reached are below average. This is unsatisfactory improvement and is due largely to the fact that insufficient time is given to the teaching of history. Consequently, pupils' knowledge, skills and understanding are underdeveloped.
119. By the age of seven, the pupils learn something of toys that children played with one hundred years ago and compare them with those of the present day. They develop their knowledge and understanding of famous people and events, such as Guy Fawkes, Florence Nightingale and the Great Fire of London. Their work is well presented but they have limited knowledge and understanding. Pupils' sense of chronology and enquiry are underdeveloped.
120. By the age of eleven, pupils' enquiry skills have shown some improvement. They use pictures as a source of enquiry and are able to determine the status of King Henry VIII from the evidence shown. The Internet is used as a primary source of information, but information is copied verbatim and not sifted for key facts. This does not assist pupils in the development of their knowledge and understanding. However, pupils do use books and photographs more effectively, for example, to gain an insight into Greek

Theatre and to assemble arguments in favour of giving Henry VIII a divorce, but progress is limited overall.

121. The evidence indicates that teaching is unsatisfactory overall. The teaching of history has clearly suffered from the school's emphasis on literacy and numeracy. While planning shows history is to be taught in regular blocks, the time actually given is limited. The quality of pupils' work varies and is often insufficiently challenging. Teachers' expectations are too low and reflect limited subject knowledge. When the whole class are copying the same notes, the quality of presentation tends to be good, but on other occasions presentation is poor. Pupils do not always use their literacy skills well and writing contains many mistakes.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

122. Standards are average, maintaining the position at the previous inspection. However, provision has significantly improved. The school now has a computer suite with the capacity to accommodate half a class at a time, in addition to a number of class based computers and laptops. Teachers' planning is now providing more opportunities for ICT and consequently pupils are making satisfactory progress in the development of basic skills. A number of the teaching staff have completed training and this has raised their confidence and level of expertise generally.
123. By the end of Year 2, pupils have developed their ICT skills to a good level because they are given effective teaching. Teachers' sound subject knowledge ensures that an appropriate range of ICT experiences are provided. For example, pupils are able to use the tools on a graphics software package to create pictures and can programme a roamer and remote controlled car. They use word processing effectively to support the development of their writing and communication skills and use a micropaedia to research information successfully in geography.
124. In Years 3 to 6, pupils continue to develop their skills satisfactorily. In a Year 3 lesson pupils confidently demonstrated their ability to use the e-mail facility on the school intranet. They were able to log-on, open up the message received from their 'buddy,' write a reply and send it off. The more confident pupils provided support for those who were less sure. Since there are insufficient computers in the suite for all pupils to work individually, they take turns or work in pairs. This contributes well to their personal development. In Year 5 and 6, pupils use word processing to support their writing in literacy lessons. They produce some effective writing to support their study of the Ancient Greeks. They have average keyboard skills, can select and change the font and use the grammar and spelling check. This group of pupils are becoming familiar with the use of spreadsheets as a means of accounting and are able to successfully enter a formula to ensure calculations can be completed successfully. In mathematics they make effective use of calculators to speed up their calculations and demonstrate good understanding of most of the operations related to basic number.
125. The use of computers to support learning across the curriculum is limited. It is used satisfactorily to support the learning of pupils with special educational needs, especially in literacy and numeracy. However, it is not yet being used sufficiently for all other pupils. The Internet is being used for research, but pupils copy whole pages into their work and do not select the information they require with care. The coordinator has drawn up an action plan to address these issues. Steps to assess pupil progress are currently under development and are not yet having an impact on learning.



## MUSIC

126. By the end of Year 2 and Year 6, standards are broadly average. This reflects a similar picture to the previous inspection. As it was only possible to see one lesson, judgements are based on discussion with staff and pupils, analysis of teachers' planning and pupils' work and extra-curricular music activities.
127. The music programme followed covers the national curriculum and gives good guidance to teachers. Pupils have many opportunities to listen to and appreciate a wide range of music. For example, each day a piece of music is played as pupils enter and leave assembly. Music by various composers from different countries and of different times is used to widen pupils' appreciation. Pupils sing hymns and songs from many cultures, for example 'Shalom' and 'He gave me eyes'.
128. By the end of Year 2, pupils have had suitable experiences in playing percussion instruments and developing a sense of rhythm and pitch. They respond to music in dance and have opportunities to perform at assemblies and in school productions. For example, Years 1 and 2 formed a choir for the reception and nursery's nativity play, delighting their teachers and parents. These events give pupils the opportunity to improve and perfect performance skills. They work together for the benefit of others and this supports their personal development.
129. By the end of Year 6, pupils have good experiences in listening, singing and performing. They perform for other classes at assembly and take part in community activities. In a Year 4 lesson, pupils listened attentively to part of Vivaldi's 'Four Seasons', noting when the violin takes over from the orchestra. They played tuned and untuned percussion instruments sensibly and developed a good sense of rhythm. They followed the conductor and played loudly and quietly as instructed. Pupils compose their own rhythms with repeating patterns and understand the term 'ostinato,' but their knowledge and understanding is not extended to learn about the notation to match the rhythms being played.
130. Teaching in the lesson seen was satisfactory. Pupils' attention was drawn to the need for correct posture, breathing and clear diction. However, the effectiveness of these very good points was inhibited, as the pupils sat for most of the session. This was also true in the assemblies. Pupils did not stand to sing at any time.
131. Music contributes well to pupils' spiritual, moral, social and cultural development. For example, the pupils have been part of two record breaking musical ventures. Many pupils and teachers took part in a 'Young World Concert' and sang with the "largest choir singing carols". Also the whole school recorded a version of a song for 'Children in Need'. Both achievements are listed in the Guinness Book of Records. Violin, guitar and recorder lessons for junior pupils enhance the music provision and give more opportunities for pupils to perform. Whilst there has been one visiting musician in the school, more visits would help to further widen pupils' musical horizons and enhance the curriculum.
132. The coordinator is new and keen to raise the profile of music in the school. She monitors planning to ensure that the policy and curriculum guidelines are suitably implemented. There has been some monitoring of teaching which has had a positive impact on the skills and confidence of teaching staff.

