

INSPECTION REPORT

**ST MARY'S VOLUNTARY AIDED CATHOLIC
PRIMARY SCHOOL**

Middleton Manchester

LEA area: Rochdale

Unique reference number: 105818

Headteacher: Mr M Atkins

Reporting inspector: Mrs J Clarke
25509

Dates of inspection: 31st March – 3rd April 2003

Inspection number: 246526

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Wood Street
Langley
Middleton
Manchester

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Appropriate authority: The governing body

Name of chair of governors: Rev. Fr. T. Mullins

Date of previous inspection: 02/03/98

INFORMATION ABOUT THE INSPECTION TEAM

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25509	Mrs J Clarke	Registered inspector	Areas of learning for children in the Foundation Stage History	Information about the school The school's results and pupil's achievements How well pupils are taught. What the school should do to improve further.
13450	Mrs J Madden	Lay inspector		Pupil's attitudes, values and personal development. How well the school cares for its pupils. How well the school works in partnership with parents.
14991	Mr A Hardwicke	Team inspector	English Design and technology Education inclusion	How well the school is led and managed.
32227	Mrs S Howard	Team inspector	Science Art and design Geography	
30142	Mr J Morris	Team inspector	Mathematics Physical Education	How good are the curricular and other opportunities offered to the pupils?
32373	Mr D Pentecost	Team inspector	Information and communication technology Music Provision for pupils with special educational needs.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Voluntary Aided Catholic Primary School is situated on the Langley estate in Middleton. The area is most disadvantaged with at present a vast number of houses boarded up and empty on the estate. Consequently the roll of the school has fallen since the last inspection and is now 295 pupils, 150 boys and 145 girls. There are also 45 children who attend part-time in the nursery class. The children start in the reception classes in the September of the year in which they are five. The attainment of the children on entry to the school is very low with the children having particularly low speaking and listening skills, mathematical understanding, knowledge of the world around them and personal and social skills. At present 37 per cent of the pupils are eligible for free school meals, which is above the national average. The school has 34 per cent of its pupils with special educational needs, which is above average. Most of these pupils have behavioural or learning difficulties. Two pupils have a statement of their special educational need. In some year groups nearly half the class are identified with special educational needs. The pupils are of white ethnic origins and come from homes where English is their first language. There are small groups of pupils who come from travelling backgrounds. A number of pupils, about 8 per cent, join or leave the school at times other than the reception class and Year 6. The school is part of a small Education Action Zone (EAZ), which has its focus in developing speaking skills through an arts based project. It has links with Sport England for Drama and Sport. The school is part of the On Track and Sure Start initiatives, which focuses on helping families and improving social skills.

HOW GOOD THE SCHOOL IS

This is an effective school where pupils achieve well. Although standards in English, mathematics, science, information and communication technology, music and art and design remain below the national average by the end of Year 6, the pupils make good progress. The children start this school at a very low base and there are many pupils with special educational needs. Achievement in physical education is very good and standards for pupils in Years 2 and 6 are above the levels expected. Teaching and learning are good throughout the school. There is very good leadership by the headteacher who is supported effectively by the staff. The governing body have a good understanding of the school and provide good support. The school provides good value for money.

What the school does well

- All pupils including those with special educational needs achieve well, the result of good teaching and learning. Standards in physical education are above the levels expected and pupils achieve very well.
- There is very effective teaching and learning of basic skills in English and mathematics throughout the school and as a result pupils make good progress.
- The school provides a wide range of additional learning opportunities, which enables the pupils to develop and become valuable members of the school and wider community.
- The school promotes very high standards of moral and social development, which helps the pupils to be confident learners.
- The leadership of the headteacher ensures a clear vision for the future development of this inclusive church school.
- The management of the school makes very good use of the many grants and initiatives available to improve pupils' achievement.

What could be improved

- Standards in English, mathematics, science, and art and design by the end of Year 6 and standards in information and communication technology, and music throughout the school.
- The co-ordination and the use of the schools procedures to keep a check of the pupils' work in science and the foundation subjects.
- The pupils' punctuality and attendance.
- The fabric of the building and learning environment in the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded positively to the last inspection in March 1998 and has made good progress overall in addressing the issues raised for improvement. The quality of teaching and learning has improved and the achievement of the pupils is now good. Standards have risen in physical education as a result of many opportunities provided for the pupils to improve their skills. The school has made good improvements to the curriculum. Many additional initiatives, for example On Track and the small EAZ, have made a positive impact upon the self-confidence of the pupils. Satisfactory progress has been made in keeping track of pupils' progress, although there remains more to do. Good progress has been made in improving the social and moral development of the pupils and they are encouraged to become confident and responsible. The school is well placed to continue to improve.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002]
English	E	E	E	C
Mathematics	D	E	E	D
Science	E	E	E*	E

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

On entry to the nursery class most of the children have very low levels of attainment in all areas of learning. Many have particularly low speaking and listening skills and personal and social skills, with little understanding of the world around them. They achieve well because of good teaching and learning. However, by the time the children move to the reception classes the attainment of most of the children is still well below the levels expected of children of their age. At the end of the reception year although the children have achieved well, most are unlikely to attain at the expected levels and are working towards them.

In the 2002 national tests, the Year 6 pupils attained standards well below average in English and mathematics. In science the test results placed the pupils in lowest five per cent nationally. Comparisons with similar schools show standards were average in English, below average in mathematics and well below average in science. In the national tests and tasks for Year 2 pupils, their results showed that in reading and mathematics standards were well below average, in writing they were below average and in science they were average. Examination of the school's performance in English, mathematics and science show that the schools' rate of improvement has kept pace with the national trend. The school sets itself challenging targets and works hard to reach them. Set against the background of many pupils recognised as having special educational needs the pupils achieve well although standards are low.

The pupils in Year 2 are currently attaining standards in English; mathematics and science are average. By the end of Year 6, standards are below average in English, mathematics and science. In physical education standards are above the levels expected at the end of Years 2 and 6. Standards are below the levels expected in information and communication technology and music by the end of Years 2 and 6. Standards in art and design are below the expected levels at the end of Year 6. In all other subjects standards are at the expected levels at the end of Years 2 and 6. During their time in school, all pupils, those with special educational needs and minority ethnic groups, achieve well and make good progress. This is because they are taught well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school; they work hard in lessons and listen very carefully to their teachers.
Behaviour, in and out of classrooms	Very good. The pupils behave very well both in class and around the school. The pupils are polite and sensible and respond very well to the classteachers' encouragement.
Personal development and relationships	Good overall. Pupils' personal responsibility is increased by their involvement in the day-to-day running of the school. The very good rapport between pupils and staff ensures they are very well motivated to learn.
Attendance	Poor. Most pupils have good attendance but a significant number of pupils find regular attendance difficult. Some traveller pupils and pupils with special educational needs have poor attendance records. For others attendance improves when they are old enough to go to school on their own. Some pupils are late into school in the morning. For some their low attendance rates have an adverse impact on their learning.

TEACHING AND LEARNING

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

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

The quality of teaching and learning are good throughout the school. Teaching has improved since the last inspection when teaching was judged to be satisfactory. Although teaching has improved there is more to do to improve teaching still further. There was one poor lesson, resulting from insufficient teacher knowledge of the subject. Teaching and learning in the nursery and reception classes was good with much that was very good. As a result the children learn to work independently and make good gains in their knowledge and understanding. The basic skills of English and mathematics are taught very well throughout the school. Pupils with special educational needs and pupils from traveller families are well planned for in lessons. They have good help with their work and consequently they achieve well. Pupils of all abilities and from all backgrounds are fully included in all lessons and make good progress. The school provides a good range of homework, which extends and develops the work the pupils do in school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and fully meets statutory requirements. The curriculum is enriched by the many initiatives the school takes part in which enhances the provision for the pupils. The community makes an excellent contribution to the

	pupils' learning.
Provision for pupils with special educational needs	Good. The school makes good provision for pupils with special educational needs. They have good levels of help and as a result they achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes very good provision for the pupils' moral and social development. The pupils are encouraged to work together, to collaborate and develop very good social skills. The Prime Panel (a large group of Year 6 pupils who have added duties in the school) encourages older pupils to take their responsibilities seriously.
How well the school cares for its pupils	Good. The school takes good care of the pupils. The school has good procedures for child protection and health and safety and as a result the school is a safe place to learn. There are satisfactory systems in place for checking the progress pupils make in lessons.
How well does the school work in partnership with parents?	Very good. The majority of parents view the school very highly. Some of the parents do not support the school by ensuring the pupils attend regularly nor in some cases promptly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good educational direction for the school. The management of the school is effective. With the exception of English and mathematics, subject co-ordinators have not yet checked teaching and learning in their subject areas.
How well the governors fulfil their responsibilities	Good. The governors are fully supportive of the school and fulfil their statutory duties. They have a good understanding of the strengths and areas for development of the school.
The school's evaluation of its performance	Good. The school carefully checks the progress the pupils make in English and mathematics, and sets challenging targets for their work. The school is active in seeking improvement.
The strategic use of resources	The headteacher is very effective in accessing grants and funds for further developments in the school. The school seeks good value for the money it spends when purchasing goods and services. Staff are well deployed. The learning resources are overall satisfactory but in some cases there is room for further improvement. The accommodation is satisfactory. Some areas are shabby, cluttered and generally do not enhance the school's learning environment. The staff work hard to display the pupil's work attractively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The good leadership and management in the school The way the school helps the children to mature and be responsible. That children are expected to work hard and do their best 	<ul style="list-style-type: none"> Information about their children's progress. The way the school works with parents. The amount of homework the pupils receive. The range of extra-curricular activities.

The inspection team agrees with parents' positive views. The levels of homework set by the school are similar to that expected nationally and homework is used well by the teachers to support work done in the classroom. The inspectors feel that the school has good links with the parents and the parents have good quality information about how their children are doing at school. The range of extra curricular activities is very good and a significant strength.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start part-time schooling in the nursery class in the September or January after their third birthday. Most start school with very low attainment in language, mathematical and social skills. As the pupils get older they make good progress and achieve well regardless of their background or ability. A number of pupils join the school at a time other than the beginning of the reception year and they are helped to fit in the school quickly so that they are not disadvantaged by their move. A major factor affecting the standards the pupils achieve is the high proportion of pupils in each year group that has special educational needs. In some year groups this amounts to nearly half of the class. This has an adverse effect on the standards the pupils achieve. Although the pupils work hard and achieve well they start from a very low base and standards in some subjects remain below average.

Nursery and reception children

2. The children start in the nursery class on a part-time basis. The initial check on their abilities shows that most start school with very low levels of attainment for three-year-olds in all areas of learning. Many of the children have particularly low speaking and listening skills, personal and social skills, with little understanding of the world around them. They achieve well because of the effective teaching and learning they receive in the nursery class. By the time the children move to the reception classes the levels of attainment for most of the children is still well below the levels expected. Because they have had many opportunities to develop their social skills they are better able to follow the class routines and plan and carry out their work with increasing independence. All the children including those, who are lower attainers and the children who belong to the traveller families continue to make good progress and achieve well. This is the result of effective teaching and learning. By the end of the reception year although the children have made good progress they are likely to remain below the levels expected in all areas of learning.

