

INSPECTION REPORT

All Saints C.E. (Voluntary Aided) Primary School

Newton Heath, Manchester

LEA area: Manchester

Unique reference number: 105505

Headteacher: Miss L. Dallimore

Lead inspector: Mr. G. Martin

Dates of inspection: 19th – 22nd January 2004

Inspection number: 255324

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: 4 – 11 plus nursery.
Gender of pupils: Mixed
Number on roll; 234

School address: Culcheth Lane
Newton Heath
Manchester

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Telephone number: 0161 681 3455
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Appropriate authority: Governing body

Name of chair of governors: Mrs. O. Wadsworth

Date of previous inspection: 14th – 15th January 2002

CHARACTERISTICS OF THE SCHOOL

All Saints C.E. Primary School is a voluntary aided Church of England primary school situated in the Newton Heath area in Manchester. The school is about the same size as other primary schools nationally, with 234 boys and girls on roll aged three to 11 years. Almost all pupils are from the immediate locality. Pupils come from a wide range of backgrounds. Most live in owner-occupied accommodation but there are many in privately rented and council housing. At 39 per cent, the proportion of pupils eligible for free school meals is high. Twenty-one pupils are identified as having special educational needs (SEN). This is broadly in line with the national average. The percentage of pupils with statements of special educational needs is below the national average. Twenty-five pupils, or just over ten per cent, come from minority ethnic backgrounds. Two of the pupils have a home language other than English and are at an early stage of acquiring English. At the time of the inspection attainment on entry to the nursery is well below the average found nationally.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21563	Mr. G. Martin	Lead inspector	Science, design and technology, history, personal, social, health and citizenship education.
9348	Mrs. M. le Mage	Lay inspector	
30205	Miss T. Kenna	Team inspector	Mathematics, music, art and design, the Foundation Stage
33238	Mr. G. Lawrence	Team inspector	English, information and communication technology, geography, physical education, special educational needs.

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2 (YEARS 1 TO 6)	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It provides well for its pupils and helps them to achieve well. There has been substantial improvement since the last inspection. The school has a good ethos, based firmly on Christian principles. This ethos, along with good teaching, promotes effective learning, resulting in good achievement and standards that are in line with national expectations by the end of Year 6. Teaching, learning, and leadership are good. Parents like the school because it cares for their children well. It is a well-managed school. Good provision for pupils with special educational needs ensures that they achieve as well as all other pupils. The school provides good value for money.

The school's main strengths and weaknesses are:

Strengths

- Good teaching and learning result in good achievement.
- The very good leadership of the headteacher inspires effective leadership by other staff. So, the school has very good capacity to achieve its own realistic improvement targets.
- Very good use of assessment has helped to raise standards.
- The chair of governors leads the governing body well, promoting effective governance.
- The school cares for its pupils well and works hard to help them all to be good learners. As a result, pupils have very good attitudes to learning.
- Pupils behave very well because there are very good relationships. The school makes good provision for pupils' spiritual, social, moral and cultural development.

Weaknesses

- Not all teachers consistently involve pupils in assessing their own learning and deciding what to do to improve.
- Leadership of some aspects of the school's work is not yet as good as the best.
- Pupils do not always have sufficiently challenging opportunities to develop their scientific skills of investigation and experimentation in science lessons.

The headteacher's inspirational leadership is a key factor in the very good improvement since the school was last inspected. Improved leadership and governance ensure continued improvement. Good improvement in the quality of teaching, learning and assessment has improved standards. Teaching assistants are now fully included in the drive to improve learning. Very good improvement in the provision for information and communication technology has brought standards into line with national expectations. Pupils with special educational needs are fully included in all learning.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	B	A
Mathematics	D	E	B	A
Science	E	E	C	A

Key: A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils achieve well. Good achievement from a low average baseline on entry ensures that some, but not all, of the children in the Foundation Stage meet the goals expected for their learning by the end of the Reception year. In Years 1 and 2 pupils continue to achieve well so that they meet the nationally expected standard in reading, writing, and science. Standards in mathematics are lower.

Good achievement in Years 3 to 6 means that, by Year 6, pupils reach standards that are in line with those expected nationally in English, mathematics and science and all other subjects. By the end of their time in the school, pupils are academically prepared and socially well prepared for the secondary stage of their education.

Pupils have good attitudes and they behave very well. The school makes good provision for pupils' personal, social, spiritual, moral and cultural development. There are very good relationships in the school. As a result, the personal and social development of the pupils is good. Pupils are conscientious and work hard. They become good learners because they enjoy lessons.

Attendance is satisfactory. The school takes very good action to improve attendance. Most pupils are keen to come to school and nearly all arrive punctually.

QUALITY OF EDUCATION

The quality of education is good because good teaching helps pupils to become effective learners. The school works hard to establish positive partnerships with parents, there are good links with the community and the curriculum is enriched by enjoyable activities. Together, these promote very good behaviour and good attitudes among the pupils and help them to value their school and learning. Pupils' achievement is good because the school stimulates their enjoyment of learning very well. The very good relationships in the school help pupils to want to try their best.

LEADERSHIP AND MANAGEMENT

The headteacher's very strong and determined leadership makes a key contribution to the school's improvement. It is a well-led and managed school, with well-defined targets for improvement. Effective leadership means that the school has good capacity to achieve its aspirations. Good financial and day-to-day management enable all members of staff to enhance the quality of education. The well-led governing body fulfils its role well. The support and challenge the governors provide help those responsible for the school and its improvement to be effective leaders.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents like the school. They know that the school cares for their children very well and helps them to be interested in learning.

Pupils also like the school. They value the varied and enjoyable activities that the school provides. They know that their teachers will care for them well and help them to do their best, so they try very hard with their work.

IMPROVEMENTS NEEDED

The school has set itself clear targets for improvement. The inspection team agrees with the school's own evaluation of its improvement needs. In order to improve further the school should:

- Develop a consistent, whole-school approach to using pupil self-assessment and target setting to raise standards further.
- Extend the identified good practice in leadership and management to all key stage and subject leaders.
- Further promote teaching methods that enable pupils to develop their skills of scientific enquiry, investigation and experimentation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is good. By the age of seven at the end of Year 2 standards are in line with national expectations in all subjects other than mathematics. By the end of Year 6 at the age of 11 standards are in line with those expected nationally in all subjects.

Main strengths and weaknesses

- Pupils attain results in the national tests that are at least in line with the national average.
- Results in national tests at Year 6 in 2003 were very good in comparison with similar schools.
- Standards in information and communication technology are better than at the time of the last inspection and are now in line with the national expectations.
- Achievement is good and therefore pupils attain standards in all subjects that are in line with those expected nationally.

