

## INSPECTION REPORT

### **HIGHER OPENSHAW COMMUNITY SCHOOL**

Higher Openshaw

Manchester

LEA area: Manchester

Unique reference number: 105471

Headteacher: John McAllister

Reporting inspector: David J Cann  
20009

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> December 2002

Inspection number: 246492  
Full inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Saunton Road Higher Openshaw Manchester
Postcode:	M11 1AJ
Telephone number:	0161 223 3549
Fax number:	0161 231 8319
Appropriate authority:	Governing body
Name of chair of governors:	Robert Wright
Date of previous inspection:	1 <sup>st</sup> December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Cann 20009	Registered inspector	Equal opportunities Science Information and communication technology Physical education	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed
Lee Kuraishi 11450	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Vivien Wilson 25775	Team inspector	Special educational needs English Geography History Music Religious education	
Joyce Cox 25074	Team inspector	Foundation Stage Mathematics Art Design and technology	How good are the curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

Higher Openshaw Community School (formerly Clayton Brook Primary School) has 233 pupils on roll between the ages of 5 and 11, plus 30 part-time children aged 3 to 4 in the nursery. Pupils live mainly in rented housing adjacent to the school and many come from very disadvantaged backgrounds. Pupils' attainment on entry to reception is well below expectations. Currently 81 per cent of pupils are eligible for free school meals, which is very high against the national average. The number of pupils with special educational needs is lower than average with 12 per cent of pupils on the register and none with Statements. Eight per cent of pupils are drawn from minority ethnic groups and two pupils learn English as an additional language. The number of pupils entering and leaving the school other than at the usual time is well above the national average. During the inspection, three members of staff were away on sick leave and their classes were temporarily reorganised.

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

The headteacher and staff of Higher Openshaw Community School provide pupils with a well-ordered and supportive environment for learning. There are very good relationships between pupils, staff and parents and the school is highly valued by the local community. Teachers help pupils to develop positive attitudes to school but do not consistently challenge their learning across all subjects. Pupils' attainments by Year 6 are well below those expected nationally, but they make satisfactory progress as they move through the school. The school represents sound value for money.

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

- Develops very positive attitudes among pupils, who come to school willingly and participate enthusiastically in all that is given them to do;
- Provides a very good range of extra-curricular activities, which are particularly effective in promoting pupils' sporting and personal skills;
- Gives pupils very clear guidance on moral and social issues, which are reflected in the very good relationships that exist throughout the school;
- Maintains a very successful partnership with parents and the community to develop learning; the induction of children into the nursery is particularly effective in establishing children's confidence about coming to school.

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

- Pupils' command of spoken and written language throughout the school;
- Pupils' attainment in mathematics;
- The consistency of teaching and learning throughout the school;
- The procedures and use of assessment to match tasks to pupils' abilities;
- The way management timetables and implements school improvements.

*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 December 1997 and five key issues were identified. The school has made satisfactory progress in addressing most of these. It has improved key strengths of the school such as pupils' attitudes and willingness to learn and the partnership that exists between the school and parents. Pupils' attainment has been maintained at similar levels to those observed at the last inspection and, although there are areas for development, the quality of teaching has improved. Schemes of work have been completed for all subjects and staff have received the training and support necessary to cover all subjects of the National Curriculum. The teaching of information and communication technology has been significantly improved and the school now has good resources, which are well used to develop pupils' confidence and skills. The school has not made enough progress in developing pupils' skills in carrying out investigations in science and mathematics. Teachers include experimental work in science but often they present it in a highly structured way, which does not give pupils the opportunity to develop their own lines of enquiry. The school's strategic planning is sound but still does not define the stages and timing for improvements in sufficient detail.

## 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	B
Mathematics	B	C	D	A
Science	E	C	E	C

**Key**

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

\* schools where there are a similar number of pupils eligible for free school meals

Pupils' attainment by the end of Year 6 is well below national expectations in English and science and below expectations in mathematics. In comparison with the levels achieved in similar schools in 2002 tests, pupils achieved results that were above average in English, well above average in mathematics and average in science. Since the last inspection, test results have improved in these subjects at the same rate as the national trend. Strong teaching in Years 5 and 6 successfully promotes pupils' learning and progress through the school is sound. However, pupils' command of language is below that expected and this affects their ability to express themselves and communicate their ideas in subjects like history, geography and science. Pupils' progress in mathematics is not satisfactory in those classes where tasks are not adapted to challenge the learning of all pupils. By Year 2, pupils' attainment in tests is well below the national average in reading, writing and mathematics. In comparison with similar schools, pupils' results in 2002 were above average in reading but well below average in writing and mathematics. On entry to the nursery, pupils have skills which are often far below those expected and, although they make good progress by the time they move to Year 1, many do not achieve the goals expected for their age. Pupils with special educational needs and those learning English as an additional language are generally supported effectively and make satisfactory progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school and willingly take part in all activities.
Behaviour, in and out of classrooms	Very good; pupils know and accept the high standards expected of them.
Personal development and relationships	Relationships are very good, but pupils do not have enough opportunities to develop their initiative in learning and around the school.
Attendance	Very good

## TEACHING AND LEARNING

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

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

The quality of teaching has improved since the last inspection. Good teaching in Years 5 and 6 is successful in stimulating pupils' learning and attainment. Overall teaching is sound in other classes, but there are shortcomings in the challenges offered to pupils especially in literacy and numeracy. Teachers have very good relationships with pupils and they manage their classes well. Pupils respond positively to the clearly defined and well-maintained class routines and this has a strong impact on establishing their good approaches to learning. Where teaching is good, adults question pupils to prompt their thinking and help them to express themselves, using technical terms appropriately. Where teaching is less successful, pupils are given tasks which are not appropriate to their levels of understanding and which do not encourage them to develop their own initiative. Teachers make frequent use of worksheets, which do not develop pupils' writing and number skills effectively. In science, pupils carry out investigations but they do not have the opportunity to pursue their own lines of enquiry nor write up their findings in their own words. Pupils' work is marked regularly, but teachers do not often give pupils an indication of how they might improve their work. Teachers generally make good use of classroom assistants, who support special educational needs pupils well. However, in a significant number of lessons, teachers have not established ways of using support staff to maximum effect. In nursery and reception, adults work well together to provide a warm and welcoming environment for children, which is particularly good at developing their personal and social skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory range of learning activities throughout the school, which are well linked to pupils' interests and needs.
Provision for pupils with special educational needs	Support for pupils is sound, but the process of identifying pupils is slow and hampered by the mobility of pupils in and out of the school.
Provision for pupils with English as an additional language	Satisfactory support is given to the few pupils learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very clear and effective guidance on moral and social issues and spiritual and cultural development is satisfactory. Personal development is sound but not organised on a structured basis.
How well the school cares for its pupils	Teachers know pupils well and give them good personal support and guidance; the procedures and use of assessment are, however, not well developed to ensure that work matches pupils' abilities and challenges them sufficiently.

The school is very effective in establishing good relationships with parents, who are welcomed into school and encouraged to play an active part in their children's learning



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is very supportive of his staff and much respected by parents and pupils. The roles of subject managers and the time available for them to fulfil their responsibilities are not fully developed.
How well the governors fulfil their responsibilities	Governors are taking a more active role in the school but do not exert sufficient influence on the way standards are being improved. They fulfil all their statutory responsibilities.
The school's evaluation of its performance	The school measures its attainments satisfactorily but does not set its programmes for development clearly enough.
The strategic use of resources	The school uses its resources soundly but does not yet evaluate the effectiveness of how it employs its support staff.

The school effectively applies best value principles in its spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty- two parents attended a meeting prior to the inspection and 143 questionnaires were returned (66 per cent of those distributed).

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• The school is well led and managed and teaching is good</li> <li>• Children make good progress and are expected to work hard and do their best</li> <li>• Behaviour is good and children are encouraged to become mature</li> <li>• Parents know about their children's progress; the school works closely with them and they are comfortable about talking to staff</li> <li>• The range of extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Parents made no suggestions for improvement in either the returned questionnaires or at the pre-inspection meeting</li> </ul>

Inspectors agree with parents' positive comments on all areas except where improvements are required in management and teaching.

## **PART B: COMMENTARY**

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

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

1. Pupils' attainment by Year 6 is well below national expectations in English and science and below expectations in mathematics. However, when compared to the levels attained in schools with a similar number of pupils eligible for free school meals, the school's 2002 test results were above average in English, well above average in mathematics and average in science. Attainment observed in the inspection confirms these results and indicates that since the last inspection pupils' achievements have improved at the same rate as that achieved nationally. Given the low level of skills that pupils have on entry, their progress is sound. There is a very high turnover of pupils, which adversely affects their progress. Nonetheless, pupils' speaking and writing skills are not well developed, which limits their attainment across all subjects. The targets set for Year 6 pupils in 2002 were appropriately challenging and the school met them in English and just fell short of them in mathematics.
2. Pupils' test results by Year 2 in writing and mathematics are well below both the national average and the average achieved in similar schools. In reading, pupils achieved levels that were well below the national average but in line with those achieved in similar schools. Results are similar to those achieved at the last inspection in reading and writing, but they have declined in mathematics. Test results in mathematics in 2002 were in the lowest 5 per cent of the country. There is no significant difference between the attainment of boys and girls.
3. Children enter school with skills that are far below those expected from children of a similar age. This is particularly true in the case of children's language, mathematical and personal and social skills. The school provides a good quality of education for children in nursery and reception. Children make good progress from a low starting point. Nonetheless, most pupils enter Year 1 with well below average skills in language, number and their knowledge and understanding of the world. Their personal and creative development is below the level expected, but their physical development is close to the expected level.
4. Lower ability pupils, including those with special educational needs, make satisfactory progress in their basic skills by Year 6. Support for pupils with special educational needs is generally well organised in a way which focuses on their learning needs in both their group work and class activities. There is a high proportion of lower ability pupils in the current Year 2, some of whom are not progressing well. Several of these have recently joined the school and are being assessed, but sufficient support is not yet in place. The school's plans to provide better resources and guidance for them have been hampered by staff ill-health but are scheduled for the near future. There is satisfactory support for pupils learning English as an additional language and they progress at the same rate as other pupils. Higher ability pupils do well in tests in English and mathematics at Year 6 where the number attaining the high Level 5 is well above the average achieved in similar schools. In science, the results of the same pupils are well below average. In Year 2 tests, higher ability pupils do better in reading than in writing, but the number achieving high levels in mathematics is well below average.
5. Pupils improve their listening skills by Years 2 and 6, but their speaking skills develop only slowly. Many do not speak clearly and only extend their answers when encouraged. Pupils listen with good attention to adults and to each other but they have too few opportunities to develop their ideas in class discussions. Consequently, their vocabulary is limited and they are not able to express their thoughts fluently or at sufficient length. Most

