

INSPECTION REPORT

ST TERESA'S CATHOLIC PRIMARY SCHOOL

Irlam

LEA area: Salford

Unique reference number: 105951

Headteacher: Mr J Bourke

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 16th - 19th June 2003

Inspection number: 246543

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Fr D O' Driscoll
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Mathematics Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19430	Mr E T Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
10144	Mrs P M Marriott	Team inspector	Education inclusion Special educational needs English as an additional language English Art and design Geography History	How well does the school care for its pupils?
22657	Mr M Madeley	Team inspector	Areas of learning in the Foundation Stage Science Information and communication technology Design and technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized, voluntary aided Catholic primary school for pupils aged three to 11. Pupils come largely from the parish in accordance with the school's admissions arrangements. Pupils come from a range of backgrounds but the closure of staple industries means that an above-average number of families face socio-economic difficulties. Initial testing in 2002 showed that the levels of attainment of children entering the Nursery were below those normally found. This is a decline since the previous inspection. Almost all pupils are white and only one pupil speaks English as an additional language. All pupils attend the school full time apart from nine children in the Nursery who are part time. All classes are for single age groups.

The school has 231 pupils on roll, 53 of whom are in the Foundation Stage. There are slightly more boys than girls (54 per cent to 46 per cent), but this does not have an adverse effect on attainment. The proportion of pupils known to be eligible for free school meals (9 per cent) is broadly average. An average proportion of pupils (13.6 per cent) is on the school's register of special educational needs, but the proportion of pupils with statements of special educational needs (1.5 per cent) is below average. The nature of special educational needs includes specific learning difficulties, physical difficulties, speech and communication difficulties and emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

This is a very effective school which has improved well since it was previously inspected in December 1997. The quality of teaching and learning is good overall, and most pupils make very good progress in their learning. As a result, attainment in English, mathematics and science is well above average, overall, by the time that pupils leave the school. The very good care that pupils receive means that they have very good attitudes to school and to learning, and become mature and self-confident. The curriculum is of very good quality overall so that pupils achieve well academically and their personal development is very good. The school has excellent links with parents. These successes result from the strong and purposeful leadership of the headteacher and the very good support that he receives from his colleagues. Given the nature of the community that it serves, the very good progress that pupils make, the standards being achieved and the low cost per pupil, the school gives very good value for money.

What the school does well

- Good teaching results in secure learning and very good achievement overall.
- Attainment in English, mathematics and science is well above that normally found by the time that pupils leave the school.
- Very good relationships and attitudes to learning result from the school's very good systems of care for pupils.
- The school provides a very good range of learning activities for pupils throughout the school, including those with special educational needs.
- There is very good provision, overall, for pupils' spiritual, moral, social and cultural development and their personal development is very good.
- The school is very well regarded by parents, its partner schools and the local community.
- The headteacher, very ably supported by his deputy and all his colleagues, provides thoughtful and rigorous leadership and management.

What could be improved

- The quality of marking and the use of assessment systems is inconsistent.
- Previous deficiencies in resources mean that pupils will not have covered the modelling and control elements of the National Curriculum in information and communication technology in sufficient depth by the time that they leave 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 responded well to its previous inspection. Good progress has been made in improving the

provision for information and communication technology and in assessment procedures for English, mathematics and science, in which standards have improved. Plans are in place to extend these procedures to other subjects. The quality of teaching has improved and procedures for supporting pupils with special educational needs are now very good. Satisfactory progress has been made in developing the roles of subject leaders, and the school plans to arrange for them to monitor teaching and learning in subjects other than English and mathematics. Attendance has improved since the school was inspected previously and is now better than the national average. The school's building has been improved and plans are in place to make further improvements. The many strengths identified when the school was first inspected have been maintained.

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	A	C	A	A
mathematics	B	C	A	A
science	B	C	B	A

Key

well above average A

above average B

average C

below average D

well below average E

At the time of the previous inspection, attainment at the end of Year 6 as measured in the National Curriculum tests was above the national average in English, mathematics and science. It is now well above the national average. At the end of Year 2, attainment declined in 2001 and 2002 when there was an above-average proportion of pupils with special educational needs. In 2003, attainment in the National Curriculum tests in reading, writing and mathematics for seven-year-olds is on course to return to the above-average levels found when the school was inspected previously. Teachers' assessments are that pupils' attainment in science at the end of Year 2 will be above the national average in 2003. Overall, pupils now make very good progress in their learning and those with special educational needs make good progress.

Evidence from this inspection is that children are likely to exceed the levels expected nationally in the areas of learning designed for them by the end of the Reception Year. Attainment in English, mathematics and science is above average at the end of Year 2 and well above average at the end of Year 6. In the other subjects of the curriculum, attainment is at the expected level at the end of Years 2 and 6 in design and technology, geography, information and communication technology and physical education. Attainment is above that normally found in art and design, history and music. Overall, the school is achieving good standards of attainment because pupils are challenged to work hard and to do well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are mostly enthusiastic in lessons and eager to make progress.
Behaviour, in and out of classrooms	Most pupils behave very well both in class and at play. A few pupils have short concentration spans and behave less well.
Personal development and relationships	Pupils' personal development is very good because of the very good relationships which exist throughout the school.
Attendance	Attendance is well above the national average and most pupils are punctual.

No pupils have been excluded from the school since its previous inspection. The very high standards of behaviour and attitudes to school reported in that inspection have been maintained.

TEACHING AND LEARNING

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

The quality of teaching is now good overall and has improved since the school was inspected previously. Unsatisfactory teaching has been eliminated and the proportion of very good and excellent teaching has increased. Now, one lesson in five has satisfactory teaching, one lesson in three has good teaching, just over one lesson in three has very good teaching and, in one lesson in ten, the quality of teaching is excellent. Excellent teaching occurs mainly in Years 2, 5 and 6 and very good teaching occurs throughout the school. The basic skills of literacy and numeracy are taught very well overall. Teaching and learning in information and communication technology have improved well and are on course to improve further. Pupils learn effectively because adults have high expectations for what all pupils can do and plan interesting and exciting learning activities so that most pupils work enthusiastically and concentrate well. The needs of all pupils are met well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum meets statutory requirements and offers a very good range of learning activities. All pupils are fully included in learning. There is very good provision of activities outside class.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs. As a result, they make good progress in their learning.
Provision for pupils with English as an additional language	There is good provision for the pupil who speaks English as an additional language. This pupil is making very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is very good provision for pupils' spiritual, moral and social development and good provision for their cultural development. They become mature and confident.
How well the school cares for its pupils	There are very good systems overall for promoting pupils' progress in English, mathematics and science. These systems are not yet applied fully to other subjects. Procedures for ensuring pupils' safety and welfare and supporting their personal development are very good.

The school has excellent links with parents who appreciate the very good standards of care that their children receive so that they become increasingly mature and responsible.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides thoughtful and purposeful leadership and management and is very well supported by his deputy and colleagues. Subject leaders monitor teaching and learning in English and mathematics but not in other subjects.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties and supports the school well by acting effectively as a 'critical friend'.
The school's evaluation of its performance	The school has very good systems for analysing its performance, identifying new priorities and monitoring progress towards its identified aims and

	objectives.
The strategic use of resources	The school uses its human and physical resources well.

The headteacher provides rigorous and clear-sighted leadership. He has a very clear vision for the school and, with the very effective support of all his colleagues, ensures that his vision is evident in all that the school does. Parents appreciate the school's very good ethos which provides their children with a secure basis on which to build their lives. The school has improved well since its previous inspection and is in a very good position to improve further because the headteacher ensures that all initiatives are carefully planned and thought through and so are effective. The school has good systems for ensuring that it obtains best value from its expenditure. There is a good provision of learning resources and the school is well staffed to teach the National Curriculum. Accommodation is adequate for the school's current numbers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good and children make good progress. Behaviour is good and children become more mature and responsible. Parents feel comfortable when approaching the school with concerns. The school expects children to work hard and do their best. The school is led and managed well. Children like school. 	<p>Of the parents who responded to the questionnaire:</p> <ul style="list-style-type: none"> 12 per cent have concerns about the amount of homework. 17 per cent question if they are well informed about progress. 14 per cent disagree that the school works well with parents. 12 per cent question if there are sufficient activities outside class.

The school issued 231 questionnaires and 105 were returned (45 per cent). These views therefore, represent just under one half of all parents and carers. The meeting held before the inspection was attended by 11 parents.

Inspectors support the positive views held by parents and believe that the school uses homework well to support learning and has a very good range of activities outside class. There are very good arrangements for informing parents about their children's progress and the school's arrangements for links with parents are highly effective.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When compared to all schools nationally, in the National Curriculum tests for Year 6 in 2002, pupils from this school were well above the national average in English and mathematics and above the national average in science. In comparison with schools which draw their pupils from similar backgrounds, pupils from this school attained results which were well above average in all three subjects. The school exceeded its agreed targets for the proportion of pupils attaining at least the national expectation of Level 4 in English and mathematics. These results are a marginal improvement on those attained in mathematics and science when the school was inspected previously, and a marked improvement in English. The table below shows the results which were achieved. National percentages are in brackets.

Year 6	Percentage at Level 4 or above	Percentage at Level 5 / 6
English	91 (75)	36 (29)
Mathematics	88 (73)	48 (27)
Science	91 (87)	55 (38)

2. In the National Curriculum tests for Year 2 in 2002, this school's pupils were below the national average in reading and broadly in line with the national average in writing and mathematics. When compared to similar schools, the results of this school's pupils were again, below average in reading and broadly average in writing and mathematics. Science is not tested at the age of seven, but teachers assessed attainment to be below average. The level of attainment in reading was below that found when the school was inspected previously, whilst attainment in writing and mathematics was broadly the same. However, there was a higher than average proportion of pupils with special educational needs in this year group. The actual results are as follows.

Year 2	Percentage at Level 2 or above	Percentage at Level 3
Reading	86 (85)	17 (30)
Writing	86 (86)	14 (9)
Mathematics	90 (90)	28 (31)

3. Evidence from this inspection is that children enter the Nursery with levels of attainment and learning skills which are below those normally found. They make very good progress in the Nursery and Reception class and virtually all the children are on course to attain the standards expected nationally in the six areas of learning designed for this age group. Attainment is above the level normally found because of the very good teaching for these children.
4. Pupils go on to make good progress overall in Years 1 and 2. In the National Curriculum tests at the end of Year 2 in 2003, pupils are on course to improve attainment well in comparison to 2002. Progress in literacy and numeracy is good and attainment in reading, writing, mathematics and science is above the level normally found. In the other subjects of the curriculum, attainment is at least at the expected level, and above that level in art and design, history and music. This is an improvement on the previous inspection when attainment in information and communication technology was unsatisfactory, and attainment in art and design and music was at the expected level. Attainment has improved since the previous inspection because the quality of teaching has improved.
5. In Years 3 to 6, pupils are making very good progress in their learning. They are on course to maintain the impressive standards in the National Curriculum tests in 2003 that were obtained in 2002. The school is on course to achieve the very challenging targets agreed for the proportion of pupils attaining at least the national expectation of Level 4 in English and mathematics in the National Curriculum tests in 2003. Attainment in information and communication technology is satisfactory

overall and good in some areas, but deficiencies in resources in the past mean that the present Year 6 pupils have been unable to work at the expected depth in the aspect of the National Curriculum concerned with modelling and control. In the other subjects of the curriculum, attainment is at least at the level normally found and is above this level in art and design, history and music. The standards found when the school was inspected previously have been maintained overall, and have improved in art and design and history. Very good progress is made in literacy and numeracy as a result of very effective teaching and the careful matching of the work set to the needs of different pupils.

