

# INSPECTION REPORT

## **GREENACRES JUNIOR, INFANT AND NURSERY SCHOOL**

LEA area: OLDHAM

Unique reference number: 105631

Headteacher: Mrs C Ireland

Reporting inspector: Mr D Byrne  
28076

Dates of inspection: 16<sup>th</sup> - 19<sup>th</sup> June 2003

Inspection number: 246503

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior school

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

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Appropriate authority: Governing body

Name of chair of governors: Mr H Douglas

Date of previous inspection: 9th February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28076	Mr D Byrne	Registered inspector	Science Design and technology Physical education English as an additional language	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
31729	Mr B Harrington	Lay inspector	Educational Inclusion	Pupils' attitudes and values. How well does the school care for its pupils or students? How well does the school work in partnership with parents?
8263	Mrs M Forsman	Team Inspector	Mathematics Information and communication technology Religious education Special educational needs	
12997	Ms C Cheong	Team inspector	Foundation Stage Art and design Music	
22556	Mr E Morgan	Team Inspector	English Geography History	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated near the centre of Oldham in Greater Manchester. It has a 20 place Nursery, and 208 pupils who attend the school in Reception to Year 6. An above average number of pupils live in socially disadvantaged homes with over 35% of pupils identified as being eligible for free school meals. The percentage of pupils with special educational needs (32%) is above average and has risen significantly since the last inspection in 1998. No pupil has a statement of special educational need. The majority of pupils are of White British ethnic origin with 12% from Asian British ethnic origin. The remaining pupils are from a range of ethnic minorities and there is one refugee pupil. The percentage of pupils with English as an additional language (17%) is high but very few are at an early stage of learning English. The school is involved with a number of projects including Lifelong Learning and Family Literacy and Numeracy, a School Improvement Project, links with a local Beacon School and Young Enterprise scheme.

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

This is a rapidly improving school that is emerging from a number of years of disruption in teaching and leadership which had resulted in a dip in the standards attained by pupils. The school is now exceptionally well led. Pupils receive a satisfactory quality of education with significant strengths in the provision for the Foundation Stage, in the management of behaviour and in the high level of care and support from teaching and support staff. Standards are starting to improve but there is still a lot of catching up to do. Given the very low level of entry to the school, the very good progress being made in the Foundation Stage and the satisfactory progress elsewhere, the excellent leadership that has created a very good ethos for learning throughout the school and the way in which the school now gets the best value from its budget, the school gives satisfactory value for money.

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

- The leadership of the head teacher is excellent and she is supported by an effective governing body.
- The provision in the Foundation Stage is excellent and strength of the school.
- Good standards are achieved in music across the school.
- Very good systems exist to successfully promote good attitudes, behaviour and relationships.
- The procedures for monitoring absence and improving attendance are very good.
- Child protection and pupils' welfare are very well managed and provided for.
- There is good provision for promoting pupils' moral, social and cultural development.
- A good contribution is made to the pupils' education by the links with the community and other schools.
- All available resources are very well managed to get the best from the budget.

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

- Standards in English, mathematics and science, design and technology, geography and history.
- Aspects of teaching so that better use is made of assessment and higher expectations are made for pupils to fully develop their skills of learning as well as their subject knowledge.
- The role of subject co-ordinators in monitoring the impact of teaching on learning.
- The quality of the accommodation.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the last eighteen months the school has made rapid progress and progress overall since the last inspection in February 1998 is therefore satisfactory. The quality of leadership is now excellent and this has improved the quality of teaching. As a result, standards in English, mathematics and science by the end of Year 6 are rising at a faster rate than the national trend. Pupils' attitudes and behaviour are now good and the rate of attendance is much better. Standards in music have risen and are now above national expectations and standards in information and communication technology have improved significantly. There is a need, however, to improve aspects of school management further to strengthen some aspects of teaching so that higher standards are achieved. Given the current excellent quality of leadership, the strong team spirit between staff and the very good financial management, the school is well set to continue to improve in the future.

### STANDARDS

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

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

Standards are improving across the school as a result of the inspirational leadership of the head teacher in raising staff morale, improving teaching and the curriculum and improving pupils' attitudes and behaviour. All pupils, including those with special educational needs and English as an additional language, are currently making satisfactory progress. Over recent years, however, this has not been the case. Disruptions over a number of years in teaching and in leadership have resulted in standards in English, mathematics and science declining to a low level but improvement is now taking place. Pupils start school with very low levels of attainment and around a third of pupils have special educational needs.

In 2002 pupils performed much better in the National Curriculum tests for pupils at the end of Year 6 than in previous years. Pupils' attainment was above the national average in English, in line with the national average in science and below the national average in mathematics. In comparison with similar schools, attainment was well above average in English and science and above average in mathematics. The attainment of the current Year 6 class, however, is set to dip to being well below the national average. This is not because of a decline in the quality of teaching, but because of the lower natural ability of the class with over a third of pupils having special educational needs. The percentage of pupils achieving standards that exceeded the national expectations of level 4 has been very low. Recent improvements in teaching are starting to boost the achievement of higher attaining pupils but these pupils could still do better, especially in mathematics. The school sets realistic targets for pupils' attainment in the National Curriculum tests in English and mathematics at the end of Year 6 and recent revisions reflect higher expectations for the future as standards improve. The



overall trend in the results of the National Curriculum tests for pupils at the end of Year 6 has risen faster than that of all schools nationally over the last five years.

By the end of Year 2, pupils' performance in the National Curriculum tests in 2002 was in line with the national average in reading and in mathematics but below the national average in writing. In comparison with similar schools, attainment in mathematics was in the top 5% in reading was well above average and in writing was above average. Teacher assessments show that standards in science were below the national average and the average for similar schools. Inspection evidence shows that standards in the current Year 2 class are well below the national average in reading, writing, mathematics and science. Pupils struggle to perform as well as expected for their age, partly because there is a high percentage of pupils with special educational needs but also because of serious disruptions in the continuity of teaching in the last few years. Over the last five years, standards have been consistently below or well below the national average but they have improved gradually in reading and writing and quite quickly in mathematics from a low level.

Pupils do well in music and are attaining standards that are above national expectations at the end of Year 2 and Year 6. Progress in information and communication technology is improving rapidly as a result of good initiatives for staff training and improved resources and pupils do as well as expected at the end of Year 2 and Year 6. Standards are in line with national expectations at the end of Year 2 and Year 6 in physical education and in religious education standards meet the expectations of the Locally Agreed syllabus. In geography, history and design and technology, pupils could and should be doing better and standards are below national expectations for their age at the end of Year 2 and Year 6.

Across the school, the progress of boys and girls, pupils with special educational needs and pupils with English as an additional language is currently satisfactory. There is no recorded difference in the attainment of different minority ethnic groups. Gaps exist in the pupils' knowledge, understanding and use of skills because of weaknesses in the school in the past.

Provision in the Foundation Stage (the Nursery and Reception classes) has improved significantly in the last eighteen months. Even though children start school with attainment that is well below average, the very good provision within Foundation Stage provides pupils with a very good start to their education. Despite the very good teaching, most children have still not achieved the targets of the Early Learning Goals by the end of the Reception year in the important areas of communication, language and literacy, in their mathematical and creative development and in their knowledge and understanding of the world. Children do achieve the expectations of the Early Learning Goals in their personal, social and emotional development and in their physical development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils respond well to the efforts of teachers and support staff to provide interesting lessons. Pupils are starting to develop a pride in their school and a desire to do well.
Behaviour, in and out of classrooms	Good overall, although at times the challenging behaviour of some pupils with behavioural difficulties affects the way others act.
Personal development and relationships	Good relationships overall. Some very good initiatives exist to develop pupils' independence, the Young Enterprise scheme, for example, but most pupils are not as good as they could be in taking responsibility for their own learning in subjects such as mathematics, science, history and geography.
Attendance	Satisfactory. The school has very successfully reduced absence and improved attendance.

## TEACHING AND LEARNING

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

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

The quality of teaching is improving as a result of the excellent leadership of the head teacher, with strengths in aspects of teaching in Years 3 and 6, but there are some areas for further improvement. A strong team spirit has been built between teaching and non-teaching staff. There is a shared commitment amongst staff to raise standards and improve the quality of education. The teaching in the Foundation Stage is very good because children are provided with a wide range of exciting, stimulating and challenging activities that develop healthy attitudes to learning. In Key Stages 1 and 2, the quality of teaching is very good in music and physical education and satisfactory in other subjects. Lessons are generally well planned to meet the needs of pupils, although at times more attention needs to be given to using teacher assessments to identify and challenge higher attaining pupils. The teaching of English and literacy and mathematics and numeracy are satisfactory but the school recognises the need to improve the way that literacy and numeracy skills are developed across the curriculum. Teachers have recently improved their confidence in using computers and information and communication technology is taught satisfactorily. Very good support by teaching assistants adds to the quality of teaching and ensures that pupils with special educational needs and English as an additional language are fully involved in lessons. Across the school pupils are well managed and pupils are given a very caring and secure environment for learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and very good in the Foundation Stage. In Key Stages 1 and 2 all subjects of the National Curriculum are taught with an emphasis on literacy, numeracy and information and communication technology. There are very good links with the community and a good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory overall with strengths in the way that pupils are identified at an early age. Each pupil with special educational needs has a satisfactory individual education plan.
Provision for pupils with English as an additional language	Good. The limited staffing available makes a good contribution to these pupils' education. Good procedures exist for monitoring and recording the progress of pupils across the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for developing pupils' moral development is very good and good provision is made for developing pupils' social skills and cultural awareness.
How well the school cares for its pupils	Very good procedures exist for child protection and pupils' welfare with excellent procedures for monitoring and promoting good behaviour. The attainment and progress of pupils' academic achievement are assessed satisfactorily but too little use is made of this information by teachers to find ways of improving the quality of teaching and learning.

Parents have a good opinion of the school. They receive mostly good levels of communication and have a good range of opportunities to get involved with their children's education if they wish. The majority of parents feel that the school has improved significantly in the last eighteen months and hold the head teacher in very high regard.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership of the head teacher is excellent. The head teacher has given the school a renewed sense of purpose and educational direction. Decisive, determined and effective measures are being taken to improve standards. There is a satisfactory management structure but it is still very new, and has yet to fulfil the clear roles established for it. The role of some subject co-ordinators is not yet successful in checking on standards of teaching and learning. The Foundation Stage is very well managed. The school's documentation for special educational needs updating to match the Code of Practice.
How well the governors fulfil their responsibilities	Effective management by the governing body has underpinned improvements in the school by supporting the head teacher and keeping an open and honest view about the schools' strengths and weaknesses.
The school's evaluation of its performance	Very good. Aware of a need for improvement, the head teacher, senior staff and governing body know exactly what needs to be done and have established very effective strategies that are starting to get results. Good use is now being made of key data comparing the school with others nationally and locally.
The strategic use of resources	Very good. Despite pressures on the budget resulting from the costs of staff absence, all income is very effectively managed. Day-to-day management is very good and long term strategic planning very well targeted to improve the school.

Despite significant improvements in the quality of the accommodation in the last eighteen months, it is unsatisfactory for pupils in Key Stages 1 and 2. The open-plan design of the building is not conducive to learning and has a negative impact on pupils' education. The accommodation for children in the Foundation Stage is good overall. Even though pupils are mostly well behaved, noise interferes with the learning of others and a lack of quiet, discrete spaces makes it very hard for some groups of pupils, for example, those with special educational needs, to have privacy. A lack of space also makes it difficult for teachers to develop pupils' practical skills. There is a severe lack of storage and it is difficult for practical work to be performed because of a lack of suitable space. The qualifications of teaching and support staff are good overall and a permanent staffing profile is soon to be in place. Resources are adequate.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The good behaviour across the school and good progress pupils make.</p> <p>The way in which they feel comfortable about approaching the school with questions or a problem.</p> <p>The fact that the school works closely with parents.</p> <p>The very effective quality of leadership and management</p> <p>The range of activities outside lessons.</p>	<p>The amount of homework.</p> <p>Communication from the school.</p>

The inspection findings agree that pupils are mostly well behaved and that the school makes every effort to involve parents in school life and to welcome them into school if they wish to do so. The quality of leadership in the school is excellent but some aspects of management could be more effective. The amount of homework is satisfactory overall and prepares pupils for life in secondary school and inspectors judge the quality of communication with parents to be good.

## **PART B: COMMENTARY**

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

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

1. The trend of improvement in the school's average National Curriculum points score at the end of Year 6 for English, mathematics and science was above the national trend between 1998 and 2002. Inspection evidence indicates that standards are improving but pupils could still achieve higher standards overall. The performance of pupils across the school has suffered in recent years because of a lack of educational direction, weaknesses in some aspects of teaching and an increasing level of mobility. The inspirational leadership of the head teacher has improved the quality of teaching, boosted the morale of all staff, established expectations for excellence and significantly improved the attitudes and behaviour of pupils. As a result, standards are getting better despite the challenge of dealing with a high percentage of pupils with special educational needs (around a third) and the needs of pupils with English as an additional language. The percentage of pupils achieving the nationally expected standard of level 4 at the end of Year 6 has increased since the last inspection in English, mathematics and science but at the end of Year 2 there has been only gradual improvement. This has been because of major disruptions in staffing that have reduced the continuity of teaching for pupils.
2. The children's attainment on entry to the Nursery class is well below average. As a consequence of the very good teaching and curriculum provision in the Nursery and Reception class, by the time they start Year 1, the majority of children, including those with special needs and those with English as an additional language, have made good progress towards the Early Learning Goals but do not achieve them in all areas of learning. Most children will have attained the nationally recommended Early Learning Goals in personal, social and emotional development and in physical development. They do not achieve the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development and children have particularly low standards in their spoken language and vocabulary.
3. In the 2002 National Curriculum tests, pupils' performance at the end of Year 2 was in line with the national average in reading but below the national average in writing. Pupils achieved well in comparison with similar schools and the results were well above average in reading and above average in writing. Inspection findings are that standards in reading and writing in the current Year 2 are well below national expectations with a high percentage of pupils with special educational needs who struggle with writing in particular. The difficulties of many pupils with English as an additional language make it hard for these pupils to use a broad vocabulary and write with clarity and accurate spellings. By the end of Year 6, pupils' performance in the National Curriculum tests in 2002 in English was above the national average and well above the average for similar schools. Inspection evidence shows that attainment in the current Year 6 will be much lower than in 2002 and is currently well below the national average. This is because there are a high percentage of pupils with special educational needs in this class. Although pupils' overall progress across the school is satisfactory, and standards are rising overall, pupils have particular difficulties with writing and many present their work untidily.