pupils enjoy reading and show good understanding and expression. However, they have limited opportunities to develop a love of books and the library is unsatisfactory as a resource for reference and research. Where there is an interesting range of books in classes, pupils compare different forms of writing with interest. They are good at locating information from the Internet. Pupils' writing skills are well below average and they make unsatisfactory progress. Spellings are learned regularly but are not always relevant to pupils, who do not remember and apply them well. Pupils undertake grammar and punctuation exercises but they use little descriptive vocabulary in their work. They have insufficient opportunities to use and develop writing skills in subjects like history, geography and science. However, pupils enjoy presenting their work on the computer and develop sound skills in word processing.

6. Pupils' attainment in mathematics at Year 6 has improved since the last inspection but declined at Year 2. Teaching is not consistently challenging pupils' thinking and expectations in some lessons are too low. Very good teaching in Years 5 and 6 stimulates pupils' interest and learning and higher attaining pupils progress quickly. However in other classes teachers often rely too much on worksheets, which are not appropriate to pupils' level of knowledge and learning needs. Although pupils carry out measurements in Year 6 science, they do not have enough regular and planned opportunities to use and apply their mathematics knowledge in other subjects.
7. Pupils' attainment in science has been maintained at the same level since the last inspection. Pupils have very limited knowledge of the subject when they enter school and they make sound progress. However, pupils do not have enough opportunities to develop their investigative skills and do not achieve a deep understanding of scientific principles. They do not learn to ask questions and pursue their own ideas. The number of pupils achieving the higher levels in Years 2 and 6 is below average and results are thus below the national average.
8. Pupils' attainment in information and communication technology is in line with that expected for their age and they make good progress. Pupils' learning has improved from the levels noted at the last inspection and they cover all aspects of the subject. By Year 6, pupils' attainment is above expectations in physical education, in line with the expected levels in religious education but below expectations in design and technology and history. No full judgement could be made in art and design, geography and music. Pupils' limited command of language contributes to the level of attainment in subjects requiring recording skills. However, they do not have enough opportunities to develop and apply their literacy and numeracy skills across all subjects.

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

9. The school has maintained the high standards noted in the previous inspection. Pupils' attitudes to learning are good, their behaviour and relationships with everyone in the school are very good. This has a positive effect on their learning. The vast majority of parents feel that their children like school and that their behaviour is very good.
10. Throughout both the Foundation Stage and Years 1 to 6, pupils' attitudes are good. They enjoy coming to and being at school. In nearly all lessons, pupils' answers show that they listen with good attention to their teachers. They respond well to instructions, sustain concentration and work hard to complete their tasks. Year 1 pupils made good progress in a literacy lesson because they listened attentively and tried hard to form the letters correctly and to write in sentences. Pupils are keen to answer teachers' questions and follow class routines well, putting up their hands and waiting for their turn to speak. In a Year 5 literacy lesson, pupils listened carefully to a poem and were keen to suggest answers to questions about its meaning. Pupils behave politely and co-operatively with visiting teachers, as in a Year 2 physical education lesson where they followed instructions

with enthusiasm. Many pupils in Years 3 to 6 take part enthusiastically in the additional clubs and activities that the school provides for them.

11. Throughout the school the behaviour of most pupils is very good. Teachers are consistent in implementing the school's behaviour policy and pupils accept and appreciate the clear guidelines given to them. They respond very well to teachers' expectations of how they should behave in lessons and around the school. This helps to create a purposeful working atmosphere and a friendly, welcoming school. Pupils display self-discipline and behave very well even when the lessons are less challenging
12. Pupils show consideration for others. They play together as friends and are kind towards one another at playtimes. This is shown in the way that they readily include others in their play, for instance the pupils from different ethnic backgrounds. Boys and girls get on very well with each other and take part in all games and activities on an equal footing.
13. Relationships between pupils, and between pupils and staff, are very good. These have a significant impact on the quality of pupils' learning and in developing their social and personal skills. Pupils show respect for the feelings, values and beliefs of others. They are curious about people who are different from them and are willing to learn about other cultures. In a Year 6 religious education lesson pupils asked questions about Ramadan with a genuine interest in why people fast for their beliefs. Pupils feel valued and respond to the safe and tolerant atmosphere that the school has created. Instances of bullying, or of sexist or racist behaviour, are extremely rare. There are no exclusions. Pupils are courteous and polite; for example, they readily hold doors open for adults and for each other and say 'excuse me' when they pass in front of people. They take good care of their own and the school's property.
14. The school has maintained very good levels of attendance since the previous inspection. The published attendance rate for the last academic year is well above the national average. The school monitors the attendance well and unauthorised absences are lower than the rates both locally and nationally. Pupils arrive punctually, and both morning and afternoon sessions start promptly.
15. The behaviour and attendance of pupils learning English as an additional language is as good as other pupils at the school. They rarely take extended holidays and make progress similar to their peers.
16. Most pupils with special educational needs show good attitudes to their learning. They concentrate well on their tasks and make good effort. When supported by a learning support worker, pupils confidently share their ideas with each other.

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

17. The quality of teaching and learning is good in the nursery and reception classes. In the rest of the school teaching is satisfactory. However, while teaching is of a high standard in Years 5 and 6, there were deficiencies in a number of lessons seen in other classes. The overall quality of teaching has improved since the last inspection and a significantly smaller proportion of unsatisfactory lessons were observed. Teachers generally manage their classes well and develop positive attitudes to learning among their pupils. However in several lessons the match of tasks to the abilities of pupils is not precise enough. Teachers assess pupils' progress but are not making full use of the information to set clear targets to help them improve.
18. Throughout the school, teachers have consistent expectations of pupils' behaviour and have established class routines that maintain pupils' attention well. Many teachers are good at obtaining contributions from pupils, but some do not involve all pupils with the

result that they do not become fully engaged in the activity. In the best lessons, the final whole-class review is used well to check what selected pupils have achieved and to correct misunderstandings. However, in both literacy and numeracy lessons this practice is not consistently well applied in all classes. Teachers generally use time well to maintain the pace of learning. In good lessons, teachers indicated how much they wanted pupils to complete and reminded them of the time and objectives as the lesson progressed.

19. Teaching is good in the Foundation Stage. Children's personal and social development is well promoted by adults who are very patient and encouraging. They provide good role models for children, treating each other, parents and children with courtesy and respect. Staff are actively involved in children's play, which ensures that children learn to work, play and co-operate well with each other. Staff concentrate on promoting speaking and listening skills by good questioning. Adults create a warm and inviting atmosphere to which parents and children respond well. Nursery staff maintain good records of children's progress, but these are not used in the same format in reception, which would improve continuity.
20. Teachers do not give pupils enough structured opportunities to develop their confidence in speaking and extend their vocabulary. They do not make enough use of final whole-class sessions to help pupils' communicate and explain their ideas. While teachers often ask for information from pupils, questions frequently require one word or simple answers. Occasionally, pupils learn new words when teachers introduce specific vocabulary such as 'devout' in a talk about religion or 'static' during a physical education lesson. Younger pupils consolidate their understanding of initial letter sounds, when reading 'start' and 'stop' cards in a music lesson. However, few such opportunities were observed being taken. In Year 2 pupils were encouraged to discuss ideas with a partner before sharing them with the class. This effective strategy was not widely used in other classes and pupils are rarely asked to co-operate in pairs or groups to present their ideas.
21. Teachers do not ensure that pupils develop their literacy and numeracy skills across other subjects. Many notes in science, history and geography are dictated or copied. In many subjects there is too great a reliance on giving pupils worksheets to complete. Pupils often work from fragments of text, selected and photocopied by the teacher. Some pupils competently download information from the Internet but, generally, their opportunities for personal research are limited. In mathematics and science, worksheets and commercially produced material are not always well chosen to meet pupils' learning needs.
22. There is a satisfactory system for recording pupils' achievements in English and mathematics, but it is not consistently effective in identifying how pupils might improve their learning. Teachers do not talk with pupils enough about their reading to accurately assess their progress. As a result some above average readers are still using a narrow range of reading scheme books when they could be experiencing a broader range of literature. Many teachers only mark pupils' work with ticks and do not indicate how pupils should develop their skills. In other subjects, assessment is not consistently established to provide a clear measure of how well pupils are progressing.
23. Teaching assistants give effective help when their role is clearly set out in planning and fully resourced. Assistants have good relationships with pupils and have a strong impact on the learning of pupils with special educational needs. However, classroom assistants' time is not always used to maximum effect. Teachers do not always identify how support staff can help during whole class discussions and they are consequently under-employed in some lessons.
24. Teaching for pupils with special educational needs is sound. Pupils are fully included in all activities and receive helpful support from teachers and support staff. Where pupils learn

in small groups supervised by support staff they make good progress. Pupils learning English as an additional language are satisfactorily supported by class teachers.

