

INSPECTION REPORT

Baguley Hall Primary School

Baguley, Manchester

LEA area: Manchester

Unique reference number: 105485

Headteacher: Mr. J. McKie

Lead inspector: Mr. G. Martin
Dates of inspection: 15th – 18th March 2004

Inspection number: 255405
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:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll;	404
School address:	Ackworth Drive Baguley Manchester Lancashire
Postcode:	M23 1LB
Telephone number:	0161 998 2090
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. E. Whelan
Date of previous inspection:	9th March 1998

CHARACTERISTICS OF THE SCHOOL

This is a school of 404 pupils, which is above the average size for a primary school. There are 65 pupils in the full-time nursery classes and 52 pupils in the Reception classes, totalling 117 Foundation Stage pupils in all. There are 87 pupils in Years 1 and 2 and 211 pupils in Years 3 to 6. The largest class is 30 pupils, the smallest 22. The school is situated in an area of mixed socio-economic circumstances but it is an area characterised by high levels of social deprivation and economic disadvantage. The school has a free school meals figure of 51.5 per cent, well above the national average of 17.9 per cent. In 2000, pupils from another local primary school that closed were integrated into Baguley Hall. The school is part of an Education Action Zone (EAZ) and is involved in the Excellence in Cities initiative. Funding has also been made available to build a resource base through the Spaces for Sport and Art programme. The school achieved an Active Mark in 2003. In 2002 it achieved the silver Healthy Schools award and is currently working towards the gold standard. The school has significant provision for community use, such as providing facilities for literacy, numeracy and ICT classes for parents. There are strong links with other partners through the 'Quiet Place' project, the EAZ and the first development phase of a Network Learning Community. Pupils come mainly from a White British background. Small numbers of pupils come from other minority ethnic backgrounds, including a small minority of pupils who have English as an additional language, one of which is supported in their language development through the Ethnic Minority Achievement Service. Seventy-nine pupils, nearly thirty per cent of the school roll, have special educational needs, including four with statements. This is above the national average of seventeen per cent. Pupil mobility is another factor that affects the stability of the school. For example, in the year prior to the inspection, 43 pupils left the school and 43 joined at a time other than at the time of usual first admission into the Reception year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21563	Mr. G. Martin	Lead inspector	Information and communication technology, religious education, personal, social, health and citizenship education, English as an additional language.
9176	Mrs. G. Barker	Lay inspector	
15474	Mr. J. Fairclough	Team inspector	Mathematics, design and technology, physical education.
29263	Mrs. F. Clarke	Team inspector	English, geography, history, the Foundation Stage of learning.
15292	Mrs. J. Pollard	Team inspector	Science, art and design, music, special educational needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a good quality of education. It has a good number of significant strengths, including the very good leadership of the headteacher, the high quality of care it provides for its pupils and the very strong links it has with parents and the community it serves. Teaching, learning, and leadership are good. A very good ethos, founded on very good relationships, promotes good learning. Because their children are cared for very well, parents like the school. Pupils also like the school because very strong links with the community help them to become mature and aware of their responsibilities as citizens.

The school's main strengths and weaknesses are:

- The achievements of children in the Foundation Stage and pupils in Years 1 and 2 are good. Those of pupils in Years 3 to 6 are satisfactory and improving rapidly because the quality of teaching and learning is good overall. Standards are good in physical education by Year 6.
- The headteacher's leadership is very good and the governance of the school is good.
- Pupils' learning is enhanced by the very good care and concern shown for their social development and by the very good links with the community. Pupils behave well and have good attitudes because relationships in the school are very good.
- Standards in writing are below those expected nationally by the end of Year 6.
- There are gaps in the coverage of some subjects of the curriculum.
- The roles and responsibilities of key members of the leadership team need further development.

Overall there has been good improvement since the last inspection. There has been very good improvement in leadership. The headteacher has worked very effectively to ensure that the issues raised at the last inspection have been successfully addressed. He is supported well by the staff and governors and together they have managed change well. There is now no unsatisfactory teaching in the school. Improved provision for English and mathematics is raising standards. Very good provision for pupils' personal and social development prepares them very well for the next stage of education. The provision for music and information and communication technology has improved. Standards in physical education are above national expectations by the end of Year 6. Very good, effective links with parents and with the community help the school to make good progress toward its targets for better standards. Very productive links with partnership networks, such as the Education Action Zone (EAZ) and Excellence in Cities (EiC) make a very good contribution to improvement. Teaching assistants are fully included in the drive to improve learning. Pupils with special educational needs are fully included in learning so they achieve well.

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	E	E	E	D
Mathematics	E	E	D	B
Science	E	C	D	B

*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' achievements are satisfactory overall. Good achievement, from a level well below average on entry to the nursery, ensures that most of the children in the Foundation Stage meet the goals expected for their learning by the time they enter Year 1. In Years 1 and 2, pupils continue to achieve well and standards are close to those expected nationally in reading, writing, mathematics and science. Satisfactory achievement over time has resulted in standards for the current Year 6

that are below those expected nationally in English and mathematics. This can be explained by a number of disadvantages, including disruption to these pupils' education during part of years 3 to 6. Results in Year 6 national tests show good performance in mathematics and science in comparison with similar schools. The work produced by pupils in Years 3, 4 and 5 shows further improvement in standards. By the end of their time in the school most pupils are suitably academically prepared and all pupils are socially well prepared for the next stage of education.

Pupils have **good** attitudes and they behave **well**. The school makes very good provision for pupils' personal, social, spiritual, moral and cultural development. There are very good relationships in the school resulting from the very good care and guidance provided for pupils. The outcome of this is that pupils are respectful, conscientious and most work hard. The majority become good learners because they enjoy lessons, although a few more able pupils could aspire to higher standards.

Attendance is **satisfactory**, which is better than is found in many similar schools. Very good action is taken to improve attendance. Pupils are keen to come to school and most arrive punctually.

QUALITY OF EDUCATION

The quality of education is **good**. **Good teaching** helps pupils to become effective learners. The school works hard to establish positive partnerships with parents and the community. As a result, there are very good links with parents and the community that are mutually beneficial. The curriculum is satisfactory overall and enriched by enjoyable activities, although there is patchy coverage of some subjects. The school promotes good attitudes among the pupils and helps them to value learning.

LEADERSHIP AND MANAGEMENT

The headteacher's **very good** leadership makes a key contribution to the school's improvement. This is a very well led school, with clearly defined targets for improvement. Effective leadership by senior staff means that the school has good capacity to continue its improvement. Good financial and day-to-day management enable all members of staff to enhance the quality of education, although there is a need for the leadership roles of key staff to be reviewed to reflect changing approaches to school management. The governing body, well led by the chair and deputy chair, fulfils its role effectively. It fulfils its statutory responsibilities 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 the majority try hard with their work.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Review and update the roles and responsibilities of key leadership staff.
- Continue with good practice in the teaching of writing skills to raise standards of writing.
- Monitor and develop the curriculum innovatively to broaden pupils' learning experiences.

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 satisfactory overall. Pupils achieve well in the Foundation Stage and in Years 1 and 2 so that, by the end of Year 2, standards are satisfactory. The achievement over time of the current Year 6 cohort has been unsatisfactory overall, largely as a result of disruption to the continuity of learning resulting from staff absence. Currently, standards for pupils near the end of Year 6 are a little below those expected nationally in English, mathematics and science. However, improving standards are seen in these subjects from the evidence of the work of pupils in Years 3, 4 and 5. Standards in information and communication technology (ICT) and religious education are in line with those expected nationally, while standards in physical education are above national expectations.

Main strengths and weaknesses

- The achievement of pupils in the Foundation Stage and in Years 1 and 2 is good.
- Pupils attain good results in the science and mathematics national tests in comparison with similar schools.
- The achievement of pupils in Years 3 to 5 is good. However, the achievement of the current Year 6 pupils has been unsatisfactory over time but good teaching in Year 6 is improving the achievement of these pupils.
- Achievement in information and communication technology is better than at the time of the last inspection and standards are satisfactory.
- Standards of writing are below national expectations in the current Year 6 but improving in other year groups.