4. In mathematics, pupils' performance at the end of Year 2 in the National Curriculum tests for 2002 was in line with the national average and in comparison with similar schools they did extremely well as their results were in the top 5%. Inspection findings are that standards are well below national expectations and this is due to the low ability of the current Year 2 class coupled with staff disruptions this year. At the end of Year 6, pupils' performance in the National Curriculum tests in 2002 was below the national average but above the average for similar schools. Over the last five years, standards in mathematics have risen steadily at the end of both key stages although they have remained well below the national average. All pupils, including those with English as an additional language are now making satisfactory progress across the school as a result of higher expectations, better leadership and better use of the National Numeracy Strategy. Across the school pupils could do better at using and applying mathematics and many find aspects of numeracy hard too. Pupils' knowledge and understanding of shape, space and measure and data handling are in line with national expectations.
5. The school has improved the quality of support for pupils who need additional support in English and mathematics. Well-trained and motivated staff provide good support for pupils through government funded schemes such as the Additional Literacy Strategy and Springboard mathematics. Prior to the National Curriculum tests at the end of Year 6, Booster support is provided for pupils who may achieve a higher level. These strategies are contributing to the overall picture of improving standards although more work is needed if all pupils are to achieve as well as they can in English and mathematics. The school sets realistic targets for pupils' attainment in English and mathematics at the end of Year 6 but the targets need to be increased as pupils start to perform at the standards of which they are capable.
6. Pupils' performance in science at the end of Year 6 has improved between 1998 and 2002 with a particularly good performance in 2002 when attainment was in line with the national average and well above the average for similar schools. Teacher assessments showed that standards at the end of Year 2 were below the national average in 2002 and in line with the average for similar schools. Inspection evidence shows that standards at the moment are well below national expectations at the end of Year 2. There is a high percentage of pupils with special educational needs in these year groups and there are particular weaknesses in the pupils' skills of planning, performing and recording scientific investigations with reasonable independence.
7. There is no recorded difference in the attainment of pupils from different ethnic backgrounds or of boys and girls. Pupils who are given specific support to help them to learn English as an additional language achieve well in the Nursery and Reception classes. They generally make satisfactory progress as they move through the school with better progress in the Foundation stage and Key Stage 1 where the support is mostly directed. There is a similar picture for the pupils who have special educational needs. These pupils achieve very well in the Nursery and Reception classes and make satisfactory progress in Years 1 to 6
8. There is some variation in standards attained in other subjects. The necessity for the school to improve standards in English and mathematics and information communication technology has resulted in some other subjects being given low priority in recent years. This has resulted in the rates of progress and standards in some subjects declining, particularly in design and technology, geography and history. The school knows this and plans are in hand to start to give more emphasis in school development planning for all subjects in accordance with the school's priorities.

Attainment has improved significantly across the school in music and standards above the national expectations for the pupils' age. In art and design, physical education and religious education, pupils' knowledge and understanding are satisfactory at the end of Year 2 and Year 6. Standards in information and communication technology and the progress pupils make are improving and pupils' skills are better than they were at the last inspection. Standards in information communication technology are broadly in line with national expectations and pupils make satisfactory progress. In design and technology, progress is unsatisfactory and pupils do not achieve the standards expected for their age at the end of Year 2 and Year 6. In history and geography, pupils could and should be doing better and, whilst progress is now satisfactory, pupils have missed aspects of learning in the past because of disruptions in staffing and attainment is below national expectations across the school. Pupils have particular difficulties in using enquiry skills to support learning. The quality of pupils' recorded work is below expectations in most subjects as a result of their weakness in writing, a narrow vocabulary and lack of a consistent style set across the school.

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

9. Pupils' attitudes and behaviour have improved significantly recently and are good overall. When teaching is challenging or pupils find the topic particularly interesting, pupils' attitudes to learning are very good. From the time that children are in the Foundation Stage, they are encouraged to take pleasure in their learning, and to enjoy the freedom that making choices brings. The youngest pupils sometimes declare their enjoyment in lessons and make great efforts with their work in order to please adults and themselves. Older pupils state that the recent increase in expectations has made learning more enjoyable, and they have an increased sense of belonging because the head teacher shares her vision and plans for school development with them. Pupils enjoy school and like being challenged to think for themselves and to make decisions. Pupils have very good attitudes to music and good attitudes when using computers in information and communication technology. Pupils enjoy physical education and participate willingly and with enthusiasm. Even though many pupils find mathematics difficult, they enjoy their numeracy lessons. Pupils show enthusiasm for practical activities and problem solving, but pupils are not given many opportunities to do this type of work. The vast majority of parents agree that their children like school and enjoy learning.
10. Behaviour is generally good. Most pupils behave well all of the time and it is rare for teachers to stop lessons in order to speak to individuals. In many classes, however, there are a significant number of pupils who find it difficult to conform to the recently introduced rules. During assemblies, pupils' behaviour is exemplary. They are attentive when being spoken to and reverential during prayers. Pupils state that there are no problems with bullying. There have been no exclusions. Almost all parents agree that behaviour in school is good and that it is much better than it was.
11. Pupils' personal development is satisfactory overall although relationships across the school are good overall. Through the, '*Golden Ways*' pupils are learning to manage their own behaviour, and older pupils, especially the prefects, demonstrate a mature understanding of the need to become role models for younger pupils. The School Council, classroom monitors and involvement in community projects provide pupils of all ages with opportunities to take responsibility. Links with the Young Enterprise Venture provided Year 6 pupils with an excellent opportunity to develop a taste of life in the workplace and in commerce. By establishing a clear business structure, involving



pupils setting up a management team and designers, market researchers and sales staff, 'Roller Coasters' were designed and made and sold to the public at the town centre shopping precinct. In lessons, however, opportunities for pupils to take responsibility for their own learning are relatively limited because teachers tend to adopt a predominantly directive teaching style to manage behaviour and there are limitations imposed by the accommodation.

12. Attendance is satisfactory. The rate of attendance has improved over recent years and is now at 94.5%, which is in line with the national average. The rate of unauthorised absence is now below 1%. This is higher than the national average and is generally due to absence condoned by parents but a reducing pattern has been evident over the last few years. Registration is carried out effectively at the start of each session, and records of attendance are well maintained.

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

13. The quality of teaching and learning is very good in the Foundation Stage classes and satisfactory overall in Key Stages 1 and 2, with strengths in aspects of teaching in Years 3 and 6. In the lessons observed during the inspection, just under two thirds of lessons were good or very good. The remainder were satisfactory with the exception of one lesson which was unsatisfactory. There are some particularly good features to teaching throughout the school. For instance, teachers are very good at managing pupils. They use praise and encouragement to maintain pupils' interest and there are clear expectations about how pupils will behave in lessons, which are consistently applied across the school. Lessons are generally well planned and the purpose of each lesson is shared with pupils so that the expectations are understood. There is a weakness in the expectations for teachers to use assessments to inform planning and to provide enough opportunities for pupils to work on their own and develop independent learning skills, for example, research skills in science, geography and history.
14. Teaching and support staff make every effort to include all pupils regardless of gender, ability or cultural background in all aspects of lessons and school life. The improvements in the leadership of the school have brought teaching and support staff together and, although there were some temporary staff at the time of the inspection, a strong sense of teamwork and common purpose is evident in all that staff do. Teachers are working very hard to improve the impact of what they do on standards and are beginning to see the way forward. Good staff development involving a school improvement project has improved the way in which teachers evaluate how effective they are so that improvements can be made. Inconsistencies in the way teachers worked in the past are evident from the quality of pupils' recorded work and the standards they achieved. These inconsistencies remain but are being rapidly reduced as clear expectations and common practice start to take effect.
15. The quality of the teaching in the Foundation stage is very good overall and sometimes excellent. The strength is in the way teaching and support staff have very high expectations of what the children should achieve. Children are given a variety of good quality tasks. These activities, combined with very good relationships and continuous assessment, enable teachers to tailor the curriculum very well to the needs of individuals and the classes. Through their teaching they create an environment in which children want to learn and improve. Teachers' subject knowledge is very good. There is a good, balanced combination of individual, group

and whole class teaching. There is also a good balance between adult led and managed activities and those that children choose for themselves. Teachers promote personal, social and emotional development and physical development particularly well. As a consequence, children progress very well in these areas. Teachers provide some very good opportunities for children to practise their spoken language and develop listening skills. In these activities, the teaching assistant plays a significant role by listening and encouraging extension of language. However, as children have such low standards of speaking and a poor vocabulary, more needs to be done in this area. Adults are very effective in the way they promote children's knowledge and understanding of the world and mathematical development through the range of tasks they provide.

16. In Key Stages 1 and 2, the teaching of English and literacy is satisfactory and teachers have a secure knowledge of the National Literacy Strategy. Teachers work hard to broaden the narrow vocabulary of many pupils and use a range of strategies to promote pupils' confidence in speaking in front of others. There have been recent improvements in the way that reading is taught, resulting in improved standards but, despite an added emphasis on writing, the attainment of higher attaining pupils could be better. Planned opportunities for pupils to develop their skills of writing and research across the curriculum are not consistently provided. Standards of presentation are improving with teachers making higher expectations of pupils but handwriting is still untidy with inconsistencies in the way letters are formed.
17. In mathematics, the quality of teaching and learning is improving across the school and is satisfactory overall, with strengths in aspects of teaching in Years 3 and 6. The National Numeracy Strategy is implemented successfully and lessons are planned to provide pupils with activities to develop mental mathematics as well as to develop their knowledge and understanding of number, shape, space and measures and data handling. Although there are opportunities for pupils to use and apply their knowledge and understanding of mathematics, these opportunities are comparatively limited and pupils are not given enough time for this. The level of challenge for higher attaining pupils is not consistently high enough in all classes. A legacy of weak teaching in the past shows itself in the way that pupils present their work with the over use of worksheets in some classes resulting in many pupils struggling to set their work out in a neat and orderly way.
18. In science, the quality of teaching and learning are satisfactory overall and improving. During the inspection some very good teaching was observed in both Years 2 and 6 where pupils were expected to think for themselves and work out ways of performing scientific investigations. The teaching of scientific knowledge and understanding is satisfactory overall with a good emphasis on developing pupils' scientific vocabulary but there is a weakness in the way that pupils' practical skills of working with reasonable independence are developed.
19. In other subjects, teaching is satisfactory overall in Key Stages 1 and 2 but there are some subjects where teachers are less than secure in their own knowledge. This is the case in particular in design and technology, aspects of information communication technology and in music, although in the latter case, good use of specialist teaching overcomes this. Teachers use a predominantly class teaching style which is effective in many ways but reduces opportunities for pupils to use their enquiry skills and to work with reasonable independence. The quality of teaching and learning is very good in music with the specialist teacher using very good subject knowledge to capture pupils' interest and to generate high levels of enthusiasm for the

subject. Very good teaching was also observed in physical education where a high level of fun and enjoyment was encouraged which resulted in pupils learning well.

20. Pupils with special educational needs are satisfactorily catered for within the classroom situation. There are no specific withdrawn special educational needs classes. Lower attaining pupils, and those with special educational needs, are supported by teaching assistants who work with them during numeracy and literacy lessons. Some pupils in Key Stage 2 have been included in Springboard and Booster groups and this has improved the levels attained in the National Curriculum tests at the end of Year 6.
21. The teaching of pupils with English as an additional language is satisfactory overall with good support provided by bilingual support staff. Pupils in need of support for English are identified at an early age and support is effectively directed to support and guide them. Effective strategies are employed to develop pupils' knowledge and understanding of spoken English, which enables the pupils to participate in lessons. Writing skills lag behind the development of the spoken language but good guidance from teachers and support staff results in pupils making up ground rapidly so that they perform as well as other pupils by the end of Year 6.
22. Across the school, the quality of marking and its use as a tool to involve pupils in setting targets for their own improvement is unsatisfactory. Although teachers know pupils well, the use of assessment to target pupils with different needs is weak, especially in the case of higher attaining pupils.

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

23. The curriculum in Key Stages 1 and 2 is satisfactory. It is suitably broad, balanced and relevant to the pupils. The religious education curriculum is based on the locally Agreed Syllabus and meets statutory requirements. The requirements are fully met regarding the planning of the development of pupils' racial awareness, their sex education and drugs awareness.
24. The quality of curriculum planning has improved significantly in the last two years under the excellent leadership and direction provided by the head teacher. The school has identified gaps in the curriculum provided for pupils in the past. Measures are being taken to fill the gaps with the introduction of government guidelines for most subjects. This has ensured that pupils are now progressively developing their knowledge and understanding of all subjects, although there is still work to be done in some subjects. In the last two years there has been quite rightly been a good emphasis placed upon improving standards in literacy, numeracy and information and communication technology which is resulting in improving standards in each subject. There has also been a good emphasis on increasing curriculum time for music and this is resulting in above average standards. The need to boost standards in the basic parts of the curriculum has resulted in the organisation of the curriculum in some subjects, such as design and technology, geography and history not yet being planned with sufficient attention to developing pupils' learning skills. The school is in the process of developing a clear strategy for planning pupils' skill development across the school but at the moment, not enough time is given to developing investigation skills in mathematics and science and research skills in history and geography.