Commentary

1. Because of their good achievement, resulting from the mainly good teaching, some children in the Foundation Stage meet, and a few exceed, the learning goals in all six of the areas of learning for their age. Children who begin the Foundation Stage with low levels of attainment achieve well but most are still working towards the learning goals for their age by the end of the Reception class. Good achievement in communication and mathematical understanding leads to good preparation for learning in the basic skills of literacy and numeracy by the start of Year 1.
2. Evidence from inspecting the work of pupils at the start of Year 1 shows that, by the end of their time in the reception class, some, but not all, children are prepared for the early stages of the National Curriculum in Years 1 and 2.
3. The children's personal and social skills are developed well in the Foundation Stage so that they establish good routines and are keen to learn. This is a direct result of the good encouragement they receive from adults in the school and from the good partnerships that the nursery and reception classes establish with parents. The effect this partnership has on the children's achievement is good.
4. Pupils in Years 1 and 2 achieve well and by the end of Year 2 standards in English and science are similar to the average expected nationally. Standards in mathematics are lower.
5. In Years 3 to 6, achievement is good. As a result, by the end of Year 6, standards are in line with those expected nationally in all subjects. Better standards in information and communication technology represent good improvement since the last inspection.
6. There has been good improvement in standards since the last inspection. The trend in standards overall is in line with the upward national trend, an indication of the commitment the school has to improving standards.
7. Pupils with special educational needs achieve very well because of the good support provided for them. The achievement of higher attaining pupils is good and, overall, they achieve as well as could be expected.
8. The progress of gifted and talented pupils is monitored carefully and these pupils achieve well as a result.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.7 (16.9)	15.7 (15.8)
writing	13.2 (14.0)	14.6 (14.4)
mathematics	14.7 (15.8)	15.5 (15.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.6 (23.4)	26.8 (27.0)
mathematics	27.9 (24.0)	26.8 (26.7)
science	29.1 (26.6)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to the school and their behaviour is **very good**. Pupils are interested in school, helping to run it through the school council and participating in a good range of activities. These positive outcomes result from the strong emphasis the school places on pupils' spiritual, moral, social and cultural development, which is also **good**. Attendance levels are close to the national average, which is **satisfactory**. The school has **very good** arrangements for monitoring attendance and encouraging better attendance. Punctuality is **good**.

Main strengths and weaknesses

- Throughout the school there are very good relationships between adults and pupils. These trusting relationships stimulate pupils' desire to learn and result in good attitudes and very good behaviour.
- Pupils are very attentive, eagerly answer questions posed by teachers and are keen to participate in lesson activities.
- Pupils know how to behave in and around the school and respond positively to the staff's high expectations of their behaviour.
- The school actively cultivates pupils' personal development.
- The school takes every opportunity to reinforce the pupils' outlook on the wider world.
- Attendance levels continue to improve because the school promotes the importance of good attendance very well. Pupils enjoy school and the majority arrive punctually.

Commentary

9. There is good improvement since the last inspection in pupils' attitudes and personal qualities as a result of the school's commitment to establishing a positive climate for learning. Teachers know their pupils very well. The open, trusting relationships between adults and pupils throughout the school actively encourage pupils to participate eagerly in lessons. Pupils are confident to express their feelings and to share their learning concerns with peers and teachers. Pupils are confident in the knowledge that teachers will value their ideas and suggestions. They know that there is always someone they can turn to in time of need. The very good working atmosphere found in most lessons allows pupils to relax and adopt good attitudes to learning. Pupils concentrate well and show a keen interest.

10. With the successful introduction of a positive behaviour policy, pupils know how they are expected to behave in and around the school. Good behaviour during lessons allows teachers to follow their lesson plans without interruption. There is full commitment from pupils and in lessons learning objectives are met because pupils are attentive and keen to learn. Pupils' positive attitudes are reflected in the improvements to levels of attendance seen since the last inspection. The high personal standards modelled by all staff help to develop similar high standards among pupils, which contributes significantly to the pupils' academic progress.
11. The school gives careful thought towards pupils' spiritual, moral, social and cultural development, such as through the way in which collective worship makes a worthwhile contribution to personal development. By exploring issues of responsibility, truth, kindness and loyalty pupils develop a well-founded understanding of essential human concepts and emotions. Pupils agree with the need for rules and prepare their own in the code of behaviour to follow in classrooms. Older pupils express strong views but understand why others may hold a different point of view
12. Personal development is promoted effectively from an early stage. A child in the reception class was heard to say: "It is naughty to laugh at people because you can hurt their feelings." Teachers constantly reinforce the importance of sensitivity towards other people's feelings as the children progress through the school. Awareness of the outside world is also a strong feature and the school pays good attention to the development of pupils' understanding of the rich diversity of cultures found in their local area.

Attendance

13. Attendance is **satisfactory**. Very good procedures for monitoring and promoting attendance have been effective in improving attendance over the last two years. Pupils enjoy school. The majority of pupils arrive punctually, which is good. However, a small minority of pupils arrive late and the school takes firm action to encourage good time keeping. There have been no exclusions at the school over the last four years.

Attendance in the latest complete reporting year (2002/2003) (%)				
Authorised absence			Unauthorised absence	
School data	6.6%		School data	0.0%
National data	5.4%		National data	0.4%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year (2003)

Exclusions

Ethnic background of pupils	Exclusions in the last school year				
		No of pupils on roll		Number of fixed period exclusions	Number of permanent exclusions
White – British		155		0	0
Mixed – White and Black Caribbean		6		0	0
Mixed – White and Black African		4		0	0
Mixed – White and Asian		18		0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

14. The absence of any exclusions indicates the positive attitudes and very good behaviour found in the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of teaching is **good** throughout the school. This results in pupils learning **effectively**. The quality of assessment is **good**.

Teaching and learning

The quality of teaching and learning is **good**. This represents **good** improvement since the last inspection, when teaching was satisfactory. The improved quality of teaching ensures that pupils of all abilities achieve as well as they should, resulting in good achievement across the school.

Main strengths and weaknesses

- The good development of speaking and listening skills throughout the school.
- The on going use of monitoring to improve teaching and learning.
- Pupils respond well, work hard and show good levels of concentration.
- Good management of pupils' attitudes and behaviour.
- Occasionally a lesson lacks the sharp pace found in most, as a result pupils only achieve satisfactorily.
- The very good quality of assessment and record keeping systems.
- Support staff make a very effective contribution to pupils' learning.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	11	8	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons on a scale from 1 (excellent) to 7 (very poor).

15. During the inspection, 24 lessons were observed. Of these, 16 lessons, representing two-thirds, were good or better. This is an improvement since the last inspection. Teachers enjoy teaching and this enables pupils to learn happily. Where the quality of teaching is very good, this results in consistently very good learning by the pupils. The teachers place a significant level of demand upon individuals, to ensure that all are fully involved. Thus the more able pupils are challenged well to push their skills, knowledge and understanding forward at a good pace. Pupils listen carefully to the very good instructions that they receive and know exactly what they are expected to do. This means they work at a brisk pace and achieve a very good amount of work in lessons. The majority of pupils work hard and learn well.

16. Teaching in the Foundation Stage is good. The teachers' planning is thorough and stimulates activities that are enjoyable and promote learning well. The teachers and nursery nurses spend much valuable time interacting with the children and encouraging them to learn well. However, where the pace of the lesson is inappropriate for the developmental stage of the child, achievement is satisfactory. In other lessons observed where pace and challenge were insufficient, pupils' achievement was also satisfactory.