Years 1 and 2

3. Results in the 2002 national tests and tasks for the pupils in Year 2, show that standards in reading and mathematics are well below average, standards in writing were below average and in science they were average. In comparison with similar schools pupils are above average in writing, average in mathematics and below average in reading.
4. Inspection findings show that, for the current group of Year 2 pupils, standards in English, mathematics and science are average. Standards are similar to those at the last inspection. The school has kept pace with the trend for national improvement because of a clear focus on the teaching of English and mathematics in literacy and numeracy lessons. It also shows the results of the recent whole school initiative and drive to ensure there is an improvement in the pupils' writing skills. Other contributions to this strong position are the emphasis the school has on promoting the pupils' skills of independence and confidence and also the improved standards in teaching and learning seen since the last inspection.
5. Standards in music and information and communication technology are below the levels expected and this is a similar position to that at the time of the last inspection. However, although the pupils' standards remain below expected levels, telling and significant progress has been made in the curriculum for both subject areas, consequently standards are well placed to improve further. Standards in physical education are above the expected levels and

reflect the very good progress the pupils make and the wealth of experiences available for them; this is an improved position from that at the last inspection. Standards in all other subjects are at the expected levels and show a similar position to that at the time of the last inspection.

Years 3 to 6

6. The national test results for the pupils in Year 6 in 2002 were well below average in English and mathematics; in science their results were very low and in the bottom five per cent in the country. This was a similar position to the results in 2001. In comparison with similar schools the pupils were average in English, below average in mathematics and well below average in science.
7. Inspection evidence shows that standards in the current Year 6 are below average for English, mathematics and science. A considerable factor in depressing the attainment of the pupils is the significant number of pupils with special educational needs throughout the school. This is particularly marked in the Years 3 to 6 where nearly half of the pupils in the classes have special educational needs. This was a significant factor in the test results for the Year 6 pupils in 2001 and 2002 as nearly half of the pupils needed extra help with their work. It was also judged to be a major factor in the below average standards reported on in the last inspection. Standards are steadily rising with the percentage of pupils reaching the expected levels steadily increasing.
8. In music and information and communication technology standards are below the levels expected. There has been good improvement since the last inspection but standards have yet to reach the expected levels. Standards in art and design are also below the levels expected. This is because there is a lack of the development of skills in art and design lessons. The school has recognised this and has sought to give new impetus to the subject with the involvement of the EAZ initiative in the school. Standards in physical education are above the levels expected, which is an improvement since the last inspection and are the direct result of a significant input into the school of a wide range of sporting activities. These are all designed to promote co-operative working, self-confidence and teamwork. Standards in all other subjects meet nationally agreed standards and are similar to that at the time of the last inspection.

Across the school

9. Statistical evidence supports the view that the boys have not done as well as the girls by the end of Year 2 and this is reversed by the end of Year 6. The school keeps a careful check of the progress the pupils make in English and in mathematics and uses this information well to target groups and individuals for extra support. The significant numbers of pupils with special educational needs are also carefully monitored and their progress checked.
10. The school has also put in place strategies to continue their drive for improvement in standards. For example, this year the school has made two small teaching groups in Year 3, as this was a year in which the school felt the pupils did not perform so well. This initiative is having a significant impact upon the way these pupils achieve and is maintaining their momentum well. The school sets challenging targets and strives to achieve them.
11. Pupils with special educational needs and traveller pupils achieve well. The pupils have good help and this enables them to learn well. Individuals are given skilful help and this ensures they are fully included in all lessons in school. Extra help from outside agencies, for example, the traveller support staff, also gives significant assistance to the pupils. However it is clear

from the registers that some of these pupils do not have a good attendance record and this does have an impact upon their attainment.

Pupils' attitudes, values and personal development

12. Pupils' attitudes values and personal development, with the exception of attendance, are now very good overall and a strength of the school. There has been improvement since the last inspection when they were good. Pupils arrive happily for school in a morning but latecomers often disturb the smooth start to the day and miss essential learning points. Some pupils attend the breakfast club on the premises. During lessons the majority of pupils are quiet and attentive, listening carefully to their teachers and fully engaged in their learning. This was well demonstrated in a Year 2 music lesson, where pupils listening to music drew what they heard, felt and remembered. In group discussions and question and answer sessions pupils are prepared to contribute and to give their ideas. These are valued and praised by the teachers. All pupils, including those with special educational needs, are given effective help throughout their lessons. Because their contributions are valued by teaching assistants and teachers who make considerable efforts to ensure they are fully included in every aspect of learning, pupils are happy and keen to succeed.
13. Behaviour, overall, in the school is very good. In classrooms there is minimal inappropriate behaviour, including those children with marked behaviour problems. Pupils respond very well to teachers' calm and confident control in lessons and their praise and encouragement. During morning and lunchtime breaks, pupils have a large well-supervised areas in which to play and they make positive use of the time to release pent up energy and play well together. As a result pupils arrive back in the classroom ready to learn. Pupils interviewed during the inspection said that bullying was under control and playtimes were very friendly. Playtimes observed were energetic, lively and well controlled. Those who want to stay inside at lunchtimes being able to join the lunchtime club.
14. Relationships and personal developments in the school are good and support learning. The very good rapport and respect between pupils and staff in the classroom ensures that all pupils are motivated, interested and enthusiastic. This was clearly shown in a Year 4 information and communication technology lesson where pupils made very good progress indeed, inspired by the teacher's skills and knowledge of their needs. Pupils also work well together and are learning to trust one another. This was evident in a Year 2 discussion session when pupils paid full attention to each other when they were speaking. In addition they showed consideration and thoughtfulness towards each other during the activities. Pupils' personal responsibility is increased by the responsibilities taken in the day-to-day running of the school. For some, membership of the Prime Panel presents an opportunity for them to take direct responsibility for others through their activities in the playground. They play with and act as buddies for younger children as well as patrolling the corridors.
15. Attendance was poor at 91.9 per cent during the Year 2001/02 and unauthorised absence was well below the national medium at 1.1per cent. Figures clearly show this to be the responsibility of parents because as soon as pupils are old enough to take themselves to school their attendance improves. This is not so true of the lateness, which is endemic with some pupils who feel no remorse for arriving late for the start of the school day. The low attendance of pupils is particularly apparent in those pupils with special needs and traveller pupils and has an adverse effect on the progress they make.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching and learning are good throughout the school. In 68 per cent of lessons observed during the inspection the quality of teaching and learning was good, very good or excellent. One lesson was judged to be poor. In the last inspection teaching and learning was satisfactory and so the school has made good improvements since then.
17. The quality of teaching and learning observed during the inspection was good overall. For the children in the nursery and reception classes, teaching and learning are good with some very good. For the pupils in Years 1 and 2, four out of ten lessons were good and two out of ten lessons were very good. Teaching and learning for Years 3 to 6 was good or better in six out of ten lessons. The quality of teaching is developing well throughout the school but there is more to do to ensure its' consistency. One of the next steps for improvement within the school is in the area of expanding the role of subject co-ordinators to enable them to watch their colleagues teach. This will help co-ordinators guide and encourage colleagues and share good practice. The impact of good teaching and learning can be seen in the way the pupils learn, they are well motivated, interested by good lessons and as a result achieve well.
18. The teaching of literacy in English lessons and numeracy in mathematics lessons is good. The teachers have worked hard to implement both the national initiatives. The teachers are very effective in the way they teach the basic skills of English and mathematics and this gives the pupils a firm foundation for their work. They are expected to work hard and because the pupils are interested by good lessons they learn well. Regular practice with spellings and handwriting means that the pupils' work is well presented and the pupils show pride in their work. Numeracy lessons have good mental warm up sessions. When the mental warm ups of arithmetic problem solving links to the main pupil learning objective in the lesson the pupils see the benefit of being mentally agile, in for example halving and doubling. The teaching of literacy and numeracy effectively supports learning in other subject areas. For example, the pupils in a Year 3 mathematics lesson learnt how to show information on a Carroll diagram, recognising its use in recording observable features.
19. Throughout the school the teachers evaluate their own work and all are keen to improve. There have been some observations of the teaching in the school by the headteacher and key co-ordinators. This has enabled the school to look critically at its work and seek to improve the good teaching taking place still further. The class teachers have good support from the nursery nurses and teaching assistants and they play a valuable role in helping the class teachers and enabling the pupils in their care to learn well.
20. All pupils with special educational needs are taught basic skills very well. Teachers and teaching assistants plan well together with notes being made where special attention is needed for individual pupils. Teachers' planning files are comprehensive with individual education plans clearly followed both in class lessons and withdrawal groups. Lessons are evaluated and teachers keep notes so that they are able to make future improvements. The teachers use methods that enable pupils with special educational needs to learn well. The special educational needs teacher when working with small groups of pupils maintains a keen pace and models phonic and word skills precisely. This ensures that the pupils with special educational needs remain on task and make good progress. At times, some of the teaching approaches are inspiring, for example, the excellent use made of a puppet who spoke with a French accent really engaged the interests of the pupils.

21. Teaching and learning in the nursery and reception classes are good. The teachers and nursery nurses are committed, skilful and try hard to extend and develop the knowledge and understanding of the children. The needs of the children are carefully planned for and due recognition is taken of the low starting point of the children. A clear emphasis on the children planning their work, learning through focused activities and the development of speaking and listening skills, enables the children to learn well and often very well.
22. Teachers throughout the school have good knowledge and understanding of the subjects they teach. The teachers are effective in using the correct technical terms and suitable subject based specific language to develop pupils' knowledge and understanding of each subject area. This was particularly evident in English and mathematics, where technical language is used accurately. For example, in a Year 6 literacy lesson the classteacher used the terms metaphors and similies with a clear expectation of understanding from the pupils. In information and communication technology lessons the pupils learn the correct computer terms. In the poor lesson observed during the inspection the teacher had insufficient understanding of the subject to be able to guide the pupils in their work and as a result the pupils were confused, bored and made insufficient progress. The teachers generally place an accurate level of demand upon individuals, which ensures that all are fully involved. For example, in an excellent physical education lesson, the class teacher ensured the learning was excellent by increasing the challenge she placed upon the pupils, consequently by careful, very clearly organised teaching the pupils made excellent progress. Good use of demonstrations inspired the pupils to further improve their work. As a result the pupils produced real activity and imaginative sequences.
23. Teachers' planning is satisfactory. They plan their lessons carefully, but not always in enough depth. Sometimes lesson planning does not provide a good steer for learning, nor clearly indicates what pupils of all abilities are to learn. In literacy and numeracy the teachers plan very closely to the structured frameworks and this is a strength of their work. Here teachers plan their lessons well and at the beginning of lessons they generally share the learning objectives with the pupils referring to the learning objectives as they progress through the lesson. The pupils write the objectives at the beginning of their tasks and this reminds the pupils what they are expected to achieve in the lesson.
24. Teachers' expectations of the pupils' and their work are high. Teachers expect the pupils to work hard and they respond very positively. The pupils say that their teachers all expect them to do their best and give them good help and encouragement to succeed. Teachers questioning skills are good and are tailored to the needs of the pupils answering. The pupils work well both individually and collaboratively, they get on with their work with the minimum of fuss. The pupils are all fully involved in their learning and work with good levels of effort and concentration. In all classes pupils are encouraged to work independently, good praise and guidance is given to raise the pupils' self-confidence. They are keen to hear what other members of the class have been doing and listen carefully to each other's ideas and suggestions. The pupils and staff have a very good relationship with one another and this adds significantly to the quality of the work that the pupils produce and the way in which they learn.
25. The management of the pupils throughout the school is very good. The pupils work in a busy and interested manner. Pupils who find it difficult to behave well are sustained in a patient consistent and supportive manner. Those pupils with special educational needs and traveller pupils are given good help and because they sometimes have problems with their attendance the classteachers ensure that they have good help in lessons.
26. Lessons are well organised. Time and resources are used effectively to keep all the pupils on task. Lessons move along at a suitable pace, but there is time for the pupils to consolidate

their work and think about the tasks the teachers have set. Resources are used well to support learning in the classrooms. The learning support staff are deployed effectively in classes. The class teachers see them as a valuable resource.