25. The curriculum provided in the Foundation Stage is very good. It is correctly built around the Early Learning Goals, the curriculum for this age group. In both age groups, teachers provide a very good range of exciting and worthwhile experiences across all the six areas of learning. The curriculum that the staff provide ensures that prior attainment is being built on systemically. Planning is very good. The curriculum promotes children's social, moral, spiritual and cultural development well. The school ensures equality of opportunity. Staff provide for all abilities and groups of children well. More could be done to develop children's skills of speaking and writing.
26. Provision for pupils with special educational needs is satisfactory at present. The early identification of pupils' special educational needs in the Foundation Stage is good and enables support to be put in at each stage. The procedures have improved since the arrival of the head teacher and the good contribution made by her deputy and through the work of the special educational needs co-ordinator. The special educational needs register has been collated so that the information is in a manageable form and the supporting documentation still has to be revised so that it fully reflects the requirements of the new Code of Practice. Individual education plans are provided for pupils beyond the initial levels of concern. The procedures for review and monitoring are established but the degree of staff changes has hindered the operation of procedures. At the time of the inspection a number of individual education plans were overdue for review.
27. The school offers a good range of extra-curricular activities for pupils of all abilities in Key Stages 1 and 2. These include sporting and musical activities, clubs for science, computers and garden planners, and art and craft clubs. The Pupil Council involves pupils in all year groups and helps pupils to acquire a sense of belonging in society. During wet weather, Green Hats (i.e. Year 6 helpers) visit the classes of younger pupils to share stories and games, and to generally keep them occupied. Despite the school's best efforts, a small number of parents would like the school to provide a more interesting range of activities outside lessons.
28. The school satisfactorily provides for pupils' personal, social, health and citizenship education. A programme of *Living Values* is presented in short focused lessons across the school. At circle time, pupils are given good opportunities to share or present concerns. The formal citizenship programme extends to the School Council which allows all pupils to be involved in the life of the school and the decisions made about it. Older pupil-councillors represent the school at local Chamber of Commerce meetings. There is satisfactory provision for raising pupils' awareness of drugs and alcohol abuse. Drugs awareness forms part of the citizenship programme within which certain topics are addressed by the local education authority health education advisor. Sex education is satisfactorily presented through the science curriculum, with support from the school nurse for relevant Year 5 and 6 lessons. The school has appointed a co-ordinator for personal, social, health and citizenship education but no policy has been produced.
29. The school has very good links with the community and the school development plan demonstrates the intention of improving these links. Pupils visit the Independent and Methodist churches for celebratory services and ministers of religion regularly lead acts of collective worship in school. Visits to museums and other places of interest enhance pupils' learning opportunities and provide them with additional information related to their topics of study. Visits to local shops and businesses provide pupils with an insight into the world of work. Links with a local bakery have enabled pupils to

study the history of the business, to design and make healthy sandwiches and to make bread themselves in the school. Through the Young Enterprise Scheme the school forged excellent links with the local community when pupils sold their 'Roller Coasters' in shops. By so doing, a significant sum of money was raised and donated to the St Francis Hospice (The Rainbow Trust). 'Unity in the Community' also involves pupils in poetry, drama and sporting activities, within a framework for the promotion of tolerance and understanding of other cultures. Performing artists in school offer pupils the opportunity to participate in drama and circus, and help to present serious messages light-heartedly. Visitors from the emergency services and the local authority provide guidance on safe lifestyles, and sporting clubs provide free skill teaching sessions.

30. The school has good links with other educational institutions. Most children joining the school have attended the Barney Bus playgroup. The school has very good staff links with this organisation, including transition meetings and the sharing of resources and pupil information. Most pupils transfer to local secondary school with which there are good transfer arrangements. Specialist teachers from the secondary school present information and communication technology and science to pupils in school and during workshops. Young Enterprise pupils are encouraged to use the art facilities and resources of the high school. The school has a drama link with another secondary school and pupils are using this to develop their writing skills and friendship in the community through playwriting.
31. Links with a Beacon school are beneficial to staff morale and teamwork, and have provided skills support for information and communication technology and in-service training on curriculum planning and assessment. Pupils from several local secondary schools undertake their work experience projects in school, and a number of trainee classroom assistants are also on placement.
32. The provision for pupils' spiritual, moral, social and cultural development is good overall and makes a significant contribution to pupils' attitudes to school. Pupils' spiritual development is satisfactory. During collective worship there are opportunities for reflection upon the issues that have arisen. Art and design and music reflect different cultures and make significant contributions to pupils' spiritual awareness. A very good range of opportunities is provided for pupils to appreciate the beauty of music and the wonder of creating pictures and images in a variety of media in art and design. In science, pupils study the life of plants and animals and practical activities and a sense of wonder is generated when, for example, pupils study the way seeds germinate and 'magically' grow into plants. There is a good range planned opportunities for reflection within the '*Living Values*' programme and as part of the '*Always*' scheme.
33. The provision for pupils' moral development is very good. From an early age, pupils are encouraged to make choices and to set their own targets for personal achievement. Assemblies and circle times often present pupils with moral dilemmas. '*Golden Ways*' provides pupils of all ages with regular opportunities for moral development. The School Council and the prefect system allow pupils the opportunity to make group decisions. With the support of their parents, pupils regularly contribute to local and national charities of their own choosing. In this way, pupils are able to consider the plight of those less fortunate than themselves. Pupils in Year 6 have worked very hard to successfully raise funds for the Rainbow Trust, St Francis Hospice, by designing and selling 'Roller Coasters'.

34. Opportunities for social development are good. Class monitors ensure that simple daily routines are carried out effectively, and pupils in all classes are expected to file their own work and to help with tidying up. The 'Green Hats' is a proficient group of Year 6 prefects with responsibilities to help younger pupils. They can be found providing leadership in the playground and, on wet days, reading stories to younger children. The first 'Golden Way' for Year 6 pupils is to set a good example to the rest of the school. They undertake this role with great seriousness and with highly beneficial results.
35. The provision for cultural development is good. Sport and drama links with other schools through the 'Unity in the Community' programme provide pupils with opportunities to share experiences of their peers. Pupils celebrate the local culture by participating in the Oldham Borough celebrations and through their involvement in local music festivals. In lessons, stories are related from different cultures, representing, for example, all religions of the children in the school. In geography, Pakistan is used as a contrasting locality. During the summer fair and at Christmas time, food from different cultures is shared. In classes, members of staff wear traditional dress, enabling pupils to become familiar with different styles and customs, and bilingual members of staff ensure that pupils are aware of the multicultural aspects of the community.

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

36. The school has very good procedures for ensuring pupils health, safety and welfare. The head teacher has been named to deal with any issues of child protection that may arise and is supported in this role by her deputy. Both have received recent training. All staff receive awareness training in child protection as part of their induction programme.
37. Risk assessments of the premises and key activities of the curriculum are carried out. Health and safety awareness is especially apparent at the beginning of physical education lessons. Several members of staff have received training in first-aid and all staff have been familiarised with the relevant procedures. First-aid boxes are placed strategically around the school and staff who are responsible for the first-aid budget ensure that these are kept well-stocked. The positioning of drinking water fountains in classrooms promotes pupils' awareness of the need to drink water regularly, and contributes to their alertness in lessons.
38. The school has very good procedures for monitoring and improving attendance. Unauthorised and unplanned absences are investigated promptly and, where appropriate, follow up visits are made to pupils' homes by the Pupil Welfare Officer (PWO). With the PWO, the school evaluates attendance data against the targets set by the local education authority and the school. The reduction of unauthorised absence is a feature of current target setting, and is in line with local education authority initiatives. The PWO and Education Business Links have supported and contributed to the successful promotion of attendance and punctuality.
39. Strategies for monitoring and promoting good behaviour are excellent. Through the 'Golden Ways' programme, each class helps to generate rules appropriate to its own situation. During the day, pupils are reminded of the rules through simple phrases such as, "That was a very good example of our first golden rule". Pupils are rewarded with stars for observing golden rules, and pupils who consistently follow the rules

become 'Always' pupils. In each class, the display of 'Always' pupils is prominent and individual to that class. In the nursery, for example, there is an 'Always' train with carriages in which pupils place their photographs once they have progressed up the station steps.

40. The head teacher controls the issue and surrender of 'Always' badges. This gives her a first-hand knowledge of the attributes of individual pupils and of groups of pupils, and a view of the whole school. The head teacher interviews pupils so that they can describe their good work or behaviour before giving them their badge. When surrendering or retrieving a badge, pupils must declare why they failed to keep the badge, or why they had previously lost the badge. In this way pupils face up to their misdemeanours and resolve not to err again. The 'Golden Ways' provide very good routines for the elimination of oppressive behaviour.
41. An extremely high level of monitoring, by teachers and the head teacher, has produced, in a relatively short time, pupils who are well-behaved and have positive attitudes to school. Pupils state that they now enjoy school, having experienced disruptive years with many supply teachers. They also recognise that their personal development has been enhanced by the responsibilities and self-esteem presented by the programme.
42. All adults in school effectively promote pupils' personal development. Pupils have personal development targets that are agreed with their teachers and are presented with very good role models by all adults in school and by the school prefects. Older pupils undertake the Young Enterprise scheme, through which they organise and manage a business. This provides them with opportunities to make and present business plans, to manage finance, and to plan, make and sell products. The recent scheme raised substantial funds that pupils decided to donate to a local children's charity.
43. Assessment of children's progress in the Foundation Stage is very good. On entry to the school, an assessment of the child's starting point is undertaken. Then, as the children progress updates are made to their records. For this, all staff take a major role in the day-to-day assessments of children. Formal records are then updated termly using the 'Stepping Stones', the recommended stages of development for this age group. So, at all times staff are clear about what children need to do next. These 'Stepping Stones' are then used to set individual targets. Children are mostly clear as to what their targets are. This is helping children's progress, although sometimes the most urgent target, such as forming a letter correctly, is missed.
44. The procedures for assessing pupils' attainment and progress in Key Stages 1 and 2 are satisfactory overall but the information that is gathered is not yet used as well as it could be to improve the curriculum and the quality of teaching and learning. Better use could be made of assessment information to improve target setting for each class and to raise the attainment of higher attaining pupils. Pupils in year groups are tracked to ensure they make sufficient progress but the school is currently using a paper and pencil system to do this. The system is labour-intensive and the plans to create an information and communication technology based system would improve the efficiency significantly in the analyses of the performance of pupils and different groups of pupils within the school. Assessment data is not yet being used sufficiently to raise standards for pupils capable of higher attainment.

45. The assessment of pupils with special educational needs is satisfactory. The special educational needs co-ordinator has worked hard to ensure that pupils are identified at an early stage of their education and appropriate intervention put in place. The special educational needs co-ordinator is undertaking tracking of special needs pupils not only against the targets of their individual educational plans but also against their current National Curriculum levels. The intention is to measure the value-added element of the special needs support. The revised format for the special needs register allows progress through the levels to be monitored. It shows that pupils have moved through School Action plus to School Action and that some have progressed sufficiently to be taken off the Register. There are good systems established to assess and monitor the progress of pupils receiving support for English as an additional language.

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

46. Parents have positive views of the school and are very supportive of the new head teacher. Teachers are also held in high regard and parents believe that, “staff don’t give up on pupils”. The vast majority of parents responding to the inspection survey believe that the school is very well led, that teaching is good, and that their children are making good progress in school. They believe that the school expects their children to work hard and achieve their best, and that the school is helping their children to become mature and responsible. Also, they would feel comfortable about approaching the school with questions or a problem, and agree that the school works closely with parents. A small number of parents would like to be kept better informed about how their children are getting on, and think that their children do not receive the right amount of work to do at home. Inspection evidence is that the school is doing its best to keep parents informed although there is a variation in the quality of the Individual Annual Reports. Some reports provide an accurate picture of how well each child is doing whilst others are descriptive and lack a clear judgement of progress or attainment.
47. The school’s links with parents and carers of children in the Foundation Stage are good in both classes. The school’s good admission procedures and practice ensure that children and parents are given a warm welcome to the school. Children visit the school prior to their formal start and parents of pre-school children also are invited to attend a meeting. Parents are encouraged to regularly assist with reading and other small tasks at home and some do. Parents receive some good information about the curriculum that the classes are going to cover each term. They are given a booklet containing some useful information about the curriculum prior to their child starting school but this uses unhelpful initials and in places uses out-of-date terms. Parents of children with special educational needs are consulted and informed about the needs of their children and the progress their child makes in accordance with the Code of Practice recommendations.
48. The school has good links with parents of pupils in Key Stages 1 and 2. The school provides good quality information for parents about the school organisation and about day-to-day events that concern them. Parents’ consultation evenings are occasions during which additional information may be imparted. Parents are provided with curriculum information each half-term which helps them to support their children at home. The school also helps parents to develop behaviour management strategies for use at home that are devolved from the ‘*Golden Ways*’. The school prospectus and the governors’ annual report to parents provide formal information. The quality of



links between the school and parents of pupils with English as an additional language are good. Bilingual members of staff are willing and able to support parents who have difficulties understanding English.

49. Parents make a good contribution to their children's learning at home by encouraging them to complete their homework diligently and on time. A few parents come into school to help in class and this provides additional opportunities for teaching and learning. Parents of younger children are encouraged to settle their children in class before the day begins and this provides very good opportunities for parents to share information with teachers. Family numeracy and literacy groups help parents to support their own children in their work, promote the social development of children, and also demonstrate to all pupils that adults value education. The 'Friends of Greenacres' are committed in their support for the school, attending school events, and raising substantial funds to provide additional learning resources.