6. Pupils identified as having special educational needs, including those with a statement of special educational needs, make good progress. This is because they are well supported in class and receive additional specialist support from teaching assistants. Pupils are achieving well in relation to their prior attainment and a number make sufficient progress to be taken off the special educational needs register or to need a lower level of support. Good arrangements are in place for the pupil who speaks English as an additional language, and such pupils make the same progress as others. Overall, there is no significant difference in the attainment of boys and girls. The school has identified a need to improve the standards of boys' reading and has plans in place to achieve this. In most subjects, higher-attaining pupils achieve well, but there is scope for them to be challenged more effectively in design and technology and in information and communication technology.
7. Progress in English, mathematics and science is good in Years 1 and 2 and very good in Years 3 to 6. This is the direct result of the quality of the teaching that pupils receive. They make impressive progress in speaking and listening and, by the time that they leave the school, pupils have very good listening skills and express themselves fluently and confidently. By Year 6, pupils achieve very good standards in reading. Not only do they read with good expression, but they are able to apply their reading skills to individual research in subjects such as history and geography. Standards of writing are very good by the end of Year 6, with pupils writing in different styles depending on the purpose of the writing, with secure grammar and spelling. In mathematics, by the end of Year 6, pupils have a very secure grasp of the different areas of mathematics and make links successfully, for example, between fraction, decimals and percentages. Extensive and stimulating learning in science means that pupils have a clear understanding of the different areas such as electrical circuitry, forces and chromatography. The very positive attitudes that pupils have towards school and to learning are a key element in enabling them to achieve these impressive levels.
8. Teachers and teaching assistants have high expectations for pupils' efforts and behaviour. Good levels of challenge and interesting and stimulating learning activities mean that pupils achieve very well overall. The school is in a very good position to maintain these high levels of attainment and to improve them further.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to learning are very good. Parents confirm that their children enjoy school and feel they make good progress. Pupils maintain concentration very well throughout the school day, particularly the older year groups. This is a direct result of good teaching and interesting lessons. Most pupils are industrious and work well independently. They willingly talk to adults about what they are doing and are interested and well involved in the various activities that they undertake. A few, in some classes, have shorter concentration spans and teachers work hard to stimulate the interest of these pupils whilst successfully enabling others to make good progress. Overall, pupils work well together in pairs or in groups and share ideas and equipment well. They are good listeners, contribute positively to discussions in lessons, and are eager to answer questions.
10. Pupils with special educational needs respond well to additional support from teachers and teaching assistants. They are well motivated and enjoy very good relationships with each other and with staff. Children in the Nursery and Reception class make very good progress in their personal, social and emotional development. They have very positive attitudes to learning and look forward to coming to school, rushing into class each morning to see what exciting activities await them. They share toys and ideas very well and work together co-operatively on projects. For example, four boys built a ramp for their cars and used it well together. In another activity, four girls played well in the 'fast food' restaurant. Children have good opportunities to make choices within the activities on offer and, having chosen them, concentrate well. Their independence is very good and is positively encouraged by

staff. They are extremely helpful at 'tidy up' time, especially in the Nursery.

11. Behaviour is very good overall. Most pupils behave splendidly in lessons and are very orderly when moving around the school. This is spoiled by a few pupils in some classes who have personal behavioural problems, but is successfully minimised by teachers who use a range of strategies to cope with these difficulties. Overall, pupils are cheerful, courteous and respectful of property. Lunch is a happy event and only light supervision is necessary. Pupils co-operate naturally with lunchtime supervisors, who join them in lots of group activities amid much laughter and enjoyment. Pupils appreciate good behaviour. They are fully involved in making their class rules and those for the whole school. They understand the systems of rewards and sanctions and share in disappointments when occasional lapses occur. Bullying and name-calling are rare and incidents are dealt with promptly and effectively. No pupils have been excluded from the school since before it was inspected previously.
12. Pupils' personal development is very good overall and has improved since the previous inspection. It is part of the character of this school that pupils have produced their own Mission Statement reflecting their view of school and home life. As a result, pupils are very aware of the needs of others in school and show maturity in their relationships. They are used to worship and respond extremely well to those leading acts of worship in lessons and assemblies. They listen intently, sing joyfully and enter into moments of reflection thoughtfully. Pupils have a clear sense of values, they know what is right and wrong, and what is expected of them.
13. All pupils, from the time that they enter the Nursery, enjoy opportunities for initiative and responsibility. They know where things belong and share eagerly in the daily routines in class and in school. Pupils are orderly when moving around the school. Older pupils enjoy looking after younger ones, for example, when supporting play with Nursery children. Pupils enjoy celebrating each other's successes such as those for good work, effort and behaviour, which are celebrated at the ends of lessons and in assemblies. These contribute to the house points system in friendly competition throughout the school. All pupils learn to assess the quality of their attainment and progress towards the ends of lessons. Older pupils have a good idea of what they have achieved and are developing very good attitudes towards independent learning. Assemblies and the personal, social, health and citizenship education programmes are skilfully used to promote responsible attitudes to work, behaviour, relationships and decision making. All year groups enjoy and benefit from trips and visits. These are carefully structured to broaden pupils' outlook on the world around them. Year 6 pupils talked enthusiastically about their very recent residential visit to Lledr Hall, when they enjoyed their time together very much. They made cheerful comments on the benefits of team building and their reliance on each other's judgements to achieve the challenges organised for them.
14. Relationships are very good. Pupils are full of life, smile readily and are eager to speak first on meeting visitors. They talk freely to adults about what they have been doing and share any small concerns. They are courteous both to adults and to each other, for example, in holding open doors and allowing space for each other in their busy classrooms. As a result, there is a whole-school feeling of community which reflects the school's very good ethos.
15. Attendance has improved since the previous inspection and is now consistently above the national average. Pupils, parents and staff share a common view that regular attendance and punctuality are good habits to be fostered for the future. There is a general atmosphere of anticipation in the playground before school. Pupils are keen to come into school and to begin lessons. Registration is prompt and effective and fulfils requirements.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall and ranges from satisfactory to excellent. During the inspection, 49 lessons were observed. Of these, one lesson in five had teaching which was satisfactory, in one in three, teaching was good, in just over one in three lessons, teaching was very good, and in one lesson in ten, the quality of teaching was excellent. This is a good improvement in the quality of teaching since the school's previous inspection. The small amount of unsatisfactory teaching found in that inspection has been eliminated, and the proportion of very good and excellent teaching has increased from one third to almost one half.

17. In the Foundation Stage, the quality of teaching is very good overall and there is a substantial amount of very good teaching. Teachers have a very clear understanding of how young children learn and the interesting learning activities that they plan reflect this. Children enjoy their learning, which motivates them to try hard. Teachers have high expectations for children's effort and behaviour, and rigorous planning and assessment ensure that children make very good progress in their learning. Teaching assistants are thoroughly involved and make a significant contribution to learning. Resources for learning are plentiful and used to very good effect.
18. In Years 1 and 2, teaching is good overall with about nine lessons in twenty being very good or excellent and one lesson in five being satisfactory. In the very good lessons, clear learning objectives are shared with pupils and referred to as the lesson proceeds so that all know what is being learned and why. In excellent lessons, the teacher's enthusiasm for what is being taught and meticulous planning of work which will challenge pupils with different levels of attainment mean that pupils work with interest and enthusiasm and a high level of sustained concentration. They know that their ideas and efforts will be valued and they are eager to answer questions and to develop their thinking. This was evident in excellent English and mathematics lessons in Year 2. Where teaching is satisfactory, this is because the short concentration spans of a few pupils mean that the teacher has to spend time managing their behaviour so that the pace of the lesson slows. As a result, the carefully planned learning activities do not have their full impact on pupils' progress.
19. In Years 3 to 6, teaching is again good overall, with almost half of lessons being very good or excellent, over one third of lessons being good and just under one fifth of lessons being satisfactory. In excellent lessons, imaginative teaching strategies fully engage pupils' interest so that they work with real enthusiasm and enjoyment. As a result, their learning is secure. This was evident in a Year 5 history lesson which re-enacted the experience of Victorian children in school. Pupils were surprised at the emphasis on pupils being shamed for poor effort or attitudes in contrast with the appreciation for good effort and behaviour that they are used to. In an excellent English lesson in Year 6, the teacher's very effective introduction coupled with stimulating but rigorous use of resources and very high expectations for effort and behaviour resulted in an excellent level of learning. Very effective use of imagery and specialist vocabulary resulted in learning at a very high level. In satisfactory lessons, there is less rigour with regard to expectations. In a design and technology lesson, for example, insufficient emphasis on the need to measure accurately resulted in unsatisfactory levels of attainment.
20. Very good use is being made of the National Literacy and Numeracy strategies to raise attainment in English and mathematics. By the time that pupils leave the school, attainment in English and mathematics is well above the level normally found. Good opportunities are taken to practise the skills of literacy and numeracy in other subjects. For example, pupils research and write well in history and geography, and numeracy skills are practised by the use of line graphs in science.
21. Information and communication technology is used well overall to support teaching and learning. For example, in mathematics, lower-attaining pupils' learning is supported by computer programs to enable them to learn effectively and to improve their confidence. Similarly, in a very good Year 6 lesson, higher-attaining pupils used computers confidently when working in pairs on problems concerning ratio. Pupils' learning and self-confidence are improved when they are allowed to use the computer suite independently and without supervision.
22. The teaching of pupils who have special educational needs is good. Class teachers and the special educational needs co-ordinator draw up individual education plans together. These are reviewed regularly and new targets are set. Teaching assistants who work with these pupils are well trained to carry out their support role, but they also understand the need to draw back from pupils at times to allow them to develop independence. The teaching in withdrawn groups for identified pupils is good as a result of carefully thought out teaching and learning strategies.
23. The marking of pupils' work is regular and conscientious. At its best, marking is very effective, with praise for good work supported by ideas for improvement. However, not all staff follow the school's marking policy consistently and not all marking is at this high level. Pupils' progress in English and mathematics is assessed regularly and systematically and this information is used very effectively to plan for and promote further progress. Assessment is not used with the same rigour to support

learning in the other subjects of the curriculum. For example, assessment sheets for science are not used consistently in all year groups. The pupil who speaks English as an additional language receives good support and, as a result, makes good progress.

24. Very good use is made of resources within the community to support teaching and learning. Visits out of school and visitors to support different subjects make a valued contribution to pupils' learning. For example, a Year 6 residential visit just before the inspection supported pupils' learning in geography and physical education as well as contributing very effectively to their social development. Cultural development is promoted by visits to museums and art galleries and by a range of musical experiences. Spiritual and moral development are very well promoted by the school's close links to the church and the local parish. Gifted and talented pupils are given very effective support for their learning in Years 4, 5 and 6.
25. Pupils make very good progress in their learning in the Nursery and Reception class and in Years 3 to 6, and good progress in Years 1 and 2. In these two years, progress in learning is slowed in one class by the short concentration spans of a minority of pupils, most of whom have special educational needs. Effective learning results directly from effective teaching and the good support that teaching assistants give, mainly to lower attaining pupils. The use of a specialist teacher to support learning, largely in mathematics and information and communication technology also has a positive effect on learning. A recently employed information and communication technology specialist is already being effective in raising attainment and understanding in this increasingly important subject.
26. Good improvements in teaching and learning since the school was inspected previously have resulted from carefully and well thought through plans for development. The school has plans in place, for example, with regard to assessment, which will put it in a strong position to improve further.