Commentary

1. Because of their good achievement, resulting from the good teaching, most 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 very low levels of attainment achieve well but some are still working towards the learning goals for their age by the end of the Reception class. Good achievement in communication, language and literacy and mathematical understanding leads to good preparation for learning in the basic skills of literacy and numeracy by the start of Year 1. 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 very good partnership that the nursery and reception classes establish with parents. The effect this partnership has on the children's achievement is good.
2. Evidence from inspecting the work of pupils at the start of Year 1 shows that, by the end of their time in the nursery and reception classes, most, but not all, children are prepared for the early stages of the National Curriculum in Years 1 and 2. Pupils in Years 1 and 2 achieve well and by the end of Year 2 standards in reading, writing and mathematics are similar to those expected nationally. Pupils achieve very well to reach standards in line with those expected nationally in information and communication technology (ICT).
3. The table below shows that, in the 2003 national tests and assessments for pupils in Year 2, pupils attained standards in reading, writing and mathematics below the national average because fewer pupils than that found nationally achieved the higher Level 3.

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

Standards in:	School results	National results
Reading	14.0 (13.9)	15.7 (15.8)
Writing	13.7 (12.4)	14.6 (14.4)
mathematics	15.7 (16.2)	16.3 (16.5)

There were 51 pupils in the year group. Figures in brackets are for the previous year

- In Years 3 to 5, achievement is good overall and very good in information and communication technology (ICT), contributing to a steady improvement in standards. Achievement by the pupils in the current Year 6 has been poor over time. This group of pupils has experienced disruption to their routines and learning. As a result, near to the end of Year 6, standards are below those expected nationally in English, mathematics and science. Standards in physical education are good while standards in information and communication technology are now average. These standards represent good improvement since the last inspection. Standards in religious education are satisfactory.
- The table below shows that, in national tests in 2003, pupils attained results close to the national average in mathematics and science, representing very good levels of attainment in comparison with schools in similar circumstances. Results in English were below the national average because standards of writing are below those expected nationally.

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

Standards in:	School results	National results
English	24.0 (23.8)	26.8 (27.0)
mathematics	26.0 (24.6)	26.8 (26.7)
Science	28.2 (28.7)	28.6 (28.3)

There were 73 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral, social and cultural development, is **very good**. Their attitudes and behaviour are **good**. Attendance and punctuality are **satisfactory**, which is better than found in many similar schools.

Main strengths and weaknesses

- Provision for pupils' personal development permeates all the school's activities.
- Pupils like their school. They get on well with each other and with all the adults who work with them.
- Pupils have good attitudes to learning. They enjoy their lessons and work hard.
- Most pupils behave well both during lessons and in and around the school.
- There are good procedures for improving attendance.

Commentary

- The school has high expectations of its pupils and puts a very strong emphasis on developing their personal qualities, particularly their attitudes to learning and their spiritual, moral and social development. As a result, pupils develop self-confidence and the ability to work with each other. The result is that most are keen to learn. The school has a clear policy and procedures for promoting the importance of caring for others. This policy is based on establishing very good relationships between adults and pupils who, as a result, respect and value each other. Pupils develop a secure understanding of their responsibilities to each other as members of the school community. The school's council gives pupils an outlet for their views on a range of school

issues, for example on making improvements to the playground. Older pupils regularly spend time helping with activities in the nursery and reception classes.

7. The consistently good use of praise has a very beneficial effect on pupils' behaviour and attitudes in almost all lessons. The consistent, positive approaches to behaviour management and the quick, effective action to deal with potential issues ensure good standards.
8. Pupils' attitudes to school are positive. Pupils are keen to come to school, showing a real enthusiasm and eagerness to take responsibility and participate in school activities. They contribute readily in class, respect their teachers and have confidence in them. When working in small or large groups, they happily share resources and ideas. On several occasions during the inspection pupils had opportunities to evaluate each other's work, which they did in a very positive way.
9. Children in the Foundation Stage settle happily into school and quickly learn essential routines and expectations of good behaviour. They establish very good relationships with each other and the adults with whom they come into contact. They respond positively in work and play activities.
10. Those families who find it difficult to ensure their pupils attend are helped by the existence of the Breakfast Club which gives a good social start to the day, and by the friendly but firm and consistent follow up by all those involved in improving attendance. The Breakfast Club, which operates each morning, gives pupils a good incentive to be at school on time to meet their friends and at the same time develop their social skills. The school has good procedures for promoting attendance, including awarding certificates. Pupils are encouraged to attend well by a positive system of rewards and praise, which includes opportunities to choose their own activity in, for example, Golden Time at the end of the week. The school is successful in removing barriers to good attendance and punctuality by opening up its facilities, such as the 'Quiet Place', and providing rooms for parents, and classes that help them to understand why regular attendance is important. The introduction of attendance panels reinforces this. Although there is some lateness, this is not allowed to disrupt other pupils' learning.

Attendance

11. Attendance is **satisfactory**, which is better than that found in many similar schools. There is an improving trend in attendance as a result of thorough monitoring and the very good encouragement given to pupils.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.1
National data:	5.4

Unauthorised absence	
School data :	1.0
National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	377	6	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	9	0	0
Asian or Asian British – Pakistani	2	0	0
Black or Black British – African	10	0	0
Black or Black British – any other Black background	9	0	0

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

12. Exclusion is used rarely by the school. Checks on the school's procedures show that, where exclusion is used, it is to ensure the well being of all pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The good overall quality of teaching and learning and a curriculum constructed to promote learning in the core subjects of English, mathematics and science combine to secure a good quality of education. Innovation in the curriculum promotes greater breadth to learning. Some non-core subjects are not timetabled consistently well, resulting in some lack of balance in the curriculum. There is a very high standard of care for pupils and good links with parents and the community.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment in the core subjects of English, mathematics and science is **good** throughout the school. Good teaching helps pupils to become effective learners.

Main strengths and weaknesses

- Good teaching throughout the school is raising standards for all pupils.
- Good knowledge and understanding of methods of teaching the core subjects of English, mathematics, science and ICT leads to good involvement of pupils in their learning.
- Good procedures for assessment provide information that helps teachers to focus on the learning needs of the pupils.
- Insufficient variation in the level of challenge in some tasks for higher attaining pupils is limiting attainment at the higher levels.
- Regular homework at a challenging level is improving learning, particularly for the pupils in Years 5 and 6.

Commentary

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	8 (15%)	30 (56%)	16 (29 %)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. There has been good improvement in the quality of teaching since the previous inspection. Teaching in the core subjects of English, mathematics and science has improved and the teachers' subject knowledge is good in the majority of lessons. The school is currently raising awareness of individual learning styles so that pupils can recognise their own most profitable way of learning. Very good encouragement and involvement of pupils within a framework of high expectations of pupils' behaviour underpin the good teaching. The majority of very good teaching was seen in Years 3 to 6, resulting in very good learning to give pupils good gains in their knowledge and their basic skills in English and mathematics. The teaching of physical education is a strength, resulting in standards above those expected nationally.
14. The good teaching for pupils in the Foundation Stage is securely based on effective planning of activities so that the children make good gains in all areas of learning. Clear explanations and positive encouragement enable them to achieve well from a well below average level of attainment on entry. As a result they show confidence and appropriate maturity in their activities. However, there were some occasions in lessons when the planned activities did not result in the expected involvement of the children and the teacher did not adjust the organisation of the lesson to meet the needs of the children. In Years 1 and 2 the basic skills of literacy and numeracy are taught well and work is matched well to pupils' learning needs. There is good use of the support from classroom assistants in classes. Where teachers use this support effectively, classroom assistants help pupils to develop good attitudes and improve their achievement. Achievement is good and pupils develop good attitudes to learning. Work is set at different levels of challenge for pupils of different ability in the more successful lessons. For example, in Year 1 pupils make good learning gains in a lesson about key writing skills. However, the learning did not reflect the quality of teaching in a mathematics lesson for Year 2 pupils. In this lesson, difficult behaviour meant that individual attention was demanded by some pupils, with the result that other pupils lost concentration on the task and learning was not secured.
15. Almost one in three lessons in Years 3 to 6 was very good which is promoting good improvement in the achievement of pupils. Behaviour management is very good and lessons are structured very well with a clear sense of purpose so pupils become very involved in their learning. They work hard and complete tasks with enthusiasm. Teaching assistants are used well to support the learning of pupils with special educational needs. Tasks are challenging and accurate vocabulary is used, such as in a science lesson for Year 4 pupils to investigate the relationship between vibrations and sounds. Ongoing assessment was used well to increase learning in a literacy lesson for Year 5 pupils when marking analysed the opening paragraphs of pupils' stories and set targets for the next paragraph. Appropriate pace of learning and very good organisation of the lesson meant lower attaining Year 6 pupils in a mathematics lesson made secure gains in the skills of angle measurement. Information and communication technology software was used well to demonstrate and practice the use of a protractor for measuring angles. However, although tasks were graded for pupils of different ability in the majority of lessons, there was little variation of task for higher attaining pupils in some lessons. This means that opportunities are missed to challenge these pupils to achieve better at the higher levels of attainment.
16. The school uses good procedures for the regular evaluation of the learning of its pupils. Regular assessments use standardised tests and optional tests to evaluate learning in the core subjects. This provides information about pupils' progress and is monitored year by year, so that accurate predictions can be made about end of key stage performance. Little more than basic evaluations of learning take place in other subjects, however. There is a marking policy that is used well by some teachers to support and make constructive comments for further learning. However, others mainly acknowledge the completion of work with ticks and crosses and in some instances do not evaluate the proper use of calculation skills in mathematics. Analysis of pupils' performance in formal assessments identifies areas of learning that need developing. As a result areas for improvement become the focus of professional development for the teachers and are translated into specific learning targets for the pupils. Lesson plans are modified and 'booster' classes are used to improve performance of particular groups of pupils.