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

50. The quality of leadership and management is satisfactory overall with excellent leadership provided by the head teacher. She is an inspirational leader who has improved the school significantly since being appointed just over eighteen months ago. The head teacher leads by setting an excellent example and pupils, parents, staff and governors hold her in very high regard. The culture of the school is being changed, with a belief being bred amongst pupils and staff that it is good to be successful rather than accepting low standards. In her short time in post, the head teacher has implemented very effective procedures to improve behaviour, reduce absence and strengthen the quality of teaching. The morale of both teaching and support staff is now high because they all share similar values and because the head teacher demands that only the best is good enough. Very good levels of communication have been established within the school with very good use of performance management reviews to identify with areas where the school can do better. A very effective system has been established for school development planning that involves making good use of assessment data and consultations with staff and the governing body. It is focused on one year only, although the head teacher is aware of the need to extend it to three years or more in future.
51. As a result of an accurate and effective analysis of the strengths and weaknesses of the school, the head teacher has directed all available resources and expertise of staff to raise standards in literacy, numeracy and information and communication technology. This strategy is a good one because pupils have not performed as well as they could or should in recent years. Standards are starting to improve as the measures implemented are taking effect and plans exist to improve standards in other subjects. There is a general thrust to raise the effectiveness of teachers through an ongoing review of developing teacher's knowledge and understanding of how pupils learn. This is starting to have a major impact on what the school does well and there is recognition of the need to strengthen the pupils' ability to use and apply their skills as well as just acquire knowledge.
52. The overall leadership and management of the school provided by key staff is satisfactory but it has suffered in the last few years when there were many temporary head teachers. The deputy head teacher offers good and loyal support to the head teacher but the senior management team has only just been created and is

inexperienced and does not yet have satisfactory strategies for monitoring the quality of teaching and learning across the school. Because of the disruptions in recent years, the procedures for many subject co-ordinators to monitor and evaluate the quality of teaching and learning are underdeveloped and in need of improvement. The school recognises this and includes it as target for development in its school development plan. The management of the Foundation Stage is excellent and represents a major improvement from the last inspection. The management of the school's provision for English as an additional language is satisfactory and ensures that all available resources are effectively directed to meet the needs of pupils.

53. The profile of special educational needs has increased significantly since the appointment of the head teacher and the special educational needs co-ordinator. Although there is a lot to be done to bring the procedures in line with the Code of Practice recommendations, the special educational needs co-ordinator (SENCO) is working hard to implement the new Code of Practice and has good relations with the support agencies. Although the school does not have a special educational needs teacher, the hours of some teaching assistants are funded through the special educational needs budget. Teaching assistants have a good understanding of their role and liaise well with the teaching staff and the head teacher.
54. The local education authority has been very supportive of the school during its troubled times and has given direct support to the governors and the new head teacher. The school's inclusion in the local education authority's School Improvement Project has had a very positive effect on the effectiveness of the school in the last eighteen months.
55. The governing body is effective in supporting the head teacher whilst also challenging what she does. Governors responded very well to the need to improve the school and learnt from the difficulties the school has encountered over recent years. The governing body is an active and mostly energetic group of people who take keen interest in what the school does and make good use of all available information to monitor standards achieved within it. Through an effective committee structure, the governing body makes sure that all statutory requirements are met and that all of its business is efficiently and successfully carried out. The use of assessment data is now very effectively used to compare how well the school is doing against all schools nationally and schools of a similar type based on the percentage of pupils entitled to claim free school meals. The Governing Body has evaluated its own performance, altered the way it contributes to the school's management and is now moving forward rapidly in its role of critical friend to the school.
56. The quality of financial management is very good. The school makes very good strategic use of its resources. The budget is very efficiently managed by the administrative staff and monitored regularly by the head teacher and the governing body. Financial procedures and support are well established and contribute to the smooth running of the school. Financial decisions are closely linked to the school development plan. Identified targets in the school development plan are costed and appropriately supported; for example, money has been spent on reducing absence and improving literacy in order to raise standards. The school makes good use of specific grants to help raise standards, with additional funding currently being spent to help pupils with special educational needs and to close off open spaces to improve the working environment for pupils in Year 1 and 2. Recommendations from the most recent audit report have been fully addressed. The head teacher and governors strive to make sure that they obtain the best value for money by comparing prices between

different suppliers, and all large items of expenditure, such as for blinds and new signs for the school, are put out to tender. A brave decision has been made to seek alternative services for ground maintenance and better value was gained by using a private contractor.

57. The school is appropriately staffed, although during the inspection the Key Stage 1 staff were on temporary contracts. Classroom support assistants are very effective in supporting pupils with special educational needs and those learning English as an additional language. Currently, the school staff work together effectively as a team and this is beginning to have a positive impact on standards. The accommodation is unsatisfactory and adversely affects learning. Although the school has recently put some room dividers in place, the current arrangements mean that normal classroom noise can disrupt pupils in adjacent areas. The arrangements where pupils leaving some teaching areas, such as those in Year 4, have to walk through other teaching areas, is unsatisfactory. The unavoidable arrangements whereby classes entering and leaving their teaching areas have to walk alongside other classes is also unsatisfactory and not conducive to pupils' learning. The school environment, though on a flat surface, has numerous steps, some of which are in the teaching areas, but there is adequate provision for access for disabled pupils in wheel chairs. Space is very limited and there is no space for an information and communication technology suite or a central library. The recently acquired spaces for the Nursery children will be a valuable addition to the school. The school has also acquired the adjacent school bungalow but this has not been incorporated into the school. Storage space for equipment is limited and, in the instance of physical education equipment in particular, restricts the effective size of the school hall.
58. Resources for learning are satisfactory overall. The school is under-resourced in some areas such as design and technology and in the lack of a school library. The school makes efficient use of laptop computers although a range of computer software would boost the opportunities pupils have to use information and communication technology to support learning across the curriculum. The resources provided in the new Nursery rooms are good.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body, head teacher and staff should consolidate the recent improvements in the school by:

**1) raising standards further in English, mathematics and science by:**

- in English improving opportunities for pupils to write in variety of contexts across the curriculum and raising expectations for the way pupils present their work;
- in mathematics increasing expectations for pupils to think and act independently in solving mathematical problems by applying mathematical skills to other subjects;
- in science by improving the way investigative skills are planned and taught across the school and improving the quality of pupils' recorded work.

*(paragraphs 1, 3 - 7, 16 - 18, 77 - 105)*

**2) raising standards in design and technology, geography and history by:**

- ensuring that each part of each curriculum is taught regularly and that this is carefully monitored;
- ensuring staff have a secure knowledge and understanding of each subject so that they have the confidence to teach each subject;
- sharing good practice where it exists;
- establishing high expectations and agreed approaches across the school for the way pupils record their work.

*(paragraphs 19, 24, 111 - 127)*

**3) improving aspects of teaching and learning by:**

- introducing the planned teaching and learning policy across the school so that there is a continuous and systematic development of pupils' skills common to all aspects of learning;
- raising expectations for pupils to make decisions and take responsibility for their learning across the curriculum;
- improving the use of marking so that pupils are regularly involved in target setting;
- demanding a higher quality of presentation of pupils' work;
- making better use of assessment data to inform planning.

*(paragraphs 13, 44, 85, 90, 96, 102, 115, 119, 120, 124, 126)*

**4) developing and implementing effective strategies for key staff and subject leaders to monitor the quality of teaching and learning.**

*(paragraphs 52, 105, 115, 120, 126, 148)*

**5) continuing to investigate ways of improving the quality of the accommodation.**

*(paragraphs 57, 114)*

**Minor areas for development that can be included in the school action plan:**

- ensure that the paperwork for special educational needs meets the Code of Practice recommendations;
- develop more efficient ways of using information and communication technology to interpret assessment data and for managing special educational needs.
- find ways of improving resources in accordance with school development plan targets

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	13	15	1	0	0
Percentage	2	30	30	36	2	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)	20	208
Number of full-time pupils known to be eligible for free school meals	0	73

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	4	67

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	35

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	5.7

#### Unauthorised absence

	%
School data	0.9

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	21	6	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	23	23	27
Percentage of pupils at NC level 2 or above	School	85 (71)	85 (76)	100 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	17
	Girls	6	6	6
	Total	23	24	23
Percentage of pupils at NC level 2 or above	School	85 (84)	89 (79)	85 (85)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Total figures only are given where the number of boys and/or girls in the cohort is fewer than ten.

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	16
	Girls	9	9	10
	Total	23	21	26
Percentage of pupils at NC level 4 or above	School	79 (42)	72 (45)	90 (55)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	9
	Girls	6	6	8
	Total	11	14	17
Percentage of pupils at NC level 4 or above	School	38 (35)	48 (57)	59 (45)
	National	73 (72)	74 (74)	82 (82)



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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	168	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	20	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	2	0	0

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

### Teachers and classes

#### Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	24.76
Average class size	29.71

#### Education support staff: YR-Y6

Total number of education support staff	4
Total aggregate hours worked per week	140

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	31
Number of pupils per FTE adult	10

FTE means full-time equivalent.

#### Recruitment of teachers

Number of teachers who left the school during the last two years	4.45
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

### Financial information

Financial year	2002-2003
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	£
Total income	481 065
Total expenditure	496 134
Expenditure per pupil	2176
Balance brought forward from previous year	55 569
Balance carried forward to next year	40 500



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

### **Questionnaire return rate**

Number of questionnaires sent out

228
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Number of questionnaires returned

60
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### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	2	2	0
My child is making good progress in school.	60	37	3	0	0
Behaviour in the school is good.	67	28	5	0	0
My child gets the right amount of work to do at home.	43	38	10	4	5
The teaching is good.	67	31	0	2	0
I am kept well informed about how my child is getting on.	69	19	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	87	11	2	0	0
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	80	12	6	2	0
The school is well led and managed.	83	10	5	2	2
The school is helping my child become mature and responsible.	60	38	0	2	0
The school provides an interesting range of activities outside lessons.	58	38	8	0	4

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

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

59. The Foundation Stage is a centre of excellence for the school. Very good teaching in the Nursery and Reception classes is boosting standards. Excellent teaching methods and high expectations, together with very good use of support staff, ensure that the youngest children in the school are catered for very well.
60. Children start school in the Nursery class with well below average levels of attainment, with very low standards in the crucial area of communication, language and literacy. Whilst in the Nursery and Reception classes, all children make good progress, including refugee children, those with special educational needs and those with English as an additional language. This is an improvement on the findings of the last inspection. By the end of the Foundation Stage, the children achieve the Early Learning Goals in physical development and in their personal, social and emotional development. The children achieve standards below the expectations of the Early Learning Goals in mathematical development and creative development, although children make good progress in music and achieve well in this area as a result of very good specialist teaching. In communication, language and literacy and knowledge and understanding of the world, the children attain standards that are well below the expectations of the Early Learning Goals.
61. The teaching in the Reception and Nursery classes is very good. The teachers have very high expectations for the children. The activities staff provide are of a particularly high quality. A great variety of very well thought out and planned tasks are given to the children to enable them to practise and learn. These activities are correctly based on the Foundation Stage curriculum. Teachers' subject knowledge is very good. In both classes, there is a good, balanced combination of individual, group and whole class teaching. There is also a good balance between adult led and managed activities and those that children choose for themselves. These all take place in settings that are well ordered and work orientated, and the teachers make the work exciting and relevant. As a result of this, children concentrate very well for their age and gain by giving their full attention to tasks. Adults in these two classes are very effective in the way they cater for children of all abilities. Children with special educational needs are identified at a very early stage and staff cater for their needs very well. As a result, these children make progress in line with the other children in the classes. The team of adults in each classroom, the teachers and the teaching assistants, work together very well and teaching assistants are very supportive of children's learning. Children from different cultural backgrounds take a very full part in the life of the classes and make progress in line with the other children.
62. The very recently completed Foundation Stage building ensures that from now onwards accommodation for this age group will meet requirements. The last inspection report noted a lack of a suitable, safe outdoor play space. This has now been rectified by the installation of a large enclosed area, and a covered space with a soft-surfaced play area and good secure storage. Resources are satisfactory overall, with recent money being spent on new equipment for the outdoor area.

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

63. Teaching is very good both in the Nursery and Reception classes for this area of the curriculum. As a result, children make very good progress, particularly when their low starting point is taken into consideration. By the end of the two years in the Foundation Stage, the children achieve the Early Learning Goals. All staff have very high expectations for this area of development and they teach it very well. The personal, social and emotional development of all children, including refugee children, children with English as an additional language and the large number with special educational needs, is very good. All children are included very well and enabled to play a very full role in lessons and the daily life of the school.
64. Teachers promote very positive attitudes to learning. Children display high levels of involvement. They choose quickly and settle promptly to tasks and are helped in this by the very engaging activities provided for them. During the inspection, for example, children were given having black water to play. The water held large and tiny stars together with containers and sieves and children expressed delight at having found some of the tiny stars. The interesting nature of the tasks provided encourages the children to persist in their tasks for long periods of time for their age.
65. Relationships are very good. Staff help children to understand the rules of the classroom and school very well. They are very good role models, which in turn helps children to show consideration to each other and to treat adults and other children with respect and friendship. The children take part in whole school assemblies, and these occasions enable the children to feel part of the whole school community and its culture. The children's behaviour is very good. The awareness of right and wrong is very well promoted. The teachers and teaching assistants provide good role models for this. Children share equipment well; for example, when playing with the cars and wheeled toys outside, working with torches in a 'wood' to spot nocturnal animals, or handling old and new objects to do with night and day. This area of the curriculum promotes children's social, moral, spiritual and cultural development well.