17. In the Foundation Stage, the teachers show great skill in developing children's skills of speaking and listening well by listening carefully to what children have to say, then talking with them as they work, and at times joining in with their activities. This well focused talk has a positive impact on progress. The work done in literacy during the Foundation Stage provides the secure basis upon which other teachers build in later years, and is a crucial starting point for a process that ends in Year 6 with pupils achieving well.

18. The headteacher along with the management team monitor the quality of teaching and learning very carefully, and this contributes to the maintenance of the high standards of teaching. All staff work exceptionally well as a team and support each other most effectively.
19. Good teaching was seen in all year groups. The impact of the overall good teaching is good learning by pupils in lessons. It was noticeable how, in many lessons, pupils appeared to be working at full capacity; there was no time to spare and no one would have wasted it because pupils were engrossed in their learning and working very hard. Particular concentrations of this good teaching are in Years 2 and 6. Work in pupils' books and on display give further evidence of the high expectations that characterises the teaching and enables pupils to achieve well.
20. The school uses a full range of tests and assessments in order to check pupils' progress and to plan programmes of work. Assessment is also well used to help pupils improve their work and to help teachers plan to meet pupils' learning needs. Teachers mark work thoroughly and on occasion provide comments that help pupils rectify mistakes or develop new skills and techniques. However, though teachers have a good understanding of what they need to do in order to challenge their pupils to learn, individual pupils understanding of how they can improve is not always as clear. During lessons teachers take great trouble to present learning in ways that challenge and motivate pupils. This was regularly seen in mathematics lessons where teachers set problems designed to challenge pupils to use the mathematical concept they had just learnt.
21. Support staff are used very well throughout the school. They are a very valuable part of the teaching team, supporting teachers both in planning, assessment and record keeping. They very knowledgeably help all pupils. They explain to pupils in their groups what they have to do, and often support them through the small steps of learning that some of their pupils require.
22. Teachers insist on high standards of behaviour, and working relationships are very good. The teachers present work in ways that engage pupils' interest and enthusiasm, and generally adapt their teaching methods appropriately. Teachers' plans clearly identify what is to be learned during the lesson, and these learning objectives are shared with the pupils, so that they know what is expected of them. Pupils are often given opportunities to share and co-operate, and to work independently when needed. These strategies ensure that pupils develop very positive working relationships.
23. The school is looking further at teaching strategies, so as to consolidate the substantial improvements already made. Teachers' lesson planning does not always include provision for different ability groups and, when this happens, not all pupils are given work at an appropriately challenging level. Such activities could be better linked to the outcomes of assessments, so that teachers and pupils all know what they need to do in order to improve. A good start has already been made in English, with pupils' individual targets for improvement stuck inside their books, so that they can look at them from day-to-day, and see how well they are doing. This successful approach could be consolidated throughout the school and extended to other subjects. Assessment procedures are satisfactory overall. They are well developed in English and mathematics, and are developing appropriately in the other subjects.
24. Since the last inspection, assessment and target setting has developed further and is now securely embedded across the school. However, not all pupils are clearly aware of what they need to do to improve. Therefore, an area for improvement would be development of pupil involvement in assessing their own work linked to improved teacher to pupil feedback.

The curriculum

Since the last Inspection, the curriculum provision has improved and is now **good** across all key stages. The curriculum is both broad and balanced and provides a wide range of well-planned curricular opportunities for all pupils, enhanced through improved provision for information and communication technology (ICT) and **good** extra curricular provision. Consequently, it is a

contributing factor to the **good** achievement made by pupils. Through regular monitoring and assessment of the curriculum, modifications are made in order to meet the needs of all pupils.

Main strengths and weaknesses

- The school provides a broad range of learning experiences for the pupils.
- Good curricular provision is broad, balanced and varied to promote learning.
- ICT is used well to enrich the curriculum and enhance learning.
- There are effective and clearly defined links between subjects to provide enrichment.
- Regular target setting and the use of intervention strategies leads to the modification of the curriculum in order to meet pupils needs.
- Good improvement to ICT resources.
- There is an enriching range of extra-curricular opportunities.
- Pupils who have special educational needs benefit from very good provision and support.

Commentary

25. The curriculum meets all statutory requirements. It has developed well since the last inspection. The curriculum enables all pupils to achieve well in all subjects and areas and learning. In all lessons, good planning ensures that learning objectives are clear and that the work is progressive and inclusive. Regular target setting meetings and the use of intervention strategies has resulted in modifications of the curriculum in order to meet pupils' needs. For example, very good practice is seen in the way that the subject leader has modified the ICT curriculum to take into account the levels of skill of both pupils and staff.
26. The school provides many quality opportunities to enrich the pupils' learning outside lessons. In addition to school visits, the school is involved with the "Passport to Schools" initiative which provides qualified coaching for years 5 and 6, in a range of sports such as hockey, football, athletics, and basketball. It also provides squash rackets. Further sporting links involve community football coaching schemes through links with Manchester City and Manchester United football clubs. The ICT club is available for all children throughout the school. In addition to the choir and orchestra, extra curricular provision for the arts includes pupils having the opportunity to learn French and take part in a variety of dance classes. A cycling proficiency scheme operates at the school. The enrichment provided by these many opportunities helps pupils to enjoy learning and has a good effect on their achievement in school.
27. The provision for pupils with special educational needs is good. The knowledgeable special educational needs co-ordinator gives clear guidance and good help to the pupils in small groups and individually. As a result of careful monitoring, the pupils receive good help in lessons from the teaching assistants and the teachers and they make good gains in their learning because of this close attention. Class teachers also give pupils identified by the school as being gifted and talented extra guidance and encouragement in their learning. Their achievements are carefully monitored by the headteacher in close consultation with their parents.
28. The curriculum is well organised to provide opportunities to meet the needs of pupils with SEN. Assessments are made and intervention strategies put into place, which have resulted in a number of pupils being removed from school action. Individual and group individual education plans (IEPs) are monitored effectively by the coordinator for special educational needs and updated regularly by members of staff and classroom assistants. Resources are modified and adapted and are used to boost learning. The inclusive lessons ensure that pupils maintain good levels of concentration. A very knowledgeable special educational needs coordinator also acts as a "learning mentor" for some pupils in addition to using her qualifications in counselling to provide pastoral support when needed. Pupils with SEN are motivated to do well and are often supported by learning support assistants within lessons. The school is working hard to integrate two pupils with severe educational behavioural difficulties.

29. Subjects are often linked to provide more stimulating learning opportunities. This has been facilitated by the much-improved provision for ICT, fully integrated into the curriculum. Teachers plan effectively to use the ICT suite either for specific ICT lessons or to deliver another curriculum area. For example, Year 2 pupils used the Internet to research the life and times of Florence Nightingale as part of an English lesson and the evidence collected was then used in the subsequent history lesson. A Year 4 mathematics lesson made very good use of a BBC web site to provide differentiated and challenging mathematics games to enhance learning. Pupils confidently use the Internet to retrieve and store information.
30. There is a good match of teaching staff and support staff to meet the demands of the curriculum. The accommodation is satisfactory. The ICT resources are good and overall the school's resources are satisfactory. Staff use resources effectively to promote learning. For example, there is good provision for reading books and targeted reading materials are used well to improve boys' reading in year 4. The good ICT provision is underpinned by very good curriculum leadership, which has supported both subject development and the development of staff ICT skills. The professional development of the staff has been furthered by good links with neighbouring schools where teachers have been able to observe other good practice.