17. Learning targets are shared with pupils, as are projections for their end of year attainments. This information is based upon expected levels of attainment in the core subjects. Lesson objectives are displayed in all lessons, giving pupils clear guidance on the expected outcomes for their learning. Homework is used well, particularly for the older pupils, with regular tasks that challenge and involve them in independent practice and development of skills in literacy and numeracy.

The curriculum

The curriculum is **satisfactory** overall, with an appropriately strong emphasis on improving attainment in the basic skills. This means, however, that there is some lack of breadth and balance in the curriculum. This is because art and design, design and technology, geography and history are insufficiently represented in the timetables of some classes. There are **very good** opportunities for enrichment both within and beyond the school day. The accommodation is **very good** and resources are **good**.

Main strengths and weaknesses

- Good emphasis on providing a curriculum focused on improving provision in the basic skills of literacy and numeracy.
- The school makes good use of innovative ideas, such as 'Super Learning Day', educational visits, visitors and the community to enrich the curriculum. There is a good range of activities outside the school day.
- Provision for personal, social, health education and citizenship is very good.
- Provision for pupils with special educational needs is good. There is a good programme to meet the needs of the gifted and talented pupils.
- Pupils are very well prepared for transition within the primary school and to secondary school.
- There is inconsistent provision of some foundation subjects.

Commentary

18. The emphasis on developing the curriculum in order to raise standards in the basic skills has had a good impact on teaching and learning. As a result, the curriculum largely meets the needs of pupils, although there is a need for further monitoring and development to build on good innovation of the curriculum to give breadth to pupils' learning in the foundation subjects.
19. The school makes good use of links with the University of the First Age to promote positive attitudes to learning through 'Super Learning Day'. There is also good use of educational visits, for example, Wythenshawe Park and walking round the local area. There have been many outings further away which have been supported by the Excellence in Cities initiative and the effective partnership with the Education Action Zone (EAZ). Visitors are invited to the school from the local community and community services such as the police, health visitor and the dental team. There has been useful and valued support from the Children's Fund, which helps to provide the Kiwi club to involve pupils in the community, for example by taking children horse riding and planting trees. The Super Learning Day is a good example of a whole school project that provides good opportunities for pupils to develop their enthusiasm for learning.
20. There are good opportunities outside the school day. A range of clubs is available, for example, the Breakfast Club, science, dance group, samba and sports. Music features strongly with steel pans and a guitar club. Good features are that pupils enjoy these and staff give their time freely to widen pupils' opportunities for positive learning. These clubs are enthusiastically supported and there is good participation by the pupils.
21. Pupils have regular opportunities to discuss and reflect on important issues in their lives through 'circle time', where pupils gather together with their teacher or an adult to take turns to think about their point of view. This is also supported in collective worship. Pupils are polite and respect each other. They discuss issues such as race, disability, feelings and thinking before acting as well as road safety. The school is working towards the gold standard in the Healthy Schools project. Learning mentors also play an important role in supporting this area of work.

Personal, social and health education lessons are effective in building pupils' confidence and in helping and encouraging them to consider others. There is appropriate sex education for older pupils and the curriculum includes work about alcohol and drug misuse. All pupils are included in all aspects of the curriculum.

22. Provision for pupils with special educational needs is good. There are both group and individual educational and behaviour plans for those pupils who need them. There are clear targets identifying specific needs. These are shared with pupils and parents. The organisation of special educational needs provision is good. All teachers have access to the appropriate information and there is regular monitoring. Pupils are helped in class by their teachers and the support staff, who know the pupils well. All this has a positive impact on pupils' learning. Good use is made of the 'Quiet Place' room to help pupils to learn strategies to manage their behaviour. Provision for the gifted and talented pupils is good and well supported with additional and challenging tasks, some of which are supported by the Education Action Zone. A group of pupils is taking part in Shakespeare 4 Kids and travelling to Bologna. There is an opera project, drama, tennis coaching and an archaeology project. There is a thorough programme that gives pupils many opportunities to develop knowledge and skills that enhance self-esteem alongside learning.
23. Reviews of special educational needs are regular, each term or as required. Parents are involved and letters are sent out asking them to attend for the review. Letters are also sent out to parents if they fail to attend the review and informing them of what happened. In some lessons, plans do not show specific teaching and learning for SEN pupils, but frequently classes are grouped according to ability. In the main, differentiation is by outcome. However there are some classes that have differentiated worksheets, which is good. All pupils have full access to the curriculum except when they are withdrawn for narrative therapy. This provides pupils with intensive teaching in literacy to improve their learning skills. Parenting courses have been helpful for parents in learning strategies to help them to manage their children's behaviour. There is a positive approach to identifying dyslexia and other specific learning difficulties and responding to the needs of any pupils who need support
24. Very good use is made of the services available to support special educational needs and governors take particular interest in special needs and the agencies that are used by the school. The co-ordinator works hard to provide the required information for the teachers.
25. The school ensures that at each stage of transition in the primary school and for the secondary school pupils have opportunities to become familiar with the next stage. There are very good links with the local secondary schools and pupils make visits there. They have lessons as well as pupils and teachers from the secondary schools returning the visits. The well organised Primary Graduate Programme ensures that there is a smooth transition to secondary education for pupils.
26. Teachers write their own timetables which results in the curriculum lacking consistency and insufficient time is given for art, design and technology, geography and history in some classes. A good start has been made to developing innovation in the curriculum but there is no one person who oversees the management of the curriculum, resulting in the lack of breadth and balance.

Care, guidance and support

Pupils are **very well** cared for, guided and supported. They are very well known to the staff who create an ethos of welcome, security and concern for the well being of each individual.

Main strengths and weaknesses

- Work of learning mentors and Quiet Place therapists gives pupils space to cope with emotional worries and fears which may make learning difficult.
- Referral system for classroom teachers which enables their concerns about pupils to be explored and the best way forward to be sought.

- Involvement of outside agencies, so as to avoid duplication of effort and to improve the service given, and the involvement of governors with particular professional skills to advise and help in areas such as child protection and health and safety.
- Consistency in teachers' approach encourages the 'cool to be clever' ethos, which establishes that it is "smart" to learn and develops habits of listening and behaviour which allow learning to happen.
- Pupils' opinions count and they know this.
- Funding problems are resulting in some cut back in provision.