## **Communication, language and literacy**

66. Teaching in this area of the curriculum is good and children are making good progress in most aspects of communication, language and literacy. However, because the children have particularly poor knowledge and skills on entry, in terms of their vocabulary, for example, they are leaving the Foundation Stage with overall levels of attainment which are well below the expectations of the Early Learning Goals. In speaking and listening in both classes, children have problems in explaining things clearly. They lack the vocabulary that they need and this holds them back in their ability to speak, read and write. Although teachers do give children many opportunities to join in with discussions, greater effort needs to be made in this aspect. Teachers provide many very good opportunities for children to develop their listening skills by joining in with rhymes and by listening to stories, for example. Children listen with a very high level of concentration and interest for their age because of the lively methods that teachers use to make stories interesting. Good opportunities to promote speaking and listening skills are also provided through role-play. In these activities, the teaching assistants support the children very well, by joining in the play and encouraging the extension of language.
67. Reading is taught well and as a result children make good progress. Children are developing a good interest in books, recognising that words and pictures carry

meaning. Children hold books carefully; nearly all turn the pages correctly. A few in the Nursery can use a computer program to order three pictures to tell a story correctly but then find it hard to retell the story. In the children's last term in the Nursery class, the staff begin the process of teaching initial letter sounds and this then carries on into the Reception year. This is helping them learn to read so that by the end of the Reception year children of all abilities know some initial sounds, and the more able children know some final sounds, and can use them effectively to word build and read a simple story. Even when children can read a story they lack understanding of what the story is about. Elements of the literacy framework are well used by the Reception teacher to promote reading. Parents contribute satisfactorily to children's reading through listening to their children read the books that are regularly sent home and by using the home-school reading record.

68. The teaching and learning of writing are good. Staff constantly provide opportunities for children to start to write in the Nursery by setting up a table with writing materials. In the Reception class the teacher provides children with clipboards and pens to take into their role-play 'wood' to note down the creatures that they discover. This the children do with great excitement and concentration, producing lists of animals such as 'snail' and 'bee'. This provides a very good stimulus for writing. By the end of the Reception Year children are willing to write, see themselves as writers and are able to communicate a few words in writing. This is good progress from their very low starting point, but very few children can write simple sentences using punctuation. Teachers also provide regular opportunities for children to practise writing patterns and write on white boards and they sometimes model writing well. However, most children enter the Year 1 class with incorrect letter-formation.

### **Mathematical development**

69. Children make good progress in their mathematical development, largely because teaching is good. Children start in the Nursery class with very little mathematical understanding and, despite good teaching, they do not achieve all the Early Learning Goals in this area by the time they move up to Year 1. Most, however, are confident at counting and recognising numbers to ten, and some to 20, and a few children achieve well beyond this. Number activities are a daily feature in both rooms, with children being given many formal and informal opportunities to recite numbers, match amounts, for example, placing play-dough onto dots in the Nursery and playing fishing games to identify numerals, and singing number songs. The most able children in the Reception class are beginning to relate addition to combining two numbers, on a dice, for example, and to record their answers.
70. Children make good progress in developing their knowledge and understanding of number, shape, size and early measures. Teachers provide very good opportunities for children to learn mathematical language, as in physical education where they learn vocabulary such as 'under' and 'through'. Also, through their play, children in the Nursery are encouraged to collect and sort out 'moon rocks', which are different three-dimensional shapes of various sizes. Planning for this area of learning, as for all others, is effective, with appropriate learning objectives. These are stated clearly to the children at the start of every lesson and returned to at the end. As a result, the children are clear about what they are expected to do and to learn. The teaching assistant are clear about their role, and what they need to do and why. Throughout these very good activities, the adults continually check children's understanding through questioning and observation, and have good systems for recording these small steps of progress.

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

71. The teaching of knowledge and understanding of the world is very good, and children of all abilities and backgrounds make very good progress as a result of the exciting things they are given to do. Children enter the school with a very low level of experience and understanding of the world around them. By the time they finish in the Reception class, the children have made very good progress, but the majority do not achieve all of the Early Learning Goals in this area.
  
72. Teachers provide very exciting, stimulating materials and experiences to capture children's interest and help them to learn about the world. Staff constantly change these activities, so giving the children a large variety of opportunities to develop their knowledge and understanding. In the Reception class they explore a 'wood', complete with creatures, torches, clipboards and reference books. In the Nursery they set off for the moon in a rocket they have helped to make, wearing simply made space suits and oxygen tanks. The children can explain a little about why they need to put them on. They order old and new objects, such as clocks and lights, and later on use a torch to explore night-time animals the teacher has prepared, by putting a touch through a hole in a shoe box while looking through another. The teachers and teaching assistants promote children's knowledge and understanding very well by asking very good questions that extend their observational skills, but children find it hard to express their opinions about the local environment and its good and bad features, or to talk about landmarks that they pass regularly. Children work individually and in pairs with the computer very well, and without help. Children of both age groups are able to follow simple instructions very confidently. Children click on icons to move a picture when ordering a story but as the school has no computer suite there is no whole class teaching to extend their skills even further. Good provision is made to develop children's knowledge and understanding of religious education.

## **Physical development**

73. The teaching in this area is very good and sometimes excellent. Children start in the Nursery with a wide variation of skills but with levels of attainment below that usually found. By the time they start Year 1, children have made very good progress and demonstrate levels of agility in line with expectations, moving with control and co-ordination. This is a result of the very good, enthusiastic teaching and very high expectations of staff. Most children achieve the Early Learning Goals. The children use the school hall regularly for physical education and movement activities, where they can run, and try very hard to improve their jumping skills. Many can dress and undress themselves unaided, some much more quickly than others. The school has a large new outdoor enclosed play area and a covered soft-surfaced outdoor play space. Its current use is satisfactory with some new ride-on toys having been recently bought. Now the school has a new secure weather proof store, the next task is to widen the use of the outdoor space to include the whole breadth of the curriculum.
  
74. Children make very good progress in the use of small equipment because of the very wide range and the number of activities given to the children to manipulate small objects, such as scissors, crayons and the tiny stars that the Nursery children search for in the water tray.

## **Creative development**



75. The teaching of creative development is very good, and as a result children make very good progress. In the musical part of the curriculum they attain the expected level for this area by the end of the Foundation Stage, and many children exceed it. A specialist teacher leads this area of the curriculum. In other parts of the curriculum, such as in art and design, children make good progress from their much lower than average starting points as a result of the very good teaching they receive. All children are very well included in this part of the curriculum as they are in all others. Children's work is valued and displayed well by staff. It helps to make the classrooms into interesting and colourful places and the children are proud of their efforts.
76. The teachers provide a good range of activities for art, craft, music, imaginative role-play and construction play. All these experiences promote children's growing creativity well. Music is very well used. Children sing tunefully and to a good standard for their age. A few are confident enough to sing on their own when asked, which they do to a very high standard. Many of the children from both classes can match a hidden musical instrument to its sound. They greatly enjoy moving in time to the rhymes and songs as they sing them. They join in the actions, for example, when singing "I've got a body", and most of the children in the Reception class can clap in time and repeat a pattern of sounds such as the syllables of their name when singing "Hello". A substantial minority of more able children do this very well for their age.

## ENGLISH

77. The 2002 National Curriculum test results for pupils at the end of Year 6 showed that pupils' attainment was above national averages and well above the average for similar schools. Attainment was above that at the time of the last inspection. The percentage of pupils achieving level 4 has risen steadily over recent years but the number of pupils achieving level 5 has been below national expectations. Pupils' attainment in Key Stage 2 has been affected by the major disruptions in leadership and management in recent years resulting in a lack of educational direction within the school and low morale amongst staff. Standards have remained static until recently. In 2002 attainment was much higher than in any year since the last inspection but inspection findings are that pupils' performance this year is set to fall well below the national average. Attainment this year is well below national expectations for Year 6 because more than a third of pupils have special educational needs. Despite this, standards are still much higher than they were in previous years with around two third of pupils reaching level 4 as compared to less than half in years prior to 2002. The rising standards are a result of the recent improvement in the quality of teaching of literacy and the apparently much improved standard of behaviour of pupils. However, higher attaining pupils are not always given enough challenge and, overall, pupils could still achieve higher standards.
78. The 2002 National Curriculum test results for pupils at the end of Year 2 showed that pupils' attainment was in line with national average in reading and well above the average for similar schools. Standards in writing were below the national average and above the average for similar schools. The percentage of pupils achieving level 2 has risen steadily over recent years but the percentage of pupils achieving level 3 has been below national averages. Inspection evidence shows that the attainment of the current Year 2 class is well below national expectations overall, with pupils' attainment in reading being better than writing. The pupils' attainment in Key Stage 1 has been adversely affected in recent years by considerable staff changes and, whilst

attainment is lower than they could be, standards are starting to rise in response to the better teaching and higher expectations of pupils within the school.

79. The inspirational leadership of the head teacher is raising the morale of staff and, as a result, the rate of progress is improving across the school. Better teaching, sharper curriculum planning and improved use of assessment are helping teachers to plan carefully for the needs of all pupils. As a result, the rate of progress is increasing from its unsatisfactory rate in the past. All pupils, including those with special educational needs and English as an additional language, are making satisfactory progress and at times good progress, when the quality of teaching is particularly good. The gaps in teaching and learning in the past are still evident in the quality of pupils' work and there is still some way to go before standards are as high as they could be.
80. Standards of speaking are below expectations across the school and levels of listening are satisfactory. Most pupils listen attentively to their teachers although there are pupils in all classes who are easily distracted. Pupils' listening skills are also adversely affected by noise from adjacent teaching areas in this open plan school. However, when the teaching is good, pupils are suitably motivated and maintain their concentration and interest over sustained periods of time. Classroom support assistants make a valuable contribution in helping to focus pupils' attention on their teaching and giving explanations where necessary to those pupils with English as an additional language. Pupils in both key stages respond well to their teachers' instructions and work together effectively in pairs and in small groups. However, many pupils' vocabulary is limited and they find self-expression difficult. Pupils often lack self-confidence when speaking and their contribution to classroom discussion and their answers to teachers' questions are often limited to simple words and phrases. Most pupils lack the ability to speak at length and to develop their ideas logically.
81. Pupils' reading skills are below national expectations at the end of Year 2 and Year 6. However, from a low starting point pupils make satisfactory progress. The recent good teaching is having a noticeable impact on pupils' reading progress despite the limitations in pupils' vocabulary. Pupils in Key Stage 1 have a range of strategies when approaching unfamiliar words and most pupils report on the enjoyment they derive from reading. The more able pupils have a good understanding of what they read, and many could express their reading preferences. In the main, pupils lack fluency and words and even familiar words are not pronounced correctly. Most pupils report that they read at home but that this is not always regular and consistent. By the end of Year 6, most pupils read a range of texts reasonably fluently with a satisfactory level of accuracy and the majority understand the main ideas and events in the stories they read. However, their reading often lacks expression and their ability to use inference and deduction and to select essential points in the text to substantiate an argument is limited. Relatively few pupils refer to the text when explaining their views. All pupils use books, when given opportunities, to find information.
82. The standard of pupils' writing is well below average by the end of both key stages. This includes the standards of pupils' spelling and punctuation, presentation and the content of their work. Scrutiny of pupils' work indicates that by the end of Year 2 the majority of pupils cannot shape letters with any reasonable degree of accuracy and consistency. In the majority of instances simple and familiar words are too often spelt incorrectly. Pupils often have difficulty reading what they have written and several pupils have poor writing techniques. However, there are definite signs that improvements have been made recently and standards are improving in both Year 1 and 2.

83. By the end of Year 6 pupils' writing still lacks fluency and there is little evidence of pupils' extended writing. Handwriting is very variable and the written work of the majority of pupils lacks legibility and appropriate punctuation. Pupils' written work is often poorly presented and words, even familiar ones, are too often spelt incorrectly. In a few instances, pupils, and particularly those who are more able, vary their writing style, convey meaning clearly and use a more formal style where appropriate, when writing formal letters, for example. These pupils organise their work into paragraphs and generally use punctuation appropriately.
84. Pupils' underdeveloped writing skills impact adversely on standards across the curriculum and particularly in subjects such as history, geography and religious education where pupils' workbooks reflect lack of care and attention in the completion of the work. Overall, too little use is made of pupils' developing information and communication technology skills, for example, in drafting and redrafting of pupils' work.
85. The quality of teaching in English is improving steadily and is currently satisfactory with many strengths and some areas for improvement. An analysis of pupils' work shows that there is still the legacy of disruptions in the past when progress was too slow. Teachers are united in recognising that things need to be better and are working hard to raise standards. The teaching emphasises good behaviour and the positive behaviour strategies observed in most learning areas, are having a good impact on learning. Lessons are generally well planned and support staff are well used. All teachers have a satisfactory knowledge and understanding of the subject. Teachers' expectations of pupils are generally satisfactory but need to be raised, particularly for the more able pupils. Sometimes teachers are over directive in their efforts to retain good classroom control, and this means that there are often insufficient opportunities in lessons for pupils to speak at length or to develop their ideas logically in, for example, classroom discussion. There is a tendency to intervene too quickly and for teachers to present their own views rather than encouraging pupils to express their own thoughts. This limits opportunities for pupils to listen to each other and adapt their contributions accordingly. Pupils are also not sufficiently involved in their own learning and are not given sufficient opportunities to develop and apply their skills of enquiry. Teacher expectations in terms of standards and quality of written work are improving and are now satisfactory but until recently expectations were too low, with pupils presenting work that was untidy and disorganised. Reading is now effectively taught with a good emphasis on improving pupils' skills of reading comprehension. Marking does not focus sufficiently on how work can be improved.
86. Relationships in classes are generally good and, in the main, teaching and support staff motivate pupils well. Classroom assistants make a significant impact on pupils' learning, both in helping pupils to concentrate and in helping those pupils with special educational needs and English as an additional language. Pupils generally are keen to help their teachers and co-operate well when working in pairs and in small groups. English makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils broaden their knowledge and understanding of British and other cultures through reading a variety of books and stories from a range of cultures. Activities such as the shared writing of poems develop pupils' social skills. By reading stories such as the myths and legends of the Greeks, pupils are given good opportunities to discuss the moral dilemmas of life and the way people should act in difficult circumstances.