27. The quality of day-to-day marking is satisfactory overall. It is good in the nursery and reception classes where the teachers keep careful notes of the progress the children make on a day-to-day basis. The teachers monitor the pupils' work well in the class giving help and advice, as needed. The teachers generally mark the pupils in a supportive manner and in English there is good guidance for the pupils to show them what they have done well and where they need to improve. This is, however, not consistently developed throughout the school. Checking the pupils' understanding by questioning is used well to gain insights into the pupils' understanding and to develop their speaking skills. Homework is used effectively by the school to build on what the pupils have learnt in class. Parents value the help it gives their children. One parent at the meeting with parents said she thought the school "had it about right, not too much and not too little".
28. Pupils throughout the school are keen and interested in their lessons. They are eager learners who enjoy coming to school and are interested by the lessons provided by the teachers. The pupils are motivated by the very good relationships they have with the class teachers. This ensures that they work hard during lessons. Higher attaining pupils are suitably stretched and challenged in their work and pupils who find learning difficult are given good help so they all achieve well. The pupils who attain at the expected levels are given tasks to stretch their thinking and broaden their horizons. Throughout the school the pupils try hard. Pupils enjoy lessons although they report that they have particular favourites. They say that the staff give them good help and encouragement in lessons.

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

29. The school provides a good broad and balanced curriculum, and all statutory requirements are met. This is a good improvement since the last inspection. There are policies in place for all subjects, however many of these require updating to reflect actual current provision. The school provides good equality of access to the curriculum and other opportunities for pupils with special educational needs and traveller pupils. The school complies with the new Code of Practice for pupils with special educational needs. Individual education plans are written for each pupil with special educational needs. These plans identify learning and sometimes behaviour targets. The school has identified limitations in the software used to generate these targets and intends to provide training in customising targets in smaller measurable, specific and achievable steps. The school's fully inclusive nature has a positive impact on pupils' learning. The extra help available in small group work and in class, with the positive help of all staff in a caring learning environment enables pupils with special educational needs and those from a travelling background, to make good progress.
30. The school has made very good progress in the implementation of the National Literacy Strategy and good progress in implementing the National Numeracy Strategy. The school has placed great emphasis on improving the literacy and numeracy skills of the pupils. All teachers have been involved in training linked to the national initiatives. The checking and moderation of pupil performance involving all staff has resulted in improved standards, particularly in writing which has been a main focus for the whole school. Standards in literacy and numeracy have improved but the headteacher and staff are aware of the need to support curriculum development in other subject areas by improving the way the school checks pupil progress.

31. Provision for the pupils' personal, social and health education is good. The positive, caring attitude of staff encourages and enables pupils to feel secure. Pupils have many opportunities to talk about their experiences, achievements, concerns and feelings in a supportive learning environment, which is active in helping them to develop self-esteem and personal confidence.
32. Teachers and visiting staff offer a very good range of extra curricular activities, which are well supported by pupils and parents. The range of activities offered include clubs for French, information and communication technology, craft, ballet, street dancing, and a vast range of sporting activities. In addition the school choir is very active in the community, the parish and within church services. These activities are part of the rich curriculum, which enhances the self-esteem of pupils. In particular, the wide range of activities develops pupils as responsible citizens within an area where the evidence of neglect and anti-social behaviour is very evident.
33. The way the school has developed links in the local and wider community is excellent and a key feature of the school. The aims of the school clearly emphasise the importance of the wider curriculum in developing the pupils as responsible citizens. Emphasis is placed upon encouraging "the children to use their talents for the service of the wider community in which they live as responsible citizens." The school has very close links with the parish. Through the sacramental programme the school and church communities are actively involved in fund raising for others in need. There are very good links with local sports clubs, in particular Rochdale Football Club. Links with the small EAZ are developing alternative approaches to teaching music, drama and information and communication technology. The school has been involved with the Children's Society in Rochdale in developing a Sure Start community project. There are a large number of boarded up houses in the community and many examples of social deprivation. It is evident that the school in conjunction with parents and other agencies are working hard to improve the self-esteem and self-awareness of the pupils.
34. The school has developed very good relationships with partner institutions. The school has been identified as one of six leading literacy schools in Rochdale and used as a model of good practice for other schools in the area. The government funded On Track programme is creating a network of support for families in need. Response from families in the school has been very positive. The Children's Fund run an after school club at the Demesne Centre from 3.30 until 6.00pm every evening. The mathematics department has developed very good links with the local secondary school with transition workbooks for pupils in Year 6. The support of Sport England in grant aid for the development of the playing area is a major step forward in developing positive community links.
35. The school makes good provision for pupils' spiritual and cultural development and very good provision for their moral and social development. Overall the provision for spiritual, moral, social and cultural development of the pupils is good. Pupils' personal development is strongly promoted by the headteacher and staff. This is evident in pupils' very good attitudes and behaviour.
36. Pupils' spiritual development is well provided for. The traditions of the Catholic faith firmly underpin the full life of the school. This is clearly articulated in the school's Mission Statement. School and class assemblies make a significant contribution to raising pupils' spiritual awareness. Quiet moments of reflection and prayer lay the foundation for the development of spirituality. Holding Lenten Mass in school showed a unity between parents, staff and pupils. The pupils who attended participated fully in this traditional mass and undertook the rites with sincerity, fully embracing the Catholic faith. Background music in assemblies and discussions encourages a reflective ambience. Each classroom has a focal point for prayer and reflection many with pupils' own prayers on display. Pupils of all ages are given opportunities to express their own thoughts and ideas through discussion, writing and art and

design. Some very evocative work was seen connected to the relief of famine. The school meets the statutory requirements for the daily Act of Collective Worship.

37. Provision for moral development is very good. Teachers and assistants encourage pupils to consider the rights and wrongs of life in school and at home. This starts in the nursery and reception classes where the children are encouraged to show respect for each other. A calm working environment is encouraged throughout the school. Sets of class rules are prominent in each classroom. Pupils fully understand these rules and the associated systems for praise, reward or sanction. The curriculum is effectively used to highlight moral issues. Year 6 pupils' had thought about dreams, freedom and peace as promoted by, for example, Mohandas Ghandi and Nelson Mandela. The pupils are encouraged to try their very best and this helps raise pupils' self-esteem as well as giving them responsibility as part of the school and wider community.
38. The school makes very good provision for pupils' social development. The school provides a very good range of opportunities for pupils to work and play together. Class discussion time is led effectively by the On-Track co-ordinator. Pupils are given a wide range of responsibility around the school. The Prime Panel pupils pro-actively support the school's expectations. They help younger children, patrol corridors and act as friends to others in the playground. They are highly praised for their independent thinking and the way in which they fulfil their duties. Charity fund raising helps develop an awareness of the needs of others who are less fortunate than the pupils themselves. Pupils go out into the community to meet older residents and to share in activities with other schools. Likewise, members of the community are warmly welcomed into the school to work with pupils. This serves to enrich pupils' social awareness.
39. Provision for pupils' cultural development is good. Pupils learn about their own and other cultures through lessons in literacy, history, geography, art and design as well as information and communication technology and music. Photographs of ex-pupils provide a good role model and encourage aspirations in the pupils. The Arts project facilitated by the Excellence in Cities grant is progressing well. The theme raises awareness as well as challenging the stereotype of an African man. It lends itself well to work in lots of curriculum areas. Artefacts are used well. The pupils have begun work on World Faiths but this has yet to become embedded in the work of the school so that it prepares the pupils thoroughly for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The overall care of pupils in the school is good; this is an improvement since the last inspection. All pupils are very well known to their teachers, the special needs co-ordinator, and more generally across the school. The school meets the individual needs of all pupils well, including those with special educational needs and traveller children. In classes, all pupils are well supported by work carefully matched to their ability and pupils are fully engaged in learning. Teaching assistants are deployed well giving particular helps pupils learn.
41. The school's procedures for checking the pupils' progress are satisfactory overall. There is an effective system of target setting in English and mathematics based on formal tests such as the non-statutory tests at the end of Years 3, 4, and 5 and the tests at the end of Years 2 and 6. Pupils' have target sheets inside their workbooks so that they can check regularly that they are making progress in achieving their targets. This is good practise. These targets are shared with parents during consultation evenings and reviewed every term by the teachers. However this effective system has not yet been extended to science, which is an area that the school has identified as requiring further development, nor to other subjects of the curriculum.

The school's use of the information it has gathered about pupil progress in some subject areas is not strong as it is in English and mathematics and remains an area for further development. There are good systems to support the academic and personal development needs of pupils with special educational needs and this enables them to make good progress. Teachers and teaching assistants work well together to ensure that pupils achieve the targets set in their Individual Education Plans.

42. The school provides a safe environment for pupils and all staff are aware of their responsibilities for the health and safety of pupils. Regular checks are carried out on school premises by the caretaker and termly checks by the deputy head and caretaker. Risk assessments have been carried out and the local authority regularly audits the school. Teachers carry out risk assessments before visits and parents have been asked for permission for their children to use the Internet. Child protection procedures are fully in place and staff well trained.
43. The promotion and checking of attendance is good but standards of attendance are still in the bottom 10 per cent of the country. Registers are now completed in line with local guidance and parents are contacted immediately should a pupils be absent without contact from home. The education welfare officer visits the school on a two-week basis and follows up problem families. In addition pupils are rewarded for good attendance. It is clear, however, from the registers, that when pupils enter Year 3 attendance increases and continues to do so as pupils get older and are able to take more responsibility for their attendance at school. It is also clear from analysis that 59 per cent of pupils with special educational needs have problems with poor attendance; this has a negative impact on their learning.
44. Procedures for the support and promotion of the very good behaviour in the school are based on the consistent application of behaviour strategies, including the development of self-esteem through praise and encouragement throughout the school. In the classroom pupils are very well managed and are given positive opportunities to express themselves with their contributions being valued. As a result pupils are well motivated and achieve well. Pupils are well supervised during their time in the playground by staff and designated pupils who help in the lower school playground. There is, however, an amount of rough play recorded in the accident book and lunchtime behaviour records. A lunchtime club helps those pupils who need to be away from the playground at lunchtime and gives them a chance to take part in activities with other pupils. Pupils with serious behaviour problems are dealt with through the On Track initiative which helps with their emotional as well as behavioural needs. The school's Code of Conduct ensures that parents and pupils have a clear view of bullying and how to deal with it, and as a result there is little bullying at the school. There has been one short fixed exclusion in the previous academic year and the school works very hard to ensure pupils are well supported on their return.
45. Pupils' personal development is a high priority and the school makes every effort to accentuate positive aspects of pupils' achievements inside and outside school. Parents are very happy with the way the school is helping their children to mature and become responsible. Pupils are rewarded for good work, good behaviour, good manners and for keeping rules in the classroom, and in addition, pupils 'spotted' behaving well during break times are entered into the weekly draw at the Awards Assembly. Pupils are eager to be recognised as a committed member of the school family and keenly seek these rewards. All pupils are encouraged to take part in a wide range of activities, provided through the local EAZ initiative and designed to build pupils' self-confidence and social skills. This has resulted in them taking part in performances at such venues as the Bridgewater Hall and winning numerous sports trophies. Pupils interviewed were very keen and appreciative of this aspect of school life. Pupils are encouraged to take responsibility for each other through the Prime