Commentary

27. The school has very good arrangements to ensure the care and health and safety of pupils. Staff and governors are alert to their responsibilities and policies are monitored and updated to help implementation. Training is given to lunch-time supervisors and supervision is very good throughout the day.
28. Very good use is made of initiatives such as the Children's Fund and Excellence in Cities to provide help to pupils who need space to think out their approaches to learning and to alleviate stress. Pupils consider the work they do with the learning mentors and therapists to be very helpful. "Having a learning mentor helps me loads. I cannot remember the last time I got a lost chance" says one. A user of the Quiet Place says "I've been coming to the Quiet Place because I feel hurt and angry". Parenting courses made available within the school by local agencies also help remove barriers to learning by decreasing tensions between parent and child and enabling the parent to understand ways of improving their child's behaviour.
29. Pastoral care is enhanced by the multi-agency meetings every half-term which have been established by the Education Action Zone and are used to very good effect by the school. A similar weekly meeting allows a proper flow of information internally between senior staff and those involved in mentoring and therapy ensuring appropriate referral. Very good relationships with health professionals ensure the health care and education for pupils are well thought out. Training is in place to enable staff to fulfil their roles, with named teachers linking to named governors for support and monitoring of the procedures for care and welfare.
30. The message that learning is "smart" is successful. Pupils are happy to be part of the Gifted and Talented group and are as pleased to talk about their prowess in local network quizzes as in sporting events. Teachers listen to pupils' efforts with respect, work is very well displayed, pupils' work appears on the school's website, there is an award for the Worker of the Week in every class and a book of honour which records the reasons for the award. Thus pupils are helped to see that their best efforts are valued. National Curriculum levels are displayed with indications of ways to achieve a higher level. Targets too are displayed and are shared with pupils and parents. In some cases, however, individual targets lack real input from pupils and are insufficiently precise to move them on. Individual learning plans are used appropriately. Mentors also produce individual learning plans and it is therefore possible for one pupil to have two plans. However continuous cross-referencing avoids the confusion which this might cause for the pupil. Pupils say that marking and going through their work with their teacher helps them to improve. The Gifted and Talented group enjoy extra homework and value the availability of laptops to assist them with their investigations.
31. Induction is careful and effective. When another local school closed and its pupils were absorbed into Baguley Hall they settled very well, according to parents. Entry times other than into the nursery and reception classes is well handled by the school. Most pupils now enter through the nursery, which has a beneficial effect because parents are clear about expected routines.
32. The school council is proud of the work that it does for the school and conscious of its responsibilities. It has been successful in improving playtime arrangements, which makes this a more enjoyable time for all. Pupils' views are sought and considered, for example after school

activities increased as a result of their suggestions. The school sends two representatives to the network council of local schools, which gives them experience of a wider forum.

33. Pupils have good views of the school. The majority express favourable comment. "Teachers work hard to make us understand our work", for example, and "I like it because you can learn". Assemblies are much appreciated, as are the award systems. In talking to pupils it is clear that they feel safe in school and that, although some feel that the behaviour of a tiny minority is a nuisance, it does not affect their learning. They like the fact that everyone has the chance to do work for the school or the class.

Partnership with parents, other schools and the community

The partnership with parents is **very good**. The school stresses the role of parents as educators and does its best to ensure that they have the information and skills they need to fulfil this role. The school is **very successful** in forging relationships with other schools and the community. These partnerships extend pupils' learning, helping them to overcome barriers to learning and enabling them to become mature and confident by the time they transfer to secondary education.

Main strengths and weaknesses

- Development of a strong leadership group among parents.
- High quality presentation of information to parents, including annual renewal of the home/school agreement and up to date copies of the prospectus. The issue of a booklet describing what is to be expected in the new class helps to smooth internal transition.
- Regular three times a year parents' meetings, including a transition meeting, for those going on to secondary education, keep parents well informed.
- Very good fund raising both for the school and for charities.
- Very good use is made of the partnership links through the EiC and EAZ initiatives. Primary networks and secondary link are very well used to enhance provision.
- Community services and skills are used very well. Community use of the premises is taken into account when new buildings are planned. Liverpool University is involved in evaluating the use of the Quiet Place and there are other productive links with higher education, including Manchester Metropolitan University and the University of the First Age.

Commentary

34. Written information for parents is clear and thorough. Attractive formats are used and the quality of materials reflects the school's desire to show how it values parental input. Guidance is given on simple ways in which they can help their child learn from nursery upwards by, for example, singing at home. They are properly involved in educational plan reviews, the use of mentoring and the Quiet Place. The attendance at parents' evenings is monitored and followed up if necessary by telephone contact.
35. Parents' concerns are met by workshops which cover, for example, drugs education and anti-bullying measures. Their understanding of what is taught in school and the way it is taught is helped by classes held in the school on literacy, numeracy and information and communication technology. Parenting courses provided by external agencies help parents understand the behavioural management used in school. Parents have access to the Breakfast Club where they can enjoy a simple inexpensive meal with their child, giving a good start to the working day. They may also use the Quiet Place where they can experience a calming atmosphere. There are rooms set aside exclusively for parents and the community so that parents may meet socially.
36. There is a strong leadership group of parents who make an extremely helpful contribution to the life of the school by, for example, raising funding for the provision of a library and acting as a channel for parental views to the governing body. Parents are consulted on the revision of policies such as that on anti-bullying. Voluntary help is well-used in the classroom on, for

example, Super-Learning Day. The extent of parental interest is shown by the fact that there is competition to become a Governor.

37. The school is very well rooted in the community it serves. As a result it enjoys professional expertise on the governing body and has the benefit of a well-knit supportive network of agencies. The EAZ policy of establishing a pastoral, multi-agency meeting each half-term leads to easy informal contact. This is particularly strong on the health front where relationships with the local clinics are helping the school to aid the delivery of health care and education. The area around the school also acts as a learning resource from nursery outings to the park to use of the nearby church. A sense of community is gained by the Kiwi club who explore the district and its facilities on Saturdays. Pupils distribute harvest parcels and mince-pies to neighbouring pensioners. In its turn the community makes good use of the school. Adult education classes are offered using the school's facilities, the provision of a new sport and arts complex has been designed with community use in mind and the school makes its all weather pitch available. Local councillors meet in the school.
38. The shared Educational Welfare Officer brings the idea of attendance panels from the secondary school to the primary school with good results. The Primary Graduate Scheme helps smooth transition to secondary education by giving pupils an understanding of what happens at secondary level, and it also enables teachers to know what is done at each level and examine their own curricular provision accordingly. Excellence in Cities (EiC) funding is being well used to enable communication of ideas through, for example, meetings of literacy co-ordinators
39. Parents have positive views of the school. Most parents are very pleased with the school. They speak of the effective way pupils were integrated from another local school when it was merged with Baguley Hall. They are pleased about the standards achieved and the atmosphere of support and care. They like the openness of the staff and their willingness to listen to them and help them. They appreciate the way the school promotes good behaviour and a sense of community. As a result of rooms being set aside for the exclusive use of parents and the community they feel very welcome in the school and like the freedom it gives them to meet one another as well as the staff.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **very good**. Overall, leadership, management and governance are **good** although some aspects of management need further development. **Good action** is taken to overcome any barriers that may affect pupils' learning. Taking into account the additional financial resources provided, the school provides **satisfactory** 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 committed to achieving the school's aspirations.
- The close involvement of the governing body, whose direct involvement in the life of the school helps to support its improvement.
- The management roles and responsibilities of the leadership team need to be reviewed and re-established.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£1394689
Total expenditure	£1484422
Expenditure per pupil	£1989

Balances (£)	
Balance from previous year	£164174
Balance carried forward to the next	£74441