25. Teachers use homework effectively to consolidate and extend the work covered in school, particularly in literacy and numeracy. The work that pupils complete at home is valued in class, praised and shared with the class. Pupils' reading diaries indicate that the majority of pupils read to parents, which helps to promote their interest and skills, but there are a significant number of pupils who do not receive regular support from home.

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

26. The school provides pupils with a satisfactory range of learning opportunities. This is a similar judgement to the one made at the time of the last inspection. The subjects taught meet the interests, aptitudes and special educational needs of all pupils and prepares them adequately for the next stage of education.
27. The quality and range of learning opportunities for children in the Foundation Stage are satisfactory. Work is planned across all areas of learning and there is good provision for regular outdoor activities in the nursery. The school meets statutory requirements in all National Curriculum subjects, collective worship and sex education. The scheme for religious education accords with the locally agreed syllabus and follows national guidelines. The provision for personal, social and health education is satisfactory, but there is no planned teaching programme and no policy for drugs education. Aspects such as diet and healthy eating are taught in science when pupils learn about the human body and respect for medicines. The school nurse is involved in teaching sex education and personal hygiene. All other subjects now have schemes of work, although the scheme in art is not yet fully implemented.
28. Teachers are implementing the National Literacy and Numeracy Strategies satisfactorily, but do not extend pupils' skills across all other subjects. The school has worked effectively to improve boys' attainment in reading. Good use is made of a visiting 'reading champion', who encourages pupils to take an interest in books and discuss what they like. Learning activities related to 'boy-friendly' books are helping to increase boys' interest and improve their understanding. Analysis of the achievements of different groups of pupils has led to additional focused literacy support in a separate class to help some Year 5 pupils to reach their targets.
29. The curriculum in most classes is satisfactorily adapted to meet pupils' special educational needs and they are adequately prepared for the next stage of their education. The school is implementing the new Code of Practice<sup>1</sup> effectively and all identified pupils have individual education plans. Staff have regular discussions with a visiting assistant from the Learning Support Service, which ensures that most pupils' needs are suitably identified and efficiently monitored. The school makes satisfactory provision for higher attaining pupils and most achieve good standards in English and mathematics by Year 6.
30. The school provides an exceptional range of extra-curricular activities and this aspect of the curriculum is very good. The many and varied clubs are well attended by pupils and make an exciting contribution to their learning. Clubs include art and craft, French, street hockey, tag rugby, writing, information and communication technology (ICT), homework, netball, athletics, rounders, football, hand ball and swimming. They provide opportunities

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<sup>1</sup> The Code of Practice gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.

for pupils to work together with others that they might not meet during the school day and these stimulate their social and personal development.

31. Through good links with the local community, the school promotes a wide range of stimulating learning opportunities both in and out of school. Visits are planned carefully to complement pupils' studies. The school has developed an association with Manchester United and Manchester City football clubs, who come into the school to work with the pupils. There are three youth clubs each week, regular judo sessions and pupils are invited to join holiday activity schemes. Pupils visit the local library and art gallery as well as visiting exhibitions at the Lowry Centre. There is a useful link with Abbey National, who sponsors weekend activity breaks for the pupils. The school has satisfactory links with the local secondary school to which most Year 6 pupils transfer.
32. The provision for pupils' social and moral development is very good and provision for spiritual and cultural development is satisfactory. Provision is judged to be better than at the time of the last inspection.
33. The school promotes pupils' spiritual development mainly through acts of collective worship, giving pupils time to reflect and inviting them to join in prayers. Music is used effectively, ensuring that pupils enter and leave the hall quietly. The quality of singing in infant assemblies is uplifting and raises the spirit. Younger pupils sing *Peace Perfect Peace* tunefully and sensitively. On several days during the week there are class assemblies, which tend to be very brief and consist of saying the School Prayer and sharing 'A Thought for the Day'. Pupils receive a sound introduction to the main religions of the world as part of their studies. For instance, Year 6 pupils are currently studying the Islamic faith. However, there are very few opportunities provided in lessons for pupils to reflect on their own experiences in a way that will develop their spiritual awareness and self-knowledge.
34. The provision for moral development is very good. Children are clearly taught the difference between right and wrong from nursery onwards and this teaching is consistently maintained in all classes. Teachers take every opportunity to relate moral guidance to pupils' own lives. In Year 5, the teacher commented on what was a reasonable bedtime for a pupil claiming to watch a late television programme. In reading stories in Years 3 and 4, pupils are encouraged to consider the temptations that surround them and how to cope with them honestly. Teachers and adults provide very good role models themselves and treat all pupils with respect and fairness. Teachers expect good behaviour, use the school's behaviour policy consistently and treat pupils with respect. There are very clear rewards for good behaviour and sanctions for inappropriate behaviour, which are understood by all pupils. Pupils enjoy being 'Super Star' of the week or receiving an 'Excellence Award' from the headteacher. As a result of this very good provision pupils have good attitudes towards school and behave very well.
35. There is very good provision for pupils' social development and as a result there are very good relationships between the pupils themselves and between pupils and adults. For instance in a Year 5 mathematics lesson, one pupil, totally unprompted, quietly explained the task to his neighbour, who was having difficulty in understanding what to do. Pupils are encouraged to be responsible for their environment when they conduct a study of the amount of litter dropped in the playground. The very good range of school clubs, trips and residential visits provide many opportunities for pupils to enjoy being part of a group. This very good provision raises pupils' self-esteem and confidence. This year the school plans to take the Year 6 pupils to France and is busily raising money to finance the project and to ensure that all pupils can go. All pupils have access to these very good opportunities regardless of disability or financial difficulties.

36. There is satisfactory provision for cultural development, which is an improvement on that at the previous inspection. The school gives pupils many opportunities to understand their own local culture with visits to local museums and art galleries. Younger children enjoy visiting the local park. Work in art and design is satisfactory, but there is very little emphasis on the work of famous artists or on the work of non-European artists. The school satisfactorily promotes the understanding of other religions through its work in religious education and Year 6 pupils have visited a local mosque. Pupils are introduced to a variety of musical traditions from different cultural origins, but there is more potential for celebrating and sharing what it means to be Black or Asian in Britain today.

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

37. The school has maintained good standards of care for pupils since the last inspection. There is a friendly and relaxed working atmosphere where all pupils feel safe and valued. Teachers and support staff work closely to ensure that a good level of personal support and guidance is given to all pupils. The procedures for child protection and health and safety procedures are in place and the school has effective systems for monitoring and improving attendance. The school promotes behaviour very well and procedures for eliminating oppressive behaviour and racial harassment are firmly in place.
38. The school complies with the locally agreed child protection procedures. These provide clear instructions about action to be taken and how cases will be followed up by other local authority agencies. Teaching and non-teaching staff are aware of the procedures and know what action to take if the need arises. A senior member of staff supports the headteacher, however the school has not arranged formal child protection training for all staff.
39. Arrangements for first aid are satisfactory. Children are sympathetically cared for in the school administration office when necessary. Staff know what to do in case of an illness or an emergency. To ensure pupils' safety, staff monitor vulnerable children awaiting collection by their carers. Parents are confident that their children are safe in the school. Pupils' medical and emotional needs are understood and cared for through an established network of support agencies, such as the education welfare services, and the school nurse visits on regular bases.
40. The school pays good attention to health and safety matters. Risk assessment is carried out before extra-curricular activities. The site manager takes good care to ensure that the buildings, equipment and grounds are free from debris and other health hazards. Pupils are made aware of the need for hygiene and younger pupils are reminded to wash their hands before handling food. There is good supervision while the pupils are engaged in practical activities in the classroom. The number of adults present each day provides satisfactory supervision for outdoor activities.
41. The administrative officer monitors attendance and punctuality on a regular basis and most children arrive on time. A manual attendance system provides adequate information for promoting good attendance and monitoring punctuality. The school and the education welfare officer, who visits at the school's request, follow up unexplained absences and support vulnerable families.
42. The school promotes good behaviour very well and has systems in place to monitor and eliminate oppressive behaviour. There are a few simple rules, which are incorporated in the behaviour policy. These are understood and accepted both by parents and pupils and behaviour throughout the school is very good. All parents agree that the school enables their children to develop good attitudes and the inspection finding confirms this view.



43. Procedures for recording and monitoring personal development are sound. They are informal and based largely on teachers' good knowledge of pupils' circumstances. Older pupils' are encouraged to take responsibility for themselves and for their environment and this enables them to develop self-esteem. Relationships are very good and teachers are sensitive to pupils' emotional needs.
44. Arrangements for assessing pupils' attainment and progress are unsatisfactory. Although there is an appropriate assessment policy, together with a system for marking, this guidance is not consistently carried out. This is similar to the judgement made at the previous inspection. Teachers record pupils' achievements in detail in English and mathematics, but recording for other subjects is less informative. Records concentrate on the levels of achievement which pupils reach and do not indicate in detail what pupils know and how well they understand all aspects covered. Teachers do not set clear targets to help pupils improve their learning.
45. The school's use of assessment to guide curriculum planning is unsatisfactory. Teachers briefly record an evaluation of each lesson, but with insufficient detail to inform the next stage. As a result, pupils' subsequent learning is not always built on at the appropriate level. A start has been made on analysing results of different groups of pupils. This monitoring does not yet include different ethnic groups or pupils who transfer between schools at different times. The system for tracking pupils' progress is underdeveloped and does not identify appropriate learning targets for all individuals.
46. There are satisfactory arrangements for identifying pupils with special educational needs and these comply with the Code of Practice. Regular reviews of pupils' development by teachers and in consultation with the educational psychologist ensure that pupils make sound progress towards their learning targets. Some pupils who have transferred from other schools are not fully included in the special educational needs programme as a result of delays in obtaining information and difficulties in receiving help from outside agencies. No pupils have Statements of Special Educational Need.

