

INSPECTION REPORT

Brentnall Primary School

Salford, Manchester

LEA area: Salford

Unique reference number: 105893

Headteacher: Mr C Marriott

Lead inspector: Mr J Palk

Dates of inspection: 22nd – 24th September 2003

Inspection number: 255598

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 -11 years
Gender of pupils:	Mixed
Number on roll:	183
School address:	Northumberland Street Higher Broughton Salford Manchester
Postcode:	M7 4RP
Telephone number:	0161 7924317
Fax number:	0161 792 8969
Appropriate authority:	Local Authority
Name of chair of governors:	Mrs C Olive
Date of previous inspection:	12th April 1999

CHARACTERISTICS OF THE SCHOOL

This is a small primary school in an area that is economically and socially disadvantaged. The school is part of an education zone centred on the local secondary school. There is a high proportion of pupils learning English as an additional language. In the main these are of Indian, Bangladeshi or African descent. Twenty-six pupils are recently arrived as refugees from Somali and Eastern Europe. These children are at very early stages of learning English and receive extra from the ethnic minority and traveller support service. The movement of pupils in and out of the school is high, amounting to 40 percent of the school roll each year. There are average numbers of pupils with special educational needs; most have moderate learning difficulties and behavioural difficulties. A year ago the school moved sites and now occupies a former special school closer to the community it serves. The pupil numbers have begun to rise which has enabled the school to teach pupils in single year groups. At the time of the inspection two teachers were in their first year of teaching. There is a full time nursery for all children joining the reception year. Attainment on entry is well below average. The school received DfES achievement awards for improvement in test results in 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23630	Mr J Palk	Lead inspector	Mathematics, information and communication technology, geography, special educational needs.
19342	Mr T Heavey	Lay inspector	
22967	Mrs M Griffiths	Team inspector	Science, religious education, art and design, design and technology, Foundation Stage
30144	Mr E Hastings	Team inspector	English, history, music, physical education, English as an additional language.

The inspection contractor was:

Wessex Education Limited

3 Greenacres
Puddletown
Dorchester
Dorset
DT2 8GF

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
OTHER SPECIFIED FEATURES	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This effective school provides good value for money. Children enter the school with well below average attainment but achieve well to reach standards that are similar to most schools. The school helps the many pupils moving in and out of school and the large number of pupils learning English as an additional language to learn well. Much of the teaching is good. The head teacher gives a clear steer to the school, ensuring it has high expectations of its staff and pupils.

The school's main strengths and weaknesses

- Pupils' achievements in reading, mathematics, science and information and communication technology (ICT) are good.
- The teaching is good and particularly effective in the reception class and year 6.
- The leadership and management by the headteacher and senior staff are good.
- Pupils behave well and are well supported in their academic and personal development.
- Teaching assistants offer good support to teachers and pupils.
- Standards in writing are not high enough.
- Attendance levels are below average.
- The governors are well informed, but rely too much on the headteacher to shape the direction of the school.

Improvement since the last inspection has been good. Standards have risen in English, mathematics, science and ICT. There is now no unsatisfactory teaching and much greater consistency in planning lessons and managing pupils' behaviour. The school building is more suitable and health and safety issues have been resolved. Systems for checking up on teaching and how well children are achieving are in place and the information is used to set targets for further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	C	D	B
mathematics	E	D	C	A
science	D	C	C	A

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

Achievement is good overall. Children make good progress in all areas of learning in the nursery and reception class. By year 2 almost all pupils reach average standards in science, reading and mathematics. In speaking and listening and writing they are below average. In years 3 to 6 standards are average in science, reading, ICT and mathematics. More able pupils are reaching the standard expected because the school is taking account of what they have already learnt and sets demanding targets of them. Writing is below average, despite good support, because pupils are hindered by lack of competence in speaking. There is good support for those learning English as an additional language throughout the school and this allows them to achieve well in all subjects. There are good programmes in place for helping those with special educational needs achieve well in their reading and writing.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. They have positive attitudes to their work and behaviour is usually good. They develop well as independent learners. Attendance levels are unsatisfactory; a few parents and carers do not ensure their children attend regularly or are at school on time.