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

27. Overall, the quality and range of learning opportunities at all stages are very good. The curriculum is broad, balanced and relevant to pupils' needs. Since the previous inspection the school has made the improvements that were recommended. As a whole, the curriculum for Years 1 to 6 meets legal requirements, and the Foundation Stage curriculum is in line with government guidance for children of this age. The provision for pupils with special educational needs is very good, as is the provision for pupils' personal development. Provisions for their spiritual, moral, social and cultural development are very good.
28. The curriculum for children in the Foundation Stage provides very good breadth and balance, and the planning for the curriculum at this stage is thought out with impressive care. There are high quality policy statements for the main early learning goals. Learning activities are very stimulating, and high achievement is promoted. The curriculum concentrates mainly on language, number and personal and social skills, which is entirely relevant to the aims of the school and appropriate for its children. The use made of learning resources, both inside and outside the classroom, is good, with the outside play area being a very strong provision. The Foundation Stage manager monitors teachers' planning and children's work mostly informally but very effectively.
29. The breadth and balance of the curriculum from Years 1 to Year 6 are good overall, and curriculum planning for this stage is effective. Policy statements for all subjects are clear and provide good guidance to teachers for their planning in the different year groups. The curriculum is interesting and stimulating, for example, there are many visits and visitors to arouse interest in topics, and the promotion of high achievement is always one of the school's aims. The school tries to ensure that each subject has appropriate teaching time allocated to it. Currently, only art and design and design and technology have minimal time but this does not appear to affect standards adversely in these subjects. Appropriate schemes of work are fully in place to guide teachers' lesson planning,
30. The provision made for pupils with special educational needs is very effectively organised. Individual education plans for pupils have appropriate and manageable targets that pupils are able to meet, mostly through small group and individual tuition. In lessons, teaching assistants help pupils to complete their tasks and offer them sensitive guidance and encouragement.

31. The way that the National Literacy Strategy has been implemented is very effective, and this has had a considerable impact on standards in English. Pupils research and write well in other subjects, such as history and geography. Similarly, the way that the National Numeracy Strategy has been implemented is very effective, and this has had a considerable positive impact on standards in mathematics. In addition, there is evidence of some improvement in standards in some other subjects as a result of better numeracy skills. For example, pupils use line graphs well in science to represent data, or to locate the 'burger' with the most calories from a spreadsheet. However, pupils do not measure accurately enough in design and technology projects and, as a result, their frames for a Victorian toy did not fit together well.
32. Overall, the school provides a very good range of extra-curricular activities, and pupils participate in after-school clubs enthusiastically. Outside formal lessons, a good range of sports, such as soccer, cricket and cross-country, is offered. Boys and girls join in all these clubs. School teams compete at a local level with some success. Competitions within the school are an annual feature of school life, with the house captains organising the events and the teams. Musical events, like a trip to the Halle Orchestra at the Bridgewater Hall, are well supported by pupils. A good number of pupils receive instrumental tuition from visiting teachers. Participation in drama events is a regular feature of school life, with annual school productions normally being a highlight of the calendar. A visiting specialist teacher and her colleagues help the school to provide ways to stimulate pupils' appreciation of art and design. Out-of-school visits are frequent, and are usually linked to a recent or forthcoming topic. The annual Year 6 residential visit to North Wales is of high quality, having links with geography and physical education as well as promoting pupils' personal development very effectively. Apart from positive links to a South African school, from which some teachers visited recently, there are few links with other ethnic groups.
33. The school is very effective in ensuring that its curriculum is socially inclusive. All Catholic pupils are welcomed into the school regardless of ethnicity, gender and attainment. Curriculum planning frequently takes pupils' development into account, and provides appropriate teaching and support for individual pupils. For example, two pupils who are not in their appropriate age group receive a curriculum that is right for them. Curriculum planning often takes the gender of pupils into account. The school recognises a slight gender imbalance in attainment in Year 6 and promotes teachers' awareness of this issue. Pupils are withdrawn quite often for additional support or supplementary programmes like the Additional Literacy Strategy and this is very carefully planned so that pupils still receive broadly the same access to the whole curriculum.
34. Overall, provision for personal, social and health education is good. The preparation of pupils for citizenship and adult life is high on the school's list of priorities and they offer pupils responsibility from an early age. The school regularly provides health education instruction for pupils, normally in Year 6, and raising pupils' awareness about drugs misuse is well executed, often using the school nurse and other outside agencies. The governing body has decided to include sex education in the curriculum, and parents are always consulted about the nature of this education provided for their children. The school complies with requirements to inform parents of their right to withdraw their children from sex education lessons.
35. The community makes a very effective contribution to children's learning. The parish is close knit, and the family of the church plays an important part in supporting the school as a focal point in the community. Pupils look outwards in supporting national Catholic charities and also local needs. For example, pupils distribute gifts from their Harvest Mass to the elderly and support Pendlebury Children's Hospital. Pupils visit local theatres and the pantomime. Year 6 pupils, in discussion, felt that they greatly benefited from their visit to 'Crucial Crew', run by Manchester police.
36. The school has excellent links with its partner institutions. The local Recreation Centre provides the facilities of a 'Walking Bus', a pre-school breakfast service and after-school provision. The school has beneficial links with local colleges, for example, with Pendleton College, in encouraging parents to take up training as teaching assistants. The Salford Education & Business Partnership provides successful courses promoting parental skills in helping their children to read. The local group of partner schools is very strong and successfully promotes a range of mutual training experiences in both teaching and social practices. The advanced mathematics club is of significant benefit to pupils

who are gifted and talented. Transfer to secondary education is extremely well organised. Pupils have several opportunities to work with their new teachers, and these begin in Year 5. They particularly enjoy sessions at their chosen secondary school, meeting other incoming pupils and building up new friendships as they share short science lessons together.

37. Children in the Foundation Stage make great strides in their personal, social and emotional development because there is very strong provision in the two classes. Children quickly learn to co-operate and share well because activities are often in pairs or small groups. They learn to take turns and be patient, for example, when working on the computer in twos and only one can use the mouse. They start to learn to take responsibility for their actions and to apologise when necessary.
38. The provision for spiritual development is very good overall. Pupils are given some opportunities to consider the beliefs of others through their religious education lessons. Pupils discuss and reflect on their experiences, particularly in assemblies, and this reflection significantly enhances their spiritual awareness. Statutory requirements for collective worship are met, and the planning of acts of collective worship by the headteacher is outstanding. The school creates an impressively inclusive atmosphere in which all pupils are valued and in which they can grow and develop. Pupils also willingly accept differences between themselves and others, whether in gender or ability.
39. The school's overall provision for pupils' moral development is very good. Most of the pupils know how to behave in school and are aware of the school's aims for behaviour. These are published around the school. The school promotes honesty, fairness and tolerance very well, and truth is valued and respected. Posters around the school give out positive messages. Pupil prefects are respected; for example, a tiny Year 6 prefect told a much larger boy politely that he wasn't walking along the corridor properly and should go back to the start, so he did!
40. The overall provision for pupils' social development is very good. All adults in the school provide very good role models for pupils. For example, the lunchtime support assistants are very good with pupils, dealing with them sensitively. As a result, they get a very positive response. Pupils are taught the importance of taking responsibility for their own actions. Pupils usually exhibit a sense of self-discipline which is developed from the Nursery class onwards. Most pupils appreciate the principle of fair competition and the school promotes this by offering a sports day award for the 'most sporting' house. The impact of very good relationships is reflected in the social order and climate for learning in the school. Pupils are generally orderly in class and move around the school sensibly. The atmosphere in the dining hall and outside in the playground is orderly. The attitude of older pupils towards the care of younger ones is very good. When given the opportunity, pupils show initiative, and the annual residential visit for older pupils very significantly enhances their social development.
41. Overall, arrangements for developing pupils' cultural awareness are good. Pupils have a very good understanding of their cultural heritage through studies of the history of Great Britain and other major civilisations, such as Ancient Greece. They have a strong awareness of our links with Europe through the quality studies of Italy, France, Germany and Spain in Years 3 to 6 but few pupils show a clear appreciation of the cultural diversity of British society. The school's provision for cultural experiences for pupils is good. They travel to art galleries to look at the work of Lowry, for example, and have had the opportunity to hear music played by the Halle Orchestra. Visiting art experts stimulate pupils effectively. The school likes to take pupils out to the theatre so that they get a rounded experience rather than have too many groups in the school.
42. The very good provisions for pupils' spiritual, moral social and cultural development have been maintained since the previous inspection. The provisions for pupils' learning and for their personal development are strengths of the school. The headteacher leads his colleagues effectively in planning the school's provision so that it is in a good position to develop its curriculum further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Procedures for ensuring child protection and pupils' welfare are very good. Pupils are secure in the school in a warm, very clean and well presented environment. All staff are visibly committed to the welfare of pupils and fully trained in child protection. There is good provision for medical, educational psychology and welfare specialists. Arrangements for the care of those unwell during the school day

are sensitively managed. There are no health and safety concerns within the general framework of the school day. Minor matters of signs within the school are receiving attention.