Care, guidance and support

The school meets a **high** standard in the care, welfare, health and safety of its pupils. Health and safety issues are taken seriously and risk assessments are carried out effectively, resulting in a safe learning environment for all pupils. The school provides **good** support, advice and guidance for its pupils, based on the monitoring of their achievements and personal development. The school meets a **satisfactory** standard in seeking the views of pupils and acting on them through the work of the recently formed school council.

Main strengths and weaknesses

Strengths

- The high quality of a good range of care and welfare initiatives in the school maximizes the learning opportunities for identified pupils.
- Throughout the school pupils receive good support to help them make progress in their education.

Commentary

31. The school has a range of care initiatives to maximize the benefit to pupils from the educational opportunities offered by the school. Beginning the day with the Breakfast Club enables pupils who were reluctant to come straight from home into a classroom situation to adjust to the school environment before they have to go into the classroom. These pupils now come to school happily, with identified benefits in their learning. The club has also had a positive effect on punctuality and provides the opportunity for pupils of all ages to socialize with obvious benefits to their social development. The club is run on a completely voluntary basis by the school's special educational needs co-ordinator (SENCO) with a number of parent helpers and caters for up to sixty pupils every day.
32. A conflict resolution program has been organized to address identified difficulties experienced by certain pupils. This has been successful with one group of pupils and is now operating with a different group. The SENCO also acts as a mentor and counsellor to pupils with identified needs. The school very carefully evaluates all new initiatives to support the improvement of pupil care. Effective child protection arrangements are in place and all statutory checks are completed appropriately. There is a positive move towards developing a programme to promote healthy lifestyles. However, snacks with high sugar and salt content are sometimes made available to pupils.

33. The high quality of the assessment procedures in the school for mathematics and English and the very good use that is made of the information enables early identification of any difficulties pupils may be experiencing in these subjects. Having identified a need, the school has developed a wide range of high quality intervention strategies to address them. As with care initiatives, all interventions are carefully evaluated and modified as necessary to give maximum benefit to the pupils. This area of the school's provision will be strengthened further when the high quality of assessment is applied to monitoring the personal development of pupils and ensuring that pupils have clear knowledge themselves of what they need to do to improve.
34. The personal and educational wellbeing of pupils is a teaching priority. As a result of very good relationships teachers know their pupils well. The process of identifying pupils' educational needs is a strong feature of the school. Pupils with special educational needs have good support within the class and when withdrawn from the classroom. Teaching assistants are effective in providing this necessary support. The special educational needs co-ordinator keeps detailed records for relevant pupils.
35. There is a growing culture within the school to seek out and act upon pupils' views. This happens either during lessons or in the more formal setting of regular school council meetings chaired by the headteacher. Pupils from the two key stages are represented on the school council. All pupils gain confidence by sharing their views and ideas about improvements that would affect the quality of school life. Pupils make sensible proposals. They are very aware of the need to meet a range of demands on them and realistically face up to the fact that certain wishes may take longer to achieve than others and that some may not be met at all.

Partnership with parents, other schools and the community

The school has established **satisfactory** links with parents. It has **good** links with the local community and other schools and colleges. The extensive use of links with the community to enrich pupils' learning is a **good** feature of the school.

Main strengths and weaknesses

- The school communicates well with parents and parents value the information they receive.
- Welcome meetings at the start of the school year contribute to raising standards.
- Links with other schools enhance opportunities for pupils.
- Parents have positive views of the school.
- Effective use is made of the community to enrich the pupils' learning.

Commentary

36. At the start of every academic year the school organizes a welcome meeting for all parents and also another welcome meeting for parents by class. The whole school meeting is addressed by an outside speaker and is of general interest showing an overview of the work of the whole school. The class meetings show parents the range of work their children will be covering during the year and examples of high quality work produced by pupils in this class in previous years. This is a very good way of letting parents see what is possible and in raising aspirations and therefore standards. However, the class meetings are held immediately after school and this may prevent a number of parents from being able to attend.
37. The school has developed good links with a number of local schools, both primary and secondary. At one level these links involve members of staff in exchanging ideas with colleagues from other schools and in learning from good practice identified in other schools. This has obvious benefits to the pupils. At another level, pupils make use of enhanced facilities available in local secondary

schools, especially in information and communication technology. This also has obvious benefits, not only to the pupils who take part but also to other pupils by the skills brought back into the school.

38. The information available to parents to enable them to be partners in the education of their children is variable. The year starts well with the welcome meeting, although this may not be accessible to all. As the year progresses there is limited specific information available to parents giving guidance and ideas about how they can support their children's learning. Teachers give this detailed information to parents who request it, but it is not generally available. The practice in the Foundation Stage differs from this. There, parents are given significant information to help them work with their children. The helpful SHARE project, where parents and children work together in school, further extends this. Overall, throughout the total time their children spend in the school, the information available to parents to help their children is adequate.
39. The school keeps parents fully aware of events happening at school and their children's progress. For example, the Governors' Annual Report to parents is informative and useful. This helps parents to monitor the school's performance on a year-by-year basis. The quality of the school's partnership with parents has maintained steady but noticeable improvement since the last inspection. The school prospectus and a series of newsletters keep parents well informed.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governance is **effective**. The school provides **good** value for money.

Main strengths and weaknesses

- The headteacher leads the school very well, with a clear vision that focuses on what needs to be improved most.
- The improving leadership of the senior management team who, along with all staff, support the headteacher's drive for improvement.
- The teamwork in the school, which ensures that all staff are, as a team, committed to achieving the school's aspirations.
- The leadership of the governing body by its chairperson, whose direct influence on the co-ordination of the governing body has improved governance.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	£640520	Balance from previous year	£21976
Total expenditure	£641041	Balance carried forward to the next	£21455
Expenditure per pupil	£2671		

40. The very good leadership of the headteacher results in a strong commitment to the improvement of the school from all staff. The senior leadership of the school has been instrumental in the school's good improvement because they have been led very well and developed effective teamwork. The headteacher's commitment to improving teaching and learning is a good example of how her very good leadership contributes to the determination of others to do their best to improve the provision of subjects that they lead. The success of the headteacher and her management team in improving teaching and developing strong teamwork in the school results in a good whole-school approach to improvement.