QUALITY OF EDUCATION

The **quality of education provided by the school is good.**

Teaching is good. The teachers make good use of their knowledge about pupils' previous attainment when planning lessons. Teaching assistants are well informed about what they have to teach and this gives them the confidence to support pupils effectively. Lesson time is used well and the children have opportunity to reflect on what they have learned. Teachers manage some difficult behaviour well, and relationships are good. They place good emphasis on extending pupils' vocabulary and on rewarding their efforts. However, learning in years 1 and 2 is sometimes constrained by pupils' limited language.

The curriculum is good in the nursery and reception class, where it is well planned and stimulating. It is **good** overall. There are enough computers to ensure pupils gain regular experience and learn new skills. The use of local education action zone (EAZ) initiatives is particularly beneficial for older pupils, introducing them to some challenging experiences in the arts and physical education.

Pupils are well cared for. Provision for those with special educational needs and learning English as an additional language is well organised. The school has a satisfactory relationship with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher has a clear vision of what the school is about. The work of the governing body is satisfactory. Governors are committed and well informed but do not do enough to help the school check on how well it is doing.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied. They feel their children are well looked after and encouraged to learn. They approve of the move to the new premises and consider this is beneficial for teachers and children. **Pupils** like their school. They like the teachers and the way they are involved in helping the teachers make the school even better.

IMPROVEMENTS NEEDED

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

- Improve standards in writing.
- Improve attendance and reduce unauthorised absence.
- Improve the governors' involvement in planning school improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well and attain standards similar to those of pupils in most schools by the time they leave. The youngest children do extremely well in learning to work independently and with each other but few reach expected levels at the start of year 1. In year 1 and 2 pupils achieve well and reach average standards in reading, mathematics and science but are below average in speaking and writing. In year 6, standards in speaking and writing are also below average. In years 3 to 6 pupils achieve well and in year 6 they are average in reading, mathematics and ICT. There is no difference in the achievements of boys and girls or pupils from different minority ethnic groups. Those pupils learning English as an additional language achieve well.

Main strengths and weaknesses

- Pupils learning English as an additional language and those with special educational needs achieve well.
- The more able pupils respond well to high expectations and are achieving well.
- Writing is improving although standards are below average.
- Pupils achieve well in ICT.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2002 (2001)

Standards in:	School results	National results
English	26.6 (27.0)	27.0 (27.0)
mathematics	27.0 (26.2)	26.7 (26.6)
science	28.7 (28.4)	28.3 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

1. Standards at the last inspection were judged well below average at seven and eleven. The school has made good progress in raising standards. The overall improvement in test results is better than that found nationally. The test results for 2003 have continued to improve.
2. Standards seen largely reflect a continued improving trend in attainment and achievements are good. Children start school well below average in communication and language skills and some have poor social skills. The provision is very good for these areas of learning. The children achieve well, but gains are hard won, and by the time they start in year 1 most have not reached the expected levels. Speaking and listening skills are below average at seven and eleven and this has an impact on pupils' written work. The pupils are achieving well in grammar, spelling and handwriting, but too few pupils in year 6 express their ideas succinctly or imaginatively. This is challenging the school, but the increased variety of writing opportunities and the extra writing lessons for the older pupils are bringing about improvement. Boys in particular are writing more as they become more confident with their spelling and the structure of written work. The inspection found that different approaches to teaching reading are working and the pupils in year 6 are well on course to reach average levels. Pupils are taught how to solve problems and have a sound knowledge of number facts. In addition the headteacher has directed his own teaching to extend the challenge for the more able in mathematics. Standards in science continue to rise, mainly due to improved teaching of investigation work.

3. Pupils achieve well in English and mathematics. This is because of the thoughtful use of a range of strategies for tackling weakness in pupils' skills and for challenging the more able. Programmes for teaching sounds, spelling, grammar for writing and number are used through the school. The teachers and teaching assistants adapt much of the material to match the needs of the pupil. Over time pupils achieve better in reading, mathematics and science than writing because they have difficulty expressing their ideas.