44. Procedures for promoting high attendance are very good and successful. Attendance and punctuality are strongly promoted by the school at every opportunity. Parents co-operate readily because they want their children to achieve well. Monitoring is thorough and any unexplained absences are investigated immediately.
45. Procedures for monitoring and promoting self-discipline in pupils are very good and have improved further on the good standards reported at the previous inspection. Parents strongly support the staff of the school. They appreciate teachers' very high expectations and the fair and effective way in which the school's wide range of successful strategies is delivered. These result in a calm atmosphere supporting purposeful activities throughout the school day. A few pupils have personal and social problems which adversely affect their behaviour. These situations are closely monitored and parents' co-operation is sought at an early stage. Procedures for eliminating oppressive behaviour are excellent and strongly reflect the ethos of the school. Bullying is rare and any unusual instances, such as name-calling, are investigated and resolved promptly.
46. Procedures for monitoring and supporting pupils' personal development are very good. All staff believe strongly in pastoral care. They work very well together and build up pupils' self-esteem and confidence effectively. Behaviour is managed very well so that pupils almost always work in a quiet, industrious atmosphere. All adults set excellent examples for pupils and converse freely with pupils through the school day. As a result, parents strongly believe that staff help their children to become more mature and responsible. They are very pleased that teachers expect their children to work hard and to do their best. The headteacher and staff are always available to parents to discuss issues as they arise.
47. There are very good procedures for identifying pupils with special educational needs and the school has an effective policy of early identification and intervention. Pupils' progress towards the targets set for them in their individual education plans is regularly reviewed so that further targets can be set. These pupils receive very good standards of care.
48. Procedures for assessing pupils' attainment and progress are very good overall in English, mathematics and science. Good progress has been made since the previous inspection and regular tracking of pupils' progress is now taking place in English and mathematics. The school carries out initial assessments when children enter the school, and the statutory and optional National Curriculum test results are analysed so that individual pupils' progress as well as that of particular year groups can be tracked. This information is put onto a computer program and this assists the headteacher and colleagues in using the information from these results effectively.
49. The school uses this information to measure its overall effectiveness, for example, to explain any differences in results between boys and girls. Targets are set for attainment in English and mathematics. However, these systems do not extend to science and the other subjects of the curriculum. Books are marked regularly. However, the school's marking policy is not consistently applied across the school so that marking does not always help pupils to improve their work. There is inconsistent use of information from assessments to guide curricular planning and to set individual and group targets in subjects other than English and mathematics. The school has plans in place to systematically extend its systems to these subjects.
50. A growing strength of the assessment systems is evident in the records kept at the end of each year. These records are accurate and identify the National Curriculum levels reached by each pupil. They are passed on to the next teacher in order to track pupils' progress.
51. These systems of care are a strength of the school. The systematic extension of assessment systems will strengthen them further. The very good care of pupils has a positive effect on attainment and progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents view the school very highly. They are pleased with what the school provides and what it achieves with their children. This is evident from comments at the parents' meeting, the positive returns in the questionnaires, and from parents spoken to during the inspection.
53. The school has extremely effective links with parents. This continues to be a strength of the school, as was the case at its previous inspection. Regular, high quality information is provided for parents, including a lively newsletter. Legal requirements are met fully. The school governors' annual report, in particular, gives a very good insight into the discussions and decisions that have been taken for the benefit of the school. A small number of parents expressed concern regarding information on their children's progress and the extent to which the school works closely with them. Nonetheless, almost all parents confirm that they feel comfortable at sharing any concerns.
54. The inspection team found that the quality of information to parents about their children's progress is very good. Their comments are listened to, valued and dealt with appropriately and effectively. High quality curricular information is sent out regularly and there are ample opportunities for parents to talk to teachers throughout the year. Annual written reports are individual to the pupils. They have an element of evaluation and are supplemented by helpful sheets on targets being set for further progress. Parents take up the opportunity to add their written comments very well indeed. Attendance at consultation evenings is excellent; parents feel that they have an open dialogue with teachers and are given ample time to express their views. Parents of pupils with special educational needs are fully involved in review processes, including annual reviews of statements of special educational needs. Parents are fully aware of the learning targets set for their children and are well informed about the progress that their children are making.
55. The contribution of parents to children's learning at school and at home is very good. This school constantly invites parents to contribute actively to their children's learning and this is a continuing strength from the previous inspection. There are clear guidelines for good and active communication and participation. As a result, parents feel involved as partners in their children's learning. The home-school agreement has had a very positive response. The school's 'Healthy Food' initiative is shared and supported by parents. Home-school reading records are used well by many parents. A few parents expressed concerns regarding levels of homework and the inspection team found there are some inconsistencies. However, marking is prompt and homework is used well, overall, to extend learning.
56. This strong parental involvement in school is further strengthened by active involvement in curricular sessions and workshops, for example, in the Family Learning & Literacy Action Groups. There are also good links with Salford Education & Business Partnership, training parents to support their children in reading. Some parents have gone forward to train as teaching assistants as a result. There is a 'whole parish' ethos embracing the family of the school. This is demonstrated by large attendance at the parish celebrations and class masses, as well as parents celebrating their children's achievements. A few parents help regularly in school and many more assist with out-of-school events. Their contributions are valued. The strong Parent-Teacher Association makes an excellent contribution to the school life in running a wide range of successful events, with significant fund raising. The school appreciates the extra resources which this has provided, for example, the physical education equipment in the hall.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Leadership and management are strengths of the school. The headteacher provides strong and thoughtful leadership so that the school has a clear sense of its own purpose. Essentially, this is to provide all its pupils with the opportunity to reach their potential academically and to develop into confident and caring human beings. To this end, the school provides challenging and supportive teaching and a secure and stimulating learning environment. The education provided by the school is securely based in its Roman Catholic roots, and this will be reported on more fully by the diocese. Parents are grateful for the strong moral basis which the school provides for their children.
58. The headteacher provides rigorous leadership. Initiatives are based on a careful analysis of need and how needs can be met within the school's resources. For example, teaching assistants are carefully deployed so as to bring the greatest benefit to pupils in need of their support. The school

development plan is written as a result of a careful programme of consultation with governors and colleagues in the school. It enables the school to develop systematically as part of a long-term programme for development. Progress in the school development plan is monitored and evaluated so that further plans can be made.

59. The headteacher has created an impressive unity of purpose among his colleagues and has their full support. The senior management team consists of the headteacher, his deputy and, normally, the co-ordinator for Years 1 and 2. Other colleagues, for example, the Foundation Stage manager or the manager for mathematics, attend as appropriate. The senior management team is scheduled to meet weekly, but there are occasions when other priorities prevent the meeting from taking place. The deputy headteacher has specific areas of responsibility, for example, in-service training and organising meetings and staff duties, but, in discussion, plays a full role in plotting the strategic direction of the school. Since its previous inspection, the school has developed the roles of subject leaders satisfactorily. Each subject leader now has a subject management file and is responsible for the budget for that subject. Subject leaders monitor teachers' planning and have the opportunity to analyse pupils' work in books. However, with the exception of English and mathematics, subject leaders do not systematically observe teaching and learning in their subjects. This monitoring is largely undertaken by the headteacher and is effective. There are plans to extend this systematically to subject leaders after this school year.
60. The Foundation Stage is managed very effectively. There is a strong sense of teamwork among colleagues and all contribute effectively to the children's learning. Children's progress is managed thoroughly and with impressive care as a result of the comprehensive assessment systems that have been developed. These assessments mean that future learning is planned carefully so that all children are given activities which enable them to make further progress. This systematic leadership and management enables children to make very good progress, overall, in their learning.
61. The school sees equality of access and opportunity as key entitlements and all pupils, including those with special educational needs, have the opportunity to be included in all that the school offers. The headteacher and special educational needs co-ordinator have organised this provision very well. They work very hard to ensure that the provision for special educational needs within the school is fully implemented. The management of the support for these pupils is very carefully thought through and support is sensitively organised. As a result, pupils with special educational needs make good progress in their learning. The management of the pupil who speaks English as an additional language is thoughtfully managed and this pupil makes progress at the same rate as other pupils.
62. The headteacher recognises that his colleagues are the school's major resource and arrangements for the professional development of staff are thorough and effective. They are linked to the priorities identified in the school development plan and also provide opportunities for individual needs to be met. Teaching assistants have meetings to manage their professional development. The school's 'Investors in People' status and positive comments from other activities are an indication of the school's successful professional development procedures.
63. The governing body has a good level of commitment to the school and offers good support. It fulfils its legal responsibilities well. Governors are well informed and will always question the reasoning behind ideas and initiatives. The governing body has been responsible for driving some initiatives, for example, the current improvements to the building. There is a sensible committee structure and a system of meetings which enable the governing body to function effectively. Governors have taken opportunities for training to enable them to fulfil their roles in playing an effective part in the leadership and management of the school.
64. The day-to-day management of the school is very effective. School routines are clear and easily understood. Little time is lost in moving from one activity to the next. The school uses new technology well to support its work. Administration, including finance, is managed efficiently by the school clerk on her computer. The school's computer suite is new since the previous inspection and has helped to raise attainment and progress for pupils. There is increasing evidence of information and communication technology supporting learning in other subjects, for example, mathematics, science, geography and art and design. However, the school's computer suite has not been there long enough for the current Year 6 pupils to have covered the modelling and control elements of the information and communication technology curriculum in sufficient depth.

65. The school's finances are managed well. The governing body plays an appropriate part in deciding the budget and then manages expenditure over the year via its finance committee. The school's budget was last audited in 1997, and the report's few recommendations have been adopted. Finance is managed efficiently on a day-to-day basis by the school clerk who also manages the school fund. There are effective systems for ordering and paying for goods and services, and the school has good procedures for obtaining 'best value' from its expenditure. The governing body is careful to evaluate expenditure and to question the reasons why particular priorities are identified. Governors want to be sure that the interests of the pupils are being best served. Grants for specific purposes, for example, for special educational needs, are used appropriately.
66. There is a good match of teachers and support staff for the needs of the National Curriculum. Teachers and teachers' assistants work well together and are clear about their areas of responsibility. New staff are introduced to the school's routines effectively. The school has the capacity to support initial teacher training. Some innovative use of teachers and teachers' assistants enhances attainment and progress well. The school's accommodation is adequate for its current numbers and is being improved by a carefully planned building programme. The outdoor environment is being improved and outdoor facilities for children in the Foundation Stage are now very good. There are useful hard play areas and a field which is often waterlogged in winter. Staff work hard to provide an attractive working environment for pupils by their use of display, and the site manager and his team work hard to maintain the building in a clean and attractive condition. The governing body has been frustrated by the time it has taken to upgrade the pupils' toilet facilities and this is planned for the next phase of the building programme. The mobile classroom is excessively hot in warm weather and cold in winter and has inadequate toilet facilities for a full class of Year 5 pupils.
67. Resources for learning are good. They are improved and developed systematically as finances allow. In most subjects, resources are good and promote pupils' attainment and progress well.
68. Clear-sighted and purposeful leadership and management have meant that the many strengths identified when the school was inspected previously have been maintained and that other strengths have been developed, for example, in information and communication technology. This is a very effective school which has the capacity to build on its successes and to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to improve the quality of education further, the governors, headteacher and staff should:
- I. ensure that the school's marking policy and assessment procedures are used consistently to enable all pupils to understand how they can make further progress in subjects other than English, mathematics and science; and

(Paragraphs 23, 26, 49, 103, 109, 119, 128, 135, 140, 145 and 166)
 - II. ensure that pupils in the junior years experience the full programmes of study in the National Curriculum in information and communication technology and learn all the necessary skills in sufficient depth.

(Paragraphs 64, 148 and 152)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	18	16	10	0	0	0
Percentage	10	37	33	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	205
Number of full-time pupils known to be eligible for free school meals	0	20

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.1

National comparative data	5. 4
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National comparative data	0. 5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	10	11
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	86 (88)	86 (91)	90 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	10	10
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	86 (82)	86 (82)	86 (94)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	15	14	15
	Total	30	29	30
Percentage of pupils at NC level 4 or above	School	91 (79)	88 (76)	91 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	15	14	14
	Total	30	29	29
Percentage of pupils at NC level 4 or above	School	91 (93)	88 (76)	88 (93)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
150	0	0
1	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
30	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.8
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	125

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	13

Financial information

Financial year	2002-03
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	£
Total income	456,272
Total expenditure	468,316
Expenditure per pupil	1,968
Balance brought forward from previous year	34,008
Balance carried forward to next year	21,964

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1

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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	231
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	3	2	0
My child is making good progress in school.	44	46	4	2	4
Behaviour in the school is good.	50	42	4	1	3
My child gets the right amount of work to do at home.	28	45	10	2	15
The teaching is good.	61	33	4	1	1
I am kept well informed about how my child is getting on.	36	43	14	3	4
I would feel comfortable about approaching the school with questions or a problem.	66	28	4	2	0
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	36	49	12	2	1
The school is well led and managed.	58	37	3	1	1
The school is helping my child become mature and responsible.	50	45	1	1	3
The school provides an interesting range of activities outside lessons.	27	43	8	4	18