41. By making key appointments to strengthen the staff team, and by giving clear guidance on roles and responsibilities, the leadership of the school has delegated important improvement initiatives to staff. For example, careful and effective monitoring of teaching, learning and achievement in the core subjects provided the evidence needed to show that standards could be higher. This is how the school identified the potential to raise standards and the resulting improvements to teaching and learning. Inclusion and the development of the individual pupil benefit from the quality of role models by teachers and teaching assistants and these features are very good.
42. The headteacher is effective in achieving significant improvements to the school facilities and resources. Good improvements to the school development plan, following on from the previous inspection, show that the school has successfully addressed the principle of taking a longer-term view of strategic development. As a result, the school development plan shows clearly how key objectives will be addressed in the medium term, and how they will be met in the longer term. There are good arrangements for the performance management of teachers and these are used well to further the school's aims. The targets set for teacher's performance are aspirational but achievable, and closely linked to the school's improvement priorities.
43. The effective governance of the school is largely the result of the commitment of a strong chairperson and good teamwork within the governing body. As a result, governance is good. By being directly and actively involved in the life and work of the school, the chair of governors sets a very good model of governance for other governors to aspire to. Governors are keen to contribute to the school's development. They know the school well. An effective and efficient committee structure enables the governors to manage their workload effectively and to be decisive and constructive. There is a clear determination from the governing body that they will achieve best value from the investment of time and resources in the school.
44. The school is well managed. The school secretary and governors' finance committee make effective contributions to the efficient financial management of the school. Other support staff make a very positive contribution to the day-to-day running of the school. Effective systems for day-to-day management of the school mean that the leadership can be directly involved in promoting higher standards and monitoring the work to develop the school. Prudent management of financial resources means that the school is able to focus its spending on key aspects of improvement. The school provides good value for money.

The effects of any particular aids or barriers to raising achievement

- Significant improvements in the provision for ICT are impacting beneficially on the overall quality of the curriculum and learning.
- Very good leadership by the headteacher, which clearly identifies what the school needs to do most to improve, helps to drive the school's improvement forward.

The school has set itself clear targets for improvement. The inspection team agrees with the school's own evaluation of its improvement needs. In order to improve further the school should:

- Develop a consistent, whole-school approach to using pupil self-assessment and target setting to raise standards further.
- Extend the identified good practice in leadership and management to all key stage and subject leaders.
- Further promote teaching methods that enable pupils to develop their skills of scientific enquiry, investigation and experimentation.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS.

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision for children in the nursery and reception classes is **good**. The nursery and reception classes provide a stable and caring environment. The children are encouraged to enjoy learning and to take part in a wide range of lively, practical activities, which support their progress effectively in all areas. Relationships are strong and supportive.

Teamwork between all staff is effective and has a considerably beneficial effect on children's learning. Although attainment varies, many children start school with skills that are well below the expected level in almost all areas of learning, particularly in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. A majority of children have very poor skills in understanding and expressing themselves. Many children's knowledge of life in the world beyond their home is limited.

By the time they are in Year 1, almost all children have achieved well. This is due to a well planned curriculum and good quality teaching. Children with special education needs are very effectively supported and have full access to the curriculum. However, despite the good progress made, many children do not attain the early learning goals they are expected to reach by the end of the reception year in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. This attainment is lower than that reported previously but reflects the change in the ability of the cohort.

Both classes have their own teaching areas, both of which are well equipped and established. They share a large, well equipped outside area, the use of which is carefully planned in order to ensure a clear progression of experiences across both classes. However, given the well below expected level of attainment of the majority of children on entry, this careful planning needs to be more rigorously applied to the delivery of the curriculum across both classes in order to match the needs of the children more securely.

The teachers in both the nursery and reception classes have very good links with parents. There are good procedures to help the parents, carers and children settle in school and so they become involved in their work. Children take home books so that parents and carers can help them with their work and create an effective partnership with home.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Regular routines are quickly established.
- Strong emphasis is placed on the development of social interaction.
- All staff show a consistent approach when supporting children.

Commentary

45. In both the nursery and reception classes routines have been quickly established and help the young children to work in various groups, to take turns and share. As a result, children grow in confidence and develop positive attitudes to their work. They already understand classroom rules and routines and their behaviour is good. Lining up for lunch is accomplished in a sensible and careful way.

46. Children enter the nursery class with personal, social and emotional developments that are well below the levels expected. The teacher and classroom assistant place great emphasis on developing children's personal, social and emotional skills, and in order to do this they design activities supporting all areas of learning. The classroom has been carefully organised to enable children to select what they do from a planned range of activities and they work independently and co-operatively using the available equipment, apparatus, computer, tools and materials. Children already make choices sensibly and most work confidently in the various areas of the classroom. They concentrate as they should, at times sitting quietly or working as part of the whole class. Some children willingly share the resources available and take responsibility for putting away what they have used.
47. In the reception class these areas of development are further encouraged. Children are helped to become independent. There are clear routines for children to select and work in the different areas of the room or with particular pieces of equipment. Children understand and respond to these routines very well. The approach taken to involving children in managing resources and equipment for themselves is good, promoting personal development well. Many children are able to clear things away quickly and tidily when required. However, in a very few lessons, there are constraints for some children when having to concentrate for longer periods beyond their level of personal development.
48. All staff give clear ideas of what is expected of the children including the difference between right and wrong. Patient, supportive teaching, where children are encouraged to work together and collaborate in their tasks, results in happy and confident children who make good gains in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children's communication skills are developed well.
- Great emphasis is placed on developing children's listening skills.
- Writing is made relevant and interesting.

Commentary

49. In the nursery, the teacher gives children very good examples of how to use speaking and listening skills by listening carefully to what they say, interacting with them as they work and at times joining in with their activities and play. This has a positive impact on the progress children make. Some children enjoy conversation and are beginning to take turns in speaking and listening, particularly with adults. However, a significant number do not listen well either to other children or adults.
50. In response to good teaching strategies, in both classes, children in the reception class answer questions posed by their teacher and are eager to express their ideas in words. Some show confidence in speaking to adults and to other children, and many initiate conversations in their play. They enjoy listening to stories and sharing a book with an adult. Most children know some letter sounds and can draw the shapes of letters.
51. Children understand that writing is used to communicate and at times they enjoy working at the writing tables, making books and lists. In the nursery they have opportunities to write during their imaginative structured play sessions. Staff work with small groups of children giving them very individually focused help. In the reception class in one lesson the teacher gave valuable support and help to a group who were writing "*I went*" Many demonstrated the ability to use their

knowledge of sounds to write words that were phonetically recognisable. However, in some lessons children are expected to sustain concentration for periods of time that are beyond their capabilities.

52. Children are aware that books are a source of information and pleasure. They handle books with confidence, and are eager to retell the stories. Some are able to recognise a few familiar words.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Every opportunity is taken to develop children's counting skills.
- Mathematical concepts are made relevant to children's experiences.

Commentary

53. Children make good progress in developing their awareness and understanding of mathematics. They enjoy counting. Most can count accurately to 10, and many can count beyond 10. The teacher makes good use of number rhymes to reinforce children's counting. Children count while they sort objects as they play.

54. The teacher organises the classroom effectively to enable her to meet the mathematical needs of all children. Planning ensures that children are provided with a balance of short periods of direct teaching and intensive work with the teacher or classroom assistant in small groups. Mathematical learning opportunities are planned into a range of activities that children choose for themselves. However, on occasion some children are expected to sustain concentration for periods of time that are beyond their capabilities.

55. Most children can recognise simple two-dimensional shapes. They know circle, square, triangle and rectangle. They relate addition to combining two groups of objects, and can use the appropriate language and symbols to "*tell the story*". They use familiar vocabulary when answering questions, such as those about '*more than*'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Not enough work was seen to make an overall judgement of provision or standards in this area of learning. Planning indicates a good range of activities to help children widen their understanding of the world.