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

47. The views of parents and carers are very positive. Large numbers of parents and carers expressed positive views to the inspection team and the response to the questionnaire was exceptionally high. Parents consider that their children like school. Most parents are pleased with the quality of teaching, the standards achieved, pupils' behaviour and the very good range of extra-curricular activities provided. Parents consider that the school promotes very good values, and this helps their children to behave well and develop mature and responsible attitudes to school. The inspection evidence confirms these views.
48. Partnership with parents of children in the Foundation Stage is strong. Parents praise the approachability, professionalism and friendliness of the nursery staff. The induction programme is well structured and parents found that meetings prior to their children starting school were very helpful. All information is presented in an attractive way and keeps parents well informed about what is happening and how they can help their children to develop. Reception staff make effective use of the home-to-school reading diaries to communicate with parents about their children's progress.
49. The good relationship that staff have with parents underpins the positive approach that parents and children have to the school. The school encourages formal and informal contact with parents and the headteacher and staff value opportunities for consultation. They make themselves available to talk to parents at the end of each day when many parents and carers gather in the school entrance hall. There are regular parents' evenings, which are well attended. Newsletters keep parents well informed about

forthcoming events and the teaching programme so that those who cannot get into school are able to support their children at home. The school also holds evenings to explain teaching methods such as the National Numeracy Strategy, which have been appreciated by parents. Nearly all parents feel that the school works closely with them, that they receive sufficient information about what is taught and the levels achieved by their children. The evidence gathered during the inspection supports these views.

50. Parents feel comfortable in approaching the school, whether to ask teachers about their children's welfare and progress or to enquire about school routines. Parental involvement in the school life is on informal basis and there is no established parents-teachers association. Nonetheless, parents are welcome to participate in school activities and some help to raise money for school funds. Parents greatly assist their children's learning by ensuring that their attendance and timekeeping are very good.
51. There are good links with parents and carers of pupils with special educational needs, who are invited into school to meet with the teacher and discuss plans for their child's learning. There are satisfactory links with parents of pupils learning English as an additional language for them to fully access the information provided by the school, involve themselves in the work of the school or support their child's learning at home.

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

52. The headteacher provides strong, confident leadership for the school and is well respected by staff, parents and pupils. He works closely with his staff, whom he supports well. He has a clear understanding of the school's strengths and weaknesses and is secure in identifying the areas for development. The headteacher is ably supported by the deputy headteacher, whose appointment has strengthened the senior management team. The deputy is very effective in improving teaching in Years 5 and 6 and is influential in raising pupils' attainments in literacy and numeracy in these important years. The quality of leadership has been maintained at the same sound level since the last inspection and the school fulfils its agreed aims. The school has a well-ordered and harmonious environment in which pupils from all backgrounds are able to play a full and active part in school life.
53. After a lengthy period of settled staffing the school has recently had to adjust to a number of changes brought about by ill health and maternity leave. As a result, the monitoring of attainment and teaching in subjects like information and communication technology, history, religious education and geography are managed on a temporary basis. The management of literacy, numeracy and science is satisfactory, but time for co-ordinators to have a strong influence in their subjects is not always available. Lesson observations are undertaken by the headteacher but other co-ordinators do not have time to fulfil this responsibility.
54. The school development plan is a concise and useful document, which identifies appropriate areas for improvement. However it does not provide sufficient detail on how these developments will be achieved nor timetable when these stages will be achieved. Costs are included in the plan and reflected in financial planning for the year. However, there are no long-term financial forecasts based on trends in population or maintenance costs to maintain the fabric of the building in good condition.
55. Governors take a close interest in the school's affairs and have improved their involvement and impact on the school since the last inspection. Until recently they have been undermanned and the obligation for meeting their responsibilities has fallen on relatively few active members. They meet the statutory requirements in monitoring the school's finances, premises and curriculum. Nonetheless, governors do not challenge the school sufficiently on how it measures its performance nor ensure that it evaluates spending on areas such as support staff.

56. The school is effective in applying the principles of best value except in evaluating the deployment of support staff. Funds for pupils with special educational needs are used appropriately to provide additional staffing, but there is no system for monitoring the impact of support staff and, therefore, assessing how effectively money is spent. The above average carry forward from the last financial year arose from accumulated funds that have been allocated in this year's spending. The projected carry forward in the current year is less than 5 per cent.
57. The standards of financial administration in the school are good. Day-to-day financial procedures are well understood and monitoring duties are effectively shared between the headteacher and the school administrator. The school makes good use of the specific funds that it receives to support government initiatives, such as performance management training, booster classes and teaching assistants. It also uses funds sensibly to provide extra help for pupils with special educational needs.
58. The overall leadership of special educational needs is satisfactory. The co-ordinator consults with other staff in identifying pupils needing extra help with their learning. This is not effective for some pupils in Year 2, however, where a group of pupils with learning difficulties are not effectively supported. The school organises good support from the local football club for pupils with a particular talent for football. There is no policy in place, though, for identifying and providing for gifted and talented pupils in other areas. The governor for special educational needs, a teacher, is fully informed about the school's arrangements for helping these pupils.
59. The school's staffing, accommodation and learning resources are satisfactory. Teachers responsible for subject areas have appropriate expertise. Newly appointed teachers receive good support and the school is a sound environment for training new teachers. There are sufficient numbers of learning support staff with a reasonable balance of experience among them. They are effectively deployed in most areas, however, in some instances, they lack sufficient guidance to fully use their skills while teachers are engaged in the whole-class teaching.
60. The headteacher has handled the implementation of performance management well. It is fully in place. Targets that stem from discussion are purposeful and are linked to whole-school and personal professional development needs. Although the procedure is in its infancy, there are encouraging signs of constructive improvement. The induction programme for teachers, newly qualified or experienced, ensures a secure start and provides an appropriate level of support.
61. The accommodation is satisfactory and allows nearly all areas of the curriculum to be taught effectively. The numbers of pupils have grown in some years without corresponding increase in the accommodation or facilities. This has stretched the existing accommodation and, as a result, the Year 6 classroom is cramped for teaching practical subjects, such as information and communication technology and science. The main hall is spacious for the teaching of gymnastics. The literacy room provides very good space for booster classes and a well-equipped computer room is an excellent resource, which is used effectively by the school. The library, situated to one side of a main corridor, is unsuitable for research and independent learning by pupils. There is no dedicated area for treating sick children.
62. The range and quality of equipment and materials to support teaching is satisfactory. Resources are stored properly and easily accessible for use for pupils and staff. The school has few historical artefacts and books for developing pupils' learning about different religions and cultures around the world are limited. Resources for physical education are good.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order for the school to improve the standards of education and attainment of pupils the headteacher, staff and governors should:

1. raise pupils' attainment in spoken and written English by:
    - increasing the opportunities for pupils to develop their creative writing and use of literacy skills in all subjects;
    - ensuring that teachers use assessment information from marking and other sources to plan appropriate tasks for individuals and groups;
    - planning structured opportunities to develop pupils' speaking skills;

*(Paragraphs 1 - 5, 20, 21, 74 - 82)*
  2. raise pupils' attainment in mathematics by:
    - increasing the opportunities for pupils to investigate number and apply their knowledge in other subjects;
    - improving the way assessment is used to set appropriate targets and tasks for all pupils;

*(Paragraphs 1, 2, 4, 6, 83 - 88)*
  3. improve the consistency of teaching and learning throughout the school by:
    - increasing the extent to which good practice is shared and evaluated by all teachers;
    - implementing the marking policy in full to help pupils understand how they can improve their work;
    - improving the way investigative activities are organised in science in order to increase the opportunities for pupils to develop their own lines of enquiry;
    - ensuring that learning support assistants are effectively deployed in all lessons;

*(Paragraphs 17-25, 79-81, 85-87, 93, 103, 110, 113, 117, 120, 121)*
  4. establish consistent assessment procedures and use the information to provide a better match of tasks to pupils' abilities;
- (Paragraphs 22, 44, 45, 88, 107, 110)*
5. improve the way management implements school improvements by setting out clearer timings and detailed steps for achieving the identified areas for development.

*(Paragraphs 53-55)*

In addition the school should evaluate its spending on the use of learning support assistants.