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. The Foundation Stage provision is of high quality and is a strength of the school. Teaching and learning are very good in most of the areas taught. Overall this represents a good improvement since the school was inspected previously.
71. There are currently 22 full-time and eight part-time children in the Nursery and 27 full-time children in the Reception class. Admission to the Nursery and Reception classes follows the school's policy closely. Children are gradually admitted to the Nursery class in the September after their third birthday. Some have attended local nurseries or playgroups, although a few children join the school without the benefit of previous Nursery experience.
72. Children's attainment, as measured by the school's initial testing on entry, was below that found nationally in 2002. It is weak in most areas but especially in speaking and listening skills, with children having limited attention spans and vocabulary. It was also well below average in social skills, with children unable to play together harmoniously or share resources amicably.
73. The quality of teaching in the Foundation Stage by all staff is very good overall. Activities are very well planned because teachers have an excellent knowledge of how young children learn. Appropriate emphasis is placed on children learning the basic skills of letter sounds, writing and numbers. Teachers have very high expectations of what children can achieve and they respond very positively to this stimulation. Resources are plentiful and used outstandingly well to promote children's learning. As a result of this very good teaching, children make very rapid progress in the Nursery, and build effectively on this foundation during the Reception year.
74. Work with the pupil who is at an early stage of learning English is good and this pupil is making good progress. Staff are aware of such children's needs and the support of the local education authority consultant is invaluable. Children with special educational needs make good progress towards their targets. Those with statements of special educational needs are very well supported with work closely targeted at their specific needs, although there is not always a need to cover this work outside the classroom.
75. When they leave the Reception class, children have made very good progress and virtually all of them reach the national targets for five-year-olds in all six areas of learning for this age group. The national targets for five-year-olds are called the Early Learning Goals. They are the accepted standard for children entering Year 1. They link smoothly with the National Curriculum levels of attainment. More than half of the children are working comfortably within the first level of the National Curriculum by the end of the Reception Year.
76. The accommodation and resources for Nursery and Reception classes are of high quality. Staff have succeeded in making the rooms and outside play area into exciting learning places for the children. The rooms are well planned and children's work is beautifully displayed alongside appropriate information posters. The outside play area is of very high quality and offers many opportunities for the children to learn and grow beyond the usual bike riding and play house.
77. The Foundation Stage manager has developed a strong team feeling amongst her staff. Shared planning enables her to be aware of every part of the programme and of the general progress of every child. Staff have developed high quality assessment procedures, which they use very well to ensure that activities are entirely suitable for the children. Assessment activities by all staff are a normal part of the routines and information is fed back at meetings. Parents discuss their child's entry to Nursery with the co-ordinator and there is a time set aside for children to visit their new environment. These arrangements reassure parents and help children to settle in. With a little imaginative use of time they could be extended further to include pre-school providers.

Personal, social and emotional development

- 78. Teachers promote this aspect of children's development very well and they make very good progress. Children achieve beyond the national targets for five-year-olds except that they find it hard to control their enthusiasm in large open spaces during physical education lessons. There is a calm about the way in which the classes work both inside and out through the whole day. All relationships are very positive. The quality of teaching is very good in this area.
- 79. Children are excited about learning and many stay at one activity for a good length of time. They are well aware of the right way to behave. A few children remain quite shy, but the majority are confident when standing up in front of the whole group to talk about their learning. For example, four Reception class girls demonstrated the actions to a song very confidently during a music lesson, showing good self-confidence and maturity.

Communication, language and literacy

- 80. Children's language skills are low on entry to the Nursery class. From this starting point, they make very good progress because the teaching is very good. By the end of the Reception Year most children speak clearly and well, read simple books accurately and are starting to write simple sentences with help. Teaching and learning in this area are very good.
- 81. Children's speaking skills become strong and they use whole sentences to explain their thoughts. In a Reception lesson one child said, 'On Tuesday I went to the lighthouse and I saw the ocean'. This type of complex sentence was common. Children in the role-play 'fast food' restaurant use good technical vocabulary like 'till' and 'change' to their customers.
- 82. Guided reading is very well structured. Children love the stories and teachers use their story telling skills to good effect to engage their class's interest. Some joined in well when recognising the rhymes. Children take their books home regularly and receive good support from parents to develop reading skills. Higher-attaining children are confident readers, recalling details and characters from the books that they have read.
- 83. There is a good balance between taught writing sessions and opportunities for children to make marks of their own. On leaving the Reception Year, all children write their names accurately and most form all the letters of the alphabet correctly. Higher-attaining pupils are already spelling short words accurately in their own writing and know about capital letters and full stops. This is attainment above the level normally found.

Mathematical development

- 84. At the start of Nursery, most children have some awareness of number but their knowledge of mathematical language is weak. Teaching and learning are very strong because teachers have very good subject knowledge and thus provide a specific daily session as well as a very good range of well-planned activities to aid children's learning of numbers. Opportunities to sort and classify are good and most children are very comfortable with these sorts of activities. They also make patterns well with cubes and describe their pattern. Staff rarely missed an opportunity to use correct mathematical language and expect children to use it too. Children have a growing store of counting songs, which they all join in with enthusiastically.
- 85. Number work is covered comprehensively in the Reception class, and children are comfortable with numbers to 20 as well as with addition and subtraction by the end of the Reception Year. Because words about position are used through the day, children understand them. They name the simple two- and three-dimensional shapes with ease. These are above-average levels of attainment in mathematical development and reflect very good progress in learning. This is a direct result of the very good teaching that they receive in this area of learning.

Knowledge and understanding of the world

- 86. Teachers use a very good range of activities, walks and visits to enhance children's knowledge of the

world around them. Very effective teaching results in rapid progress in learning. For example, children have investigated the growth of beans and the games 'played' by their gerbil. They described comfortably how it moves and eats. They enjoyed their visits out, especially the travel by bus and train, and these proved good starting points for role-play, art and written work.

87. Children use different types of construction materials every day. They use a range of tools, such as paintbrushes, chip shovels in the 'fast food' restaurant and play dough cutters, with good control. Children use the computers and listening stations in the rooms frequently. They handle equipment skilfully but with care, and used the special smaller mouse available to them with confidence. They build sentences accurately, effectively improving their knowledge of time, and then print their sentences off. Children operate the tape recorder well and listen to stories.
88. Children make very good progress because the provision is of high quality. Nearly all children reach, and many comfortably exceed, the targets for five-year-olds when they leave Reception class.

Physical development

89. Children come to school having had some movement experience and most have reasonable pencil grip and control. From this start children make good progress and leave the Reception class in line with the target for five-year-olds. Teaching in this aspect is over directed and only sound overall because children are not given sufficient opportunity to explore and develop their independence.
90. Children moved with safety in mind both inside and outside class. They run with control, stopping and starting quite well, but some children are inattentive. They enjoy exploring in and around the climbing frame. Balancing with beanbags and quoits is strong but catching skills are not as good. Children use large hoops quite imaginatively.
91. There has been significant improvement in children's handling of tools, pencils and paintbrushes over the Foundation Stage because these skills are well taught. They now have better grips and control over movements. Painting is of good quality and children used tools with improving accuracy.

Creative development

92. On entry to the Nursery class some children are quite shy. They are not used to playing imaginatively either by themselves or with others. They make good progress in this aspect of their learning and almost all leave the Reception Year with attainment similar to or above the target level for five-year-olds because the quality of teaching and learning is very good.
93. Children have daily opportunities to paint and draw, and regularly choose this option. The displays of high quality art work around the rooms illustrate the quality of children's work, particularly the collage flowers in the foyer and the printed teddy bears hanging from the ceiling. Children also glue, create with construction kits and build their vocabularies through experiencing a high quality range of toys and objects.
94. There are good quality role-play areas in which children explore familiar situations. For example, three children played happily in the dinghy, chattering quietly to each other. One boy mended the roadway, and having had much discussion with the bike riders, stopped the traffic with the correct sign.

ENGLISH

95. By the end of Year 2, attainment is above average in speaking and listening, and reading and writing. By the end of Year 6, in reading, speaking and listening and in writing, pupils attain standards that are well above those expected. This was reflected in the school's results in the 2002 National Curriculum tests for pupils at the end of Year 6, when standards compared to all schools were well above average. However, at the end of Year 2, results from the 2002 National Curriculum tests, when compared to all schools, were below average in reading and average in writing. Evidence from the inspection is that standards at the end of Year 2 are now broadly above the average in reading, writing, and speaking and listening, which represents good progress. This is the result of the very good teaching that the pupils have received. Pupils in Years 3 to 6 make very good progress. Pupils

with special educational needs make good progress overall, reflecting the strong emphasis that teachers place on developing pupils' basic skills and the good quality support that these pupils receive in lessons from teaching assistants.

96. By the end of Year 2, pupils' speaking and listening skills are good. Most pupils listen very attentively to their teachers and to each other. They respond thoughtfully to questions and think carefully about their answers. Higher-attaining pupils frequently explain their answers to questions in detail and, on some occasions, give reasoned arguments for their ideas. In group activities, pupils share ideas with each other and join in conversations about what they are doing. When they are asked to explain their ideas to the rest of the class, most speak clearly and confidently. Pupils continue to develop their speaking and listening skills impressively in Years 3 to 6. The oldest pupils adapt their language well to different situations, such as class discussions or group work; they talk fluently about their ideas and feelings and respect each other's ideas. They respond to questions thoughtfully, considering their answers carefully.
97. By the end of Year 2, most pupils enjoy reading stories, poems and other books. At the time of the inspection, a good number of pupils were close to attaining above the national expectations for the end of the year. Higher-attaining pupils are fluent readers, know a good range of words by sight, but use different strategies effectively to work out unfamiliar words. They understand how to use basic punctuation, such as full stops, capital letters and speech marks to make their reading interesting and expressive. Most pupils read accurately and talk about what they have read, referring to the characters in a story and explaining the main events. Most pupils know how to use simple non-fiction books to find information, using an index and the contents pages. Lower-attaining pupils need some help to do this; they are not fully familiar with all letter sounds and names, so they find it more difficult to work out words that they do not know.
98. From Years 3 to Year 6, pupils make very good progress, so that, by the end of Year 6, they achieve very good standards in reading. These very good standards are mainly due to pupils' well-developed ability to work on their own and to research from the Internet, non-fiction books and other written materials. These activities reflect the strong emphasis that teachers place on research work in history and geography.
99. Pupils' standards in writing by the end of Year 2 are above the national average. This is an improvement on the school's results in National Curriculum tests in recent years. Pupils develop a secure understanding of how to use full stops and capital letters and how to organise their work into sentences and paragraphs. Higher-attaining pupils use exclamation marks and speech marks appropriately. These same pupils use stories to expand their ideas well and their stories and other forms of writing are interesting and informative. Most pupils spell familiar words accurately. Their handwriting and their ability to use descriptive language in their work are well developed. Pupils practise these skills well during regular handwriting lessons and they are put to very good use in other classwork. As a result, many pupils are on course to achieve at the higher levels in the National Curriculum tests.
100. This pattern continues through Years 3 to 6, and pupils make very good progress. Their handwriting continues to improve and most pupils write neatly and accurately with a joined-up style by the end of Year 6. In practice lessons and in exercises in literacy lessons, pupils demonstrate a secure grasp of spelling and punctuation. By the end of Year 6, most pupils write descriptions of events and factual reports well because they practise these skills frequently in other subjects such as history. Pupils write in different styles and express their own feelings and ideas and emotions through their writing and this reflects the many opportunities that pupils are given to write in other subjects. This is a strength of the curriculum.
101. English is taught very well and the quality of teaching is very good, with some excellent teaching seen in Years 2, 5 and 6. This is a good improvement since the school's previous inspection. Pupils acquire the basic skills, knowledge and understanding of English, with a strong emphasis placed on teaching pupils to read well. Younger pupils are heard reading regularly and reading diaries are used well to communicate progress to parents and to indicate how further progress can be made. Additional sessions for pupils who need extra help, such as the Additional Literacy Strategy, make a positive contribution to the progress that pupils make. Throughout the school, all teachers have very

high expectations for behaviour and performance. They share the objectives of the lesson with pupils at the start of lessons, so that all are clear about what they will be learning and why. Pupils are managed very well and English lessons are orderly and purposeful. The large majority of pupils have very positive attitudes in lessons and do their best. In most English lessons the 'whole class' element of the session is very effective. Teachers use appropriate books, poems and other written material well to teach pupils about language, different styles of writing, and the basic skills of grammar and punctuation. They use questions well to involve pupils in discussions.