40. The very good leadership of the headteacher results in a strong commitment to the improvement of the school from key staff. As a result, there is common purpose in the educational direction of the school with a clear vision to meet the needs of its pupils and the community it serves. For example, the detrimental effect of disruption to the earlier learning of the current Year 6 pupils has been addressed by providing better opportunities for them to achieve well. The senior leadership of the school has been instrumental in the school's good improvement because they have been led very well and have developed effective teamwork. The headteacher's commitment to improving teaching and learning and the needs of the pupils is a good example of how his very good leadership contributes to the determination of others to do their best to improve provision for all pupils. The success of the headteacher in developing strong teamwork in the school results in a good whole-school approach to improvement.
41. By making key appointments to strengthen the leadership of the school, and by giving clear guidance on roles and responsibilities, the headteacher has delegated important improvement initiatives to staff. For example, careful and effective monitoring of teaching, learning and achievement in the core subjects, particularly English, is providing the evidence needed to show that standards could be higher. This is how the school has identified the potential to raise standards. Developing the leadership roles of key staff is introducing procedures needed to improve teaching and learning. However, although this is satisfactory, the management of this work needs further development before it has the desired impact on standards.
42. Good arrangements for the performance management of teachers 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. However, in the absence of a deputy headteacher, key roles need to be clearly defined and delegated to the second tier of the leadership team to ensure that all aspects of the school's work to improve are carefully monitored. For example, the lack of a teacher to oversee timetabling and the curriculum means that there are gaps in the coverage of some foundation subjects in some classes.
43. The headteacher is effective in achieving significant improvements to the school facilities and resources, such as the very good improvement to the accommodation. 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 improvement. 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.
44. The effective governance of the school is largely the result of the commitment of a dedicated chairperson and good teamwork within the governing body. There is strong support for the school's vision for its pupils and from this comes a good level of challenge to keep the school on target to meet its goals. The vice-chairperson provides very good advice on effective governance based on a wealth of experience. As a result, governors give good direction to the school and governance is good overall. By being directly and actively involved in the life and work of the school, governors set a very good model of governance for recently elected governors to aspire to. There is pride in governance and this is seen in the enthusiasm with which parents become involved as governors. Governors know the school well and are, therefore, able to support and challenge the school effectively and make a good contribution to the school's development. The committee structure enables governors to manage their workload effectively and to be decisive and constructive. As a result, the governing body fulfils its statutory duties well. 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.

45. The day-to-day financial and administrative management of the school is good. The school administrators 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. 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, although better delegation of responsibilities is needed to improve monitoring of such key activities as the curriculum and assessment. Prudent management of financial resources means that the school is able to focus its spending on key aspects of improvement. Given the benefits of additional funding the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. The nursery and reception classes provide a structured, stable, welcoming and caring environment. Relationships are strong and supportive and children enjoy learning and take part in a range interesting practical activities which support their progress effectively in all areas.
47. Children are introduced to the nursery and to the reception year very sensitively and there are many good strategies for welcoming parents and including them in the children's education. Many children start school with skills which are well below the expected level in almost all areas of learning but particularly in personal and social development and communication, language and literacy.
48. By the time they are in Year 1, most children are achieving well due to good quality teaching and a well-planned curriculum. Children with special education needs are effectively supported and have full access to the curriculum. Despite the good progress made, some children have too much of an initial disadvantage to attain the early learning goals in communication, language and literacy, mathematics and knowledge and understanding of the world by the time they enter Year 1.
49. The overall good provision reported in the previous inspection has been maintained and accommodation has been improved. The area outdoors is delightful and very well equipped which reflects the effort that the school has put in to develop such good facilities. The provision includes paths for children using wheeled vehicles, an area containing a large climbing frame, grassed banks and steps as well as spaces for other equipment. Very good provision is made for children's personal health. They have milk and fresh fruit daily, a local health visitor comes to the school on a regular basis and the school is involved in a dental care initiative which involves children brushing their teeth in school every day.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of well-established routines and very good teaching.
- Very good relationships between adults and children help children form good relationships with others.
- Teachers develop children's independence and confidence to try new activities.

Commentary

50. Teaching and learning are very good and most children now coming through the Foundation Stage will reach the expected goals by the end of the Reception year. Staff set clear and consistent procedures and children respond well and have positive attitudes towards learning. Even children who have recently joined the nursery know the routines well and settle to tasks easily.
51. Children develop responsibility and independence as they choose an activity, get themselves ready for a physical education lesson and help to tidy up at the end of sessions. Their experiences of other aspects of school life is enhanced when they join in assemblies and have lunch and playtimes with older pupils. Awareness of others is developed when they share in choosing the 'Worker of the Week' and take turns to play the steel pans in a music session.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers provide very good opportunities for children to talk for a wide range of purposes. Children enjoy listening to stories and these sessions are used well to promote reading skills.
- Children's progress in reading benefits greatly from the support of parents, which has been developed successfully by staff.
- Practical activities are not always sufficiently well linked to what children have just been learning in whole-class teaching, so sometimes opportunities are missed to further develop the skills that were planned for the lesson.

Commentary

52. Attractively labelled displays and alphabet friezes help children to develop early reading and writing skills. Teaching is good and children achieve well but many are unlikely to reach the early learning goals by the end of the reception year. Many lack confidence in talking to adults and to one another. Their speech is often indistinct and they are reluctant to speak in group situations. A few more able children read simple words, use capital letters and full stops and write simple stories about what they have been doing. However, although many, because of successful teaching, develop a secure understanding of letter names and sounds, a significant proportion of children lack confidence in how to use this knowledge in learning to read and write new words.
53. Staff provide a wide range of stimulating experiences and regularly intervene to develop and extend children's language and literacy skills. Children enjoy stories particularly when they can join in chanting sentences and phrases from books such as 'We're going on a Bear Hunt'. The relevance of reading and writing is continuously emphasised. Children select their own name card or write their name to register their presence each day. Cooking involves consulting recipes. Making posters and brochures for the travel agent's shop provides opportunities to develop early writing skills.
54. Good guidance to parents on the best methods of teaching reading is provided and parents' support makes a significant contribution to children's progress in reading. Good use is made of stories such as 'Mr. Gumpy's Outing' to develop children's literacy skills in whole class sessions. However, on some occasions, the practical activities that follow do not provide enough opportunities for children to practise what they have just been learning from the whole-class teaching.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff introduce children to mathematical terminology.
- Learning about numbers is related to children's interests and experiences.

Commentary

55. Teaching and learning are good and children achieve well and make good progress but most are working below the expected level for their age and are unlikely to attain the early learning goals by the end of the reception year. Staff place strong emphasis on mathematical language and this helps children in their understanding. For example in a good lesson in a Reception class the teacher consistently used spatial vocabulary when explaining a partitioning activity.

56. Staff provide a variety of interesting and well structured practical activities which support learning well. They use stories such as 'The Bad Tempered Ladybird' and 'The Hungry Caterpillar' as well as counting rhymes and songs to motivate and interest children. Nursery children count the spots on the ladybird and the legs on spiders and begin to develop the concept of sequence as they number the segments on a caterpillar. Reception children develop their understanding of the comparison of lengths through activities such as measuring their feet and working out which children have the biggest or smallest feet.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children engage in a good range of activities to enhance their learning.
- They are taught to understand their own culture and beliefs and those of other people.
- Emphasis is put on developing early computer skills.

Commentary

57. On starting school, many children have had limited experience of the world around them so that although they achieve well, standards in this area are below those expected at this age. Teaching is good and staff plan a good variety of appropriate and interesting activities to stimulate children's curiosity and enhance their understanding.
58. Through stories and celebrations such as Christmas, birthdays, Christenings, the Chinese New Year and Divali they learn more about their own and about others' cultures and beliefs. A member of staff talked to the children about the significance of the Jewish Chunukah Menorah. On 'Super Learning Day' children were proud of their ability to count and say some words in Spanish.
59. Children have regular access to computers and programmable toys, which they use with increasing confidence and independence. They have successfully used an ICT art and design programme to produce pictures of ladybirds.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- There are good opportunities for children to improve specific skills such as cutting and pasting
- Teachers provide a good range of activities both indoors and outdoors for children that provide them with appropriate challenge. Teachers make very good use of the attractive and well-resourced outdoor area to promote learning.
- Children have access to the school hall for structured physical education lessons.

Commentary

60. Children have many opportunities to develop their fine movements throughout the Foundation Stage as they use scissors, tools, moulding materials, brushes and pencils in a variety of activities and use small construction equipment with dexterity. Children's achievements are good and many are on track to exceed the goals at the end of the reception year.
61. The very well resourced outdoor area is used well to support the physical development of pupils, as well providing good opportunities for their outdoor learning. The children use the area well for

games with large toys and for role play, such as pretending to direct and control busy traffic and to learn about road safety.

62. The many practical activities available provide well for children's physical development. Children run vigorously and climb and ride wheeled vehicles freely using the space available well. Teaching is good and children listen carefully and respond well to teachers' directions. In one lesson children were made aware of their progress as they worked in pairs evaluating each other's activities.