4. The school sparkles in its celebration of pupils' achievements. There is a strong belief that everyone can succeed. The school sets realistic targets for individuals based on their previous progress. There are effective systems for monitoring progress in lessons and over the long term. Pupils with special educational needs have clear programmes that are followed and checked up on regularly. The headteacher has ensured that teachers and teaching assistants are appropriately trained and this is improving their effectiveness. Pupils with English as an additional language are given intensive help with learning English and there are times each week when they are taught in their home language. This is helping them to achieve well. The headteacher directs extra support thoughtfully, using the school budget to buy in additional help from specialist services. The mix of support in lessons and out of lessons is beneficial and wisely managed.

5. Achievements in ICT are good. The school has reorganised the resources and trained staff in the use of software and this is helping pupils catch up lost ground. In particular, the pupils in year 6 are now sufficiently competent in basic skills to be taught the appropriate curriculum for their age. Standards in history, geography and religious education (RE) are broadly average.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are **good**. Attendance is **below average** and levels of unauthorised absence are **unsatisfactory**. Pupils' personal development is **good**.

Main strengths and weaknesses

- There has been a marked rise in attendance although levels are below average.
- Pupils' good behaviour, especially when enhanced by good teaching, sets a solid platform for improved learning.
- The promotion of personal development creates a climate of calm that promotes learning.

Commentary

6. The school has made steady gains in improving attendance in an area of acute social disadvantage where many families are frequently on the move. This bears witness to the combined effort of the school and its partner institutions. The school's managers have made good use of government funding in deploying resources such as the learning mentor¹ to target areas for improvement. Her role in checking on pupils who are late to school has helped reduce lateness to more reasonable levels. However some lessons are still disrupted by pupils arriving late.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.7	School data	1.5
National data	5.4	National data	1.0

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

¹ A teaching assistant who is trained to provide flexible support for nominated individuals with their attendance, academic and personal needs.

7. Pupils' good behaviour in class and around the school is matched by their good levels of politeness and an eagerness to learn that make a good contribution to their personal development.

8. The increase in pupils' confidence and self-esteem as they progress through the school is reflected in their academic achievement. The school's efforts to promote personal development spring from its caring ethos and centre on its treatment of each pupil as an individual. Adults in the school display a remarkably intimate knowledge of each pupil and make a point of getting to know their families. The good personal, social and health education programme (PSHE), personal attention and an effective reward system combine to raise pupils' self esteem and respect for each other. Consequently pupils behave well, tolerate their peers and mix easily with one another regardless of sex, age or ethnic origin. The many pupils who apply for election to positions of responsibility such as monitors or members of the school council are thus educated in the ways of responsible citizenship. The school's efforts have secured an improvement in provision for spiritual, moral, social and cultural development of its pupils since the previous inspection. In consequence pupils feel valued, and express very positive views about the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides all pupils with a **good** quality education. Good use is made of attainment information to provide the right support for pupils of different abilities.

Teaching and learning

Teaching is **good** overall and most effective in English, mathematics and science. Pupils' learning is good and teachers meet the challenges of a wide range of needs well. Pupils' work is assessed well and high expectations are set. Teaching is at its best in the reception class and in year 6 where some pupils learn very well.

Main strengths and weaknesses

- Very well organised activities in the reception class mean children get off to a good start.
- Teachers' planning and subject knowledge is good in English and mathematics.
- Some lessons are exciting and challenging.
- The use of resources such as whiteboards is effective.
- Teaching assistants are suitably trained and give good support in a range of subjects.
- Managing behaviour is generally good but not all teachers use rewards sufficiently.
- Older pupils are aware of how they are to improve.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	32% (5)	44% (15)	24% (8)	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.