Panel and the recently developed class discussion times are giving pupils a real insight into the needs of others and how to build relationships through kindness and consideration.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The last inspection found that the school had satisfactory relationships with the parents and in many ways these have improved since the last inspection and are now good overall. In response to the pre-inspection questionnaire parents showed they had very good views of the school recognising that the school expected their children to work hard and do their best. A few parents were slightly less happy about the levels of information and homework.
47. The school provides good links with parents beginning with the home visit before children begin school, with an opportunity for them to visit the nursery. The well-written brochure and the school Code of Conduct keep parents very well informed about the life and expectations of the school. A leaflet is also provided to help parents to encourage good speaking and listening skills in their children, as this is a particular concern of the school. A curriculum newsletter at the beginning of each term ensures that parents are aware of the areas of learning their children will be experiencing during the year and provides prior warning of any particular help the pupils may need. The school has made considerable efforts to help parents understand the numeracy and literacy hours. Some meetings were poorly attended; others when combined with demonstrations provided by pupils were extremely popular.
48. There are at present two parents meetings, one in the autumn and the other following the annual school reports. At the autumn meeting parents are informed of their children's academic targets and have the opportunity to respond to annual reports and discuss progress in the summer term. These meetings are well attended. The head teacher spends considerable amounts of time in the playground especially after school, at sporting events and after school activities talking to parents and giving them an opportunity for discussion. The school provides good information on pupils' work and progress. The annual reports on pupils' progress, though improved since the last inspection, are still inconsistent in the information provided on how pupils can improve their learning and how parents can help. In addition some teachers are simply giving a description of the work completed without comment on achievement or aptitude; this especially applies to non-core subjects.
49. Parents of pupils with special needs are fully informed about their children's progress and involved in the reviews and target setting. One parent interviewed during the inspection was very pleased by the way the school fully involves her in discussing the help her child receives.
50. The school takes opportunities to consult parents but is aware of the danger of making too many demands on them. Every year the Code of Conduct is revised after consultation with parents and it is now at the stage where very few changes are suggested. Parents have also been consulted on the school development plan.
51. Parents are very supportive of the school when asked to contribute money or their time but are reluctant to accept responsibility; as a result there is no Parent/Teacher group. However a few parents do help in the school and there is no shortage of help available for visits and sporting events, whilst attendance at social functions is excellent. A considerable number of parents who originally helped in the school have now gone on to gain qualifications and obtain employment as a result. Some parents are happy to be involved with areas of the curriculum where their expertise will be valuable, a good example being a parent who used his expertise on box making to inform a design and technology lesson. However one area where parents could make an enormous contribution to their children's learning and future prospects is by ensuring they are in school 100 per cent of the school year and this they sadly fail to do. Many

permit their children to be absent for very trivial reasons and allow very minor illnesses to extend into days away from school. This adversely affects their achievements

52. Help provided by parents at home is minimal as many parents lack the confidence or skills to become fully involved. In an effort to combat this, the school is involved in providing adult literacy lessons for parents. In addition through a government funded initiative On Track parents are helped to cope with behaviour issues and other aspects of parenting.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher provides very good leadership and management for the school. That provided by the governing body, senior management team, and all those with management responsibilities, is good overall. Over the last few years the headteacher has shown a very clear vision of both the actions needed to address short-term issues, and the long-term aims required to bring about much-needed improvements in standards. He is well supported by the rest of the staff, and there is a strong commitment to the school, and to continuing improvement. Consequently, there is a very clear reflection of the school's aims in all aspects of its daily life. This is shown through a combination of positive attitudes towards work and learning, and strong Christian values, and the school is now well placed to improve further. The school is well managed.
54. The deputy headteacher plays a key role, and is an effective manager who provides a very good role model, both for effective subject management, and successful teaching approaches. Her role in working with teachers from other schools as part of the school's 'Leading Literacy School' status has been influential locally. The roles of subject co-ordinators have been developed, in line with the issue identified in the last inspection. There is a need, however, for further development here, so that co-ordinators are more actively involved in checking the quality of teaching and learning in their subjects. Some co-ordinators also lack sufficient in-depth understanding of their subjects, so that it is difficult for them to form a clear overview of standards and practice in classes other than their own. The further development of the subject co-ordinator's role is a priority for the school.
55. The headteacher monitors teaching both formally and informally, and has used the resulting information as the basis for discussions on teachers' professional development. All teachers have clear job-descriptions and are aware of what they are required to do. Opportunities for professional development have been limited recently, and largely concerned with literacy and numeracy in line with national priorities. Co-ordinators for other subjects would therefore benefit from further opportunities for professional development.
56. The school's Governing Body has shown a strong commitment to taking the school forward. They have a good understanding of the strengths and weaknesses of the school, and the regular meetings of the different committees ensure that they have a 'hands on' management approach. Individual governors are linked to the different curriculum areas. This system, together with the headteacher's comprehensive reports, ensures that the governors have a good understanding of the school's strengths and weaknesses, and are fully informed about all aspects of its work. As a result they have been able to support and guide the school towards its goals, taking effective steps to ensure that the necessary targets are set to raise standards. The governing body now shows a good standard of effectiveness in fulfilling its responsibilities.
57. The school's improvement plan is well thought through, identifying ongoing targets for improvement, based on thorough assessments of what needs to be done in order to develop. The well-chosen targets are firmly based on educational principles, and progress towards

them is carefully monitored by the headteacher, senior management team, and governing body. The headteacher's approach has been through an ethos of steady but well-focused progress towards long-term aims, coupled with sensitivity towards the needs and feelings of individuals. Each initiative in the plan has agreed deadlines and costings. Financial planning and management are good, and careful management has enabled a substantial former financial deficit to be turned round. Despite falling roles the school is now in a sound financial position, having a sufficient carry-over figure each year.

58. The headteacher has been very successful at securing additional funding from a variety of outside sources, including the Small Educational Action Zone, New Opportunities Fund, and the Sport England Grant for Drama and Sport. The skill with which funding from such agencies has been acquired has made a significant difference to the quality and range of the school's provision. The use to which funding from the Education Action Zone was put, to target improvements in speaking and listening was an example of this approach. The governors and headteacher follow the principles of 'best value'; for instance in obtaining resources and negotiating services. The school's administrative staff handle day-to-day finances and administration efficiently, and their work makes a valuable contribution to the smooth running of the school. Overall the school makes very good use of the specific grants it receives.
59. Arrangements for the professional development of staff have been dominated recently by activities related to national literacy and numeracy strategies. For this reason there has been little time for in-service training in other subjects. The school now recognises the need to extend professional development so as to support improvements in other areas of the curriculum. The model provided for successful development by the very effective strategies for teaching literacy and numeracy skills should now form the basis of improvements in the other subject areas. Aspects of professional development are effectively addressed during the well-implemented performance-management process. Procedures for the induction of staff new to the school are satisfactory overall, and the Staff Handbook provides detailed guidance on school routines and procedures. The school has enough suitably qualified and experienced teachers to meet the demands of the National Curriculum, and the specific curriculum for children under five.
60. The special educational needs co-ordinator manages the special educational needs provision in the school and also is the key co-ordinator for the On-Track initiative. Effective use of funds has ensured that this post can continue. The focus for the On-Track project over the past two years had become more community based but is now returning to a much more school based role. The headteacher and special needs co-ordinator have an effective overview of the provision of special educational needs within the school. Teaching assistants are deployed suitably and the school's provision to support pupils with statements of educational need is above average. The special needs co-ordinator has identified the next priority for her to put in place more rigorous checking of individual education plans and the organisation of pupils' work.
61. The accommodation in the school is satisfactory. The school has ample accommodation for the pupils. There are two halls, a number of spare classrooms and a computer suite, with the additional benefit of an extra computer suite for use by the community. There are good areas for the children in both the nursery and reception classes, indoors and outdoors. There are many small rooms for offices and generally many areas where the staff and pupils can work. However, all the windows have to be protected by either metal grills or motorised metal shutters. This detracts from the stimulating learning environment the school is seeking to provide. Many of the school areas are shabby with carpets and flooring that are very worn and in need of replacement. The internal condition of the school is generally unsatisfactory. Although there is a rolling programme of improvement and the internal decorative order of the

school does not affect teaching and learning directly, it inhibits teachers in their attempts to create an attractive and stimulating environment for the pupils to work in.

62. There is a satisfactory range of learning resources to meet the demands of the curriculum for all subject areas with the exception of music where the resources are of a generally poor quality, in contrast to the new music resources that have been provided as part of the EAZ initiative. In geography resources are barely satisfactory and in need of updating. Resources for information and communication technology are good with particularly good provision in the computer suite.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to further improve the quality of education and standards achieved, the headteacher, staff and governors should,

- (1) Continue in their drive to raise standards in English, mathematics, science, information and communication technology, music and art and design by the end of Year 6 by:

- Ensuring a consistency of detailed planning throughout the school;
- Continuing to develop and use methods of checking pupil progress to set clear targets for improvement for individuals and groups of pupils;
- Planning and teaching a clear development of scientific investigation skills.

- (2) Further develop the good models of co-ordination seen in English and mathematics for other subject areas by:

- Empowering subject co-ordinators to monitor teaching and learning in their subjects;
- Using checking of pupils' progress procedures to plan improvement.

- (3) Continue the school's drive to improve punctuality and attendance.

- (4) Improve the fabric and learning environment to help the staff in their attempts to provide an attractive and stimulating environment in which pupils are enthused to learn.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	27	18	0	1	0
Percentage	7	15	46	30	0	2	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	295
Number of full-time pupils known to be eligible for free school meals	N/A	116

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	100

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	16	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	17	17
	Girls	14	14	15
	Total	27	31	32
Percentage of pupils at NC level 2 or above	School	71 (88)	82(78)	84(98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	19	20
	Girls	14	15	16
	Total	29	34	36
Percentage of pupils at NC level 2 or above	School	76 (80)	89 (93)	95 (95)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	36	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	16
	Girls	24	21	21
	Total	36	33	37
Percentage of pupils at NC level 4 or above	School	62 (69)	57 (50)	64 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	10
	Girls	20	16	14
	Total	27	27	24
Percentage of pupils at NC level 4 or above	School	47 (70)	47 (59)	53 (89)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	240	1	0
White – Irish	5	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	42	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)	13
Number of pupils per qualified teacher	26:1
Average class size	26

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	174

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21.5
Total number of education support staff	2
Total aggregate hours worked per week	49
Number of pupils per FTE adult	9:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	£724,693
Total expenditure	£724,011
Expenditure per pupil	£2100
Balance brought forward from previous year	£1,108
Balance carried forward to next year	£1,790

Results of the survey of parents and carers

Questionnaire return rate 44 per cent

Number of questionnaires sent out	334
Number of questionnaires returned	147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	3	1	2
My child is making good progress in school.	56	39	2	0	3
Behaviour in the school is good.	53	43	2	1	1
My child gets the right amount of work to do at home.	44	41	10	2	3
The teaching is good.	62	35	1	0	2
I am kept well informed about how my child is getting on.	48	40	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	31	2	0	1
The school expects my child to work hard and achieve his or her best.	71	27	1	0	1
The school works closely with parents.	50	37	10	0	3
The school is well led and managed.	66	30	1	0	3
The school is helping my child become mature and responsible.	64	34	1	0	1
The school provides an interesting range of activities outside lessons.	53	31	6	1	9

Summary of parents' and carers' responses

The results of the parent questionnaire reflect the very positive views the parents have of the school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSE

FOUNDATION STAGE.