*(Paragraphs 56, 59)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	4	18	22	4	0	0
Percentage	0	8	38	46	8	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	233
Number of full-time pupils known to be eligible for free school meals	N/A	214

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	32

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	35

### Attendance

#### Authorised absence

	%
School data	2.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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	10	15	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	7	7
	Girls	12	9	11
	Total	21	16	18
Percentage of pupils at NC Level 2 or above	School	84 (76)	64 (48)	72 (72)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	8	9
	Girls	12	12	12
	Total	21	20	21
Percentage of pupils at NC Level 2 or above	School	84 (76)	80 (76)	84 (76)
	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	10	10	12
	Girls	9	8	10
	Total	19	18	22
Percentage of pupils at NC Level 4 or above	School	66 (66)	62 (72)	76 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	10	13
	Girls	8	9	10
	Total	17	19	23
Percentage of pupils at NC Level 4 or above	School	57 (62)	63 (76)	77 (82)
	National	73 (72)	74 (74)	82 (82)

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

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

<b>Categories used in the Annual School Census</b>
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
248	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
9	0	0
0	0	0
6	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
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)	9
Number of pupils per qualified teacher	26
Average class size	33

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

Total number of education support staff	7
Total aggregate hours worked per week	236

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	15
Total number of education support staff	2
Total aggregate hours worked per week	52
Number of pupils per FTE adult	7

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-2002
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	<b>£</b>
Total income	709,862
Total expenditure	709,675
Expenditure per pupil	2,862
Balance brought forward from previous year	47,543
Balance carried forward to next year	47,730

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

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



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

**Questionnaire return rate: 68%**

Number of questionnaires sent out	210
Number of questionnaires returned	143

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	14	1	1	0
My child is making good progress in school.	80	19	1	0	0
Behaviour in the school is good.	70	28	1	0	1
My child gets the right amount of work to do at home.	68	21	9	1	1
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	73	23	3	1	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	89	10	1	0	0
The school works closely with parents.	70	27	1	1	1
The school is well led and managed.	84	12	4	0	0
The school is helping my child become mature and responsible.	84	16	0	0	0
The school provides an interesting range of activities outside lessons.	74	22	1	1	2

## **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. The school provides a good quality of education for children in nursery and reception. The quality of teaching and learning is similar to that of the previous inspection. Children enter the nursery with skills that are well below those expected when compared to children of a similar age nationally. This is particularly true in the case of children's language, mathematical and personal and social skills, which are very low. Children make satisfactory, and in some lessons, good progress from a low starting point. Nonetheless, most pupils enter Year 1 with well below average skills in language, number and in their knowledge and understanding of the world. In their personal and creative development they attain levels below the expected standards, but in their physical development they attain levels that are close to those expected by the age of five. This is despite the best efforts of the nursery and reception staff.
65. The nursery and reception classes are attractive and stimulating learning environments. Adults create a warm and inviting atmosphere to which parents and children respond well. Staff provide parents with an effective introduction to the nursery through meetings and visits to the school. They give helpful information to parents, which helps children make a good start. At the time of the inspection there were 30 children in the nursery and 21 children in the reception class. The nursery and reception staff are relatively new to the Foundation Stage, but they have the necessary expertise to provide a broad range of opportunities across all the areas of learning. One of the nursery nurses is completing a degree in Early Years education and is bringing very useful information to the staff. The number of different support assistants in the reception class makes it difficult to maintain continuity for the children.

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

66. Teaching in this area of learning is good. Nearly all children enter school with very immature personal and emotional development. Nursery staff place great emphasis on this area of development and the children make good progress, developing self-confidence as they learn to follow routines. Children help each other when putting on their painting aprons and are learning to share toys. They are learning to take turns sensibly when using the large outdoor play equipment. Although nursery and reception children can choose their own activities from a given range, there are not enough opportunities for children to develop independence and to select resources for their activities.
67. The children's personal and social development is well promoted by all the staff, who are kind, caring and infinitely patient. Adults provide good role models for the children. They always treat each other, parents and children with courtesy and respect. Staff participate actively in children's play, which is very important in developing their good attitudes and language. Many children have a very limited vocabulary and play silently side-by-side with friends if there is no adult support. The good teaching ensures that children learn to work, play and co-operate well with each other.

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

68. Language skills are very limited for many children on entry. Children make sound progress in acquiring speaking, listening, reading and writing skills. Nevertheless only a very small minority of children achieve the expected standard when they transfer to Year 1. Nursery staff take every opportunity to encourage children to communicate when working and playing. For instance, a nursery nurse encouraged children to contribute

when sharing the story of the *Gingerbread Man*. They are effective in bringing out observations and comments from children and developing their ability to communicate. In the reception class, basic writing skills are carefully taught with good attention given to pencil control. However, worksheets are used too much in this class, some of which are not of a good quality and add little to children's learning.

69. Children use pencils and paper to practise letters in nursery, but few are interested in trying to control size and shape. In reception, most children make a good attempt at writing their first names independently, but their writing is limited and not well formed. Children start nursery with very few early reading skills; for instance, many children are not sure of the correct way to handle a book. Children in the reception class enjoy looking at books and a small number of higher attaining children behave as readers, retelling stories using picture clues and memory to help them.

### **Mathematical development**

70. Attainment by the end of reception is well below average, but children make sound progress. In both nursery and reception, adults place a good emphasis on developing children's mathematical language, such as understanding more and less. In reception, children learn number concepts in the 'shop' and consider questions such as 'Which article is cheapest?' However, many children are confused by the word 'cheapest' when comparing two amounts. Appropriate use is made of number songs and rhymes to reinforce children's ability to count. Children count up to 10 but they have little confidence in using number out of sequence. Teaching is satisfactory in reception, but once again inappropriate worksheets are used which children often colour in and do not complete correctly so their learning is restricted. Lower attaining children in reception do not have enough opportunities for practical mathematical experiences to aid their learning.

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

71. Teaching in this area of learning is good and children make good progress, but still attain levels well below those expected by the end of reception. Children enter school with very limited experiences of the world around them and staff extend their knowledge well through practical activities and discussion. Children gain understanding as they observe the changes that happen to ingredients when baking. Reception children have planted bulbs and watched them grow and know that plants develop with water and warmth. Adults encourage children to observe closely as they carry out activities and use good questions to develop their scientific vocabulary. Children in both nursery and reception respond enthusiastically to using computers and have good control of the 'mouse' when drawing pictures using the program 'Dazzle'.

### **Physical development**

72. Attainment is close to that expected for children of this age and progress is good. Nursery children use the outdoor area every day to run, jump, balance and climb using a range of equipment. They show good awareness of the needs of others in the space around them. Reception children learn to listen carefully to instructions in dance activities. They enjoyed imagining that they were balloons and 'floated' with real enthusiasm! The teacher chose particularly good music to which children responded very well. Children showed delight in their eyes, faces and movements. Reception children control their smaller movements with increasing confidence in classroom activities. Most children willingly use pencils, scissors, crayons and paintbrushes with accuracy.

### **Creative development**

73. Standards are well below those expected for children of this age, although in lessons they make good progress. Good teaching provides many opportunities for children to paint, print, draw and use collage and construction materials. Reception children enjoy playing percussion instruments and are learning how sounds can be changed from loud to quiet and from high to low. The teacher has good musical knowledge, which she skilfully conveys to children. They sing songs such as *Hickory Dickory Dock* and *Roly Poly Pudding* with obvious enjoyment and harmony.

## ENGLISH

74. Pupils' attainment by Year 6 is well below national expectations as is evident from the results of national tests. However, pupils' test results in 2002 were above those achieved in similar schools with higher attaining pupils achieving well above average results. Results of Year 2 tests in 2002 were well below the national average in reading and writing. In comparison with results achieved in similar schools, pupils' attainment was average in reading but well below average in writing. Pupils have very poorly developed language skills when they enter school and make good progress in listening but not enough progress in speaking. They make good progress in reading. However, pupils' progress in writing is unsatisfactory throughout the school. Results since the last inspection show a gradually rising trend in line with the improvements seen nationally. There is no significant difference between the attainment of boys and girls. Although the clear structure of the literacy hour has helped teachers to develop pupils' reading ability, pupils are not allocated enough time to practise their writing skills.
75. Pupils with special educational needs make satisfactory progress. They have detailed individual education plans that are carefully based on their particular needs. In most classes, well-briefed learning support assistants work with small groups to help pupils meet their learning targets. However, the lower attaining pupils in Year 2 do not have suitable resources to help their learning. Their tasks are too formal and materials are unsuitable for their immature level of development. These pupils do not progress satisfactorily and as they are concentrated in one small class, they do not benefit from listening and talking with higher ability pupils.
76. Although pupils' progress well in listening, their speaking skills are underdeveloped. Teachers encourage younger pupils to talk and listen in a group as they tell the class their news. Less able pupils in Year 2 enjoyed re-enacting *The Three Billy Goats Gruff* behind masks. This useful strategy gave them confidence to repeat well-remembered dialogue in suitably goat-like voices. However, as reported at the previous inspection, pupils do not have enough opportunities to discuss their ideas. Teachers often emphasise the need for quiet listening in lessons. As a result pupils listen with good attention to adults and to each other. This approach allows teachers to convey instructions and facts effectively. However, pupils are given few openings to exchange their thoughts and views with each other. Pupils' contributions are often restricted to short answers to a series of questions from the teacher. Teachers do not always make enough use of whole-class sessions at the end of lessons to reinforce learning and develop pupils' speaking skills. Pupils' presentation of their work is frequently limited to a brief point at the end of a lesson. Consequently, their vocabulary is limited and they are not able to express their thoughts fluently or at sufficient length.
77. Pupils make good progress in their reading, but standards are still below national expectations. In comparison with similar schools, however, pupils' results are average by Year 2 and above average by Year 6. Pupils take books home and some read to their families. The regular visits of the school's 'Champion Reader' help to promote reading as a worthwhile activity. His interest and enthusiasm is reflected in pupils' keen attitudes and good efforts. Teachers focus on letter sounds in Years 1 to 4 and this has improved pupils' ability to attempt unfamiliar words. This is very successful with initial letters, but

pupils have a weaker knowledge of vowel and double consonant combinations. Pupils with average and lower ability misread words such as 'stooped' (read 'stopped') and 'frowned' (read 'froned'). Although these letter patterns feature in weekly spelling lists, there is little evidence that pupils practise using the words in a written context so that they remember them. An effective combination of repeating spellings orally and defining words helps older pupils to remember patterns and meanings. There is a good supply of dictionaries in each classroom but these are not readily accessible for pupils to make a habit of consulting them. Most pupils enjoy reading and show good understanding and expression. However, they have few opportunities to read for enjoyment and to develop a love of books. Teachers do not talk with pupils enough about their reading to accurately assess their progress. As a result, some above average readers are still using a narrow range of reading scheme books when they could be experiencing a broader range of literature. This is evident in their scant knowledge of authors. Where there is an interesting range of books on display, pupils comment with understanding on different forms of writing, such as fiction and non-fiction. Older pupils know the difference between biography and autobiography amongst their selection of football books.