9. Teaching in the reception year is very good. Time is managed well, providing a good balance of direct teaching and the chance for children to work in groups or learn on their own through play. Routines are well established and encourage children, who in the main have poor social skills, to acquire the independent and collaborative skills needed to make a success of their education. Teaching assistants work extremely well together; they are humorous and play purposefully with the children, encouraging as much talk as possible. Their initiative in directing learning enables the teacher to teach work without interruption. Children are largely reticent and the teacher plans

carefully to get the most learning out of all areas of learning by being extremely well organised and calm.

10. Teachers are flexible and good at adapting lessons to meet the needs of individuals. The teaching of literacy and numeracy is a strength. Not only is there a real enthusiasm for teaching these subjects, but teachers have adjusted the organisation so that the blocks of time for each part of the lesson are shorter and punchier. This is of benefit for those pupils with limited concentration spans. Generally there is good information about the expectations of the lessons shared between the teaching assistant and the teacher ensuring that pupils benefit from the time they have to give. Group work is well organised to make the most of additional teaching support or to target different ability groups. Where extra support is not available teachers sometimes match pupils with those speaking the same home language to assist with explanations and to give them confidence in their work.

11. Some lessons are particularly exciting and demand that pupils use a range of skills. For example, year 6 pupils took part in a role-play of a council meeting to discuss what should be done about the area of land around the school. The class studied photographs they had taken, read letters from a local councillor, evaluated surveys and considered the authority's draft proposals. The lesson was very well organised to ensure that the pupils had enough information and prompts to feel confident expressing the views of interested parties. Successful learning came through as they handled questions and debated, in role, a local issue.

12. Teachers are clear about the skills to be taught, plan carefully and share the intentions of the lesson with the pupils. They use the whiteboards well to help pupils think and rehearse their ideas. Questions are pitched thoughtfully and demonstrate a desire to challenge as well as support. There is emphasis on rewarding and praising pupils, but strategies to do this are inconsistent. In year 3 lessons, the rewards come thick and fast until everyone is caught up in the excitement of learning. In lessons where the praise for a contribution is only given verbally, there is a noticeable tailing off of pupils' concentration. The year 6 teacher has adjusted her strategies well, asking supplementary, more challenging questions before pupils are rewarded.

13. Teaching assistants play a big part in the successful learning of those with special educational needs and English as an additional language. They supplement and enhance the quality of teaching. Assessment is regular and teachers use this information to group effectively and revisit lessons where the learning has not been good enough. Each pupil keeps a progress book, showing samples of writing, mathematics and science work. There is no evaluation of the quality of this work to show areas for improvement. Marking of pupils' written work focuses well on their targets but is patchy elsewhere.

The curriculum

The school provides a **broad, balanced and enriched curriculum** that ensures all groups of pupils have the opportunity to learn and to make progress.

Main strengths and weaknesses

- Work based on the literacy and numeracy strategies is effective.
- The individual work programmes for pupils with special educational needs are of good quality and regularly evaluated.
- PSHE is taught regularly and helps pupils relate to each other.
- Good resources and specialist support enables pupils to achieve well in ICT and music.
- Equality of access for all pupils, including those with English as an additional language, is a strong feature and encourages pupils to value their school.
- The extra-curricular activities extend pupils physical and social skills.
- The headteacher actively supports the partnership with the Education Action Zone.
- There is not enough teaching assistant support for the less able mathematicians.

Commentary

14. The implementation of the literacy and numeracy strategies has been successful in improving the standards of pupils' work over time. Strategies for raising attainment in writing are proving effective and appeal to boys as well as girls. School managers have ensured that the special educational needs of pupils are met through the provision of well-trained support staff. Similarly, there is well-managed support for those pupils who learn English as an additional language, with appropriate adaptation of the curriculum to take account of their needs.

15. Provision for PSHE is now much improved and includes attention to sex and drugs education. The personal development of pupils is a strong feature in the work of the school and is promoted well through this area. There are improved facilities for ICT through the establishment of a computer suite that is accessible to all pupils, with a technician in attendance. Specialist provision is provided to support the teaching of music, and enabling groups of older pupils to learn to develop and improve their recorder playing skills.