CREATIVE DEVELOPMENT

It was not possible to make an overall judgement about provision or standards in this area of learning because very little direct teaching was observed. However, observations from activities taking place on 'Super Learning Day' and from work on display show that provision is at least satisfactory. The children develop a good level of skill and use a good range of media such as paint and crayons effectively to demonstrate their ideas and imagination. Children have access to a wide range of musical instruments. During the inspection they were introduced to steel pans and some identified 'Spanish' instruments such as a tambourine, castanets and cymbals. There are good opportunities to develop their imagination through role-play and dressing up.

SUBJECTS IN KEY STAGES 1 and 2 (National Curriculum Years 1 and 2 and 3 to 6)

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Opportunities for speaking and listening are used well across the curriculum.
- Pupils experience good opportunities to develop a variety of writing styles and purposes.
- Teaching is good with a strong emphasis on developing pupils' writing skills.
- Teaching assistants support the work of teachers well and promote pupils' learning effectively.
- The subject is very well led by the subject co-ordinator.
- The teaching of writing skills needs continued development to raise standards further, as recognised by the school.

Commentary

63. Evidence from the inspection shows that pupils' attainment in Year 2 is currently broadly average. The national test results for the past four years show that standards for pupils in Year 6 have been below the national average. Standards for pupils currently in Year 6 also reflect this pattern and indicate that the achievement of many of these pupils over time has been unsatisfactory. This level of achievement is because of the inconsistency of provision during the time these pupils were in Years 4 and 5, due mainly to a high level of teacher absence. However, provision for the subject has improved and is now good overall. Most pupils in the school are at present achieving well. This is a result of good teaching and the emphasis that the school has put on developing pupils' reading and writing skills. There are strong signs of improvement in the performance of pupils in the current Year 5 who are close to attaining national expectations and have achieved well from the very low starting point on entry into the nursery. Although standards are similar to those found in the previous inspection, provision, including teaching, is better and the school is now in a strong position to improve the level of standards achieved.
64. Most pupils speak confidently and make themselves understood although some pupils remain limited by a restricted vocabulary which hampers their understanding and their ability to communicate effectively. Pupils are provided with many opportunities to develop their speaking and listening skills. Teachers' questioning is good and pupils are encouraged to express their

ideas. Texts used in lessons provide many examples of unfamiliar vocabulary which teachers use effectively to promote discussion of words and their meanings. The school provides good opportunities in school for pupils to engage in reading activities and all pupils are encouraged to read at home. Pupils are clear about the strategies they need to use to work out how to read new words and answer straightforward questions about the story or characters. The most able Year 6 pupils express preferences for different authors and talk thoughtfully about what they have enjoyed but others have very little knowledge and understanding of authors and their ability to use research skills is limited. Pupils' writing is based on texts that are read and discussed to establish features and structures of different kinds of writing and to understand how they work. Teachers then help pupils to use these features and structures creatively as the basis for their own imaginative and factual writing. This approach is successful in improving pupils' ability to write in a variety of styles and for a range of purposes. Analysis of pupils' books show that even low ability pupils are producing lively and imaginative writing although their punctuation and spelling skills are generally well below the expected level.

65. Teaching and learning are good overall with examples of very good teaching in Years 5 and 6. A key feature of all lessons is the good management skills which enable pupils to learn in an orderly atmosphere. Relationships are very good and pupils feel secure and confidently participate in lessons knowing that their contributions will be valued. Teachers use questioning well to check recall and understanding of previous learning and to promote thoughtful reflective answers. In one very good lesson Year 6 pupils developed their understanding of the linguistic features of formal informational texts covering syntax, vocabulary and punctuation. The material was presented in an attractive and interesting manner and roused genuine enthusiasm and motivation in the pupils. The teacher moved smoothly from a general explanation of the learning objectives and proposed content of the lesson to a lively and detailed engagement with words, sentences and the whole text. This led to pupils very effectively planning their own piece of writing in draft exercise books preliminary to the production of a finished piece of work.
66. Management of English is very good. The recently appointed co-ordinator has, through analysing national test data, observing lessons and working alongside colleagues, developed a clear understanding of the strengths and weaknesses in teaching and learning and has identified the priorities for developing the subject. These include further improvement in the standards of writing, which has been and remains a key priority for the school.

Language and literacy across the curriculum

67. Pupils use their language and literacy skills effectively to support learning in other subjects. Lively question and answer sessions in subjects such as mathematics, where pupils are required to explain their strategies, give pupils the opportunity to develop their speaking and listening skills. Written accounts in subjects such as science and design and technology give pupils the chance to express their ideas in their own words.

MATHEMATICS

The provision for mathematics is **good**

Main strengths and weaknesses

- Good teaching overall is raising standards in all class groups. Teachers manage pupils behaviour well so they develop good learning attitudes. High levels of challenge together with support for low attaining pupils raises the performance of pupils.
- Insufficient differentiation by task means that higher attaining pupils are not always challenged by tasks that require more independent learning.
- Homework is set regularly and is improving the learning, particularly for the older pupils.
- Good procedures for assessment and analysis of performance mean that appropriate targets for learning are identified for groups of pupils.
- The work of teaching assistants gives good support to pupils' learning.
- Good leadership of the subject is promoting high expectations of what pupils can achieve.

Commentary

68. Improvement since the previous inspection is good. There is steady improvement in standards against rising expectations of performance and teaching is now good overall with a significant amount of very good teaching at Key Stage 2. The school has accommodated an influx of pupils from a nearby school that was closed and there has been disrupted education for the current Year 6 due to inconsistent teaching over the past two years. National tests show steady improvement with standards that are above those achieved by similar schools. They are however, below national averages and performance at the higher levels of attainment are well below but average when compared with similar schools. Inspection evidence confirms this position with standards below expectations for pupils in Year 6. They are in line with expectations for pupils in Year 2 and better standards in Years 3, 4, & 5 maintains the steady improvement.
69. Achievement is good across the school. Although attainment is below expectations at the end of Year 6 achievement was frequently good for pupils of all abilities in the lessons observed. When pupils enter the school they are well below the expected level of ability but make good progress through the Foundation Stage and Years 1 and 2 until their performance is in line with expectations on entry to Year 3. Lower attaining Year 2 pupils calculate $14 - 6$ and can find $\frac{1}{2}$ of 12. Average attaining pupils count in 3's from 2 to 23 and measure to the nearest cm for lines up to 20cm. Higher attaining pupils use the properties of 3D shapes, interpret the information represented on column graphs and draw lines accurately to the nearest centimetre.
70. This progress is maintained in Years 3 to 6 with pupils in Years 3, 4 & 5 achieving at the expected level. Year 3 pupils can use $15 + 9 = 24$ in order to find the answer to $24 - 15$. Year 4 pupils find the perimeter of rectangular shapes and measure to the nearest millimetre. Year 5 pupils use the value of individual digits in numbers such as 3876 and 2176 to find the difference between them. They know about acute and obtuse angles, and how to use graphs to record and interpret information. However, Year 6 pupils lack confidence in their mathematics and there is little evidence of work at the higher levels. As a result attainment is below the expected level. Higher attaining pupils make addition and subtraction calculations on decimal quantities such as 23.56 and 15.45 and they use calculators to find 45% of 760. Average attaining pupils convert metres to kilometres and know that $\frac{2}{5}$ has the same value as 0.4. Lower attaining pupils find the area of simple rectangular shapes and complete calculations such as 253×4 .
71. Teaching and learning are good throughout the school with some that is very good in Years 3 to 6. Good lesson plans structure learning well. Behaviour management is very good so that all pupils maintain concentration. There is good subject knowledge by the teachers and challenge is high. A strong sense of purpose is given to the learning whilst encouragement and support mean that pupils respond well. Classroom associates are used very well to support Year 6 pupils in their learning. However, although tasks are varied for pupils of different ability those for higher attaining pupils do not offer challenge at the higher levels of attainment. Opportunities for these pupils to use skills and understanding of relationships in challenging situations of independent learning are not identified in daily lessons. In the very good lessons work is graded to match the learning needs of the pupils. For example a lower attaining Year 6 class were set activities at appropriate levels of difficulty when developing skills of angle measure. Higher attaining pupils used their skills at a more demanding level to measure angles to the nearest degree. Homework is used well to develop confidence and increase learning with challenging activities that extend and increase learning for all pupils. However, where teaching was less successful marking did not evaluate the pupils' understanding of the skills learned. Attention seeking behaviour from pupils resulted in teacher focus on the problem pupil and so lost the attention of other pupils. In addition, subject knowledge was not always secure so that unanticipated difficulties of understanding were encountered during the lesson.
72. There is good leadership and management of mathematics by the co-ordinator that has continued the good work of the previous co-ordinator. The subject is developing well and greater use of information and communication technology is being supported with specific software. A monitoring programme is planned and better identification of individual pupil needs is to be developed. Assessment information is used well to track and predict the progress of individual

pupils and to set targets for future performance. Analysis of assessment information is used to identify areas of learning for development and pupils are given group targets in support of greater attainment. But although these are shared with the pupils they are not personal or linked to the small steps required to achieve the larger objectives.