78. Pupils' writing skills are well below average. They make unsatisfactory progress throughout the school. Teachers do not allocate enough time for pupils to write in a variety of forms for different purposes. Pupils undertake suitable grammar and punctuation exercises in the literacy hour. However, they have too few opportunities to use and develop these skills in their own writing. By the end of Year 2 average and above average pupils can write a simple sentence with capital letter and full stop. Pupils practise joining letters correctly in a uniform style. This results in some very neatly presented work. Not all teachers use this style, however, or encourage pupils to take pride in the appearance of their writing. By the end of Year 6 most pupils' writing still shows no understanding of complex sentences and little description. Punctuation remains at an immature level. Although pupils identify verbs and adjectives on worksheets, very few instances of descriptive vocabulary are seen in the few examples of writing available. They have the ability to accomplish good standards, as is evident in some interesting work. A pupil of average ability in Year 4 wrote an amusing account of having a family photograph taken with the baby on her lap. 'Soggy, slimy and stinky' and 'sulking under the quilt with horror' show good understanding of alliteration and dramatic effect. Year 6 pupils choose suitable names for Sheffield football club fans such as 'aluminium people' and 'steel bolts'. However, many tasks are insufficiently demanding and completing worksheets does not help pupils to improve the flow of their writing. Pupils enjoy presenting their work on the computer. The neat, professional effect of their typing helps to encourage pupils' pride in their work. The opportunity to make their own choice of colour and font helps to improve interest and motivation.
79. Teaching and learning are satisfactory overall, but often teachers expect too little from pupils. Most lessons are well prepared, according to guidance in the National Literacy Strategy. Teachers' good relationships with pupils and clear organisation of classroom routines lead to good behaviour and positive attitudes to learning. Teachers' very explicit instructions ensure that pupils know exactly what to do. Ready-prepared worksheets mean that pupils have all necessary information to hand. This contributes to a calm, orderly atmosphere but limits pupils' opportunities to develop their initiative and imagination. In good lessons, teachers' enthusiasm and well-focused questions help to interest pupils and to make them think for themselves. Teachers in Years 5 and 6 use a wide range of vocabulary, check that pupils understand and encourage them to use new expressions. However, too often pupils in Years 3 and 4 are expected to complete a narrow task and nothing more. Teachers do not often use stimulating approaches or materials to excite pupils' interest in learning.
80. Teachers do not plan enough opportunities for pupils to develop their speaking, reading and writing skills in other subjects. Writing by Year 5 pupils about life at a Ragged School

in the 19<sup>th</sup> century shows some suitable descriptions, such as hearing 'soft piano music from a rich house'. However, teachers often limit pupils' writing to copying notes or completing sentences on worksheets in history, geography and science. Some pupils competently download information from the Internet but, generally, their opportunities for personal research are limited. Pupils work mainly from fragments of text, selected and photocopied by the teacher. The library has been recently re-sited in a corridor and pupils do not benefit from an easily accessible resource to broaden their learning. The books are not catalogued and there is no guidance to help pupils locate books and search for information.

81. Learning support assistants follow teachers' guidance very thoroughly in Years 5 and 6. They build up very good relationships with pupils, which helps to develop less able pupils' confidence. This useful support helps pupils to make good progress. Where class assistants are given less direction, their contribution is limited to helping pupils complete the tasks set and their potential is not fully utilised.
82. The subject leaders ensure that the National Literacy Strategy is suitably implemented and that teachers follow the school's phonics programme. The system for recording pupils' achievements is thoroughly operated. Although this data is intended to show which pupils need further support, there is no evidence of how it is used to improve individual pupils' learning. Co-ordinators have a good awareness of the subject's needs, but have not had the opportunity to extend their knowledge of effective teaching strategies to other classes. The surplus literacy hour time, highlighted specifically for improving pupils' writing, is not efficiently co-ordinated or implemented. The school development plan appropriately identifies ideas for raising standards, but co-ordinators have not yet planned in detail how each element is to be fulfilled.

## **MATHEMATICS**

83. In national tests in 2002, Year 6 pupils achieved standards that are below the national average but well above those achieved in similar schools. Inspection evidence reflects these results and pupils make slow progress in Years 3 and 4 and very good progress in Years 5 and 6. By Year 2 pupils' attainment is very low. This is confirmed by the 2002 national test results, which show that pupils' results are amongst the lowest 5 per cent in the country. From a very low starting point on entry, most pupils make satisfactory progress. Since the last inspection, pupils' results in tests have improved at Year 6 but have declined at Year 2. Pupils with special educational needs make sound progress in their knowledge and understanding of the subject, although more use could be made of practical apparatus and teaching assistants to reinforce learning. Pupils learning English as an additional language make sound progress and are well supported. There are no marked differences in the performance of girls and boys.
84. By Year 2, higher attaining pupils have a sound knowledge of place value to 100, but no pupils can solve problems using numbers to 1,000. They know some of the properties of two- and three-dimensional shapes, but many pupils have difficulty communicating their knowledge due to weak speaking skills. Over a quarter of the Year 2 pupils are working at a very low level and experience difficulty in counting, putting numbers in order, adding and subtracting numbers up to 10. As a result of very good teaching in Years 5 and 6, higher attaining pupils can work out calculations in their heads quickly. They understand fractions and decimals and use and interpret a range of diagrams and charts. Throughout the school, pupils lack confidence in applying their mathematical knowledge to problems.
85. While the quality of teaching and learning throughout the school are satisfactory overall, there are shortcomings in Years 2 to 4. In very good lessons in Years 5 and 6, pupils are encouraged to solve problems in their own way. Teachers maintain a very lively pace and have high expectations of pupils' work and behaviour. Pupils are well motivated and

interested. Time passes quickly and pupils make very good gains in their mathematical knowledge and understanding. Teachers ensure that all pupils are fully involved in the lesson and direct good questions at individual pupils. Learning objectives are shared and displayed and referred to constantly so pupils are very clear about new learning. At the end of lessons, Years 5 and 6 teachers question pupils closely to assess what they have understood and reinforce learning. In unsatisfactory lessons, teachers have low expectations of what pupils can achieve and often pupils are given the same tasks to complete regardless of their ability. Standards of presentation in Years 3 and 4 are often unsatisfactory and pupils work untidily, which hinders their accuracy and understanding. Teachers do not always make learning objectives clear to pupils with the effect that they are not well motivated. Importantly, marking does not identify ways in which pupils can improve their learning.

86. Lessons are appropriately planned and make sound use of the National Numeracy Strategy. They usually start with a short oral session devoted to mental arithmetic. While these are appropriate, in some lessons they do not have sufficient variety or urgency to make demands on pupils' mental processes. Where they are used well, teachers ensure that pupils discuss their methods of arriving at the answer, so that good practice is shared and developed. In Years 2 and 6, good use is made of computers and the interactive whiteboard during oral sessions to set good challenges for pupils to achieve in a set time. Information and communication technology is not widely used in other classes, although pupils do use mathematics programs when learning in the computer suite.
87. Pupils cover all the appropriate areas of mathematics, although some teachers do not give pupils opportunities to use and apply their mathematical knowledge. Teachers often rely too much on using worksheets to consolidate pupils learning and these are not appropriate to pupils' abilities and learning needs. Tasks taken from a commercial mathematics scheme are also not always used accurately as work sampling revealed that some pupils are just working through these books regardless of their level of attainment. There were few instances seen of pupils using mathematics to help learning in other subjects.
88. Teachers use regular mental tests to assess pupils' attainment. They record what pupils can do but do not identify difficulties in order to help pupils improve in the next lesson. Monitoring of teaching and learning is good in Years 5 and 6. Assessment is used to set challenging targets in these classes, which is not always the case in other year groups.

## SCIENCE

89. By the end of Year 6, pupils' test results are well below the national average, but in line with the levels achieved in similar schools. By the end of Year 2, pupils' attainment is well below those expected nationally and below those achieved in similar schools. Inspection evidence confirms these standards, which are similar to those reported at the previous inspection. Pupils start school with very limited knowledge and understanding and they make sound progress in these areas. However, teaching does not give them enough opportunities to develop their investigative skills and pupils do not learn to ask questions and pursue their own ideas. As a result, the number of pupils achieving the higher levels in Years 2 and 6 is below average. Pupils with special educational needs and those learning English as an additional language achieve satisfactory levels and make sound progress. There is no significant difference between the attainment of boys and girls.
90. In Year 1, pupils label parts of the body and understand the stages of human development from babies to adulthood. They know that animals and plants need food and water and, in Year 2, they extend this knowledge in their study of healthy eating. Year 1 pupils observe the sources of light both natural and man-made. By Year 2, pupils have a sound understanding of life processes. They know that leaves 'breathe' and that roots anchor a plant as well as draw water and nutrients from the soil. They have a satisfactory

understanding of materials and their properties, but their knowledge of physical processes is less well developed. Pupils group materials according to criteria such as hardness and the uses to which they can be put. They know that they can change the shape of some materials and not others. Pupils have explored the differences in sounds and how they hear them. They have a basic understanding of electricity, but cannot explain how circuits can be made and broken. Much of their learning is recorded in diagrams and in worksheets. The quantity of work written in the pupils' own words is insufficient.