64. The children start the nursery class in September or January after they are three years old. At present there are 45 children who attend part time in the nursery class. The children start in the reception classes in the September of the year they are five. At present there are 42 children in the two reception classes. The majority of the children in the reception classes have been to the nursery in the school although some join the school later, from other schools.
65. For the majority of children when they start in the nursery their skills and knowledge levels are very low. They have particularly poor skills in speaking and listening, mathematical knowledge, their knowledge of the world around them and personal and social skills. Throughout the nursery and reception classes the children receive good and often very good teaching and as a result they achieve well in relation to their low starting points. The children make significant gains in their social skills, gaining in self-confidence, personal organisation and learning to share and work together. This is the result of very good teaching and the clear emphasis the school places on helping the children to plan their work, carry it through, recalling and speaking about what they have learnt at the end of the session. Higher attaining children, those children who are lower attainers, and those children who come from the traveller community all achieve well. Attendance for some children is not good and has an adverse effect upon the continuity of their learning.
66. All children make good progress throughout their time in the nursery and reception classes. They are engaged by a good curriculum, very good teaching of social skills, very clear expectations of behaviour and very good emphasis on developing basic skills. The environment for these young children is spacious with a new and exciting outdoor area.

Personal, social and emotional development

67. In personal, social and emotional development, by the time the children complete the reception year most are likely to still be below the nationally agreed standards. Children make good progress in this area of their work because the teachers have very high expectations of them. They work in a busy and calm environment. All groups of children, including those children who are lower attainers are encouraged to take an active part in the life of the class, play together, becoming increasingly more independent.
68. Throughout the nursery and reception classes the children are encouraged by the staff to share equipment and to take turns. Some of the children find this very difficult. For example, in a reception physical education lesson the children were working with partners and one child pointed out to the classteacher that he did not have a ball. The classteacher reassured him that this was quite in order because his partner was holding the ball and they were to work together with one ball between the two of them. In the nursery class the children plan their own work, they have to consider what they would like to do and then complete the tasks they have chosen. They know they will be asked to report back about their learning at the end of the session. This strategy helps the children not only to be independent but also to take responsibility for their learning and to extend their speaking skills as they recall their learning. In the reception classes the children hand round the fruit at snack time each child carefully choosing their fruit. Getting changed for their physical education sessions is accomplished

independently as there are clear routines set up for the children to follow. Some children find it difficult to share resources but they generally take turns as they play their games.

69. Teaching and learning are often very good. Members of staff are patient and caring with the children and this enables the children to develop their social skills. Those who find it particularly difficult to join in, share or work together are given very good help and encouragement to improve. All staff give clear ideas of what is expected of the children including the difference between right and wrong. This helps their moral and social development. Very effective teaching results in a calm working environment where the children are happy and become more confident, making good gains in their learning.

Communication, language and literacy

70. The children make good progress in this area of learning as a result of good teaching and learning. Many of the children come into the nursery with particularly underdeveloped speaking and listening skills. As a result of the many opportunities the teachers provide for the improvement of these skills the children achieve well and make significant gains in their learning. Because a significant majority of the children start from such a low base they are unlikely to achieve at the expected levels at the end of the reception year.
71. The teachers employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. For many of the children when they start in the nursery class their speech is limited to single words and some are reluctant to speak at all, on the other hand a few are able to hold a conversation with an adult about their work. The staff in the nursery and reception classes focus very much on speaking skills, helping the children to take part and to speak clearly and confidently. The children in the nursery are encouraged to respond to the register at the start of the day and say "hello." They were helped to sequence the photographs of the story of Little Red Riding Hood acted out by the children. This was a particularly challenging activity for the children and they tried very hard to recollect the story as well as order the photographs. In the reception classes the children answer questions posed by the teachers and are helped to express their ideas. For example, they talked about their water paintings disappearing because the sun had dried them up. The teachers encourage the conventions of looking at the person who is speaking and the value of listening carefully to each other.
72. All the children enjoy stories. They sit engrossed as the stories unfold. This high level of interest means that they are particularly focused on the story, thinking about the illustrations and what has happened and what might happen next. The teachers read with great enthusiasm and expression. In the reception classes the teachers make up boxes of resources to support the stories they read. So that after reading a story about "Elmer" the patchwork elephant, the children will have a box containing an "Elmer" a toy elephant, the story and some non fiction books about elephants. In this way the teachers gain the children's interests and encourage the children's curiosity so that they want to find out more. The nursery children have letter sacks which they enjoy exploring, some of the children were busy looking at the "S" sack which contained spiders, snakes, snowmen, a scarf and a spoon. This gives the children the chance to think about the wide range of articles that start with the letter s. The children in the reception classes have reading books. They take these home to share with parents or carers and in this way the children's' learning at school is extended and reinforced by work done at home. The children have made a good start with their reading and show that they are keen and enthusiastic.
73. Writing is displayed in all areas of the nursery and reception classes and this is effective in encouraging the children to write. Writing skills are taught carefully and systematically with the most able children in the reception classes able to write their own simple sentences. Some

of the children are able to write over the classteachers writing whilst the majority find writing hard and work hard to sequence simple sentences.

Mathematical development

74. In mathematical development children achieve well but because their starting point is from a low base most children are unlikely to achieve at the levels expected by the time they enter Year 1. The children are helped to make good progress through the good practically based teaching they receive.
75. The teachers in the nursery and the reception classes provide many activities and experiences so that the children develop their mathematical skills through focused teaching and play. In the nursery class the children sing "Five speckled frogs" and act out the song as they jump from a log. The children have been looking at straight and curved creating their own pictures to support their learning. Some of the children were busy working outside with round mats that they put in a straight line and then jumped confidently from mat to mat.
76. Children in the reception classes are confident as they count and recognise numbers to 10. They are less secure in their counting to 20. The classteacher uses very good strategies to engage the children and encourage their learning. For example, they played an exciting elimination game, dancing to music and when the music stopped the children had to work out the addition sum to find out who was going to be out. This activity ensured all were excited and all wanted to work out the addition sums. Weighing different objects to find which were the heaviest and the lightest gave the children many opportunities to explore their learning for themselves.
77. Good practical teaching allows the children to have many opportunities to practise their skills and consolidate their understanding. Children sing counting rhymes and use a range of equipment, which help to consolidate and extend their learning. The children work in small groups in their Numeracy lessons so that they have good levels of adult help. The children's counting skills are better developed than their number recording skills.

Knowledge and understanding of the world

78. In knowledge and understanding of the world, most children are working towards the standards expected for this area of learning by the time they complete the reception year. The teachers provide a wealth of interesting and challenging activities to extend the children's vocabulary and understanding of the world around them. Good teaching and learning ensures that the children make consistently good progress and achieve well.
79. The children in the nursery are busy watching some frogspawn develop. Some of the children have little understanding of the world around them and the teacher and nursery nurses encourage the children to be observant and to note, for example, the change in the seasons. The children are also watching their bean seeds develop shoots and roots. The children enjoy using the computer in the classroom and find their visits to the computer suite really exciting. In the reception classes the children are busy growing seeds, they have planted peas and cress. The children work with compost, seeds and pots busily planting. In this way the children are learning what the seeds need to grow into healthy plants. Similarly the children learn that their pets in the pet corner need to be looked after carefully.
80. A strength of the teaching is in the way that the reception and nursery teachers' plan the curriculum for the children so that the children's learning is carefully structured and builds from the children's low starting points.

Physical development

81. In physical development although the children achieve well they start from a low base and so most children are unlikely to attain the standards expected of them by the time they reach the end of the reception year. Good teaching in this area enables the children to make good progress. The newly refurbished outside area and the school hall are all used to help the children to develop their gross motor skills.
82. The teacher and the nursery nurses in the nursery class encourage the children to use the outdoor equipment to develop their gross motor skills. The children particularly enjoy using the slide and the wheeled vehicles. Although the children show good skills of peddling the bicycles, their skills in steering and avoiding collisions are not as well developed. The children in the reception classes are encouraged to recognise that physical exercise is good for them and helps them to become fit and healthy. The staff encourage co-operative working alongside physical development in the children's physical education sessions. The children learnt to work together to roll the ball between them. Some of the children managed this very well but some found it difficult and were better able to throw the balls with bigger stronger movements. Excellent strategies were used in the lesson observed to ensure that all the children were fully included in the lesson and that both the warm up and cool down session were exciting and stimulating for the children. The children worked happily together in their lesson and had great fun; as a result they learnt very well.

Creative development

83. In creative development most children achieve well but because they start from a low base they are unlikely to attain the standard expected by the time they complete the reception year. The children make good progress and achieve well as they are taught well and have many opportunities to learn new techniques and use different materials.
84. The children in the nursery use paint expressively in their artwork. They select their own paints, pour it out into palettes, paint expressively, mixing their colours well. When they have completed their work they wash up their palettes and brushes independently. In the reception classes the children use chalk on the paving stones in the outdoor area to draw pictures in the style of L S Lowry. The children looked carefully at the figures and the buildings Lowry drew and worked hard to create their own work in his style. They arranged natural materials, pine cones, sticks and stones on the grass to create their own artistic arrangements. The teachers help the children to use different materials and to talk about their work.
85. The teachers are effective in extending the children's' language skills in all areas of their work. Co-operative and collaborative work features highly especially in the role-play areas where the children are encouraged to share resources and work together well. This helps to promote the children's social and moral development through their play and work. The children work with care and enthusiasm and so their work progresses well.

ENGLISH

86. At the end of Year 2 pupils achieve standards that are in line with national averages, while, at the end of Year 6 standards are below the national average. At the time of the last inspection standards were found to be in line with expectations at the ends of both key stages, and so there appears to have been a decline in standards overall. This is accounted for by the fact that, over the last few years there has been a marked increase in the proportion of pupils with special educational needs in each year-group. In each successive year-group, nearly half of each class of Years 3 to 6 have been pupils with special educational needs, and this has had a significant impact overall on the levels of attainment achieved in the national test.

87. In Years 1 and 2 pupils learn well and make good progress. From a generally low level when they enter school pupils make good progress to achieve satisfactory standards in reading, writing and speaking and listening, by the time they are in Year 2. Pupils from travelling families and those with special educational needs make good progress. This is because of the good help they receive in lessons and the very effective use of additional strategies aimed at providing for those pupils who are having difficulties with their work.
88. Pupils in Year 2 are encouraged to work in pairs and small groups, and to discuss their ideas together. Most talk confidently with their friends, teachers, and other adults, and their responses to questions show that they listen attentively. The majority explain their work clearly, and use the correct vocabulary introduced by their teacher. Reading standards are satisfactory. Pupils read simple passages with accuracy and understanding. When they come across an unfamiliar word, most use a range of strategies to help them out. They sound out the words, look at pictures, and use the context of the story to work out what the word is. Most link letters to sounds accurately. They talk about their reading, showing that they understand simple stories and factual writing. The success that pupils show in reading is helped by the school's very good implementation of the National Literacy Strategy, by regular reading practice, and by the positive attitudes towards reading, which the school promotes. Teachers and teaching assistants have good levels of expertise, and they give pupils of all abilities well-judged help.
89. Year 2 pupils achieve satisfactory standards in writing. The school's priority for improving writing is having a positive effect. The National Literacy Strategy is very well used by teachers to ensure that pupils are given a wide range of writing opportunities, not only in English lessons, but also in other subject areas. Most pupils write with growing confidence. Grammar and spelling are usually accurate, and their sentences are correctly formed. Handwriting is of consistent size, and letters are correctly formed. Higher attaining pupils are beginning to use sequences of sentences to extend their ideas logically. They adapt their writing to a variety of purposes, and are beginning to use language imaginatively.
90. By the time they reach Year 6 pupils' speaking and listening skills have continued to develop, but many pupils still lack confidence in speaking, and standards overall are below national expectations. Although most pupils are confident in talking about their work in everyday classroom situations, they lack confidence in more formal circumstances. They are good at asking questions in class, and taking their turns in discussions, and most are good at listening to the opinions of others. These activities make a good contribution to pupils' social and moral development. Teachers generally are good at using the correct subject vocabulary, and expecting their pupils to do the same. Where this approach is used, and pupils are actively involved in discussing the work, it greatly helps to develop pupils' speaking skills. In many lessons seen during the inspection teachers made it clear that they expected pupils to pay attention to instructions, and to what their classmates were saying.
91. Reading standards in Year 6 are below the national expectations. Most pupils read with accuracy and fluency from a variety of texts. They use their alphabetical knowledge to locate information, for instance in finding words in a dictionary. They name their favourite authors, and some of the books they wrote. Although pupils understand about reference books, and how to find information, the school library is underdeveloped. Some of the books are old and unsuitable, and many are not displayed to full advantage. The library does not at present take full advantage of opportunities to promote positive attitudes towards books and reading. In literacy lessons pupils are introduced to a wide range and variety of authors. The reading recovery programme gives good help to those pupils identified for help using this initiative.