102. Pupils with special educational needs are supported very well by teaching assistants so that they make good progress in their learning. During class lessons, teaching assistants prompt these pupils and re-phrase questions to help them to stay involved. During group work they have a good understanding of their role and of how to teach pupils the basic skills of English. Planning is very good so that lessons develop the objectives well. Activities are well matched to pupils' differing levels of attainment and developing ideas are discussed as a class very well. Teaching assistants have very good relationships with pupils and teachers ensure that they are given guidance in their role, and about the pupils they will be working with. This has a significant effect upon the good progress that pupils make in lessons.
103. Teachers' response to pupils is very good. They use praise well and encourage pupils to improve their work. When work is marked, not enough emphasis is always placed on the learning objective of the lesson in written comments and not enough use is made of marking to give pupils clear ideas on how they can improve their work. Similarly, while targets are set which pupils know and understand, these are not always referred to when teachers mark their books.
104. The subject leader for literacy brings very good leadership to the subject. She has a clear understanding of what pupils do well and of areas for further improvement. The action plan that she has written identifies these areas clearly and outlines appropriate ideas on how these will be worked on. The issue identified by the previous inspection has been dealt with effectively. Reading is the priority this year and parents are encouraged to participate in reading with their children at home. Since the school's previous inspection, the role of the English subject manager has been developed well. She now undertakes monitoring of teaching and learning on a regular basis and this gives her a clear idea of the strengths and weaknesses in the subject. The procedures for assessing pupils' attainment and progress are very good. Teachers assess pupils' reading and writing on a half-termly basis and all teachers are involved in looking at pupils' work so that they have a clear understanding of what pupils at different ages should be doing. The school has introduced a full programme of assessment so that the progress that pupils make can be closely followed. The range of resources is good so that teachers have a good range of books and other materials to use in lessons. Information and communication technology is used well in the subject and all classes have a timetabled use of the computer suite. The library has a satisfactory range of books, and there are four computers available in the room for pupils to use as they undertake research activities.
105. Attainment in English has improved well since the school's first inspection by the time that pupils leave the school. Pupils make very good progress overall and the school has the capacity to improve attainment and progress further.

MATHEMATICS

106. By the end of Year 6, attainment in mathematics is well above the standards normally found. This is a good improvement since the school was inspected previously. By the end of Year 2, attainment in mathematics is above that which is normally found, and these good standards have been maintained since the previous inspection. In 2001 and 2002, attainment, as measured in the National Curriculum tests at the end of Year 2, was lower than in previous years. In 2003, the school is on course to re-establish its former good standards. This is the result of some very effective teaching supported by a specialist mathematics teacher. In Years 1 and 2, all pupils, including those with special educational needs, make good progress in their learning of mathematics and, in Years 3 to 6, they make very good progress overall.
107. By this stage in Year 2, higher-attaining pupils are secure in adding and subtracting two-digit numbers and have an early understanding of multiplication and division. They double and halve

numbers accurately and clearly understand the difference between odd and even numbers. They know the basic two-dimensional shapes such as circles, triangles, squares, rectangles and pentagons and understand what is meant by symmetry. They accurately add coins to more than one pound and calculate from 50 pence for various transactions. They understand time using both digital and analogue clocks. Their work is impressively accurate, showing a good level of understanding. Average pupils also have patches of impressive accuracy but on occasions, careless presentation resulted in errors. The quality of the presentation improved over the year. Lower-attaining pupils have done mostly the same work and are also capable of good levels of accuracy. However, they are also prone to careless errors. Pupils in Year 1 have covered a good range of work and many are on course to attain above-average standards by the end of Year 2.

108. By this stage in Year 6, higher-attaining pupils are very accurate in mental mathematics work and when working under test conditions. They are very confident in using the four rules of number – addition, subtraction, multiplication and division, and work with numbers up to one million. They round numbers accurately to 10, 100 and 1000. They have a clear understanding of fractions, decimals and percentages as three ways of expressing the same concept, and move accurately from one to another. They understand that numbers can be negative, for example, in temperatures. They know the properties of two-dimensional shapes and calculate the perimeters and areas of irregular shapes confidently. They measure angles very accurately and know the different types of triangles, for example, right angle, equilateral and isosceles. They measure length in metric units, weight in grams and capacity in litres. They know how to represent information in block and line graphs and successfully interpret data expressed in these forms. They have been introduced to basic statistics and understand concepts such as the mean, median and range. They are skilled in interpreting and solving mathematical problems expressed in words. Average and lower-attaining pupils are also capable of impressively accurate work, but are more prone to error under test conditions.
109. Pupils make good progress in Years 1 and 2 and very good progress in Years 3 to 6. Their experience of different aspects of mathematics is expanded systematically so that their confidence grows. Work is carefully and regularly marked and good work is celebrated in teachers' comments. The best marking, for example, in Years 1, 2, 3 and 6, has comments pointing to how pupils can make further progress. However, this quality of marking is not consistent in all classes.
110. This impressive progress has its roots in the very good attitudes that most pupils have to mathematics. For example, in an excellent lesson in Year 2, pupils worked for the whole hour with very impressive levels of interest and sustained concentration. They showed very good initiative in tackling money problems expressed in words. Indeed, one pupil created his own word problem which had a number of separate questions. Pupils are very eager to respond to questions and support each other well when working in pairs and small groups. Relationships are friendly but purposeful and, in most classes, the management of pupils is not an issue because adults and pupils are working together on learning tasks which engage pupils' interest and enthusiasm. Occasionally, a few pupils have short concentration spans, and the time taken to manage their behaviour slows learning for other pupils.
111. The quality of teaching is very good overall. Teachers have a very secure level of subject knowledge and understanding and use the National Numeracy Strategy skilfully to promote pupils' knowledge, skills and understanding. Most teachers ensure that pupils understand the purpose of the lesson, and then check at the end whether pupils feel that the learning objectives have been achieved. In most classes, very high expectations for pupils' levels of effort and behaviour are fully realised because of very good relationships between adults and pupils. This results in mature attitudes to work and behaviour so that learning is effective. Most teachers ask challenging questions which test and extend pupils' understanding of what is being learned. There are good examples of numeracy skills being reinforced in other subjects, for example, in the use of graph work in science and the use of spreadsheets in information and communication technology. However, inaccurate measuring in one design and technology lesson resulted in some unsatisfactory work.
112. Teaching and learning benefit from the school's deployment of a leading mathematics teacher who shares the teaching of mathematics in Years 1, 2, 4 and 6. Her very good and excellent teaching brings an added rigour to pupils' learning and ensures that they make very good progress. She is very adept at including all pupils in the lesson so that they make effective progress at their own pace.

She ensures that any difficulties are identified early and are dealt with by suitable programmes of support. Another of her roles is to run sessions for talented mathematicians from a number of schools. This ensures that gifted and talented pupils in the school receive levels of challenge which stretch and extend them so that they make very good progress.

113. The leading mathematics teacher manages the subject very effectively. She has established very good systems for assessing pupils' attainment and progress so that further learning and progress can be planned systematically. This has met the issue identified in the report from the school's previous inspection successfully. She supports colleagues by observing their teaching and, in some cases, by 'team-teaching' with them. This, together with carefully targeted in-service training, has helped to raise the quality of teaching throughout the school. She has built up information and communication technology resources in mathematics to support lower-attaining pupils as well as to support learning throughout the school. For example, Year 6 pupils prepare 'Power-point' demonstrations, which they offer to pupils in Year 2. Resources for learning in mathematics are good.
114. Careful and systematic management has raised standards in mathematics by the time that pupils leave the school. There is the capacity to maintain these impressive standards and to develop teaching and learning further.

SCIENCE

115. Standards of attainment in Year 2 are above the national average and in Year 6 they are well above the national average. In Year 2, inspection evidence confirms the school's assessment that all pupils will achieve the national expectation of Level 2 or above and that roughly one third of them will achieve the higher than expected Level 3. This is above average standards. In Year 6 in 2002, more than half the school's pupils achieved the higher than expected Level 5 and inspection evidence confirms that the school is likely to achieve similar very high scores this year. These standards, coupled with the improvement in the progress made by lower-attaining pupils, represent a solid improvement since the previous inspection. Pupils achieve very well through the school, consistently maintaining high standards in all years.
116. In Year 2, pupils have studied a good range of topics coupled with occasional visits to places of educational interest, which enrich their learning. They were excited by the study of forces, in which they experimented with various cars going down a ramp, and they predicted, mostly correctly, which would go the furthest and why. Much of the recording for this experiment was copied and so pupils lost the opportunity to learn to record in their own way. They have a good knowledge of the differences between manufactured and natural materials and sort them well into groups. Their awareness of the dangers of electricity is high after a well-structured topic on the subject. Pupils are also well aware of how electricity needs a complete circuit to light a bulb and recall their work with wires and batteries in some detail.
117. In Year 6, pupils have followed the school's extensive and stimulating topics to the full, which has enabled more than the average percentage of pupils to gain the higher Level 5 in the National Curriculum tests. They have a clear understanding of electrical circuitry, which is extensive enough for them to design and make a quite complex toy. They are clear on how and when to use filtration to separate materials and have touched on chromatography. Their knowledge of reversible and irreversible change is extensive. They have experienced forces in action through good experimental work. They use line graphs well to show changes in two variables in their experimental work and read them with confidence and skill. The quality of presentation of their work is very high for almost all pupils.
118. All pupils make good progress in Years 1 and 2 in developing their understanding of scientific vocabulary and improving their observation skills. In Years 3 to 6, they make very good progress overall. This progress is steady through Years 3 to 5 and is accelerated by high quality teaching in Year 6. In Years 4 and 5, topics appear not to be covered in sufficient depth whilst, in Year 3, a topic on materials was completed mostly practically and orally, because there were no written records. Lower-attaining pupils and those with special educational needs make good progress because of the practical nature of the subject and because tasks are carefully planned to be appropriate to their level of understanding.