## **PHYSICAL EDUCATION (PE)**

133. Standards are average overall. This is in line with the findings of the previous report. The majority of pupils are able to swim 25 metres by the time they leave the school.
134. The quality of teaching throughout the school is good overall. The achievement of the Activemark Gold award is reflected in well-planned lessons. Teachers explain activities clearly, model movements well and monitor pupils' work effectively throughout the lesson. They give positive feedback to extend and improve pupils' efforts in dance and games sessions. Pupils work hard, put a good level of effort into their work and lessons proceed in a suitably quiet manner. They respond to the use of musical instruments well when carrying out movements in dance lessons. In a very good lesson with Year 5 and 6 linked to the story of Beowulf, pupils composed and performed a dance individually, showing very good control of their bodies and creating a sequence of movements in response to the sound of the tambour. Their sequences of twists, leaps and balances were performed with a high degree of personal challenge.
135. Teachers manage their classes well and create good relationships with pupils. Teachers explain the objective of the lesson clearly and start with a suitable warm up session. They give good attention to safety. For example, in a games lesson with Year 3, the teacher emphasised the care needed when using small tennis racquets in the confined space in the school hall. Pupils' ball skills were developed satisfactorily and the majority showed suitably skilled hand-eye coordination when catching a small ball or hitting it with the racquet. Teachers make effective use of comments and questions as they circulate to assess pupils' progress. Pupils respond to this well and their performance improves noticeably. In short evaluation sessions they join in discussions sensibly and make sensitive comments on the performance of others.
136. Curriculum documentation makes use of national guidelines and gives clear guidance to teachers on the areas to teach. The coordinator monitors teachers' planning and has given demonstration lessons to new members of staff. This has successfully developed the quality of teaching. The school provides a well-balanced programme of physical activities throughout the year. In addition a wide range of games opportunities is available to pupils and many out of school clubs. Links with outside agencies provide coaching in a number of sports. Pupils in Year 5 and 6 are taken on a one-day visit to an outward-bound centre for team building activities and a residential visit in the summer term. Overall provision is good.

## **RELIGIOUS EDUCATION (RE)**

137. By the end of Years 2 and 6, standards are average in relation to the locally agreed syllabus. All pupils learn about Christianity, Hinduism, Islam and Judaism. There are also units incorporating Buddhism and Sikhism.
138. By the end of Year 2, pupils understand that there are special events and festivals in people's lives and in different religions. They are developing a good knowledge of Bible stories and the teachings of Jesus. For example, they show a good understanding of the story of 'The Wonderful Harvest' and the moral within it. One pupil volunteered "It's sharing God's love in our hearts". Through learning about different religions and ways of worship pupils are becoming aware of views, beliefs and traditions. There is little written work to demonstrate pupils' learning but collages of festivals such as 'Diwali'

and books they make at the end of a unit give pupils opportunities to record their work. Pupils also write their own simple prayers.

139. By Year 6, pupils have a suitable knowledge of many of the major beliefs, symbols and observances of the religions they have studied. For example, listening to a story about Guru Nanak they were able to explain who he was and why he is important to Sikhism. Pupils show a growing understanding of the character of Jesus. One pupil explained that Jesus chose “ordinary people to be his disciples and not always important, rich people”. Pupils are constantly reminded that the teachings in the Holy Books have great relevance to how we live today. For example, when learning about ‘The Good Samaritan’ story, pupils concluded that they must help people even if they are strangers or bad people. When writing their own ‘Good Samaritan’ stories, pupils relate them to their own experiences. For example, a Manchester City supporter helping and caring for a Manchester United supporter.
140. Teaching is satisfactory. Lessons are well planned and teachers have good subject knowledge. Pupils’ attitudes are good and they show a genuine interest and take a full part in the lessons. Teachers use good, open-ended questions and role-play in some lessons to extend pupils’ learning. For example, in a lesson with Year 5 and 6, pupils were asked, “How does the story give us guidance?” “Why?”, “Who?”, “What do you think?” Pupils responded well to this and were keen to join in the discussion. Their oral skills were limited but the teacher used the session well to enable the pupils to make satisfactory progress.
141. Religious education contributes well to pupils’ spiritual, moral, social and cultural development and literacy skills are extended and supported suitably within Years 3 to 6. Assemblies and visiting speakers increase and enrich pupils’ knowledge. Pupils have good knowledge of various religions and enjoy meeting people or leaders who are actively involved in a specific faith. Book resources are good, but there are few artefacts to support the work.