92. The school's drive to improve standards in writing has resulted in good improvements, although standards in Year 6 are still below the national average. Pupils of all abilities make good progress overall, including those with special educational needs. Once again the large percentages of pupils with special educational needs in each year-group has an effect on the overall standards achieved. In Year 6 most pupils produce writing which is correctly structured, imaginative and clear, and where the basic grammar of sentences is usually correct. Capital letters and full stops, and other punctuation are accurately used, and handwriting is legibly formed and joined. The presentation of work in pupils' books is of a good standard. Teachers are good at using the National Literacy Strategy to provide pupils with a good range of writing opportunities. When required to write about their work in a variety of subjects, pupils generally respond with confidence and produce writing in a suitable form. An aspect of writing which is developing well, and was seen in the pupils' work examined during the inspection is that of the good range of opportunities for writing in a variety of contexts. This was particularly evident in the work of Year 1 and 2 pupils. As well as writing a range of stories and poems, they are also given good opportunities to write in support of other subjects.
93. The teaching of English throughout the school is good. Teachers are good at beginning their lessons with a brisk and engaging introduction, gaining their pupils' interest, and establishing a positive learning atmosphere from the start. They share the learning objectives of the lessons with pupils, and are good at referring back to what was learned last time. Teachers are particularly good at using questions, challenging pupils of all abilities to think clearly and express themselves well. Because they have a good understanding of the subject, teachers are very good at explaining tasks and ideas clearly. Their teaching of the basic skills of reading and writing is very good and they have high expectations of pupils' work and behaviour. The marking of pupils' work is inconsistent at present. While some teachers provide helpful comments, and suggestions on how to improve, others simply tick the work and add only brief comments.
94. Classes throughout the school are very well managed, and the teaching methods used are well chosen to match the wide range of abilities of pupils. In a Year 4 lesson, for example, the teacher had very high expectations for pupils of all abilities. She had planned the work very well so as to provide a very supportive atmosphere in which pupils could learn effectively. Because of this the pupils worked very hard, and made excellent progress in producing information posters.
95. Much has been done to establish effective procedures for the checking and analysis of pupils' work in English. The co-ordinator checks pupils' work closely and shares the resulting information with other staff. Data is analysed and shared, and the curriculum adapted accordingly. The need to give more attention to writing was identified by this approach, and resulted in a range of measures. These included additional staff training, discussion of teaching methods, and analysis of pupils' work. This work is already producing improved standards in writing, and remains a focus to secure continued advances. All pupils now have target sheets inside the front cover of their books, and most have a clear idea of what they need to do next. Teachers are also beginning to make good use of their checks of the progress pupils are making to help plan their next steps in learning, and this approach provides a good model for developing the checking of pupil progress in other subjects.
96. The quality of leadership and management provided by the co-ordinator is very good. Her work in association with the school's designation by the LEA as a 'Leading Literacy School' has involved training teachers from other schools, developing the school's effectiveness in

literacy teaching, and providing a role model for good practice. In all these areas she has worked hard and to great effect, supporting her work through ongoing professional training and development. The workload, which she has sustained, both in relation to this role and also that of deputy headteacher has been considerable. The school is determined to examine ways of providing some release from the full-time teaching commitment, which she has at present, so that all aspects of her work could be better balanced. Overall the school's leadership and management of this key subject has been very good. It is well focussed on raising standards, and reflects very well the school's aims and values. For example the recent initiative in making two small teaching groups in Year 3 to improve standards is having a positive effect on the way these pupils are learning. Resources for the teaching of English are satisfactory overall. They are suitably organised.

MATHEMATICS

97. Achievement in mathematics at all age levels is good. Attainment at the end of Year 2 is in line with national averages. At the end of Year 6 attainment is below national averages due to the large numbers of pupils with special educational needs within the older age group classes. The school has made good progress in implementing the National Numeracy Strategy. Very good progress has been made in implementing the government initiative aimed at raising standards in Year 3. Provision for pupils with special educational needs and for the traveller pupils is good.
98. By the end of Year 2, pupils have gained skills in adding, using terms such as more than, less than, ordering, handling money, shapes, including circles, squares and rectangles. There is evidence of pupils developing skills of how to present calculations and being challenged to apply practical understanding of the skills learnt. One pupil completing a self-review noted, "I must make my bunny hops all the same size then I can count on or back easily". Work is well marked with clear guidance to improve learning and understanding.
99. By the end of Year 6, pupils have developed skills in place value, ordering, rounding up, multiplying, dividing, doubling, halving, decimals, fractions, measurement and area. Pupils are applying numeracy skills such as prediction and interpretation in practical situations. They are using mathematical terms and vocabulary and applying effective reasoning skills. In one lesson with a class in the Springboard 3 project, pupils in teams were challenged to find the number between 20 and 40, which the teacher had written on a sheet of paper. Pupils were enthusiastic and asking questions. "is the number a multiple of 10, ... is it even, ... is it greater than 30, ...is the second digit." There was a clear indication that pupils are using mathematical vocabulary well. Pupils are using computers in all classrooms to boost numeracy skills. Support is based upon the Rochdale local authority programmes and computer based mathematics scheme.
100. Pupils have a good attitude to learning and this is evident in the progress made by pupils at all levels of ability. The previous report stated that "the school has no formal procedures for checking attainment in mathematics, although some use was made of test results". Progress since then has been good. The co-ordinator is using the national test analysis toolkit and other standardised tests. Results are well kept and used to track pupils' progress from year to year, highlighting strengths and areas of concern. Many teachers use the information well to support pupils' learning. Every half term pupils learning is checked and reviewed to see if they are on target. However, marking doesn't consistently guide learning and challenge pupils to improve. In addition, information from tracking pupils' progress is not consistently used to identify strengths and weaknesses within teaching and learning at all levels.

101. Teaching and learning are good overall. When it is good or better, the lesson is well planned, subject knowledge is good, there is a brisk mental starter, pupils are actively engaged in the activities and want to have a go. The teacher challenges pupils of all levels of ability by the good match of task to the pupils' abilities. In one class pupils were collecting data from other pupils on their favourite toys before representing the information on a pictogram. This was a very good interactive lesson with pupils actively applying their mathematical knowledge and skills. In a Year 2 class; there was clear evidence of pupils gaining confidence to develop mathematical language, reasoning, data handling and recording. They were consolidating their knowledge and applying mathematical skills to real life situations. When teaching is less successful, lesson objectives are not shared with pupils with the teacher dominating the verbal interaction. Occasionally whole class teaching results in confusion for lower attainers who require more suitable tasks and the pace of the lesson is not challenging enough for higher attainers.
102. The co-ordination of mathematics is good. The co-ordinator is very keen and advises and helps other teachers. She has undertaken the local authority 5 day numeracy course. The co-ordinator has arranged good programmes of staff development. Teachers visit leading mathematics teachers in other schools to observe teaching and learning. She scrutinises work from a range of levels from each class and feeds back to teachers on how to raise levels of learning. The LEA numeracy adviser has given good support in the school for specific year groups. There are booster classes in Years 3,4,5, and 6 using government programmes, which targets specific pupils for help. In addition the co-ordinator runs a weekly mathematics club for Year 5 pupils, which includes a range of activities and mathematics for fun using information and communication technology. More able children have the opportunity to go to a Saturday club run by the local education authority. Cross-curricular work is planned in science and geography. However opportunities to plan more cross-curricular links and to develop the excellent numeracy links with the fantasy football league are missed
103. During the past four years there has been a steady improvement in standards of numeracy. All staff are aware of the importance of numeracy, and mathematics teaching has a high profile in the school development plan. The co-ordinator has a detailed knowledge and understanding of the strengths and areas for development within numeracy. She is aware that the good progress in checking the teaching and learning in mathematics needs to develop in terms of consistency to raise levels of achievement and attainment still higher.

SCIENCE

104. By the end of Year 2, standards in science are in line with national averages. The majority of pupils work with interest and concentration and make good progress in acquiring knowledge and the development of skills. By the end of Year 6, standards in science are broadly in line with national averages for those not identified as having special educational needs. However the significant number of pupils with special educational needs has a considerable impact upon the results in the national tests and as nearly half of the pupils in Year 6 have special educational needs the overall position shows standards to be below national averages. The pupils achieve well in relation to their abilities.
105. In Years 1 and 2, pupils enjoy the practical aspects of science and undertake investigations with enthusiasm. Recording of observations take a variety of forms, such as completing simple tables or drawing pictures to sort materials into two groups. Most pupils describe similarities and differences between ranges of materials and make suggestions about their

suitability. This was evident in Year 2 work where they investigated the best waterproof material for Barnaby Bear's coat. This work was well linked to their work in geography. The pupils describe how some materials are changed by heating or cooling, such as melting chocolate and making jelly. These processes are well recorded using the schools digital camera. As a result a display with specific scientific vocabulary provides a useful reminder for the pupils to refer to. Pupils complete simple hand drawn bar charts to record their preferences about eating fruit and relate this to a topic on healthy life styles.

106. Through Years 3 to 6 pupils enjoy the practical side of science and carry out simple investigations with their teacher. In a Year 6 class, pupils explored the effects of changing the length of a wire on the brightness of the bulb. As a result they were starting to develop their understanding based on their observations. Some pupils were starting to explain their predictions making good scientific links. Most realise why a fair test is important and how to control simple variables. Learning is less effective when there is over direction from the teacher or the higher attaining pupils lack sufficient challenge to work at a greater depth.
107. The quality of teaching and learning is satisfactory overall. Progress since the last inspection is satisfactory. Better aspects of teaching include the use of probing open-ended questions to help pupils to express and explore their understanding. Where pupils have practical experiences, raising their own questions for investigation, learning is more effective. Teachers encourage the use of specific scientific vocabulary, for example, dissolving, evaporation, fair testing, prediction and variables. This helps pupils to extend their speaking skills. Teachers respect and value the pupils' views and classroom management is good.
108. Strength of the teaching in all science lessons is the effective management of pupils and cross-curricular links in Years 1 and 2. Teachers are good role models, treating pupils with respect. The teachers value pupil's contributions in lessons and encourage good speaking and listening skills. As a result, self-esteem is high and most pupils are happy to participate. However, there is a need to place a greater emphasis on the practical aspects of science. Pupils throughout the school need greater opportunities to select and handle a wider range of equipment and carry out investigations for them selves. An area for further development is in the use of information and communication technology to support learning in science.
109. Teachers plan using the nationally recommended plans and in a few cases they have been adapted to show how lower attaining pupils are supported. However, insufficient use is made of the day-to-day checks on pupil's progress, or test result information to help the teachers with their work. As a result the planning of lessons is not adapted sufficiently to meet the needs of individuals or groups, in order to raise standards further. The curriculum in some classes is planned on a two-year cycle, so that those pupils in the split-year classes do not repeat a topic unnecessarily.
110. Teachers subject knowledge overall is secure. Teachers are well prepared and provide interesting resources, which help to motivate most pupils. For example in a Year 2 lesson, pupils were enthusiastic as they examined a large ice ball when deciding on the best place to speed up the melting process. They worked well together and engaged in sensible discussions within their groups. A range of science work is nicely displayed in corridors and includes a cross section of a periscope, and a simple explanation of transparent, translucent and opaque.
111. Teachers provide help for those with special educational needs as identified in their individual educational plans. They ensure that all children are included in all aspects of science. This includes those from a traveller's background. All pupils enjoy the subject and behave well. Pupils work is generally marked and sometimes has positive comments, however it frequently lacks specific information about how pupils could improve.