119. Teaching and learning are good across the school in general and are very good in Years 2 and 6. In these classes, teachers use their very good subject knowledge to develop pupils' ideas through good quality questioning. This enables pupils to make very good progress overall by the end of Year 6. Resources are used well by all teachers to enable pupils to experience science in a practical way and this leads to them enjoying and looking forward to their science lessons. Most teachers use assessment procedures very well and use the school's assessment sheet for each topic. They can then easily decide how well a pupil is coping and set appropriate work for them, revisiting the topic if necessary. However, this use of assessment sheets is not totally consistent throughout the year groups. Topics have effective links with other subjects. Teachers help pupils to use computers to show their results. In Years 2 and 6, they combine designing circuits with the science unit on electricity effectively to broaden pupils' experiences. Teachers all mark pupils' work but in Years 1, 3 and 6, marking is very informative as well as giving pupils appropriate praise. Pupils' presentation is of high quality in Year 6 but much weaker in other classes. Displays of pupils' work are prominent in some classes and encourage pupils to talk about the subject and anticipate the next topic.
120. The management of the subject is good. The co-ordinator has helped to raise standards by sharing his expertise with other colleagues. Assessment procedures are good. The results from the National Curriculum tests are carefully analysed and evaluated in order that teaching and learning might be better in the future. The co-ordinator has implemented a very good procedure for helping pupils to understand what they have to learn. This is very effective in most, but not all, classes. Resources are now good so that all pupils can be involved in practical work for most aspects of science. The co-ordinator monitors teachers' planning and a sample of pupils' work but has had little time to observe colleagues teaching and thus has only limited knowledge of standards in Years 1 and 2.

ART AND DESIGN

121. Only one lesson was observed during the inspection because of timetabling arrangements. Other evidence was gained by talking to teachers and pupils, looking at teachers' planning and the observation of displays of work throughout the school.
122. All pupils, including those who have special educational needs, make good progress by the end of both Year 2 and Year 6. Standards at the age of seven are above those expected nationally, and, by the time that pupils leave the school, standards remain above the national average. This is an improvement from the school's previous inspection when standards at the end of both Years 2 and 6 were satisfactory.
123. By Year 2, pupils work with a range of materials. They create simple pictures in paint and their work shows a developing understanding and application of the artistic elements of line and tone. Pupils explore different ways of shading as they use materials and techniques to show ideas of shading, for example, in the style of Monet. Pupils excitedly investigated which medium they preferred, as they discovered the effects of smudging and mark making. They use papier-mâché to sculpt, for example, spiders, which have been used to enhance a display of mini-beasts outside their classroom. Pupils in Year 1 draw self-portraits with increasing skill and have made good quality sculptures using branches, leaves and bark.
124. In Years 3 to 6, pupils continue to use their sketchbooks to record their ideas and to draft a first attempt. They consider the visual and tactile elements of their work before beginning composition. In Year 5, pupils familiarise themselves with the work of Cezanne and are given opportunities to produce a still-life work. Their paintings were attractively displayed in the classroom and greatly enhanced the learning environment. In Year 6, pupils talk enthusiastically about their art work and particularly enjoy interpreting musical examples as they listen to 'The Ride of the Valkyres' by Wagner or Grieg's 'Peer Gynt' suite.
125. Pupils make sketches of natural and man-made objects, for example, leaves and a shoe, which explore shape effectively and show improved accuracy in their work over time. They learn to use a suitable range of media in two and three dimensions. They use their developing art skills to support work in other subjects, for example, by illustrating work in history or science or making masks for their work on Odysseus.

126. Pupils' attitudes to learning are very good. In discussion, pupils are enthusiastic about their work and proud of its quality. They listen with interest to each other's ideas and support each other well. Pupils' behaviour is very good.
127. Only one lesson could be observed during the inspection in Year 2, and this was of very good quality. Very good relationships and a positive ethos for learning gave pupils a high level of satisfaction in their work. The teacher's presentation was stimulating and encouraging, securing pupils' interest and enthusiasm effectively. Very good organisation and support by the teacher and the teaching assistant ensured high quality learning and promoted very good progress.
128. The management of art and design is good. Planning is good and gives emphasis to the study of work by other artists from different traditions. There are good arrangements for the use of information and communication technology to support pupils' work in art and design, for example, when working with patterns. This good management has been instrumental in raising standards. Assessment processes are satisfactory but are not used systematically to track pupils' progress and plan for improvement. Resources for the subject are satisfactory.

DESIGN AND TECHNOLOGY

129. Standards of attainment in both Years 2 and 6 are broadly in line with national expectations. This is similar to the findings of the previous inspection. Pupils, including those with special educational needs, make satisfactory progress throughout the school and, by Year 6, achieve satisfactorily. Higher-attaining pupils could achieve more, as they consistently do in English, mathematics and science, and this is a weakness. The school was unable to provide much evidence of pupils' completed work, their designs or their evaluations of their work during the inspection. Judgements on standards in both Year 2 and Year 6 are based on a relatively small amount of evidence.
130. In Year 2, pupils have made a wheeled vehicle using card and wood. They show a good level of understanding of how to attach the wheels and their decoration of these vehicles is attractive. Others have used construction kits correctly to make similar models. In a science topic, they have worked with wires, bulbs and batteries to make the circuits that they have designed. Pupils recall that there had been some discussion about how to improve designs and which materials to choose to make a model stronger. However, little of this has been recorded in any way.
131. In Year 6, pupils improve their understanding of forces by building innovative bridges from rolled-up newspaper which are carefully and accurately joined by tape. They extend this topic and their understanding of strong structures by also creating towers of the same material using the principle of strong triangles. The highest of these was almost one and a half metres tall! They use woodcutting and joining tools with growing accuracy. They know a reasonable amount about designing but have too few opportunities to record detailed design and their subsequent evaluations of the effectiveness of these designs. They benefited from and enjoyed their visit to the high school, where they gained some experience of home economics and work with metal in the workshop.
132. Pupils make satisfactory progress throughout the school. Learning topics are varied and extensive, and are linked well to other subjects. Pupils experience a good range of materials, for example, junk models, food and wood, and learn sound joining techniques. Pupils with special educational needs make satisfactory progress. Because of its very practical nature, pupils with literacy difficulties are able to succeed at this subject. Those whose behaviour is a concern are made aware of safety needs and generally respond positively.
133. Teaching and learning are satisfactory. Few lessons were observed during the inspection, but teachers used resources well to give pupils extensive experiences of different sorts of materials and joins, as occurred in a Year 4 lesson on making 'pop up' cards. Year 1 pupils were over-directed by the teacher when making their boxes and thus did not develop the ability to choose materials for purpose and effect. In Year 5, the teaching of sawing and hammering was good but insufficient emphasis was placed on the need for accurate measuring and so pupils wasted materials and this was a weakness. Health and safety issues are emphasised appropriately by teachers in every lesson. There is insufficient display of finished work in classes and this omission does nothing to raise the standing of the subject in the eyes of the pupils.

134. The management of the subject is satisfactory. The use of information and communication technology to support learning is satisfactory. The co-ordinator has helped to sustain the standards from the previous inspection but has not reacted to the finding that 'pupils' ability to record their work is underdeveloped'. This ability remains underdeveloped. He has shared his subject knowledge with colleagues so that their teaching is more effective. The scheme of work has been adapted to be more relevant to pupils' learning. For example, the Ancient Greece topic in history has been extended to include a temple-building project.
135. Good links have been established with the local high school, which are helping to improve pupils' interest in and enthusiasm for the subject. Monitoring has been limited to teachers' planning. As a result, weaknesses in pupils' skills, and their ability to evaluate the products that they have produced, have not been identified so that improvements could be planned.

GEOGRAPHY

136. By the end of Years 2 and 6, all pupils, including those with special educational needs, have made satisfactory progress and attained standards that are broadly average. The average standards found when the school was inspected previously have been maintained.
137. By the end of Year 2, pupils make simple comparisons between their own and other localities. For example, they undertake fieldwork when they visit the Formby Point area of Manchester. They investigate how different places are linked to others and use their writing skills well as they plan a route and produce a detailed map of Irlam. Mapping skills are developing satisfactorily. Pupils enjoy stories about the fictitious island of Struay. Teachers use these texts well to increase pupils' understanding of different environments. Pupils used their writing skills well when 'sending' a postcard from Irlam. Information and communication technology is used satisfactorily to enhance pupils' understanding of maps. Pupils in Year 1 study the local area around the school and investigate changes that have been made. They produce simple plans and routes, for example, on 'how I travelled to school'.
138. During Years 3 to 6, pupils extend their knowledge, understanding and skills satisfactorily. Pupils in Year 3 develop their map skills satisfactorily by looking at plans to support their study of the weather in different countries such as Ireland, Norway and Barbados. Pupils study life in Italy as part of their European awareness project. In Year 4, they study Germany as their European link and have used maps well to find how many countries have a border with Germany. In Year 5, pupils' European link is Spain, and they also study the contrasting locality of St. Lucia. By the time that they are 11, pupils have built upon their knowledge, skills and understanding of geographical awareness satisfactorily. They have compared Irlam with Dolwyddelin, where they had recently visited for a weekend. In this lesson, pupils used the video camera with skill as they watched the films that they had taken. Literacy skills were developed as pupils engaged in discussion about the differences between the two locations. Pupils in Year 6 study France to increase their European awareness.
139. Teaching is good in Years 4 and 6. There is insufficient evidence to make a secure judgement about the quality of teaching in Years 1 and 2. What can be said, however, is that all teachers ensure that pupils receive as wide a spread of experience in geography as is possible and that this culminates in some very well produced projects by the time that they leave Year 6. Where the quality of teaching is good, teachers ensure that pupils understand what has gone before and use well-focused resources to take their learning forward. They have high expectations for effort and behaviour. Pupils show interest in the subject and are keen to put forward ideas to others.
140. The management of the subject is satisfactory. There is a clear improvement plan but the monitoring of teachers' and pupils' work is limited. Although some assessment and recording of pupils' progress is taking place, this information is not used to track pupils' progress systematically and to plan for improvement. There are sound arrangements for the use of information and communication technology to support pupils' work in geography, and resources are appropriate overall, although atlases are out of date and contain inaccurate information.

HISTORY

141. Overall, attainment in history is above national expectations at the end of both Years 2 and 6. This is an improvement on the situation at the end of Year 6 when the school was inspected previously. Pupils begin to learn history starting with the knowledge that they already have about their own homes and families. They learn how lifestyles have changed since their parents and grandparents were young. By the end of Year 2, pupils understand the many benefits of electricity and how household chores have changed. Pupils find out about holidays in the past and use photographs well to stimulate discussion as they sequence the pictures in chronological order.
142. In Year 3, pupils study the Vikings and know some of the main reasons why the Vikings came to Britain. Pupils have discovered how long-ships were made and used their writing skills effectively as they wrote a list of materials that they would need to make their own long-ship. Pupils in Year 4 have studied the Tudors in depth. They used their mapping skills learned in geography well to create maps of the British Isles, Spain and France. In an excellent lesson in Year 5 which created great interest, pupils and the teacher re-enacted the life of pupils in a Victorian classroom. The teaching in this lesson engaged pupils' imaginations, and so enhanced their knowledge and understanding of this time very effectively. Pupils in Year 6 have studied Ancient Greece in depth. They used their writing skills well when listing the facts that they have found about Greece and the story of Odysseus. Pupils used their information and communication technology skills well in this work as they researched their topics by using the Internet. Pupils also use the library to support this research.
143. The quality of the teaching observed in Years 3 to 6 was good overall. It was always at least satisfactory, with some good and excellent teaching being seen. There is insufficient evidence to judge the quality of teaching in Years 1 and 2. Lessons are well planned and prepared with clear learning objectives. Timelines are used in many situations in both the infant and junior years. Teachers devise a good range of activities to motivate pupils and to hold their attention. They ask good, open-ended questions to make pupils think. They make work relevant to pupils' own experience and promote progress effectively by developing new ideas from what has gone before. Pupils respond very well, enjoy their lessons and concentrate well. They enjoy recording their findings and write good accounts of what they have learned. Pupils with special educational needs are supported well and so make good progress in their learning.
144. Teaching has a good balance between factual knowledge and historical skills. There is good progress throughout the year groups. The requirements of the National Curriculum are met well. There is a very good use of first-hand experience and an emphasis on developing research skills.
145. The subject is well managed. There are good arrangements for making sure that there is a steady progression in the way topics are taught. Class teachers record what pupils can do after they have completed a topic. However, this information is not yet used to track pupils' progress and to plan individual learning targets, although there are plans to develop this over time. Resources for history are adequate and cover the requirements of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. Standards of attainment are broadly in line with national expectations in both Year 2 and Year 6. This rise in standards, together with the improvement in facilities and staff expertise, represents good improvement since the school was inspected previously. Pupils, including those with special educational needs, make satisfactory progress through the school, although higher-attaining pupils could achieve more, as they do in English, mathematics and science.
147. In Year 2, pupils confidently use the line and spray functions of a painting program to illustrate their work. They expertly operate a word-processing program, using simple functions to reorganise a poem so that it makes sense, but the task itself was too easy for most of them. Later, they changed the size and style of the font for effect. Pupils confidently and skilfully use the listening station to hear their favourite stories. They also use a programmable toy well, making it go through a series of movements, but usually they only program one move at a time. They are starting to experience the Internet by using an 'on-line' dictionary with help.