91. Pupils in Years 3 and 4 know what animals eat and how they fit into the food chain. They have a satisfactory knowledge of how teeth are adapted to the different needs of animals. In Year 3, pupils learn about the different functions of teeth and how to care for their own. Year 4 pupils know how muscles work and have a simple understanding of the circulatory system. They know that the heart pumps blood round the body and have measured their pulse rates at rest and after exercise. Year 4 pupils understood and used expressions such as vertebrate and invertebrate in their writing. They have conducted experiments on materials that are good at insulating and have recorded their findings in tables. All pupils carry out the same investigations and most of their written notes are in an identical format, often copied or based on photocopied sheets. In the lessons observed, there is good support for lower ability pupils, which helps them understand the principles being covered. However, there is not enough challenge for higher attaining pupils to pursue their own lines of enquiry and to plan their own experiments.
92. Year 5 pupils have a good knowledge of the solar system and the relationship of the planets. They know the Earth rotates to create night and day and how long it takes to move round the sun and the effect this has on the seasons of the year. The teacher leads discussion well to bring out pupils' observations. There is good support for lower attaining pupils and the teacher's questions prompt the learning of more able pupils to explain the reason for leap years. In Year 6, there is again good questioning to help pupils test what makes solids dissolve most quickly. In both classes, pupils are encouraged to share their ideas and develop their hypotheses. Most pupils have a satisfactory understanding of simple scientific terms, such as 'predict' and 'fair test'. In Year 6, pupils know how to carry out testing and the importance of ensuring there is only one variable and that they measure this accurately. Pupils record their findings in tables and compare their results with others at the end of the sessions. All pupils are involved in making predictions and draw appropriate conclusions at the end of the experiments.
93. Teaching is sound overall, but there is too much reliance on worksheets to reinforce learning. Teachers have a sound understanding of the subject and cover all aspects of the programme of study. They take pains to ensure that pupils know facts, but do not always give them time to explore their own ideas and develop an understanding of scientific principles. Although learning is based on investigation, activities are often presented as instructions. Teachers do not offer pupils enough opportunities to ask questions or develop investigation skills to sufficient depth. Where lessons are particularly effective, teachers question pupils closely and probe their thinking to obtain a more detailed insight into the aspects being studied. In a Year 2 lesson, pupils were prompted to reconsider whether wood was living or non-living as they discussed the different functions of parts of plants. In Year 6 pupils reflected on why their predictions on dissolving sugar were not accurate and came up with some good explanations. Pupils record their findings in a variety of ways, but these do not often give pupils enough opportunities to develop their literacy skills. Teachers are making good use of information and communication technology to stimulate pupils' learning. Pupils use computers to record data in tables and sometimes to write up their findings. Good use is made of CD Roms, projected onto an interactive screen, so that pupils can obtain information under guidance. In some lessons, teachers introduce appropriate technical language, but they do not often require pupils to use scientific terms with precision in discussions. In marking pupils' work teachers often



only provide ticks and minor corrections and do not indicate how pupils might improve their work.

94. Leadership of the subject is satisfactory. The co-ordinator monitors planning but lacks detailed knowledge of pupils' learning through lesson observations. The areas of study comply with nationally agreed guidelines, but pupils with higher ability are not sufficiently challenged by more challenging tasks. Pupils' knowledge is satisfactorily recorded at the end of each science module, but there is little evidence of teachers using assessment of pupils' skills to plan for their progressive development in future lessons. This contributes to the limited progress that pupils make in Years 3 and 4. Resources are adequate and the use of information and communication technology is being effectively developed in the subject.

## **ART AND DESIGN**

95. Only one art and design lesson was observed during the inspection. It is, therefore, not possible to make a judgement on standards, teaching and learning. However, work scrutiny indicates that the attainment of pupils in Years 2 and 6 is below that expected for their age. This picture is very similar to the findings of the previous inspection.
96. Work in sketchbooks and on display is immature and pupils lack confidence in their artistic ability because drawing skills are not taught in a systematic way. The school has adopted national guidelines for teaching art and design but not all teachers are yet following the scheme. Year 1 pupils have used pastels and chalk to produce colourful sketches of flowers. Pupils in Year 2 have painted realistic self-portraits and have studied the work of Jackson Pollock. Pupils use computers to create their own colourful and vibrant pictures and apply their knowledge of design to incorporate illustrations into their written work.
97. In Years 3 to 6, art and design work is sometimes linked with other subjects. For instance, Year 5 pupils have coloured representations of the planets as part of their science work. Year 6 pupils have copied a Greek pattern as part of their history work and this was sensitively drawn, showing good proportion, shading and linear pattern. Displays of the work of different artists help pupils to learn new approaches and the culture of other countries.
98. The one lesson observed was satisfactory as the teacher endeavoured to teach the importance of proportion when drawing self-portraits. However, pupils' attainment was below that normally expected as they lacked confidence in drawing and found using chalk difficult. The co-ordinator for art and design is currently on maternity leave and the headteacher is overseeing art and design. The school has identified the foundation subjects as an area for improvement and this is a matter of priority in art and design.

## **DESIGN AND TECHNOLOGY**

99. Standards are below average at the end of Year 2 and Year 6. They are slightly better now than they were when the school was last inspected. The issues raised then about improving the process of designing and evaluating have partially been addressed. Pupils' skills in designing have been improved, but there are insufficient opportunities for pupils to evaluate their work. Progress continues to be limited and below what is expected nationally.
100. In a satisfactory design and technology lesson in Year 2 pupils made sound progress in designing and producing a decorated finger puppet. There was a limited range of materials for pupils to select from and all puppets are the same shape and size, which limited pupils' originality. Year 4 pupils designed and made attractive pencil cases. They were supported well by a teaching assistant, who encouraged their sewing skills and had

endless patience in threading needles! Boys were much better at producing neat running stitches than girls in this lesson.

101. There is now a policy and scheme of work, but this has yet to be fully implemented to ensure that all pupils experience the full design and technology curriculum. Pupils' skill in evaluating their design and technology work is an area for development.
102. The co-ordinator is currently on maternity leave and the headteacher is overseeing the subject. There is currently no monitoring of the subject to improve teaching and learning, but resources have improved since the last inspection.

## **GEOGRAPHY**

103. No lessons were observed during the inspection. Discussion with pupils and an examination of their work did not produce enough evidence on which to base a judgement on attainment. Much work consists of labelling worksheet pictures or completing sentences. This helps pupils to reinforce their knowledge of vocabulary, but poorly reproduced map extracts make it difficult for pupils to describe a route or interpret map symbols. Teachers present pupils with facts and pictures about contrasting places in the world. From this information pupils compare weather conditions and people's occupations. They begin to suggest reasons for particular land use. Local and residential visits offer valuable opportunities for pupils to observe at first-hand buildings and landscapes in contrasting environments. However, pupils' books show that many lessons do not demand enough of their own efforts. In some cases, all pupils copy the same pages of information. This activity does not help to develop their enquiry skills or teach pupils to express their understanding in a variety of ways. The strong emphasis on teachers' presentation of facts limits pupils' opportunities to take an active part in discovering things for themselves.

## **HISTORY**

104. By the end of Year 6 pupils produce work that is below the level expected for their age. Only two lessons were observed during the inspection, therefore this evidence was supported by discussion with pupils and an examination of their work. Standards seen do not match the satisfactory judgement made at the previous inspection.
105. No lessons were observed in Years 1 and 2, but pupils' work shows that they can talk about their own experiences in the present and events that happened long ago. They learn about the achievements of famous people, such as Florence Nightingale. Pupils' written expression is limited, but pictures and writing show that pupils have considered and compared today's hospital conditions with those of an earlier time. By Year 6 pupils are able to arrange a series of events and dates in the right order. They compare the similarities and differences between lifestyles today and in the past and express their own views about living conditions. Teachers arrange interesting out of school lessons at a Peak District Youth Hostel, where pupils examine replica Roman, Viking and Norman weapons and armour. These lively activities help pupils to picture some of the more dramatic events in the past. Pupils' written work shows that they learn about aspects of British and world history. However, available evidence shows that pupils' history skills are underdeveloped. They are aware of some different historical periods, but have little understanding of cause and effect.
106. The quality of teaching observed was satisfactory. One lesson was judged to be good because the teacher's searching questions helped pupils to extend their own ideas. They worked harmoniously in pairs to record the responsibilities and symbols of Ancient Greek gods. The teacher's effective prompting helped to reinforce pupils' previous learning. For example, they remembered that Mithras was known as the creator of the world. However,

pre-prepared photocopied fragments of text prevented pupils from doing their own research and discovering information independently. This made it a comprehension task, rather than one that extended their history skills. Teachers' clearly explained instructions and good relationships with pupils lead to positive attitudes towards the subject. Pupils who were learning about features of Victorian society concentrated quietly and were interested in listing facts about families and occupations from a photocopied census form. The quality of work from some classes, however, shows that pupils often take part in very undemanding tasks. As at the previous inspection, these include word completion exercises and copying or sticking pieces of text in their books. In these classes pupils make unsatisfactory progress.