16. The school's partnership with the EAZ provides valuable additional opportunities for pupils. The learning mentor is an asset to the school providing a regular point of contact for pupils experiencing personal difficulties. A range of sporting activities after school include opportunities for pupils to participate in sporting competitions with other schools and organizations. The additional provision for physical education (PE) brings a number of benefits, particularly social and health related. The chance to work with community businesses adds challenge to literacy and numeracy skills. This initiative has also provided additional adults to supervise games at lunchtimes that reduce the incidences of poor behaviour at these times.

17. The voluntary help given by adults in some lessons in years 3 to 5 is very valuable, but not a long term solution in helping teachers meet the wide range of needs in these classes. For example in the mathematics lessons in year 5, where there was no additional support, the less able pupils required more of the teacher's time to check on their understanding and the overall pace of learning was slower.

Care, guidance and support

The school makes **good** provision for the welfare, protection, health and safety of its pupils, showing some improvement since the previous inspection.

Main strengths and weaknesses

- The school responds sensitively to individual need. Pupils in turn respond positively to understanding and caring adults by trusting them and confiding in them.
- The good quality procedures for health and safety and child protection are practised by adults across the school, making pupils feel secure.
- The school ensures that pupils know that they are listened to, and that their individual and collective opinions are valued.

Commentary

18. The school has developed a thoughtful care strategy that effectively counters their pupils' experience of social disadvantage. This provision is enhanced by the school's detailed knowledge of each of its pupils that enables adults in the school to single out troubled children for special attention. Pupils from asylum seeker and refugee families with specific language difficulties are given additional support, so that they can settle more quickly into the school. Strategies such as the celebration of achievement in assembly, the carefully managed assertive discipline scheme, the PSHE sessions and the school council raise self esteem and standards of behaviour. The school

values its pupils' opinions and takes them seriously. Pupils are successful in raising considerable sums of money for others. Such activities prepare pupils well for their role as future citizens.

Partnership with parents, other schools and the community

Good links with parents and the **good** links with the community and partner institutions make a good contribution to the education of its pupils.

Main strengths and weaknesses

- Parents get good information to help them support their children's learning.
- The school promotes itself well in the community and makes effective use of these links to raise educational standards.
- The good links with primary schools within the EAZ, and with the main receiver school, enhance the contribution of the community to pupils' learning.

Commentary

19. The school's partnership with parents has some strong features. Parents speak very positively about the induction arrangements, about children's progress, about teaching and management, about the range of activities, the fair treatment of their children, and about the school's efforts to promote independent learning. The attractive weekly newsletter keeps parents informed about what is happening in school and informs them of activities going on in the community. The easy availability of the headteacher and the learning mentor for parents and carers ensures difficulties that may affect learning are quickly picked up.

20. The good links with local schools have resulted in exchange visits, trial lessons and a sharing of resources to improve pupils' learning. The pupils skills benefit from lessons taught by a secondary school dance teacher and the provision of specialist resources to develop a range of skills in art.

21. The effective links with the business partnership arm of the EAZ provides ICT courses in the school and English courses for refugee parents. The same funding has provided a sports programme and an enhanced learning support service that the school has used effectively to target pupils with the greatest educational and social need. The successful management of the EAZ initiatives have taken the classroom into the community, thus making a good contribution to pupils' academic and social development.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher has clear vision for the school. The school recognises the barriers to learning and takes good action to deal with these. The headteacher is providing very effective leadership. The governance of the school is satisfactory.

Main strengths and weaknesses

- There is a very clear focus for what the school has to do to continue to raise standards.
- The monitoring of progress and achievement is thorough.
- There is effective delegation of responsibilities and good teamwork.
- The school plans well for future needs, but the current surplus is too large.
- There is a committed governing body which has a lot to offer, but does not have the systems in place to fully influence the work of the school.