148. In Year 6, pupils are becoming more familiar with the 'Power-point' program and build their slides with growing confidence. They work quickly and enthusiastically, combining text with the photographs they took using the digital camera on their recent residential visit. They later showed good skill when inserting special effects on their slides by altering backgrounds and fonts. Work using spreadsheets based on the 'Healthy Living' science topic is low level, with pupils inputting data and totalling it using a function key. The 'Publisher' program is used regularly to make posters, for instance, on Ancient Greece, but too few functions have been explored in this program. No work was observed on modelling or control as this was timetabled to happen later in the term. The school only has very limited resources for this topic and so it is unlikely to be covered in sufficient depth to really extend higher-attaining pupils.
149. Pupils make satisfactory progress throughout the school but higher-attaining pupils could achieve more by Year 6. Because all pupils make satisfactory progress, this is a major improvement since the previous inspection. This is because staff have started to implement their recent training and specialist support is now available. As pupils get used to the new computer suite it will be possible to plan more challenging work so that pupils have the potential to achieve more. As they go through the school, pupils become more familiar with the functions of the main programs and develop their dexterity with them. Keyboard skills also improve. Other items of hardware like listening stations, radios, overhead projectors and digital cameras are also introduced at an appropriate time. Pupils with special educational needs are fully involved in these lessons. Tasks are sometimes designed specifically for them or they receive additional support. Often they are as good as their peers, although there are occasions when their limited reading skills let them down.
150. There are strong links with other subjects, which is a major improvement since the previous inspection. For example, pupils in Year 6 used the Internet to explore further where their residential centre was and how they might get there. They used a search engine well to follow up work on the author of a World War Two book 'The Machine Gunners'. In Year 2, pupils used the functions of a word processing package confidently to make sense of a jumbled poem. Many pupils use the mathematics support program at different times of the day, sometimes being trusted to work without adult support.
151. Teaching and learning are good. A specialist teacher and learning support assistant who do much of the teaching have very good subject knowledge. They offer clear explanations and allow pupils the necessary time to become familiar with the task and software. Pupils' attitudes and behaviour are very good because lessons are interesting and well presented. Pupils enjoy their work, listen attentively and do their best to follow instructions. As yet, staff have not devised a system that helps pupils to cope with unexpected situations. Instead pupils rely on the teacher immediately for help. Individual support by teachers is good but pupils could do more for themselves. The pace of some sessions is weak because teachers allow pupils to spend too long fiddling with background colours rather than preparing all their slides and then going back to get the effects they want. The routine of recording work in pupils' books is not yet fully established in all classes. Homework, especially for Year 6, is set consistently, collected in and referred to in lessons.
152. The management of the subject is satisfactory. The co-ordinator is new to the post and has had little time to make a difference. However, the issue from the previous inspection has been met and the requirements of the National Curriculum are now fully met. Resourcing of both hardware and software is improving and new machines are ordered ready for next year. Not all classrooms have a computer, which limits the use of information and communication technology in lessons in Year 4, for example. This will be rectified next year. New software is already helping to improve literacy standards in the Foundation Stage but limited resources for higher-level 'control' are inhibiting the progress of higher-attaining pupils. Placing computers with Internet access in the library is having a positive effect in that pupils are realising that they can be used for research in the same way as they use reference books. The subject manager understands that the action plan needs updating soon. The monitoring of the subject is mainly concerned with teachers' planning. Pupils' work is not monitored closely enough to ensure that topics are covered in sufficient depth.
153. There have been good improvements in teaching and learning in this subject since the school was inspected previously. The school is in a secure position to make further improvements.

MUSIC

154. Attainment in music is above that normally found in Years 2 and 6. This is an improvement for seven-year-olds since the previous inspection when their attainment was at the level normally found. This is the result of improved teaching. The good standards found in Year 6 at that inspection have been maintained. Throughout the school, all pupils, including those with special educational needs, make good progress in their learning.
155. Whole-school singing is good. In a whole-school assembly, two hymns were sung to piano accompaniment. Pupils sang tunefully and enthusiastically, with a good appreciation of the words that they were singing. Each week, there are separate singing practices for Years 1 and 2 and Years 3 to 6, taken by the subject manager. These are very effective in improving pupils' attainment in singing. There is good concentration on technique and accuracy and on such preparatory activities as posture and breathing. The importance of singing with 'smiley eyes' was emphasised so that pupils would not only enjoy their singing, but also be in a physical posture to sing successfully. Pupils in Years 3 to 6 sing two songs as 'partner songs' and maintain their own line successfully. Throughout the school, pupils enjoy putting actions to songs.
156. By Year 2, pupils recognise a range of instruments such as claves and tambourines and know that a bamboo rattle comes from South Africa. They sing tunefully and with clear enjoyment and successfully use different percussion instruments to illustrate different aspects of their song 'Deep in the Jungle'. By Year 3, pupils clap different rhythmic patterns in groups and successfully follow and repeat a Caribbean rhythm. They successfully learned a new song 'Ol' Mas Charlie'. For some pupils, learning in music is enhanced by the opportunity to learn an instrument. For all pupils, attainment in music is improved by opportunities to perform in public, either in the school or the church. For older pupils, there are opportunities to perform to a wider audience. For example, Year 5 pupils have performed compositions in the Bridgewater Hall, Manchester, and Year 6 pupils have participated in a joint concert at the local secondary school.
157. Throughout the school, pupils have good attitudes to music and these enhance their attainment and progress. They join in learning activities eagerly and most maintain their concentration impressively. For example, pupils in Year 2, enjoying an exciting activity at the end of a busy day, still concentrated well and were keen to do their best and to obtain a good result. Pupils are courteous to each other and to adults and show good initiative in using instruments accurately to support their learning.
158. The quality of teaching is very good overall. Lessons are planned carefully to include a sequence of learning activities which will develop pupils' knowledge, skills and understanding systematically. At the same time, learning activities engage pupils' interest and enthusiasm so that learning is enjoyable. Teachers have high expectations for pupils' efforts and behaviour and these are largely realised because pupils enjoy learning and want to participate in the different activities. Teachers are careful to ensure that all pupils participate fully in learning. For example, one pupil with a statement of special educational needs took a full part not only in the class lesson, but also in the singing practice. Teachers concentrate effectively on the quality of learning, making good suggestions for improvement and asking challenging questions to test and reinforce pupils' understanding.
159. The subject is very well managed by a knowledgeable and experienced member of staff. She is keen for pupils to have as wide and rich a musical experience as possible. For example, she explained to the whole school that the music that they had heard coming into assembly, 'Tea for Two' by Shostakovich, was written in one day 'for a bet'. This, together with brief references to Shostakovich's background and nationality, contributed well to pupils' cultural development. A new scheme of work has been introduced to ensure coverage of the National Curriculum and new planning and record sheets have been introduced to help to assess pupils' attainment and progress more effectively. Information and communication technology is being developed to support teaching and learning in music and links with other subjects are being explored to develop teaching and learning further. Pupils' understanding of the music of other cultures is satisfactory because of the introduction of some African music. However, there is scope for further development in pupils' experience of live music, both through visits and inviting visitors into the school.

160. Music has a high profile in the school and contributes well to pupils' learning. Given the enthusiasm of the subject leader, the school has a good capacity to develop the role of music further.

PHYSICAL EDUCATION

161. Attainment is at the level normally found for pupils in Years 2 and 6, and all pupils, including those with special educational needs, make sound progress overall. The satisfactory standards found when the school was inspected previously have been maintained. The school has good arrangements for swimming and, by the time that they leave the school, pupils' standards in swimming are better than those normally found.
162. Throughout the school, pupils understand the need to warm up before physical exercise and to cool down afterwards. They know that warming up stretches muscles and raises the heart rate. In Year 2, most pupils catch a large ball successfully and understand the need to throw it carefully. By Year 6, pupils respond quickly to numbers called to speed up or slow down movements. They were skilled in mirroring each other's movements in paired work. On apparatus, mats, benches, ladders and tables, they showed a good awareness of the need for health and safety. They performed a range of different rolls and a few incorporated handstands and cartwheels. In Year 4, pupils participated enthusiastically in a variety of activities. Some have good sprinting styles and some are accurate when throwing beanbags into a hoop.
163. Pupils have good attitudes to physical activities overall. They participate willingly, support each other well and respect each other's contributions and ideas. Indeed, Year 6 pupils spontaneously applauded each other's demonstrations. Most pupils behave in a mature and responsible way and concentrate well. Inevitably, in a hot week, a few lost concentration at times, and abandoned the learning objective for other activities which had more immediate appeal. Older pupils show good initiative in creating and combining movements. In the Year 6 lesson, gymnastics equipment was put out and returned with a minimum of fuss and a mature awareness of health and safety.
164. The quality of teaching is good overall. Teachers plan interesting activities which ensure that pupils work with a good level of effort and concentration. There are examples of pupils being asked to demonstrate successful techniques while others evaluated, but, in other classes, these opportunities were missed. Most teachers make useful suggestions for improving pupils' skills. Resources are readily available and are used well.
165. The management of the subject is satisfactory. Good resources have been built up, partly as a result of the school's participation in national initiatives. These initiatives have also helped teachers to improve their subject competence. There is good accommodation for physical education, including a good hall which is well equipped, not least as a result of the Parent-Teacher Association's generosity. There is also a good hard play area and an adjacent field. Pupils have some opportunities to experience competitive games, for example, in soccer (boys and girls), cross-country and athletics, but these are not extensive. There is some external coaching in rugby from Salford Reds Rugby League Club. The residential visit for Year 6 includes good opportunities for pupils to experience outdoor and adventurous activities.
166. The subject makes a satisfactory contribution to pupils' moral and social development. Where its impact is greatest, this is because of the enthusiasm and commitment of particular teachers in individual lessons. The subject manager has had no opportunity to monitor teaching and learning in the subject and so is not in a strong position to plan and manage its development by monitoring pupils' progress systematically. There is scope for the subject to have a greater impact on the life of the school and its pupils. The school has the capacity to achieve this.

RELIGIOUS EDUCATION

167. Since this is a church school, religious education has not been covered during the inspection. This subject will be reported on by the diocese.