Children in the nursery use the computer mouse with confidence as they construct "*abstract line drawings*" using a Paint Box program.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outdoor facilities are used effectively.
- Outdoor play links constructively with indoor learning.
- Activities are challenging and exciting for the children but staff assess the risks carefully.

Commentary

56. The outdoor area has been carefully designed to ensure the best possible use of the space available. Staff use this facility well to support all areas of learning but particularly children's physical development. Opportunities are planned for children to experiment and experience a wide range of challenging physical activities through large scale climbing equipment. They manoeuvre wheeled vehicles around undulating pathways in a controlled way and with an awareness of space.
57. The essence of both the nursery nurse's and teacher's good teaching was the timing of their interventions, which allowed the children to take initiatives and manage the tasks for themselves. Children's skills in manipulating small tools, scissors and pencils develop well because of the good opportunities they have to practise and apply them.

CREATIVE DEVELOPMENT

It was not possible to make an overall judgement of provision or standards. Planning denotes a good range of interesting activities. Work on display indicates a wide range of media being used.

SUBJECTS IN KEY STAGES 1 AND 2 (YEARS 1 TO 6)

ENGLISH

Provision for English across the school is **good**.

Teaching and learning in English are **good**. In Years 1 and 2 and in Years 3 to 6 the quality of teaching and learning ranged from good to very good. Effective planning and assessment coupled with the use of a variety of teaching techniques, which included collaborative working and differentiated activities were used to challenge all pupils. Consequently, good learning took place and the pupils achieved well. The good teaching and learning was aided by effective classroom support and very good use of ICT to promote and extend learning with all ability groups. Pupils enjoyed a very good working relationship with the teachers and this encouraged a high standard of behaviour throughout. However, in some lessons pupils are not given enough information on how well they are doing and how they can make their writing even better.

Main strengths and weaknesses

- Creative writing is developed well. Leadership and management are good.
- Good quality teaching means that pupils learn well, resulting in good achievement across the school.

- Very good encouragement and engagement of all pupils provides motivation and results in very good attitudes and behaviour.
- Good use of literacy in all subjects helps to secure standards.
- Pupils with special educational needs achieve well because they are well supported in their learning.
- Good use of target setting and intervention strategies.
- Information and communication technology is used well to promote literacy through other subjects.
- In some lessons, teachers do not make the best use of their good assessments to help pupils to decide what they need to do to improve their work.

Commentary

58. By Year 2 standards of boys reading and writing is in line with the standards expected nationally while those of the girls is below. However, girls are achieving as well as boys but start from a lower baseline. The dip in Key Stage 1 girls' results is found to be a cohort issue where high inward mobility introduced a number of girls with special educational needs into the year group. Intervention strategies were put into place by the special educational needs coordinator. Pupils with special educational needs are very well supported and every effort is made to raise their attainment through good planning and effective use of classroom assistants. Compared to schools of similar context the number of pupils achieving the higher level 3 in reading is above average and well above average in writing.
59. At the age of 11 at the end of Key Stage 2, standards in English are well above national averages for schools in similar context, above national averages based on prior attainment and in line for all schools nationally. This represents very good improvement since the last inspection. The number of pupils achieving the higher level 5 is above the average of all schools nationally and well above for schools in a similar context.
60. The subject is well led and managed and this is a significant factor in the raising of standards since the last inspection. The subject leader has a clear understanding of the standards within the school and has a clear action plan and a strategic vision of how the subject needs to be developed. The very knowledgeable subject leader has overseen a number of strategies that have resulted in higher standards since the last inspection. These include:
- Checking work against national standards;
 - Closer liaison between year groups;
 - New materials to target different reading interests;
 - Improved teaching and learning;
 - Detailed assessment and target setting;
 - Very good support for pupils with special educational needs.
61. During inspection, the standards for reading were found to be in line with those nationally. In Years 1 and 2, there is a wide range of ability but the majority of pupils attain standards in line with national expectations. They are able to read with fluency and expression using punctuation correctly. They are also able to articulate confidently opinions about the text and make predictions about what may happen. The lower ability pupils know how to build words phonetically.
62. In Years 3 to 6, the ability ranges from well below national standards to above, with the majority being able to read with fluency. By Year 6, standards of reading are in line with national expectations. All pupils articulate very clearly their enjoyment of reading, which was encouraged by the school. One year 6 pupil stated that he had, "two favourite genres" and that an influence was the wide range of interesting and enjoyable books available within the school. The further literacy support group (FLS) were motivated by interesting texts which they were able to discuss with enthusiasm and clarity.

63. Overall, the standards for speaking and listening are in line with national standards for all schools. Most pupils speak confidently and listen carefully to others. In all lessons, staff promote good speaking and listening skills and pupils are encouraged to offer opinions. For example, Key Stage 2 pupils were encouraged to use imaginative and adventurous vocabulary to describe feelings when placed in stressful situation, while others extended their vocabulary by recalling dialogue from '*The Lord of the Rings*'.
64. Since the last inspection there has been an improvement in the opportunities that are given to pupils to write for a wide range of purposes, ranging from writing a caption in the form of a sentence to accompany an artefact in Key Stage 1 to using drama to provide stimulation for creative writing in Key Stage 2. Scrutiny of work showed that by the end of Key Stage 1 the standard of writing is in line with national standards. Pupils write sentences that are correctly demarcated with full stops and capital letters. They begin to write with awareness for different audiences. Scrutiny of pupils work also showed that pupils in Year 6 suitably apply their skills of grammar, punctuation and comprehension to a variety of writing situations including reports, letters, poetry and stories of various genres. Pupils are given the opportunity to review the writing of others and these reviews show a developing appreciation of the use of description, figures of speech and style. Teachers mark work regularly. However, some teachers do not give pupils enough information on how well they are doing and how they can make their work even better.
65. A feature of many lessons was the effectively integrated use of ICT and links to other curricular areas in a variety of ways. For example part of a Key Stage 1 literacy lesson saw pupils using the Internet to find out information about Florence Nightingale. Pupils in a Key Stage 2 lesson investigated fantasy stories, using an ICT based questionnaire to express their views about the relative qualities of the text and how it is portrayed in the film version. A feature of all the lessons observed was their inclusive nature with work appropriately targeted.

Language and literacy across the curriculum

66. Teachers give pupils very good opportunities to develop their literacy skills in other subjects. For example a history lesson in Key Stage 1 encouraged pupils to develop and present their Internet research results in a variety of ways including: drama, posters, puppets and a "hot seat" activity when one pupil took the part of Florence Nightingale and answered questions from other pupils.
67. In RE pupils were asked to revise text. In mathematics, speaking and listening skills are encouraged. In a Key Stage 2 science lesson, talking partners were used effectively to discuss strategies to develop a fair test. Literacy skills are further developed in science when the pupils record the findings of their experiments.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There has been good improvement in standards by the end of Year 6.
- Pupils' low levels of attainment in mathematics, especially mathematical language, at the beginning of Year 1.
- The good quality of teaching.
- Very effective subject management by the co-ordinator.
- Very good analysis of assessment data, monitoring and target setting.
- Good implementation of the National Numeracy Strategy.
- Teaching assistants provide good support for pupils who need additional help.