87. Leadership and management of English are satisfactory. The curriculum co-ordinator has a sound grasp of the National Literacy Strategy and this effectively directs the work of the school in literacy. Disruptions in staffing have reduced the impact of the co-ordinator on standards through monitoring the quality of teaching and learning. Recent initiatives introduced by the head teacher have strengthened the role of the co-ordinator and, as a result, higher expectations are being established. Resources are satisfactory although the school lacks a discrete library area that allows pupils and staff to gain the 'library experience' of reading quietly for a purpose or simply for pleasure. Overall, available resources are well used but the use of information and communication technology to support learning could be better.

## **MATHEMATICS**

88. The performance of pupils at the end of Year 6 in the 2002 National Curriculum tests was below the national average but above the average for similar schools. The inspection findings are that attainment at the end of Year 6 is currently well below national expectations. There is a high percentage of pupils with special educational needs in the current Year 6 class (around a third) who will not achieve the expected standard of level 4. The present cohort has experienced considerable disruption for some time. Although standards are lower than they were at the time of the last inspection, there has been an improving trend in terms of the percentage of pupils achieving level 4 since 1998. The improvement in the leadership of the co-ordinator and in the quality of teaching has resulted in progress in mathematics increasing in the last two years. The majority of pupils, including those with English as an additional language and special educational needs, are now making satisfactory progress but the progress of higher attaining pupils could be better.
89. In the 2002 National Curriculum tests at the end of Year 2 pupils did well. Their performance was in line with the national average and compared with similar schools it was very high and in the top 5%. The percentage of pupils achieving Level 3 in 2002 was close to the national average and above the average for similar schools. The inspection findings are that attainment in the current Year 2 class is well below average. The present cohort has experienced some disruption and the percentage of pupils with special educational needs is higher than average. Nearly 25% of pupils are working at Level 1 or below and only 3% are attaining Level 3. Nevertheless, since 1998, the percentage of pupils achieving the standards expected for their age has increased significantly and in particular in the last two years. Pupils are currently making satisfactory progress overall and there is no significant difference in the rate of progress of groups of pupils, including those with special educational needs, or in the performance of boys and girls.
90. Pupils' attainment in using and applying mathematics, is well below what is expected by the end of Year 2 and Year 6. Throughout the school pupils are keen to apply the mathematical knowledge and understanding they gain in lessons. Pupils in Key Stage 2 enjoy the short challenges set by their teachers to be solved by the end of the day or the week. The disruption that so many of them have experienced has left them with gaps in their basic knowledge and, without the ready recall of essential facts, they lack the techniques for organising and presenting information. The consistent approach and progressive learning now being offered to them are redressing the situation. Year 2 pupils, for example, discovered that laying out information in tables helped them to find that everyone in a group had the letter 'A' in their names. Year 6 pupils examine number sequences to find the rule determining the pattern. There are

too few planned opportunities for pupils to investigate on a significant scale. The school is aware of this and is addressing the weakness through the subject development plan.

91. There is a very broad variation in pupils' knowledge and understanding of number and overall attainment is well below expectations by the end of Year 2 and Year 6. Whilst a few pupils in Year 2 show the appropriate skills in handling and manipulating numbers, a significant minority is not confident in recognising numbers to 30. Many Year 2 pupils are not secure in recalling number bonds up to 20 and have to add up on their fingers. With consistent teaching they are beginning to develop confidence and to make observations for themselves. For example, they are able to conclude that 10 is an even number because it is in the two times table. Younger pupils in Year 1 who have had more consistent experience show greater confidence in handling and recognising numbers and suggest, for example, that any number with 3, 6 or 9 in it is in the three times table. Although Year 6 pupils know the processes of adding, subtracting, multiplying and dividing, the level and accuracy for many is below what is expected, for example, in long multiplication. Calculation of decimals, fractions and percentages is limited. Pupils are aware of negative and positive numbers and order them appropriately. Higher ability younger pupils talk confidently about the same tasks.
92. Pupils' knowledge and understanding of shape, space and measures is broadly satisfactory and in line with expectations. Pupils in Year 2 know simple two-dimensional shapes and identify lines of symmetry. They measure weight with reasonable accuracy and order by weight. Teachers provide them with opportunities to experiment with non-standard linear measures. The use of a floor robot recently has improved pupils' understanding of half and quarter turns so that they are beginning to recognise right angles. By the end of Year 6 pupils know the properties of two-dimensional and three-dimensional shapes and their names. Some anticipate the full shape from a net and make three-dimensional mathematical models. Teachers provide interesting practical activities to support learning. Pupils measure weight, area, and time and read appropriate scales. Expectations for drawing geometric shapes are undemanding and do not promote accuracy.
93. Attainment in handling data is in line with expectations at the end of Year 6. Whilst pupils have considerable experience in using tables, graphs and charts to present information, they are hindered by a weakness in mathematical knowledge. Teachers provide regular opportunities for pupils to use information and communication technology to create tables and charts. Some pupils are beginning to evaluate the results displayed in graph form. Teachers' expectations are low for pupils to create and present tables and plotting graphs with accuracy.
94. Pupils' attitudes to the subject are mostly good, although at times some pupils with emotional and behavioural difficulties can disrupt the learning of others. Pupils enjoy the range of activities and are developing pride in their achievement. Some clearly enjoy a challenge. The good management of pupils by teachers is allowing all pupils to contribute to lessons and to feel valued. Mathematics makes a satisfactory contribution to spiritual, moral, social and cultural development. Group tasks in mathematics lessons develop pupils' social skills, requiring them to share ideas, and at times resources, to solve problems.
95. The quality of teaching in both key stages is improving and is now satisfactory, with strengths in aspects of teaching in Years 3 and 6. Teachers are implementing the

National Numeracy Strategy and addressing the current subject priorities, for example, by the introduction and use of mathematical vocabulary. Lessons are now planned to reflect the needs of pupils and to cater for the diverse levels of attainment in each class. Resources are generally used well and lessons are mostly interactive and involve the pupils' own ideas and thoughts. Over time, however, pupils in several year groups have experienced unsatisfactory teaching and this shows itself in the way that pupils could be achieving higher standards overall. For example, there has been an inconsistent approach to presentation and layout of calculations. Pupils do not have the necessary techniques for laying out their work and this hinders the development of orderly mathematical thought. There has been excessive use of worksheets in some year groups so that pupils have had few opportunities to develop their written mathematical skills. Teacher expectation has been inconsistent and pupils are not always challenged at the appropriate level, for example, in the speed of recalling basic facts. Although class teachers work with appropriate ability groups, on occasion work set for the lower and higher attainers is not accurately matched to their learning needs.

96. The leadership and management of the subject have improved and are satisfactory overall with some significant strengths. Much better monitoring of teaching and curriculum coverage is leading to greater consistency in the expectations made of pupils across the school and more confidence in the use of teacher assessment. Satisfactory procedures are being established for analysing and using assessment data but better use could still be made to improve target setting for each class and to raise the attainment of higher attaining pupils. Assessment has facilitated the identification of pupils for Booster and Springboard classes. Targets are set for the school and each class by the co-ordinator and head teacher, and class teachers set individual pupil's targets.
97. The mathematics curriculum is securely based on the National Numeracy Strategy. Although occasional use is made of mathematics to support learning in other subject areas, overall there are insufficient planned opportunities for pupils to apply numeracy across the curriculum. Current in-service provision is linked to the identified priorities for the subject's improvement. The Family Numeracy initiative has provided an opportunity for better understanding of mathematics between the school and parents. The quality of resources for the subject is adequate but weaknesses are identified by the school in the provision for work on capacity and measures. The development of mathematical vocabulary is a current priority and more reference books are needed to support it. Some good use is made of information and communication technology although more regular access to computers would enhance the standard that pupils reach in using the computer in mathematics.

## SCIENCE

98. The performance of pupils in the end of key stage National Curriculum tests in 2002 was in line with the national average at the end of Year 6 but below the national average at the end of Year 2. In comparison with similar schools in the same free school meals category, attainment was well above the average at the end of Year 6 and in line with the average at the end of Year 2. The percentage of pupils achieving the expected standard of level 4 in science has been rising steadily and is much higher than it was at the time of the last inspection in 1998. In 2002 pupils' performance improved significantly. Inspection evidence shows that for the current classes, attainment at the end of both key stages is well below national expectations. The apparent dip in standards is because of the high percentage of pupils with special educational needs that depresses the levels attained at the end of Year 2 and Year 6.
99. Pupils make satisfactory progress across the school from a very low level when they start full time education. Disruptions in staffing in recent years mean that there are gaps in the knowledge and understanding and skills of many pupils. All pupils, including those with English as an additional language and special educational needs, are currently making satisfactory progress but they have a lot of ground to make up. Pupils develop a good knowledge and understanding of the basic ideas of science but many have difficulties remembering essential scientific vocabulary. Although pupils take part in science activities that demand that they think for themselves and that they use practical skills to find answers to prove or disprove scientific predictions and hypotheses, pupils could do better in taking responsibility for their learning. By the end of Year 6, pupils' ability to measure accurately and to record results using a variety of methods is well below expectations for their age.
100. By the end of Year 2, pupils have developed a rudimentary knowledge and understanding of a range of scientific ideas but at level that is well below the expectations for their age. The range of pupils' recorded work is limited, reflecting low expectations in the past for pupils to record what they do. Pupils develop a sound knowledge and understanding of living things and, in particular, the importance of eating wisely and the danger to themselves of abusing medicines. Pupils understand the difference between natural and manufactured materials and are aware of the main characteristics of everyday materials, such as card, plastic and wood, and also of the way that things can change if squashed, bent or twisted. The dangers of electricity are known and pupils are aware of very basic ideas about making simple electrical circuits. Although pupils demonstrate a reasonable understanding of way things move, very few have a good knowledge of how forces can speed up, slow down or change the direction of moving things.
101. By the end of Year 6, pupils have made good progress and improved their knowledge and understanding of science but their knowledge and understanding of science is still well below expectations for their age. They have a basic knowledge of the way the organs and parts of the body work and of the effects of exercise on the pulse rate. There is a rudimentary understanding of the importance of food chains to the survival of life. During a lesson about micro-organisms, pupils showed that they know about bacteria and viruses and the dangers that bacteria can present. Recent work on the effect of temperature on the rates of dissolving show that pupils are aware of basic ideas of performing investigations and the way solids, liquids and gases can change state, but their depth of knowledge is low. Although pupils have explored ideas associated with forces and their effects and electricity and its uses, the level of

understanding is at low level and many pupils are unsure of how to use key vocabulary.

102. The quality of teaching has improved significantly recently and is now satisfactory overall. Evidence from analysing pupils' recorded work shows weaknesses in some aspects of teaching, for example, in expectations for pupils to perform scientific investigations. During the inspection some very good teaching was observed in Year 2 and Year 6. Where teaching is good or better, pupils are very well managed so that they are challenged at a suitable level for their existing knowledge, understanding and skills. A good emphasis is placed on pupils thinking for themselves and being expected to make predictions, plan ways of testing whether or not they are correct and then using experimental techniques to gather evidence to support or refute what they thought would happen. Overall, teachers have a secure knowledge and understanding of the main ideas of science but are less secure in how to systematically and effectively teach pupils how to think and act scientifically. Some very good use of resources in Key Stage 1 brought learning alive. As part of a topic on the growth of plants using broad bean seeds, the use of a video for pupils to observe a time-lapse film showing the stages of growth fitted in perfectly with subsequent class work. In the lesson, pupils learnt rapidly and developed a very secure knowledge of the life cycle of a seed. The enthusiasm of staff for some aspects of science has a positive effect on pupils' learning, for example, in aspects of astronomy.
103. In science lessons, pupils respond well to the teachers' efforts to bring learning alive. They particularly enjoy science when it is relevant to real life, for example, in work that older pupils did on penicillin and how Alexander Fleming discovered it. Pupils mostly listen well and show good levels of enthusiasm for learning. When opportunities are presented, pupils enjoy participating in practical activities and show good levels of co-operation and social awareness. At times, for example, in Year 6, some pupils get frustrated because in the past they have not been taught the skills of how to measure and record accurately. Whilst pupils are keen to share what they do with others and talk with excitement about what they find out, the lack of consistency and lack of 'house-style' in the way that pupils record their work reduces opportunities for pupils to value their work and take a pride in it. Some use is made of information and communication technology to support learning in science, but the planned opportunities are limited. Much more could be done to increase opportunities for pupils to apply and use their basic skills of literacy and numeracy to support learning in science.
104. Science makes a satisfactory contribution to developing pupils' spiritual, moral, social and cultural development. By exploring the wonder of living things, for example, when pupils in Year 1 studied the germination of seeds, the pupils' spirituality is developed. Although pupils have opportunities to work together, the contribution of the subject to this area of their development is less than it could be because not enough time is planned to develop pupils' investigative skills. Some aspects of cultural development are promoted, for example, when pupils study the work of great scientists and when they study aspects of drugs and health education, a good contribution is made to pupils' moral development.
105. The leadership and management of science are satisfactory overall. The very recently appointed co-ordinator has ensured that a whole school scheme of work has been implemented and that there is a satisfactory way of assessing and recording each pupil's attainment and progress. Resources are well organised and accessible for



teachers and support staff. The determination to focus on literacy and numeracy has reduced opportunities for the co-ordinator to monitor the quality of teaching and learning and to devise an effective whole school model for promoting higher standards in the quality of pupils' recorded work. At the moment, pupils' work is often recorded on individual sheets of paper or photocopied worksheets and this reduces opportunities for pupils to develop the essential skills of reporting scientific work in a coherent way including tables, charts and graphs to record findings and explain results.