Mathematics across the curriculum

73. Although there is some evidence of mathematical skills being used to support learning in other subjects such as science, where data is collected and represented in graphs and tables, there is insufficient use in other subject areas. The school has no planned process to identify opportunities for this use of mathematical skills.

SCIENCE

Overall provision for science is **good**.

Main strengths and weaknesses

- The school attained good results against similar schools in the 2003 national tests for Year 6.
- Teaching and learning in the few lessons seen is good overall.
- The co-ordinator has had few opportunities to monitor development and improvements in the subject.
- Work in science helps pupils to develop skills in other subjects.

Commentary

74. At the end of Year 6 standards of work are currently below those expected of pupils of their age nationally. However, when compared with similar schools, standards are well above average. In 2003 the Year 6 pupils attained good results in the national tests in comparison with similar schools. Pupils enter the school with limited understanding of science and by Year 2 they are able to understand how to make a fair test when growing seeds. This shows that pupils achieve satisfactorily, with some of the older pupils in Year 3 and Year 4 achieving well and some very well.
75. Teaching is good. In the lessons seen, teachers have overall good subject knowledge. Frequently, differentiated tasks are set and teachers have clear expectations for their pupils. Pupils are interested in their work and concentrate on their tasks. In the lessons seen during the inspection there was a strong focus on first hand investigation, predicting and testing ideas. Pupils are able to develop their skills such as observation, estimation and measurement. For example, pupils were fascinated to observe vibration and to test this for themselves concentrating to ensure that the experiment would work and were delighted when it did. All pupils were included with worksheets to match their learning needs. Overall, the lessons seen had good pace and discussions that helped pupils to understand how to make tests fair. Recording of pupils' work in their books is variable across the school as is teachers' marking.
76. Subject co-ordination is satisfactory overall. The co-ordinator's role is under-developed because there is no time for monitoring of quality and standards in lessons or pupils' work. The co-ordinator has no data to inform her of the most recent pupil standards or achievement. Teachers plan their own timetables but the co-ordinator conscientiously ensures that schemes of work and lesson plans are consistently monitored throughout the school. Resources are good overall and are used satisfactorily. Well organised 'science weeks', where pupils focus their work on practical science skills, make a good contribution to the development of the subject.
77. There has been satisfactory improvement since the last inspection. Teachers have made efforts to ensure that there is more investigative work built into the curriculum and pupils clearly understand this aspect of their learning. The reports and responses that pupils write in their books help to develop their literacy skills. Pupils also practise mathematics skills such as, estimation, measurement and recording data in graphs and bar charts.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**. Pupils achieve very well to attain standards that are in line with those expected nationally.

Main strengths and weaknesses

- Good development of available space and resources, including hardware and software, to enable pupils to improve their skills so that standards are better than at the time of the last inspection.
- Good subject leadership and management is improving provision and standards.
- Teaching of ICT is good.
- Good community links that develop pupils' communicating skills well and involve adults in learning.
- ICT is used well across the curriculum.
- Further development of staff skills is needed to raise confidence.

Commentary

78. The standards reached by pupils at the end of Years 2 and 6 are in line with those found nationally. As pupils' attainment on entering the school is well below average, the realisation of these standards represents very good achievement overall. Since the last inspection standards have improved because the school has done much to improve its supply of both hardware and software. Both are now satisfactory for the needs of the curriculum. The subject co-ordinator has worked effectively to ensure that the computer suites in both key stages operate well, and that other computers are deployed around the school. The subject is well led and managed overall.
79. Teaching and learning are good. Teachers plan work carefully and lessons taken in the ICT suite for Years 1 and 2 deal comprehensively with basic computer skills. By the time they are in Year 2, pupils learn how to use the search tool in order to find answers to simple questions, using data they had previously entered and saved in the computer. They control the computer with keyboard and mouse, and confidently carry out basic operations such as logging on and off, opening and saving work. Working with partners, sharing ideas and taking turns all make useful contributions to pupils' social and moral development.
80. Pupils in Year 6 develop their e-mailing skills through links beyond the local community. Pupils demonstrate the ability to construct, send and reply to e-mails, using computing skills and developing their literacy skills. Year 4 pupils use on screen tools to change the appearance of text, and insert illustrations in order to enhance their work. In a good lesson for Year 3, pupils word-processed information they had researched about the Greeks and then astonished themselves by changing the font so that their writing looked as if it had been translated into Greek!
81. The ICT suites are well equipped and provide a good bank of resources for pupils and the community. There is good community access to computers in the school and this enables parents to develop their ICT skills.
82. Teachers and other staff have benefited from good training to raise their teaching skills. The subject leader has plans to meet the further staff development needs to enhance skills so that staff can take full advantage of the resources available.

Information and communication technology across the curriculum

83. Work in the ICT suite was good, enabling pupils to use their ICT skills for research into other subjects. Teachers take good opportunities to use information and communication technology as a tool for learning in other subjects. In some, but not all, lessons seen during the inspection the computers were used well and made useful contributions to learning. Some very good examples of computer use were seen, such as when pupils researched facts about the countries they were 'visiting' on Super Learning Day.

HUMANITIES

In humanities, work was sampled in **history** and **geography**. It is, therefore, not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average and have been maintained since the last full inspection.

RELIGIOUS EDUCATION.

Provision in religious education is **satisfactory**.

- The work seen in books shows that standards in religious education are in line with those expected. The requirements of the locally agreed syllabus are followed and statutory requirements are met.
 - Good displays of pupils' work throughout the school raise the profile of the subject and stimulate pupils' interest.
 - The co-ordinator has a good background in the subject and knows the requirements of the curriculum well. Her development work has a good impact but she recognises the need to access professional development and further enhance her leadership of the subject.
84. Standards have been maintained since the last full inspection and are at least in line with the expectations of the locally agreed syllabus in Years 2 and 6. Analysis of the available work in books, on display and talking to pupils indicates that achievement is satisfactory throughout the school.
85. Teaching and learning are satisfactory. Good quality displays enhance the subject. Displays of work in classrooms and corridors link the principles of religious education with the school's ethos of care for each other and commitment to learning well and trying our best. The quality of displays promotes pupils' interest in the subject and enhances their understanding of how their learning in class links with their responsibilities as members of their community.
86. Younger pupils gain a good insight into Christianity through themes such as 'special places' and 'celebrations'. They compare the way in which people of different religions celebrate by learning about Hindu and Moslem festivals, as well as celebrating Christian Christmas and Easter. In Years 3 – 6 pupils develop a good understanding of ways of worshipping and praying. They learn to recognise similarities and differences in the ways in which religions have developed; for example by studying different beliefs as to how the world was created.
87. Good links are made with other subjects. Thus, pupils see the relevance of their learning. For example, when studying 'special people' in history, pupils look at the lives of religious and political leaders such as Ghandi and Martin Luther King. Strong links are made with personal and social education through themes such as 'encountering religion' and 'learning from religion'. These lead easily into circle time discussions about how to live together and how to treat other people in your community. Other themes, such as 'rules for safety' and 'rules for living', very neatly dovetail into citizenship themes.
88. The subject is well led. The co-ordinator is committed to raising the level of spirituality in school through the RE syllabus. This work is very well supported by the daily, good quality acts of collective worship. These enhance the spiritual life of the school. The co-ordinator is tailoring the scheme of work to the school's needs and establishing useful guidance for colleagues. She

has a clear vision for the future of the subject, which includes further development of the assessment system and building up the level of resources.