112. The newly appointed co-ordinator has only been in post for a term. She is still finding out about teaching and learning in the subject. She has carried out an audit of resources and looked at a selection of pupils' work. Overall resources match the planned curriculum and are well stored in a central location in clearly labelled boxes. Health and safety issues have been identified within current topics. A list of procedures and safe practice has been produced and is clearly displayed in the resource cupboard.

ART AND DESIGN

113. Standards in art and design are broadly in line with national expectations at the end of Year 2 and below national expectations by end of Year 6. Progress since the last inspection is overall satisfactory. Nearly half of the pupils in Years 3 to 6 are identified as having special educational needs and significant minority are identified in Years 1 and 2 and this has an impact upon attainment by the end of Year 6.
114. Two art and design lessons were observed in Years 1 to 2. No lessons were observed in Years 3 to 6 and so there was insufficient evidence on which to make secure judgements about the quality of teaching. Scrutiny of pupil's work on display, in art and design sketchbooks and photographs of displays enabled judgements to be made about standards in art and design.
115. Observations of pupils' work on display confirm that throughout the school pupils have a good variety of art and design activities, such as painting, weaving, collage making, and drawing, using pencil and chalks. By the end of Year 2, pupils make satisfactory progress and achieve suitably. By the end of Year 6, although the pupils have many opportunities to encounter a broad range of artistic experiences, progress is not as secure as skills such as colour mixing, are underdeveloped.
116. Pupils in Year 1 and 2 have undertaken work linked to other areas of the curriculum. This has included weaving using natural and made fabrics, creating an imaginary island in paint and using "Colour magic" an information and communication technology program to create an island.
117. Pupils' attitudes and behaviour during the two art lessons observed were good they enjoyed their lessons and worked hard. The quality of teaching and learning in both lessons observed enabled the pupils to make progress in their skill development. In a Year 1 lesson the teacher motivated the pupils well through her focussed discussion with groups. Towards the end of the lesson she encouraged them to reflect on the reasons for their selected fabrics and start to consider how they could improve their work.
118. Pupils in Year 3 have used charcoal and chalk to produce some evocative distorted faces representing famine. This has demonstrated their developing awareness of using different media and following different artists' styles as they expressed their feelings and thoughts through this media. Pupils in Year 5 and 6 are involved in a number of special projects such as the Excellence in Cities Arts project. This is part of the schools involvement in the EAZ. Art and design skills are used alongside the performing arts to culminate in a production called "The African Story". This has given the pupils a good opportunity to plan, design, make and evaluate their own work. Work seen during the inspection included simple masks made in paper, based on studies of animals and their growing understanding of African culture. They are also involved in a project linked to the On Track project. This involves geographical skills, model making and the raising of their self-esteem with a specialist artist. It is called 'Keeping Safe'. These extra opportunities allow the pupils to develop their skills further and

work together to express their thoughts and ideas through art and design. This is a considerable input and has a good impact not only upon the pupils' artistic skills but also their personal development.

119. All pupils, including those with special educational needs and traveller backgrounds are fully included in art and design lessons. Through discussion with a range of pupils they clearly enjoy art and design activities and are well motivated by the tasks the teachers provide and they enjoy working together.
120. The school has adopted nationally recommended plans, however the teachers do not gather much information on how the pupils are doing in their lessons and as a result there is inconsistent development of skills and experiences, especially for pupils in Years 3 to 6. The new co-ordinator is not an art and design specialist but has a personal interest. Her checking of teaching and learning is at a very early stage of development and she recognises there is more to do. Resources have been enhanced through the schools involvement in various initiatives and are satisfactory, however the current organisation and storage of resources does not help teachers to access them easily.

DESIGN AND TECHNOLOGY

121. Standards at the end of Years 2 and 6 are in line with national expectations, and pupils make satisfactory progress. In the last inspection pupils' attainment was also found to be in line with expectations, and so the school has been successful in maintaining satisfactory standards.
122. By Year 2 pupils have experienced a range of design and technology activities. Although no lessons in the Year 1 and 2 classes were observed, evidence from discussions with teachers and pupils, and from work done previously, show that, overall, standards are satisfactory. Pupils in Year 2 select suitable tools, techniques and materials for their tasks. They have explored ways of shaping and joining materials, and been taught simple safety, for instance when using scissors. Years 1 and 2 pupils have made puppets, supported by a visiting puppet-maker. Provision will be further enhanced by the planned conversion of an empty room into a food technology/kitchen area. This development will improve the facilities for this part of the curriculum.
123. In Years 3 to 6 pupils continue to develop their design and technology skills through a variety of practical projects. Recent topics have included designing and making Joseph's coat of many colours, closely linked to work in religious education, making masks, and designing and making slippers. Evidence from pupils' work shows that they have been given opportunities to work through the whole design process, planning, making and evaluating a variety of objects. By the time they are in Year 6 pupils work with some accuracy with a range of materials. They select and use a variety of tools, and evaluate their work, distinguishing between what works well and what could be improved. In a topic on making a money container, for example, pupils first make a prototype, and then go on to modify their design in the light of what they have learnt. The group work and practical activities give pupils good opportunities to work independently and to share and co-operate together. Such work makes a good contribution to pupils' social and moral development. Pupils of all abilities and social groups, including those with special educational needs, and pupils from travelling families, are fully included in the work.
124. The teaching of design and technology is good. Teachers' planning is guided by the national guidelines, which the school has adopted, and show good knowledge of the subject. This enables them to provide interesting activities, which the pupils enjoy, and to teach the basic

concepts of design and technology effectively. Classes are very well managed and a good pace of work is maintained. In a Year 6 lesson, for example, pupils designed and made musical instruments. There was a very good working atmosphere, with pupils sharing and discussing their work well. The teacher emphasised the importance of discussion. Pupils could relate the changes they made in their designs to the outcomes they were looking for. Some found it difficult to come up with successful designs, but the teacher gave them good help in putting their ideas into effect.

125. Management of the subject is satisfactory overall. The co-ordinator has reviewed the subject policy in consultation with the headteacher, and has overseen the introduction of national guidelines. At present there are no formal methods of checking pupil progress, and the checking of the development of pupils' basic skills does not take place. The subject co-ordinator ensures that resources are provided and replaced, but has not had opportunities to monitor teaching and learning through the school. Her overview of the subject is also limited due to a lack of in-service training opportunities in recent years, when the emphasis has been on literacy and numeracy. Further development of the subject is hampered by these shortcomings in the development of the subject co-ordinator's role.

GEOGRAPHY

126. By the end of Years 2 and 6 attainment in geography is in line with national expectations. Only one lesson was observed in Years 3 to 6 but sufficient evidence was available from lesson observations in Years 1 and 2, samples of pupil's work, photographs, displays, and discussions with teachers and pupils across the school to allow judgements to be made. Pupils achieve well and make good progress in their geography lessons. Standards are similar to those at the time of the last inspection.
127. In Years 1 and 2 pupils study the local area and describe features such as types of buildings and vehicles. They have a good understanding about different localities compared to their own, including the seaside resort of Llandudno. Lower attaining pupils' record their work using pictures and higher attaining pupils' record using pictures and writing. And so the pupils' work is carefully matched to their needs and abilities. This is the result of good teaching and allows good learning to take place.
128. By Year 6, pupils have a sound understanding of the features of a mountain environment and gather suitable information from secondary sources such as books. They are introduced to terms such as "deciduous" and "broad leaf". They also undertake studies about a village in India comparing it to their own urban environment and extend their understanding about rivers.
129. The quality of teaching and learning overall is satisfactory and ranges from good to poor. Where teaching observed during the inspection was poor it was because there was insufficient challenge and the activities did not build on the knowledge and understanding that the pupils already had. Consequently, the pupils were bored and became disruptive and no progress was made during the lesson. Where teaching and learning are good it is well supported by detailed planning of activities, which meet the needs and interests of individuals and groups. Pupils understand what is required of them and they work independently and as a result they are enthusiastic and make good progress.
130. In a good Year 1 lesson, a small group of pupils extended their understanding about islands through the suitable use of information and communication technology to look for information. The teacher effectively used a range of questioning styles and a popular children's story to consolidate learning. As a result one boy was able to explain that an island was " a piece of land surrounded by water". Others demonstrated good recall of features of "Struay" in Scotland and compared this island locality to their own locality. By Year 2, most pupils

recognise features of localities using suitable vocabulary and start to understand the wider world and localities beyond their own.

131. Geography is well represented in the school through a range of displays often alongside maps of different scales. Good use has been made of recent events in the news and this has been linked to identifying countries on a world map. Opportunities for the development of geographical skills and knowledge in Years 5 and 6 are being enhanced as a result of the schools involvement in a number of recent initiatives such as On Track. Consequently there are good opportunities for developing cultural, social and moral awareness. As part of one project called 'Keeping Safe' pupils are busy making a topographical model of the local area with an artist in residence. In another project, linked to the Arts, the pupils are developing their awareness of African cultures.
132. The school has adopted the national plans for geography but as yet has no procedures for checking how the pupils have done. This is identified as the next step for development. All pupils, including those with special educational needs or traveller backgrounds are fully included in geography lessons and make good progress.
133. The newly appointed co-ordinator is enthusiastic and has ideas about how to develop the subject further and raise standards. Her role in checking teacher and learning is at a very early stage and consequently she does not have a clear understanding of the schools strengths or weaknesses yet. However she is aware that resources are barely satisfactory and need to be updated, extended and stored more effectively.

HISTORY

134. The pupils' standards in history at the end of Years 2 and 6 meet national expectations. The pupils achieve well and make good progress because they have good help with their learning. This is a similar position to that at the time of the last inspection. Those pupils with special educational needs, traveller pupils and average and higher attaining pupils are engaged by an interesting curriculum. The pupils' learning is firmly rooted in historical enquiry and research. Judgements have been made by interviewing pupils and the subject co-ordinator, a scrutiny of pupils' work on display and in books as no history lessons were observed during the inspection.
135. In Years 1 and 2 the pupils are developing a clear understanding of people in the past and how they lived. They look at a selection of old and new toys and sort them into two groups. They look at old teddy bears and know that the old ones were hard because they were stuffed with straw whilst modern teddy bears are very soft. In Year 2 the pupils study the life and times of George Stephenson and the excitement generated by the first steam trains. They learned about the immense effect that train travel had upon the Victorian people. One of the pupils in Year 2 has brought to school a wide range of artefacts from the railways and this has really captured the pupils' interests. As a result the pupils have worked hard to find out all about the early steam trains. The pupils found out that the train driver had to look out for other trains as he drove the train. The pupils also learned about Florence Nightingale and drew portraits of her. In this way pupils developed a clear understanding of the way people in the past looked, what they wore and how transport was rapidly developing at this time.
136. The older pupils in Year 4 have also been studying Victorian times. They have been looking at the effect working in factories, in coalmines and sweeping chimneys had upon the lives of children. So that the pupils learnt about the very different experiences that Victorian children had in contrast to their own. The Year 6 pupils have learnt about the great Tudor explorers and how the map of the world was continually changing was a result of the knowledge gained by the many voyages of discovery. They have discovered that the life of these ancient

mariners was not an easy one. They sailed into uncharted waters, ate the most appalling food and were uncertain when, if ever, they would see their home again. The pupils learnt about the harsh punishments handed out to sailors in these times and wondered at their barbarity. In this way the pupils have clearly understood how life aboard ships has changed and realise just how brave these ancient sailors were. Pupils in Year 3 are particularly engaged in their learning about the variety of people who invaded the British Isles in the past they looked at the ancient Viking runic language and decoded a Viking message. Here the pupils recognised that written language has evolved and developed over a long period of time.