Commentary

68. Standards in mathematics are below those expected nationally at the end of Year 2 but by Year 6 pupils attain standards above national expectations. Compared with similar schools, those serving areas of similar socio-economic circumstance, results in 2003 at the end of Year 2 were broadly in line, while in Year 6 results showed the school to be well above the results expected. In some years, boys achieve significantly better than girls. However, in relation to the differences in levels of attainment at which boys and girls enter the school, the results indicate that boys and girls achieve as well as each other in both the infant and junior classes. Pupils with special educational needs achieve well in all classes. They are well supported by the teachers and teaching assistants. Pupils from minority ethnic groups make similar progress to others. Pupils of all abilities are well supported by the system of setting, which has been introduced in Year 6.
69. Overall standards in mathematics at the end of Year 6 have improved considerably since the last inspection report when they were judged to be well below the levels expected nationally. This improvement is due to development in the quality of teaching, use of assessment and very progressive leadership. On entering the school most pupils have an understanding in mathematics well below that expected, further inhibited by their speaking and listening skills which are also well below the levels expected. On entry to Year 1, these levels have improved but remain below the nationally expected levels. These areas of weakness continue to be addressed very well through specifically targeted teaching in the infant classes so that, by Year 2, most pupils have developed an understanding of basic number activities, such as counting on and back in tens, and carrying out simple multiplication. They are also introduced to simple fractions, and learn the names and properties of two-dimensional shapes. In the Year 3 to 6 classes, these areas continue to be targeted and pupils of all abilities continue to build soundly on their mathematical understanding. Year 4 pupils learn to change improper fractions into mixed numbers and carry out simple mental calculations with increasing confidence. By the time they are in Year 6, most pupils classify two-dimensional shapes according to their properties and choose the most appropriate units with which to measure different sized objects. More able pupils are able to use and interpret coordinates in all quadrants and round decimal numbers up and down in order to give an approximate whole.
70. The teaching of mathematics is good in all classes. Teachers provide stimulating, well-prepared lessons and explain the work very well. There are very good assessment systems, which give teachers clear information about what their pupils know and can do, and what they need to do next. Lessons are well planned, and teachers are good at keeping their pupils fully involved in their work. Pupils have clear targets. However, some pupils are insufficiently clear about what they need to do to improve. In lessons, teachers explain what their pupils will be learning, and then check later to see if they have been successful in their learning. In the best lessons, teachers challenge their pupils with a lively pace of work, and inspire them to try harder. In a successful Year 6 lesson, pupils learnt how to round decimals up and down, to both the nearest whole number and one decimal place. The teacher's lively approach, and very good teaching methods, ensured that all pupils made good progress.
71. The subject is very well led and managed by the co-ordinator. She leads a very influential numeracy management team, which monitors teaching and learning. It also carries out extensive analysis of pupils' work, in order to identify areas of strength and weakness. Good leadership in the subject means that the school has been successful in using the guidelines of the National Numeracy Strategy to improve the teaching and learning of mathematics. Teachers have adapted the official guidelines well, so as to meet the needs of all their pupils. In very good lessons, teachers provide helpful guidance for their pupils and explain clearly to them what they need to do to improve their work.
72. Teaching assistants provide helpful support for those who need it and they make a valuable contribution to learning. The support takes place in class and this is effective in building pupils' learning confidence. This approach means that most pupils are developing a broad and secure understanding of mathematical concepts.

MATHEMATICS ACROSS THE CURRICULUM

73. The development of pupils' mathematical skills in other subjects is satisfactory. Teachers identify occasions when pupils need to use their mathematical knowledge, for example in a history lesson where pupils investigated census returns in order to identify how working roles changed following the industrial revolution in the outlying areas of Manchester.

SCIENCE

Provision in science is **good**. Science was not a focus subject for the inspection so too few lessons were seen to judge the quality of teaching. However, inspectors made use of assessment data, discussions with staff and pupils and an analysis of pupils' work to confirm the extent to which test results and teachers' assessments reflect standards.

Main strengths and weaknesses

- Pupils achieve well. They attain good standards in their class work, and results in the national assessments at the end of Year 6 are above national averages.
- The subject is well led. The co-ordinator monitors teaching and learning well and has clear, achievable targets in the subject improvement action plan.
- Pupils' skills of investigative and experimental science are not developed consistently well across the school.

Commentary

74. By encouraging children to be inquisitive and interested in the world around them in the Foundation Stage, the school prepares the Nursery and Reception children well for discovery learning through investigation. This philosophy is carried through the school so that pupils in Years 1 to 6 show a good level of interest in learning from, and about, science. Their work in books and in displays around the school shows that they have a satisfactory knowledge of scientific facts and principles.
75. Pupils' work shows that they develop good, varied skills of presenting their findings, for example using diagrams, tables and flow charts. So, their work is presented logically, clearly and neatly. They learn, therefore, the important disciplines of being scientific in the method of their enquiries and systematic in their presentation of the conclusions they reach.
76. Pupils' investigations and experiments show that, when presented with testable challenges, they make deductions and hypothesise thoughtfully, then test their ideas with good consideration for any factors that may influence the outcome of their tests. So, they learn the principle of testing fairly in order that findings can be accurate. However, some work in some classes shows too much emphasis on learning facts about science and insufficient emphasis on investigation and experimentation, especially where worksheets, rather than pupil initiatives, are used as the impetus for an investigation.
77. Good leadership of the subject means that it is carefully monitored. When new staff join the school, they have good support and guidance from the subject co-ordinator to enable them to teach science effectively. Systems for regularly assessing the standards achieved are well established. All staff know that they are expected to assess units of work as they are taught. This provides up-to-date information about how well pupils are doing against the levels expected for their age. The data collected confirms the high standards seen in the results of national assessments gathered from tests in Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**

Main strengths and weaknesses

- Good resources.
- Very good subject leadership.
- Direct teaching of ICT skills is good.
- ICT is used consistently to support teaching and learning in other subjects.
- Procedures for monitoring and assessing standards in ICT are established.
- Improved staff capability and confidence in using ICT as a teaching and learning resource.
- Staff are very well supported by the subject leader and external consultants.

Commentary

78. Standards observed during the inspection show that the majority of pupils are working at the expected level for their age. This represents a very good improvement since the last inspection.
79. The good ICT provision is underpinned by very good curriculum leadership, which has supported both the curriculum development and the development of staff ICT skills.
80. ICT is a regular and consistent feature of teaching and teachers plan effectively to use the ICT suite for specific ICT lessons or to deliver another curriculum area. In both cases links are made which cross subject barriers to provide enrichment. For example, a Year 2 class effectively used the Internet to research a history topic, a Year 4 class used ICT to deliver a mathematics lesson that progressed to making very good use of a BBC web site to provide differentiated and challenging mathematics games to enhance learning. Good use of questioning maximised pupil input and a brisk pace to the learning meant that all pupils, including those with special educational needs, achieved well. In ICT specific lessons, pupils were seen to modify text from an RE lesson and insert clip art to make their work have a more professional appearance. A feature of all the lessons observed was their inclusive nature
81. Very good subject leadership has led to a well-planned curriculum that integrates ICT into other subjects. Good monitoring systems are in place and the subject leader has a clear knowledge of the standards within the school and the strategies required to make further progress. Further staff development has been identified as an key area for continuing the improvement of the subject.
82. Pupils are enthusiastic about the use of ICT, clearly enjoy their lessons and work well with partners to achieve well. Consequently, they are highly motivated, work confidently on the computers and have developed skills that are in line with national standards. Pupils are competent users of the Internet and are able to research, retrieve and store information. This is an improvement since the last inspection.
83. All classes have the opportunity to make use of the ICT suite and the planning for ICT shows clearly that all strands of the subject are covered effectively. The extra-curricular ICT club is very popular with pupils and has high attendance rates. Year 6 pupils regularly produce a school newspaper, which is sold around the school.