HISTORY AND GEOGRAPHY

Commentary

89. In other humanities subjects, work was sampled in **history** and **geography**, with no lessons being observed. It is therefore not possible to form an overall judgement about provision in these subjects.
90. Work in books shows that, while the curriculum for these subjects is satisfactory overall, in some classes insufficient time is allocated for them to be taught properly.
91. Discussions with the co-ordinators showed that they are working hard to improve provision and both have produced detailed action plans and programmes of activities to meet the requirements of the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgements have been made about provision in **design and technology** and **art and design** as these subjects were not part of the inspection focus and inspectors did not seek out evidence about the quality of provision. Inspectors sampled work and made judgements about provision in **physical education** and **music**.

PHYSICAL EDUCATION

Provision in physical education is **good**

Main strengths and weaknesses

- Standards at the end of Year 6 are above expectations as a result of good teaching.
- Good teaching gives praise and encouragement so that pupils attempt high levels of challenge to meet clearly defined expectations.
- Good leadership is developing the subject well and utilising community projects well to improve teaching and quality of experience for pupils.
- The recent focus on physical education is having a positive impact on pupils' performance in the subject.

Commentary

92. The school has recently made the provision of physical education a focus and allocated more curriculum time to the subject. This has been supported by professional development opportunities for teachers. The result is good improvement in the subject as evidenced by the good standards at the end of Year 6 and the good teaching throughout Years 3 to 6. There was insufficient lesson observation to make secure judgements about standards and teaching at the end of Year 2.
93. Standards of attainment are above expectations for Year 6 pupils. This represents good achievement over time. Year 1 pupils develop simple throwing and catching skills and begin to understand a game of interception. Year 3 pupils showed good control and imaginative positions when performing rolls and turns. They responded well in another lesson to a poem that spoke of swirling, twirling, swooping movements as they created attractive and personally meaningful movements of quality. Year 6 pupils controlled their movement well and thought carefully about sequences that are linked fluidly, with thoughtfully considered travelling movements, during a

gymnastics lesson. During dance their movements follow the rhythms of the music well, working in pairs they model and evaluate their movements and improve both their own performance and that of others.

94. The good teaching includes some that is very good. The better teaching uses clear instruction, a good focal point to the lesson, high expectation and maintains interest well with frequent change of focus in the activity. Examples of pupils' good work are used well to improve performance through recognition of quality and pointers for improvement. Pupils' involvement is increased as a result of the evaluation of the work of others. Good management of the lessons ensures safe handling of apparatus and good control of the pupils through a continuous series of challenging activities.
95. The leadership of physical education is good and recent subject development has been managed well. Teaching skills have improved as a result of the school's involvement in the 'School Sport Project'. Professional development has improved both confidence and teaching skills. The school has achieved the silver 'Active Mark Award' and is currently preparing for 'Gold' status. There is a broad range of extra curricular activities such as football, dance, squash, and numerous others throughout the year and some professional coaching in sports such as tennis and basketball. Resources are good and facilities are to improve dramatically as a result of the school's involvement in the 'Space for Sport and Art' project. The nearly completed all weather surface and indoor sports hall will considerably improve facilities for dance and drama as well as games.

MUSIC

Provision in music is **good**. There has been **good improvement** since the last inspection.

- The curriculum for music has been improved with the introduction of a comprehensive scheme of work.
 - The basic skills of music are developed well. Visiting teachers provide good opportunities for extending learning.
 - Music enriches the pupils' spiritual and cultural development.
 - The monitoring of music is underdeveloped.
96. In music two lessons were seen, as well as singing in assemblies and the good opportunities for music making provided as part of 'Super Learning Day'. Pupils enjoy music and there is now a clear structure for music based on the Manchester Music Scheme. This is a good improvement since the last inspection. The subject curriculum is now good. In the lessons seen older pupils enjoyed music making and showed that they were able to undertake composition confidently, being able to play with a partner. They have good knowledge of pulse and recognise and clap complex rhythms. Good use was made of pitched instruments.
97. Younger pupils enjoy using instruments to investigate pulse and rhythm, improving their listening and playing skills. Some very good work was undertaken on Super Learning Day, with visiting teachers working with the pupils to improve their playing of the drums for samba, and the use of the steel pans. Pupils' concentration was very good and they achieved well, as well as enjoying their experiences.
98. Good opportunities for extra-curricular learning, such as the samba and steel bands, enrich the curriculum by adding another dimension to the pupils' spiritual and cultural development. The enthusiasm of visiting teachers is infectious and, because they have a high level of subject knowledge, they engage the pupils very well so that learning is good.
99. The music co-ordinator's role is under-developed because there are few opportunities to monitor music lessons and to share good practice. There are useful assessment sheets to facilitate the recording of pupils' progress. Resources are good and these are well and carefully used by the

pupils. There is a clear emphasis on making the school one where singing and playing music is valued and a place where pupils enjoy their music making.

DESIGN AND TECHNOLOGY

100. Design and technology was not a focus subject for the inspection and so little evidence was gathered from lessons or analysis of pupils' work to make a judgement about overall provision. However, the evidence available shows that the design and technology curriculum meets minimum statutory requirements.
101. There is a policy and scheme of work in place, together with appropriate resources. However, the time allocated for the subject is limited in some classes and insufficient for the consistent progression of skills. In some years, the subject is timetabled consistently well but samples of pupils' work show that this is not always the case.
102. The quality of the work seen in some classes is at a basic level of skill, although the level of challenge is developmental from year to year. Careful monitoring of the subject timetables would ensure that pupils benefit from a full and broad curriculum and that they are provided with sufficient opportunities to develop the interests, skills and aptitudes to give confidence and improved self-image to pupils who find the core subjects difficult.

ART AND DESIGN

103. In art and design, work was sampled, discussions were held with pupils and displays were scrutinised. Only two lessons were seen and as a result there is insufficient evidence to make an overall judgement about provision. In discussion with the co-ordinator and through observations in the classrooms, there is still no three dimensional work. This is the same as at the last inspection and there has been no improvement in this area. There is no clay work because the kiln is out of action. However when the new craft room is finished there will be more opportunities for this element of the curriculum.
104. The curriculum is based on the national guidelines, but overall there is insufficient time spent on art and design in some classes as teachers devise their own timetables. In Year 6 revision for literacy and mathematics takes priority over art and design. Throughout Years 3 to 6 there is under-developed teaching of art and design. There are sketchbooks but these are infrequently used.
105. Both the lessons seen were good. Pupils were interested and were prepared to experiment and conscientiously undertake their tasks. The co-ordinator's role is under-developed because there is no time to monitor in the classes and to share good practice. Resources are good and there are stimulating pictures to encourage pupils' ideas. Good use is made of art and design across the curriculum, for example Year 5 made collages and undertook fabric painting related to their study of Beowulf. Displays throughout the school are good and add to the positive ethos of the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social health and citizenship education (PSHCE) is **very good**, and particularly in the provision of a school council and through strong community links.

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.
- Very good links with the community promote pupils' understanding of their citizenship responsibilities.

- A multi-agency approach to supporting pupils' needs is effective in helping pupils who find learning and relationships difficult.
- Pupils' social awareness is developed very well through their involvement in community activities, through fund-raising for local, national and international charities and through the work of the school council.

Commentary

106. Pupils of all ages are given good opportunities to develop their roles as informed citizens through a wide range of activities. Citizenship is taught well as part of the personal, social and health education programme. Pupils are encouraged to actively participate in the life of the school and neighbourhood, which helps them to contribute towards the development of a community and neighbourhood spirit in the area.
107. All pupils are involved in a number of activities to help others. 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. The involvement of the pupils in actively participating in the process of electing candidates for the school council enables them to experience citizenship in action, and supports the work done within the PSHE lessons.
108. The co-ordinator for PSHE is keen to develop pupils' social skills and their confidence to actively participate as informed citizens both through the taught curriculum and practical activities. 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 positive ethos for the personal and social development of all pupils.
109. 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 own personal needs and development.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
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	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
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	4

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