137. Attractive displays of pupils' work and the promotion of specific historical vocabulary make a significant contribution to the pupils' learning. Evidence from pupils' books shows that the teaching throughout the school is clearly rooted as far as possible in first hand enquiry. To support learning the pupils use a range of source materials. The use of timelines clearly fixes the pupils' learning in a chronological sequence. The use of information and communication technology although used occasionally is not consistently developed.
138. The subject co-ordinator is keen to see the subject further developed throughout the school. The checking of pupil progress procedures is also an area for further development. Resources in the school are satisfactory which is an improvement since the last inspection. The school also makes good use of a loan service, which provides historical artefacts.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. At the time of the last inspection standards in information and communication technology were below the national expectations by the time pupils reached the end of Years 2 and 6. Standards have remained at this level but progress towards improving standards since the last inspection has been very good. The school development plan identifies information and communication technology as a continuing priority for improvement. The school has invested well in new computers, peripherals and software as well as training for staff. Whilst the subject co-ordinator was absent at the time of the inspection the headteacher has maintained the drive towards improvements well. As well as computers being provided in each classroom the school has a computer suite with 16 networked computers, a full range of accessories and a digital projector. This provision is a strength of the school. The timetable ensures that pupils receive regular information and communication technology lessons. In these lessons they learn important skills such as searching for information, using the Internet, editing, saving and retrieving their work. Pupils enjoy the subject and achieve well. Standards of behaviour in information and communication technology lessons are good. All groups of pupils have equal access to the curriculum. Pupils with special educational needs and traveller pupils make good progress in information and communication technology as they work alongside their peers.
140. Teaching and learning are satisfactory in Years 1 and 2 and good by the end of Year 6. Teachers' subject knowledge and understanding is satisfactory with sound planning for lessons in information and communication technology. Teachers set high expectations of themselves and pupils. In one excellent lesson the Year 4 pupils began to organise information by posing suitable questions to create a tree diagram. They focused on their work with urgency and made excellent progress. In a Year 5 lesson a teaching assistant helped a pupil with a statement of educational needs very well, as well as circulating amongst the rest of the class to lend a hand. Consequently all the pupils in the class made good progress in using a graphics design package to redesign their classroom. Younger pupils approached the collection of information from a variety of sources that helped them create posters about cats. Computers are also used suitably to support independent activities in many literacy and numeracy lessons.

141. Displays in classrooms and around the school show that information and communication technology is used well for labelling, creating digital images, certificates, maps and to present information in graphical and other ways. Teachers use their computer skills to aid them in their work in the classroom. The school uses the government recommended set of plans that covers all elements of the subject. The co-ordinator also provides additional support materials downloaded from the National Standards website.
142. As part of the school's inclusion in a mini Education Action Zone finance from the New Opportunities Fund have been used well to provide an information and communication technology club on a rotational basis amongst the group of schools concerned. Pupils in Years 3 and 4 were targeted for this club and this investment should ensure that they achieve standards at least in line with national expectations when they leave the school at the end of Year 6. The school is also included within an Excellence in Cities cluster and uses the additional financial grants to support information and communication technology curriculum well. A cross-curricular Arts project enhanced by this grant is progressing well. Pupils in Years 5 and 6 have made a sound start on producing individual PowerPoint presentations.
143. Leadership and management of information and communication technology are good reflecting the school's aims and value well. Strategic use of resources is good. The headteacher as interim subject co-ordinator has clearly identified that checking of pupils' progress is not yet fully developed and has made this a high priority for the next stage of school development planning. The school is hoping to secure the services of a technician through the groups of schools attached to the mini Education Action Zone. As well as technical support, curriculum help could also be provided. The school is in a good position to further improve its provision for information and communications technology and raise standards of attainment for all its pupils further.

MUSIC

144. At the time of the last inspection standards in music were below the national expectations by the time pupils reached Years 2 and 6. Standards have remained at this level but progress towards improving standards since the last inspection has been good. Music is clearly identified within the school development plan as a continuing priority for improvement. At the time of the inspection the subject co-ordinator was absent. This meant that the drive to improve standards had become interrupted. The school places a high priority on musical opportunities for all pupils. Specific grants are used very well to this end. Singing by the choir is especially of a high standard. Overall pupils achieve well in music. They enjoy the subject. Standards of behaviour in music are good. The additional musical activities as well as lessons help pupils develop good social skills and relationships. Pupils with special educational needs and traveller pupils make good progress in music alongside their peers. All groups of pupils access the music curriculum equally.
145. Teaching and learning in music are satisfactory but varies in consistency due to teachers still gaining confidence in teaching the subject. In one Year 6 lesson pupils started well with rhythm games and singing but a lengthy repetitious session of singing a round meant that there was little opportunity for pupils to make self improvements, explore new ideas or appraise their own work. In contrast, pupils in a Year 3 class were clearly asked to evaluate why a song went wrong which then led them onto singing a new song with precise metric rhythm. In this lesson the teacher modelled actions and metric beats well. Pupils are keen to play instruments and in Year 1 were observed playing untuned and percussion instruments with a chance to listen carefully to each other. Music lessons are based on the government recommended plans but these have not yet been refined to fully include all strands of the

national curriculum. Information and communication technology is yet to be fully exploited to support teaching and learning in music. Procedures for checking pupils' learning and progress are satisfactory overall.

146. The school buys into the local authority music service and visiting teachers provide tuition in choir, keyboard and brass band. This is a strength of the school. These opportunities allow pupils, who sometimes lack social interaction skills to participate, concentrate and succeed in playing musical instruments as well as learning to work as a group. Tuition for keyboard and brass instruments includes pupils using correct traditional musical notation whilst caring for the instruments in a suitable way. The choir consists of volunteer pupils from Years 3 to 6. The visiting teacher is inspirational and sets high expectations for the pupils in a fun and enjoyable way. Warm up facial muscle and voice exercises were really enjoyed by members of the choir. Adjudication of the choir's performance at the Festival in the historic Rochdale Town Hall was very positive giving much praise as well as advice on how to improve further. This encouraged the choir then to learn a new song quickly by listening carefully, internalising new sounds and singing with clear diction and controlled breathing.
147. The school uses additional financial grants to support music very well. Training has been accessed by teachers and specialist help acquired. A cross-curricular Arts project centred on an African story theme is progressing well. The African songs being learned fit in with the school's planning documents well. The additional grant has also been used effectively to purchase a splendid set of authentic African instruments including colourful djembes, gourd maracas, rainsticks and whistles. In stark contrast, the schools own musical resources are of poor quality and range. Many musical instruments are unattractive, broken or incomplete.
148. Leadership and management of music are satisfactory and provision reflects the school's aims and values well. There is a strong willingness to improve further the provision for music within the school. Music is included within the range of objectives for teachers' performance management, which is directly linked to the subject being articulated within the school development plan. The school has already identified possible strategies for improving music provision. These include seeking and purchasing training for non-music specialists from the local education authority and external sources.

PHYSICAL EDUCATION

149. Achievement in physical education is very good and standards by the end of Years 2 and 6 are above the levels expected. Physical education is a strength of the school, giving all pupils opportunities to develop self-confidence, social skills and enjoyment. Pupils of all ages are encouraged to participate in a range of activities within the normal school day and in an extensive after school programme. The school has a history of successful participation in sporting activities. In a display of pictures of former pupils who are famous footballers pupils are asked, "When will your picture be on this wall?" These successful sportsmen are very good role models for all pupils emphasising that success is possible. Pupils' attitudes to physical education are overall good. They are enthusiastic. The very good help and care of staff enables pupils of all ability levels to gain enjoyment from taking part. The last inspection report stated, "By the end of Year 6, physical education does not meet statutory requirements". There has been a good improvement since the last inspection.
150. By the end of Year 2, pupils are encouraged to build on their natural enthusiasm for movement through gymnastics, ball games and dance. Emphasis is placed upon developing physical skills and learning to work with and respect others. By the end of Year 6 pupils continue with games, dance and gymnastics. They develop their skills further by participating in swimming, athletics and orienteering. Pupils in Year 3 do an intensive three-week swimming and water skills course at the local leisure centre. They attend every day for the three-week period and instruction is by centre staff. The success rate is very good with all

pupils gaining the water skills award and 95 per cent able to swim. Pupils are gaining in self-confidence and self esteem through physical activities. The team games such as netball and football are encouraging team building skills and social development. In addition, the extra curricular activities such as street dancing and ballet add considerably to the educational options available. Pupils on the street-dancing course said they enjoyed it because “ it’s good fun, I like learning acrobatics, we have a good instructor and it’s something to do after school”.

151. The quality of teaching and learning overall is good. When teaching is good or better teacher’s plan well, are enthusiastic, use warm up activities well and a very good progression of activities ensures that pupils are challenged with increasing demands. In one outstanding dance lesson with Year 4 pupils, the teacher challenged the pupils to develop their skills of stretch and rhythm. She used music to very good effect to stimulate movement and to help pupils relax after a very active session. Pupils are made to feel good about themselves by demonstrating progress and developing skills of observing others to improve their own performance. When teaching is less effective there is a lack of emphasis placed upon the skills, which make for good practice. On occasions interaction with pupils is concerned with maintaining good order rather than stimulating participation. Music is not sufficiently used to encourage and support participation in dance. In particular, teachers do not always highlight good points of a demonstration to support practice, to enable other pupils to perform more effectively.
152. Methods of checking pupil progress are satisfactory. Opportunities to be involved in accreditation are limited to swimming and water skills award scheme and a course in orienteering. The limitations in the award schemes reduce opportunities for personal recognition for the pupils. Pupils are actively involved in football, netball, cross country running, rounders, racket games, dance and gymnastics. Pupils are also involved in an extensive range of extra curricular sporting activities, in particular football, netball and cricket.
153. Facilities at the school for physical education are in the process of development. The school has received a grant of £500,000 from Sport England for new changing rooms and a full size all weather astro turf pitch with floodlights for community use. These developments will further enhance links with the community and enable gifted and talented pupils with sporting prowess to emulate the success of former pupils such as Paul Scholes. The extra curricular activities, support from the Education Action Zone, Rochdale FC, and other visiting coaches for netball, hockey, rugby league, and dance enable physical education to be an important part of the educational experiences offered to the pupils at the school
154. Co-ordination of physical education is good. The co-ordinator is enthusiastic and has attended a number of courses including the physical education curriculum co-ordinators course at Siddall Moor Sports College. The headteacher is an active member of the Middleton primary schools sports association. All staff have been trained in either Top Sport, Top Tots or Top Dance activities. The co-ordinator does not currently observe lessons to encourage the sharing of best practice and the confidence of non-specialist staff to take physical education lessons. He does not currently provide written reports to improve levels of teaching and the sharing of ideas. Cross-curricular links are evident with the fantasy football league linking well to mathematics and information and communication technology skills.