Information and communication technology across the curriculum

The subject leader has worked closely with staff to develop their ICT skills and establish useful cross-curricular links. As a result, ICT is fully integrated into the curriculum.

HUMANITIES

As this is a Church of England Voluntary Aided school, the governors arranged a separate inspection of **religious education** under Section 23 of the School Inspections Act.

HISTORY AND GEOGRAPHY

No geography teaching was seen during the inspection, but curriculum plans indicates that provision for the subject is **satisfactory**.

History and geography were not part of the inspection focus so the inspection team did not gather evidence in these subjects to make judgements about provision. However, evaluation of the pupils' work and discussions with staff and pupils show that **standards are in line with the average at the end of Years 2 and 6**. All pupils are enthusiastic about learning. Their enjoyment of geography and history was evident from the work seen and from discussions with the pupils.

Main strengths and weaknesses

- The work seen in pupils' books and displayed around the school shows that pupils experience a good range of learning opportunities in history and geography. These opportunities encourage good enjoyment of learning and an interest in research and discovery.
- Very good enrichment of the humanities curriculum, such as through visits and visitors, engages the pupils and encourages their interest, so they achieve well.
- History and geography make a positive contribution to the pupils' social, moral and spiritual development.

Commentary

84. During the inspection two history lessons were seen, both in the junior classes. These lessons gave pupils good experiences of the similarities and differences between life now, and that in past times, such as the Victorian era. One class also learnt about the different styles of ancient Greek architecture.
85. The school values the importance of geography and history and the contribution that these subjects make to pupils' learning skills. By providing rich opportunities for research and discovery, within and beyond the classroom, the school gives its pupils a wealth of interest that engages them well in learning. This is seen in the work they produce in their exercise and topic books and for displays around the school.
86. There was insufficient evidence seen during the inspection to come to a judgement about overall provision in geography. Some work seen in pupils' books, and displays around the school showed that pupils do experience appropriate activities, often as part of cross-curricular topics, where links are particularly strong with history.
87. Discussion with the subject co-ordinators shows that they have worked conscientiously to provide schemes of work and other guidance that enable teachers to plan for effective teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection inspectors only saw a small sample of lessons in each of the following subjects: **art and design and music**. It is not possible, therefore, to make firm judgements about provision. In addition to observing lessons inspectors looked at the work pupils have completed recently. They also spoke to co-ordinators and pupils.

ART AND DESIGN

Insufficient opportunities for lesson observation mean that judgements cannot be made about standards, teaching and learning. However, analysis of documentation, observations of display, and one lesson seen in year 6, show that the school delivers a satisfactory curriculum.

88. Work displayed around the school shows good use of colour, different materials and design techniques. A particularly good display of water colour paintings in the style of Monet demonstrates clear appreciation of his techniques. In the one lesson observed, pupils sketched several design plans for a hat to wear to the '*Mad Hatter's tea party*' prior to deciding which one to make, and which materials they would use.

DESIGN AND TECHNOLOGY

Design and technology was not a focus subject for the inspection so judgements about overall provision have not been made. However, evidence from discussions with staff and pupils and from looking at pupils' work shows the following:

89. There has been good improvement in design and technology since the last inspection. Pupils' standards of attainment are in line with national expectations at the end of Year 2 and Year 6. Teachers have good guidance so they know what should be taught in each year group, and make sure that pupils build on what they have learnt before. There are good resources in the school which are well organised by a coordinator who leads the subject well. Samples of pupils' work show that they have good opportunities to investigate different materials, such as clay and wood, and pupils develop good practical skills. Teachers give pupils good opportunities to practise the skills they need for design and technology. Pupils explain clearly how they plan their work and make 'prototypes'. They also talk about what they find difficult and the improvements they could make, such as using stronger materials.

MUSIC

Music was not a focus subject for the inspection so judgements about overall provision have not been made. Insufficient opportunities for lesson observation mean that judgements cannot be made about standards, teaching and learning. However, analysis of documentation, discussion with the co-ordinator and two lesson observations, show that the school delivers a satisfactory curriculum.

90. Pupils experience a well-balanced programme of musical activities. They have good opportunities to make music, sing and listen to music. The pupils say that they enjoy their lessons and particularly enjoy composing their own music.
91. During one music lesson observed, pupils in year 2 were able to recognise patterns of pitch, rhythm and pulse. They then replicated the teacher's examples using un-pitched percussion instruments. In a year 5 lesson that was sampled, pupils experimented with *duration* and *dynamics* prior to developing their own compositions.
92. All pupils are given the opportunity to learn to play a musical instrument. During assemblies pupils listen to music, and tunefully join in with songs and hymns.
93. The very recently appointed co-ordinator has a very clear vision for the raising of the subject's profile within the school.

PHYSICAL EDUCATION

Physical education was not a focus subject for the inspection so judgements about overall provision have not been made. However, evidence from discussions with staff and pupils shows the following:

Although no PE lessons were seen during the inspection, curriculum plans indicate that pupils have satisfactory opportunities for their physical education and development. A good range of extra-curricular sporting activities enriches the curriculum and there are good links with the community to facilitate wider sporting opportunities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and is **good**. The school's provision for citizenship is **satisfactory overall** with **good features** in the provision of a school council.

Main strengths and weaknesses

- All staff positively reinforce good attitudes. Parents welcome and value the school's approach to supporting their children's personal and social development.
- The pupils' social awareness is developed very well through their involvement in community activities and through fund-raising for local, national and international charities.

Commentary

94. The school has clear strategies for working in partnership with parents to help pupils to develop good social and personal skills. The very good role models provided by adults in the school, the high quality of concern and care shown to the pupils and the effective encouragement for pupils to see their school as one big family create a very positive Christian ethos.
95. Pupils develop mature attitudes as they progress through the school. They learn to be active and responsible members of their school family, to watch out for the needs of others and to seek ways to help those who need it. Discussions with older pupils show that they have a good sense of their responsibilities as individuals within a larger group of people. It is clear that they are learning to have a wider sense of moral and social responsibility, as well as beginning to take responsibility for their personal needs and development.
96. Pupils have good opportunities for involvement in the work of their school through the school council. This work helps pupils to have a better appreciation of the ways in which the school can develop and what needs to be done to overcome any barriers to improvement. The School Council is developing well, and gives pupils insights into the workings of democracy, and how their views can influence decisions.
97. Pupils throughout the school take part in a number of activities that make worthwhile contributions to their understanding of citizenship. The development of social responsibility is promoted in a variety of ways.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).