## **ART AND DESIGN**

106. Standards of attainment in art and design are in line with national expectations at the end of both key stages. This is the same as the last time the school was inspected. Pupils of all abilities, including those with special educational needs, take part fully and make satisfactory progress. Pupils with English as an additional language make similar progress to their peers.
107. Pupils in Key Stage 2 draw and paint satisfactorily, for example, using blue washes and collage materials when making pictures of 'Katie Morag' and her island houses. In Year 1 pupils use collage to dress figures that are drawn with reasonable proportion for the figure and the features. By the end of Year 6 pupils have made satisfactory progress and the work they are producing is in line with national expectations for their age. This is due to satisfactory standards of teaching. However, standards could be better if teachers' knowledge was greater and expectations for pupils achievements were higher. Work is very variable in quality, with some observational drawing of ferns in Year 6 and shoes in Year 5 being very good, whilst other work from the same class on drawing facial expressions is unsatisfactory for the majority of pupils. Pupils are sometimes asked to say what they think and feel about their work. This they do to a satisfactory standard. In Year 3 and Year there are some examples of unsatisfactory work and some examples of work that is in line with expected standards, such as block printing. Overall, the range of projects and media is narrow and the work in sketchbooks is unsatisfactory. Skills of observational drawing are underdeveloped. Too little opportunity is given for pupils to make choices or to collect and explore what materials can do.
108. Across the school, pupils are developing a satisfactory knowledge of different artists. They are beginning to understand the methods and styles that these artists used, and try to apply this knowledge to their own work, such as in Year 4 when they try to make a collage in the style of Picasso's cubism period. However, the range of artists pupils are introduced to is too narrow, and teachers do not always make the best possible use of artists' work as a stimulus. Connections with other subjects, such as history and geography, provide good opportunities for pupils to practise skills, such as observational drawings of plants from their local river study of the Medlock in Year 6 and the making of Egyptian collars in Year 3. Pupils with English as an additional language and those with special educational needs and challenging behaviours are integrated well in lessons, and the practical nature of the learning objectives helps ensure that all pupils have the opportunities to make progress at the same rate. Information and communication technology is used very little in the subject. The subject contributes little to pupils' personal, social, cultural or spiritual development.
109. The overall quality of teaching is satisfactory overall. Teachers have a satisfactory knowledge and understanding, overall, although there is room for improvement in

some areas, for example, in the range of techniques appropriate for pupils in aspects of sketching and drawing. Teachers make satisfactory use of resources to develop pupils' skills and knowledge and understanding of other artists. Teaching assistants work effectively with teachers, thereby ensuring that those with special educational needs are included in all aspects of each lesson. In some year groups in Key Stage 2, there is too long a gap between units of work so skills gained are lost again and knowledge forgotten. Planning is mainly from government recommended units. Assessment is undertaken satisfactorily but it is not well used to inform planning. Art and design makes a good contribution to pupils' spiritual, moral, social and cultural development and in particular to the pupils' spiritual development. By learning about the beauty and intrigue of art, pupils have many opportunities to develop their sense of spirituality and by learning about the work of great artists, pupils gain an appreciation of both British and other cultures.

110. The subject is satisfactorily managed. While the co-ordinator is clear about how the subject needs to develop and what needs to be done, too little has so far been done to raise standards because of the emphasis on boosting standards in literacy, numeracy and information and communication technology. In the planning there is a satisfactory balance between art and design as a subject in its own right and its use to support learning in other areas. The school has made little use of outside visits and experts. There are some good examples of pupils' art and design work displayed well in the school and this helps to enliven the building. The school has a satisfactory range of art materials and some reproductions of artists' work, but it needs more resources to better support the subject. As the building is small, cramped and open from one classroom to another it makes it hard for one class to be quietly working while others are undertaking practical art lessons. This reduces the ability of teachers to make full use of the available space to maximise the benefit of art and design to the education of pupils.

## **DESIGN AND TECHNOLOGY**

111. There are weaknesses in many aspects of the provision for design and technology and standards attained are below the national expectations for pupils at the end of Year 2 and Year 6. Pupils are not achieving as well as they could or should and progress is unsatisfactory. The impact of disruptions in the continuity in the leadership and management of the school over recent years, and interruptions in teaching resulting from staff illness, have had a marked effect on how well the subject is taught and the effectiveness of management. Standards are lower than they were reported at the time of the last inspection.
112. Recent improvements in the management of the subject are starting to bring standards back up to where they should be but there are still many gaps in the pupils' knowledge and understanding of some important aspects of the subject, for example, in the technology of textiles and the way mechanisms and structures operate. By the end of Year 6, pupils have developed a rudimentary knowledge and understanding of a range of design and technology experiences but their ability to plan solutions to problems, apply skills of designing and making and use evaluative techniques to establish the effectiveness of their outcomes is low. In lessons observed during the inspection, pupils demonstrated a weakness in their knowledge and understanding of materials and the process of planning what to do and how to test, evaluate and record outcomes.

113. During a lesson in Key Stage 2 during which pupils worked at solving a problem of how to take a radio-active ball across an imaginary river valley, pupils worked very well, co-operating with resources and sharing ideas, but their lack of previous learning in design and technology reduced their level of thinking and quality of their finished product. Pupils in Year 3 have explored ideas to do with paper technology and structures to design and make chairs and this idea was developed further in Year 4 where pupils had to design a chair for the purpose of seating 'Shrek'. Pupils in Year 5 make better progress than elsewhere across the school. They have used basic engineering principles of card technology to design and make money boxes and also to design a house. Science and music principles were applied to design and technology, with pupils designing and making some good examples of musical instruments. Some textile technology is developed in Year 6 where pupils have developed basic skills of sewing as part of embroidering fabric. In Key Stage 1, design and technology standards are very low because of the disruptions in the continuity of teaching and the lack of direction in leadership and management of the subject in the past. There is evidence of some improvement now with the clearer leadership and improved curriculum planning. Good links with a nearby baker benefited all pupils in Year 3 when they worked with the baker to make bread of a surprisingly good quality. Another example of excellence in Year 6 was the way that pupils designed some excellent quality coasters for drinks that were marketed in the nearby shopping centre. This project shows how well pupils can do if they are challenged and effectively taught.
114. The quality of teaching in design and technology is currently unsatisfactory because of weaknesses in the knowledge and understanding of teachers. There has been little staff development in this area in recent years and the focus across the school has pushed the subject out of the limelight. Expectations for pupils to plan and record what they do are too low and pupils are unsure of how to do this. Recent improvements in the way the school plans the curriculum have started to raise the quality of teaching and learning but there is still some way to go. The restrictions of the accommodation, with very little space for active work, and limited resources have made it difficult for teachers to plan and teach design and technology as well as they would wish. The lack of suitable experiences in design and technology means that the contribution of the subject to pupils' spiritual, moral, social and cultural development is unsatisfactory. There are some examples of excellent contributions being made to pupils' moral, social and cultural development, for example, the Young Enterprise Venture, but overall, such examples are rare because of weaknesses in the overall quality of provision.
115. The leadership and management of the subject have been ineffective in recent years because of circumstances in the school. The existing co-ordinator has a satisfactory knowledge and understanding of the subject and good levels of enthusiasm to improve the quality of provision and the standards achieved but there is very little time to do this. The school's short-term focus is to raise standards in English, mathematics, science and information and communication technology but plans exist to focus on design and technology when priorities allow. Resources need improving in many areas of the subject, especially in the areas of mechanisms and textiles and support materials to assist teachers in their planning.

## GEOGRAPHY

116. Standards of attainment in geography are below national expectations at the end of Year 2 and Year 6. Standards by the end of Year 2 and Year 6 are lower than those reported in the last inspection report. Pupils' achievement in Key Stage 1 have been adversely affected in recent years by considerable staff changes but recent indications are that pupils are currently making satisfactory progress and signs of improvement are discernible in pupils' work. The high proportion of pupils with special educational needs negatively affects pupils' attainment by the end of Year 6. Overall, all pupils, including those with special educational needs and English as an additional language, are currently making satisfactory progress because of better teaching and higher expectations for pupils. In the past, evidence from talking with pupils and an analysis of work indicates that progress was unsatisfactory.
117. By the end of Year 2 pupils have a limited knowledge and understanding of the local area. More able pupils can distinguish between buildings they see on the way to school, but have little idea of their physical and human features they see. Their knowledge and understanding of simple plans and maps are limited as is their sense of directions, to describe their way to school, for example. More able pupils can itemise what they like in the locality but cannot suggest ways people affect the environment. Their geographical vocabulary is underdeveloped. Pupils in Year 2 make basic comparisons between their own environment and an island locality and recognise some of the contrasting aspects, such as landscape and how people travel.
118. Pupils in Key Stage 2 develop basic skills of drawing simple plans and maps to represent their locality and to indicate their way to school. The range of symbols used on maps is below the expected level and pupils' knowledge of scale is weak. By Year 6, pupils satisfactorily use atlases and can find places using the index. Whilst they identify map directions, their ideas of distance are inaccurate. Pupils in Year 6 have undertaken fieldwork in the locality and this has included surveys, such as surveys of litter in the local river. Higher attaining pupils recognise that people affect the environment and how these changes can affect the lives of people, such as the effect of increased traffic in urban environments. Pupils' knowledge of contrasting localities is below expectations. It is limited to holiday experiences and even the higher attaining pupils cannot recall a contrasting area they have studied. Similarly, their knowledge and understanding of a locality in a less economically developed country are unsatisfactory, as is their knowledge of the interdependence of world communities. Overall, pupils' use of primary and secondary sources of evidence in their investigations is unsatisfactory, as is their ability to use geographical vocabulary appropriately.
119. The quality of teaching in geography is satisfactory at present and improving but an analysis of pupils' work and discussions with groups of pupils in both key stages, suggest that the teaching has been unsatisfactory in the past. Teachers now make good efforts to suitably encourage pupils to ask questions and to be actively involved in their learning but many pupils struggle with applying skills of enquiry and research. Lessons are satisfactorily planned to match the school's schemes of work and the needs of pupils and there is an increasing emphasis on pupils recording their work on paper. There are inconsistencies in the quality of marking, with some giving pupils sufficient indication of what they need to do to improve whilst in other classes, it is superficial and does not guide pupils sufficiently as to how to improve. Teachers make satisfactory use of geography as a contribution to the pupils' spiritual, moral and

social development. Pupils study Pakistan as a locality that contrasts with Oldham but there are some missed opportunities to develop pupils' understanding of the richness and diversity of a range of other cultures. Teachers are successfully developing good attitudes to geography amongst pupils. Pupils describe enthusiastically the work they had done on field trips and pupils in upper Key Stage 2 enjoy looking at maps and are keen to take part in discussions about other places and the geography of other lands.

120. The impact of the co-ordinator has been unsatisfactory because of circumstances in the school. There is a need to raise standards in English, mathematics, science and information and communication technology. The school plans to review the provision and curriculum for geography in the immediate future. A satisfactory assessment procedure is in place but is very recent and not yet fully informing the quality of teaching and learning. Overall, resources are satisfactory, although pupils' information and communication technology skills are insufficiently utilised, essentially because of the limited software available.

## HISTORY

121. Standards of attainment in history are below national expectations at the end Year 2 and Year 6 and the standards achieved are lower than they should be. Pupils' attainment in Key Stage 1 has been adversely affected in recent years by considerable staff changes and instability, but recent indications are that currently pupils are making satisfactory progress and attainment is improving. The high pupil mobility and the high proportion of pupils with special educational needs affect pupils' attainment in Key Stage 2. However, standards by the end of Year 2 and Year 6 are lower than those reported in the last inspection report. Overall, all pupils, including those with special educational needs and English as an additional language, are currently making satisfactory progress as a result of higher expectations, better planning and better teaching.
122. By the end of Year 2 pupils have a very limited knowledge of famous people and events from the past. More able pupils recalled the work of Florence Nightingale and of her work and these pupils knew of the Great Fire of London and when it occurred. These more able pupils know that homes today and homes of long ago are very different and what people wear and eat has changed. Overall, however, the majority of pupils' recall of life and events in the past is unsatisfactory as is their sense of chronology. Pupils' historical vocabulary is underdeveloped and the majority of pupils have difficulty talking about events that have happened in the immediate past and those that involved them personally. Pupils generally have little idea about how to find information about the past.
123. By the end of Year 6 the majority of pupils know and can describe characteristic features of a limited number of past societies, such as the Vikings, Egyptians and Tudors. Pupils can put these in the correct chronological order and describe life during those periods. More able pupils in Year 6 have a mature and considered attitude towards world events and understand how life must have been for evacuees during the Second World War. These pupils know that there are a variety of ways by which we can find out about the past, by using books, photographs and visits to museums, for example. In the main, however, pupils' knowledge and understanding of history and methods of historical enquiry are unsatisfactory. The majority of pupils cannot identify changes across different periods nor appreciate that aspects of the

past have been represented and interpreted in different ways. Pupils' skills of historical enquiry are under developed, as is their ability to use information from different sources. Pupils' work, as seen in their workbooks, is also unsatisfactory both in terms of quality and presentation.