107. Although teaching includes the required themes and periods, the co-ordinator does not have a clear overview of how, when and which history skills pupils develop as they move through the school. There is no system for assessing pupils' understanding of change, research skills or interpretation of evidence. Consequently, pupils do not satisfactorily build on earlier understanding when they begin each new topic.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Pupils' attainments by Years 2 and 6 are in line with those expected from pupils of their age. Attainment has improved significantly since the last inspection. Pupils have limited skills on entry and few have computers at home. They make good progress and take full advantage of the availability of computers in class work and in out of school clubs. The school's resources are very good with a well-used computer suite and interactive whiteboards in three classrooms. Teachers are developing the best ways of using the whiteboards and laptops, which had been delivered just before the inspection. The full-time technician makes a valuable contribution to supporting teachers and pupils.
109. Teachers' plans indicate that they introduce pupils to all the required aspects of learning including use of the Internet as a means of communication and research. Years 1 and 2 pupils access a range of websites to find information in history and geography. Older pupils research information on history and also retrieve data to extend their learning in science, religious education and French. Teachers regularly take pupils to the computer suite to extend their learning in literacy, numeracy and science. By Year 2 pupils have sound keyboard skills and know how to save and print their work. In a lesson linked to learning about habitats, pupils selected appropriate graphics to create a picture of insects and animals that live and feed in trees. All completed the task set for them, which built on their scientific knowledge, to produce well-composed illustrations from a variety of computer-based resources. Pupils have a sound knowledge of how to guide floor and on-screen devices, moving them in required directions. Older pupils produce a variety of written material, which includes poems, descriptions of outings and imaginary historical accounts such as their experience at a Victorian 'ragged school'. They know how to change fonts and type sizes and incorporate pictures taken with a digital camera or retrieved from the Internet. In mathematics, pupils use computers to explore number patterns and to tabulate and present their findings regarding their favourite footballers and pop stars. By Year 6, pupils can present information in different forms and refine the quality of their presentation to suit different audiences. They know how computers can improve their work and how information and communication technology is applied in everyday life.
110. The quality of teaching in the lessons seen was sound overall and teachers are confident about including computer activities in their classroom lessons where they can. In a Year 6 mathematics lesson pupils' understanding was helped by good use of the interactive whiteboard to display number patterns. In Year 2 science, pupils responded well to questions on the names and functions of parts of a plant with the aid of a computer program projected on the whiteboard. In Year 1 literacy, pupils recognise spelling patterns

with the aid of a computer program. They identify the middle vowel sound in three-letter words selecting the correct letter from an on-screen computer keyboard. Teachers give clear and effective instructions on computer technique, which pupils follow with interest and understanding. The tasks set for pupils develop learning in simple clearly defined stages, which ensure they progress well. Teachers make good use of the technician, who plays a valuable part in supporting teachers and pupils. His willingness and skill make an important contribution to the effectiveness of teaching, although on a few occasions he is not briefed in sufficient detail to enable him to play his role fully. There is a satisfactory system for monitoring how pupils develop skills, although pupils are not yet involved in a self-analysis of their progress

## MUSIC

111. Evidence is based on the attainment of two classes, assembly singing and analysis of lesson plans. In the lessons observed in Years 1 and 3 standards were below the national expectations which is lower than the standards reported at the previous inspection. However, pupils enjoy singing and confidently take part in rhythmic playing of percussion instruments. Pupils of all levels of ability made satisfactory progress within the lessons observed.
112. Most teachers present their own classroom lessons, based on the local education authority's scheme of work. The co-ordinator supports two classes where teachers lack music expertise. This ensures that all pupils receive an appropriate amount of music experience each week. Useful recorded music provides suitable accompaniment for pupils' singing and rhythm work. Projects organised by the Halle Orchestra enable pupils to take part with other schools in shared performances such as *Beowulf*, which was presented last year. This gives pupils valuable experience of performing before a large audience. Lesson plans show that pupils listen to a variety of music, such as Latin American sounds and brass band instruments.
113. The quality of teaching and learning is satisfactory. One lesson was judged to be very good. This is because the very good teaching and class management strategies led to pupils' high level of concentration and effort. As a result all pupils achieved well and enjoyed each element of the lesson. The teacher's very clear explanations and good voice model encouraged pupils' confident attempts at singing responses and playing their instruments to well-chosen songs and rhymes. The 'elephant' theme from *Carnival of the Animals* and contrasting marching music offered pupils enjoyable experience of listening and moving to contrasting rhythms and instrumental sounds. Older pupils practised singing a new song until their pitch and rhythm were improved. They modified voice volume and recognised a simple crotchet beat. The good relationship between teacher and pupils led to a good level of enjoyment and participation. The co-ordinator gives support and advice where necessary, particularly with lesson planning. However, there is no system for assessing pupils' progress in the subject.

## PHYSICAL EDUCATION

114. The standards achieved by pupils are above those expected nationally by Year 6 and in line with those expected by Year 2. Pupils attain good levels in games, satisfactory levels in dance and swimming. No gymnastic lessons took place during the inspection and a judgement cannot be made. Pupils make good progress and participate enthusiastically in the many sports activities provided both in class and in out-of-school clubs. Pupils' attainment has been improved since the last inspection at Year 6 and maintained at the same level by Year 2. The school has satisfactory facilities indoors and outdoors to teach games, gymnastic and dance skills as well as providing swimming instruction to pupils at a local pool.

115. Year 1 pupils moved to music in a dance lesson with good attention to instructions from their class teacher. They achieved good results in their interpretation of a recorded tape showing imagination and balance in performing a variety of movements. They used the available space well and adapted their body positions and timing to respond to the pulse of the music. Pupils' attention is limited, but the class teacher's skilful reinforcement and change of pace maintained their interest and concentration. Year 2 pupils were highly motivated in a well-planned dance lesson and followed simple instructions well. All pupils participated fully in the activities with good support from a classroom assistant to help those with low levels of concentration. Pupils progressed well in a lesson where tasks were simple and well explained.
116. In a Year 6 football skills lesson, very good teaching prompted pupils to achieve good levels in their ball control and understanding of attack and defence. The teacher gave very precise guidance on developing skills to which pupils responded well. Pupils considered the way to 'sell a dummy' in trying to pass a defender. Boys and girls demonstrated good body positions, balance and a high level of co-ordination in feinting one way and moving another. Pupils' ball control was good overall with several showing skills that were well above those expected for their age. Pupils in the role of defenders responded well to the challenges presented and most adopted the positions recommended by their teacher. All pupils had a good understanding of the principles of attack and defence and worked enthusiastically to practice them.
117. Teaching is good and reflects a strong level of knowledge and enthusiasm for the subject. Teachers are good at setting tasks that match pupils' abilities. The choice of music in dance was good and appealed to pupils' interests. Tasks in the games lessons challenged pupils' skills successfully and instruction was clearly presented to stimulate pupils' learning. The pace of lessons was good and effective in holding pupils' attention and application. While teachers indicated ways to improve pupils' performances in lessons, they did not ask pupils to observe, evaluate and make suggestions themselves. Opportunities were missed for pupils to develop their speaking skills and think about how to extend skills in detail. Pupils benefit from the input of visiting teachers to expand their experience of different music and styles of dance. Teaching is effective in developing pupils' social and cultural experience by encouraging pupils to work in pairs and groups and to perform to music of different cultures. Pupils' experience of games is enhanced by the out-of-school clubs and sporting activities, which the school organises well. Pupils participate keenly in football, netball, hockey and cricket. Staff follow guidelines to ensure that lessons are purposeful and concentrate on developing specific skills, however assessment systems are not developed.

## **RELIGIOUS EDUCATION**

118. Standards of work for pupils at the end of Year 2 and Year 6 are in line with those expected in the locally agreed syllabus. This shows that standards are similar to those reported at the previous inspection. Teachers present information clearly, which helps pupils to make satisfactory progress in gaining knowledge about major world faiths. This is evident in their brief responses to questions. However, there are not enough opportunities for pupils to talk about and share their thoughts. Pupils' poor writing skills limit their expression of knowledge and ideas. Satisfactory progress is not evident, therefore, in their recorded work. In Year 6, where lower attainers receive good support from the learning support assistant, they have more opportunities to talk and progress well. Pupils with special educational needs make satisfactory progress when given extra help with their discussion and writing.
119. Pupils learn about the special features of major world religions. Teachers explain about special books, buildings and traditions, which develops pupils' awareness of the similarities and differences between these faiths. Visits to the annual Christingle Service

at the local church help pupils to understand Christian themes of worship. Year 6 pupils visit a mosque and learn about some of the expectations of the Islamic faith. Suitable pictures and artefacts support pupils' learning about objects that have a special religious significance.

120. The quality of teaching and learning is satisfactory overall. Within this range, one lesson was judged to be very good and one unsatisfactory. No lessons were observed in Years 1 and 2. Evidence comes from talking to pupils and examining their pictures and writing. A positive aspect of the lessons observed is that teachers normally make good links between religious beliefs and stories and pupils' own lives and experience. After hearing the story of Adam and Eve, Year 5 pupils were prompted to think about their own encounters with temptation. They were interested and keen to share their thoughts. Pupils know that the Bible is a collection of many different books and that the Qu'ran and the Torah are holy books. A Year 6 lesson provided a very good balance between teacher's talk, paired discussions and a class question and answer session. This varied approach led pupils to a good understanding of the control and self-discipline required by Muslims fasting during Ramadan. Well-focused questions helped pupils to suggest which groups of people would be exempt. The teacher's praise and valuing of pupils' ideas encouraged their self-confidence and willingness to talk. Effective reference to the different faiths of a Muslim pupil and of the teacher helped pupils to learn to respect the beliefs of others.
121. Unsatisfactory teaching occurred when the subject matter and task did not engage pupils' attention. Many pupils have only very limited opportunities to learn about religious beliefs outside school and when teaching does not relate to their own experience, their attention is soon lost. Reading and written tasks in the lesson observed were not pitched appropriately for pupils' interests and abilities and while pupils behaved well their learning was not satisfactory. Currently the co-ordinator is on sick leave and the subject is temporarily led by the headteacher.