124. The teaching of history seen during the inspection was satisfactory but scrutiny of pupils' work indicates that the teaching has been unsatisfactory in the recent past. This adversely affects current standards but the indications are that teaching is improving and currently all pupils make satisfactory progress. Lessons are planned well to match the school's scheme for history. Attention is given to improving what pupils learn and increasingly to providing pupils with the necessary skills of historical enquiry. However, the poor development of pupils' enquiry skills in the past makes it difficult for teachers in Key Stage 2 in particular to yet make enough use of pupils' own research skills and the more able pupils are not sufficiently challenged. Pupils have good attitudes to the subject and, in discussion, pupils in Year 6 were very enthusiastic when talking about the some recent work on the lives of children during the Second World War. Opportunities for pupils to develop and apply their literacy and numeracy skills in geography but this is not consistent across the school.
125. Pupils work together co-operatively in pairs and small groups and this makes a good contribution to pupils' spiritual, moral and social development. Some opportunities are lost to extend pupils' cultural understanding, by studying past cultures, for example. In general, pupils enjoy their historical studies and educational visits enhance their learning. Although pupils' information and communication technology skills are utilised, this could be extended if a wider range of software was available.
126. The impact of the co-ordinator has been unsatisfactory because the school has placed its emphasis on raising standards in English, mathematics, science and information and communication technology. The school plans to review the provision and curriculum for history in the immediate future. A satisfactory assessment procedure is in place. Overall resources are satisfactory,

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. The standard of attainment at the end of Year 2 and Year 6 is in line with national expectations and pupils are achieving satisfactorily. Information and communication technology is now taught regularly following an appropriate scheme of work. Pupils from all groups, including those with special educational needs, are making satisfactory progress. The improvement since the last inspection is good because the school has evaluated the subject and put in place actions for improvement that have improved resources and strengthened the knowledge of teachers and teaching assistants. There is still a need to improve the use of computers across the curriculum. In common with all other subjects, attainment in information and communication technology has been affected by recent staff changes.
128. Pupils in Key Stage 1 demonstrate satisfactory skills in entering text and in producing pictures. They are able to enter simple sentences although they take time to find the letter keys. Pupils know some of the painting tools and select brush type, shapes and colours and have added captions to their pictures. They know how to control a floor robot and with support use the Internet for research, for example, in finding information about flowers. Pupils in Year 2 have experienced some disruption because of staff changes but are now making satisfactory progress with regular

teaching. When given the opportunity, they are able to work in pairs to produce their own stories, for example, retelling the stories of Katie Morag.

129. In Key Stage 2, pupils are familiar with word-processing and graphics tools and produce satisfactory quality poems, advertisements and short stories in a personal style. Although pupils are developing appropriate word-processing skills, opportunities to employ these skills for extended writing vary between year groups. Pupils' skills in handling data are developed through frequent survey tasks and they collate information about information technology equipment outside school, for example. In some classes, teachers make good links with other subjects and, for example, encourage pupils to use a spreadsheet to present the results of a science experiment on light penetration. Pupils are encouraged to use the Internet for research and approach the task confidently. Many pupils, however, have limited literacy skills and this reduces their ability to phrase their searches accurately and achieve speedy results. Opportunities for pupils to learn about E-mail as required in the scheme of work are restricted because of access problems. This is common to all schools in the area and is due to be resolved soon. Year 6 pupils make excellent use of multi-media programs. During a whole school assembly, an excellently prepared computer presentation was made to staff, pupils and visitors about the Young Enterprise Scheme, raising funds for a local hospice by designing and marketing 'Roller Coasters'.
130. The quality of teaching throughout the school is satisfactory. Teachers are following the recommended scheme of work and plan appropriate activities. Staff changes over recent years have affected the consistency of subject knowledge and confidence. On occasion, good teaching promotes standards that are above expectations. For example, pupils in Year 2 succeeded in planning and recording in advance the command sequence for a floor robot. Occasionally, however, the lack of direction given to pupils results in wasted effort. There is an on-going need for training so that all staff are confident in delivering all aspects of the scheme of work and in planning opportunities for the use of information and communication technology in other subjects. Recent training of classroom assistants has proved to be beneficial and has improved the contribution they make to pupils' learning. The management of pupils is good throughout the school and pupils have good attitudes to learning. They demonstrate interest and enthusiasm and handle the laptops with care. They share them without fuss and co-operate well. In this respect, the subject contributes satisfactorily to pupils' spiritual moral social and cultural development.
131. Assessment procedures have improved recently so that they provide basic information and ensure that there is inclusion for all pupils, but the use of assessment to guide the planning of the curriculum is not developed. The school recognises this weakness and is providing training for staff in this area.
132. The leadership and management of the subject are satisfactory. The school's improvement plan for the subject is well considered and follows guidelines. It shows an accurate evaluation of the current position. The present procedures for monitoring of teaching are limited. The school has little space in classrooms for desktop computers and no computer suite. The decision to use a set of laptops with remote printing facilities has been very effective in providing pupils with regular access and teachers with equal resources. Each class is able to use the laptops at least once a week and there is ongoing use of the desktop machines. The ratio of computers to pupils, however, is below than the nationally recommended figure but regular support from a technical adviser ensures that machines are mostly reliable and efficient.

## MUSIC

133. At the end of Year 2 and Year 6 standards are better than national expectations for pupils of their age, with pupils achieving very well. Standards are higher than they were at the last inspection. This good level of attainment is achieved by the employment of a locally provided specialist teaching who provides strong, knowledgeable teaching and has very high expectations of what pupils can achieve. As a consequence pupils are enthusiastic; they enjoy their music lessons very much and make good progress as they move through the school. The pupils who are learning the violin, recorder and clarinet are integrated very well into music lessons and this in turn is helping to raise the whole profile of music, the excitement in the lessons and the quality of music that the pupils produce.
134. The quality of planning and preparation for music is very good. The practical nature of the learning and the lively methods help all pupils to take part and have sufficient opportunities to make good progress. Pupils of all abilities and those with English as an additional language are integrated well in lessons, with teaching assistants giving good help to pupils who need it. Pupils are given good opportunities to perform to parents and the 40-strong choir performs in a local music festival each year. The whole curriculum for the subject is well covered, although less emphasis is placed on pupils appraising their own skills. Information and communication technology is rarely used in the subject.
135. Pupils in Years 1 and 2 make good progress and sing expressively a good range of songs and chant rhymes well. They sing unaccompanied tuneful answers to questions sung to them by the teacher. They sing sweetly, able to control the pitch, tempo and volume of their voices well. Nearly all can clap in time well too. They are encouraged well to use the different pitch of their voices by singing phrases in different ways, such as like a witch or a robot. They sing with a good level of enthusiasm, and concentration and will to improve; for example, in Year 2 when pupils sang 'Bobbing up and down like this'. The very good sense of pace and variety of activities that the teacher puts into each lesson and her very good choice of material for this age group help this concentration. Through playing a guessing game with hidden instruments to match to ones in view, the pupils were helped to know the instruments well. They are beginning to learn to play and combine them, although they find the chime bars hard.
136. Good progress continues in Key Stage 2 and pupils perform at a high standard. In Year 3, all pupils have a try at individually improvising a rhythm with a tambourine and all are confident enough to sing individually. Pupils sing a round well for their age about 'Ancient Egypt', with one group keeping going very well when there was no adult leading them. When the whole of Key Stage 2 sing together, they sing with great gusto, but also with skill and a good level of attainment. They are correctly encouraged to explore and move to music played to them, and, when the music is from another culture, this forms a very good connection with pupils' cultural development. The opportunities for pupils to sing with others, for example, in the choir, provide very good opportunities for pupils to develop their social skills.
137. The quality of teaching and learning throughout the school is very good and promotes amongst pupils mostly very good attitudes to music. The strength is in the specialist teaching because very good subject knowledge allows the teacher to use engaging methods that capture pupils' interest and enthusiasm from the moment the lessons start. The teacher's high expectations and very good use of time enable a wide



curriculum to be covered, with time for pupils to discuss music listened to, practise and improve songs and rhymes and learn the correct vocabulary and recognise the sounds of different instruments well. Music is well chosen with good connections to other subjects such as geography with drums from other countries. Very good use of music is made to further pupils' cultural understanding and moral development with the teacher rewriting the words of songs to promote the school rules in a lively and compelling beat which lifts their spirits. The only area that is not sufficiently stressed is pupils' appraisal of their own performances.

138. The leadership and management of music are good. The school has a strong vision for the subject along with a good development plan. It puts these into operation very well by employing a specialist teacher who works with all classes regularly. The co-ordinator monitors teaching and joins in with the lessons as well as leading whole school sessions. Teachers are responsible for their classes' assessment. They attend their class's lesson so that they are able to assess their pupils' attainment and progress effectively. The school resources are satisfactory with some good resources from other cultures.

## **PHYSICAL EDUCATION**

139. Pupils attain standards at the end of Year 2 and Year 6 that are in line with national expectations. All pupils, including those with English as an additional language and special educational needs, make satisfactory progress overall and achieve satisfactorily. Despite the upheavals within the school since the last inspection, standards in physical education have been maintained.
140. There are considerable levels of success amongst pupils in some aspects of games with pupils of the netball team achieving well in competitions with local schools. By the end of Year 6, pupils have developed satisfactory skills of co-ordination, with some pupils showing good skills of sending and receiving a ball in games. During a lesson focusing on developing pupils' skills of throwing, catching and hitting a ball, pupils demonstrated that they could do so adequately, although a significant number struggled with catching. In small games situations, pupils show a sense of fairness and an understanding of the need to follow rules. Pupils have a healthy sense of competitiveness and team spirit. By the age of eleven, the attainment of the vast majority of pupils is in line with national expectations and pupils enjoy participating in local galas. It was not possible to observe a lesson in Year 2, but in Year 1 dance lesson, pupils performed well and at a standards that exceeded national expectations for their age. Pupils moved well, with good co-ordination and with a good interpretation of the mood and rhythm of the music. Pupils throughout the school behave well in physical education, displaying maturity to others and a polite and courteous manner. They enjoy physical education and respond well when asked to organise themselves, for example, into groups for small games. There is a weakness in the way the school provides for pupils' development of outdoor adventure activities.
141. The quality of teaching is very good because pupils benefit from the specialist teaching provided by the head teacher. Lessons are effectively planned so that pupils are challenged and expected to do as well as they can. Very good use is made of praise and encouragement during lessons so that pupils feel valued and even those who are not naturally good at physical education feel they are succeeding. During the dance lesson, excellent use was made of pupils demonstrating in front of others and skilful techniques were used to sensitively encourage pupils to evaluate how well

others perform. In Key Stage 2, good use is made of teacher assessments to focus on pupils with skill and commitment to demonstrate to others. For example, the good cricketing skills of one pupil were used in demonstration and this enabled the teacher to help the other pupils and to cleverly raise the self-esteem of the pupil giving the demonstration. When necessary, teaching assistants make a valuable contribution to pupils' physical development in physical education lessons. Teachers make good use of physical education to promote pupils' social and cultural development through generating links with pupils in other schools, for example, in inter-school tournaments and through the good range of extra-curricular activities. A sense of community spirit is developed through the non-competitive nature of the annual sports day.

142. Leadership and management of physical education are good. The co-ordinator is in her first year of managing the subject and has made an effective start. An accurate audit of the strengths and weaknesses of physical education provision has been made and areas for development identified. The school's policy and scheme of work have been revised and improvements are planned for supporting the teaching of gymnastics and for outdoor adventure activities. Resources are adequate and the co-ordinator works hard to supplement these by sharing some resources with other schools. Good links are being established with Counthill School, a school of Excellence for physical education.

## **RELIGIOUS EDUCATION**

143. Standards of attainment at the end of Year 2 and Year 6 are in line with the expectations of the Locally Agreed Syllabus for religious education. The improvement since the last inspection has been satisfactory with the subject being taught regularly, following the Locally Agreed Syllabus. Pupils from all groups, including those with special educational needs and English as an additional language, are now making satisfactory progress and achieving satisfactorily. The degree of staff changes over recent years has affected the quality of pupils' earlier learning.
144. In Key Stage 1, teachers encourage pupils to relate their own experiences to stories and celebrations. Consequently, they recognise that people in parables, such as the Prodigal Son, might have feelings such as anger and sorrow and they relate to the anxiety of the Lost Sheep. They know that there are similarities in the events people of all faiths celebrate, such as weddings and births. Teachers take care to give pupils first hand experience where possible. Pupils in Year 2 were able to talk to a Muslim mother about the way a new baby is welcomed into her faith. They are also gaining an understanding of the essential elements of Christianity and Islam, for instance, the features of church and the meaning of the Five Pillars of Wisdom.
145. In Key Stage 2, pupils are familiar with the main features of major faiths and have a satisfactory understanding that belief can affect the way people live their lives. They are aware of the similarities between faiths and recognise common elements such as prayer, worship and sacred texts. Visits to places of worship are clearly remembered. Teachers use a variety of approaches, including role-play and discussion, and make links with other subjects such as history and information and communication technology, for example, using the Internet for research into church buildings. Pupils' language skills are limited and, although they are given frequent opportunities for speaking and listening in lessons, they have few opportunities for writing at any length either in recording factually or in assembling a point of view.

146. Pupils' attitudes to the subject are good. The subject is well linked with the school's provision for pupils' personal development and makes a good contribution to their spiritual, moral, social and cultural development. The study of Christianity, Islam, Hinduism and Judaism establishes a satisfactory awareness of the major world faiths. The current school theme of tolerance is well supported by the respect for all culture and faiths that underlies religious education in the school. In this way, religious education makes a good contribution to the promotion of pupils' spiritual, moral, social and cultural development.
147. The quality of teaching in both key stages is now satisfactory and improving, with a strength in the management of pupils. In previous years, staff changes have affected the consistency of teaching adversely but the subject has a high profile in the current school development plan and is being monitored. There is a variation in the depth of study between year groups. A shallower level of answer is acceptable in some classes than in others and there is a lack of progressive challenge. Teachers are prepared to engage with pupils in discussion of significant questions such as the difficulties of admitting wrongs and forgiving others. They emphasise respect for all and make effective links with the school's behaviour policy 'The Golden Way'.
148. The quality of leadership and management of the subject are satisfactory. The co-ordinator has only recently taken over responsibility for the subject and has not yet had time to apply the systematic monitoring of teaching which allows inconsistencies to exist between different classes. The resources for the subject are adequate but the quality of accommodation is unsatisfactory for the subject. The transfer of legitimate noise from adjoining teaching areas is not only distracting but makes difficult for pupils to hear each other. In religious education there are occasions for thoughtful discussion and reflection but in a number of observed lessons these were spoilt by extraneous noise. A teacher using music to establish an atmosphere had to switch it off because it could not be heard. Assessment procedures have improved recently so that they provide basic information and ensure that there is inclusion for all pupils.