Commentary

22. The headteacher provides very clear educational direction and promotes a good ethos through adjusting the curriculum to meet the needs of children. He has forged good relationships with

parents and secured the commitment of all the staff and the governors to implement some necessary changes. Since the last inspection he has been prudent in his use of time, balancing his teaching commitments with time needed to check up on teaching. He has established the systems needed to keep track of individual pupils' achievements and openly shares his expectations of progress with the staff. Staff training ensures teachers are up to speed with demands of the curriculum. His management is challenging, looking at ways to overcome the difficulties many children have with their learning. To this end he makes full use of the local initiatives and sources of funding that will benefit children's learning. He very much leads by example. His monitoring and evaluation are thorough and he supports the outcomes with additional training or classroom support. There is a good partnership between the headteacher and the assistant headteacher and they work together well. Key staff are influential in improving teaching and learning in their subjects.

23. The headteacher and assistant headteacher regularly look at the progress of pupils and set targets for each individual. The headteacher delegates appropriate responsibility to specialists for help with pupils' specific problems. New teachers feel well supported by the school and have been given practical help and advice. The headteacher has used the opportunities of making new appointments to bring about a positive and exciting development in teaching styles and strategies.

24. The headteacher has clearly prioritised how funding should be used. He has been well aware that further money may be needed for building improvements and has set money aside for this and other uncertainties, such as additional special educational needs support and the possibility of a fall in the school's numbers.

25. The governors are kept very well informed by the headteacher of developments in the school. They meet regularly to review improvements, but other than in matters relating to health and safety and special educational needs, they are dependent on the headteacher's reports. There are no formal systems in place for checking up on the progress of developments to raise standards, so they can play their part in directing finances or resources. The school development plan is of limited value to them as there is no clear statement of what the intended action is seeking to achieve.

Financial information

Financial information for the year April [year] to March [year]

Income and expenditure (£)		Balances (£)	
Total income	430,430	Balance from previous year	31,550
Total expenditure	388,825	Balance carried forward to the next	41,605
Expenditure per pupil	2,107		

OTHER SPECIFIED FEATURES

The **good** quality provision for pupils with English as an additional language ensures that their needs are met and they make **good progress**.

Main strengths and weaknesses

- Induction procedures are good.
- The deployment of appropriately skilled support staff and multi-lingual teaching staff is successful in supporting pupils' learning.
- Support from the ethnic minority and travellers achievement service (EMTAS) is used well.

Commentary

26. The school is successful in managing the provision for this group of pupils, both through their own resources and in partnership with LEA services. Through links with EMTAS the school begins to address the needs of newly arrived non English speakers through the provision, where possible, of a teacher who speaks their home language. Once in school, these pupils are welcomed and made to feel secure. Detailed daily records of their progress are carefully evaluated and the support strategies to be used are refined. Good relationships exist between EMTAS staff, teachers and support staff. They plan jointly to ensure that the pupils' needs are being met consistently. Consequently, pupils make good progress and achieve well. To ensure that they have full access to the curriculum pupils are taught the specific vocabulary of the subjects they are learning. Good quality resources are provided and effective use is made of dual language books. There are good links with parents and, where appropriate, they are actively encouraged to become involved in learning with their children. Effective use is made EMTAS staff for communication with parents about their children's progress.

SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in nursery and reception is **good**. There is effective emphasis on the development of language and social skills; these are areas where children are particularly poor. They achieve well because the teaching is very good and the curriculum provides a wide range of challenging, stimulating activities that are very well matched to their needs. This provision is well managed, and the children's progress is carefully monitored. A good ratio of experienced adults to children ensures that children are kept purposefully busy and there is opportunity for the adults to respond to individual needs. The adults are particularly sensitive to the language needs of those learning English as an additional language, to whom they offer good support.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve very well because of very good teaching and regular checking on their achievement.
- The children are encouraged to take responsibility for their own actions at an early age.
- The daily routines offer security and lead children towards increasing independence.

Commentary

27. The teacher, nursery nurse and teaching assistants organise the classroom and outside areas so that children have space to work and play in without disturbing others. Staff show by example how to use these areas and children quickly learn the correct way to behave. When necessary, staff correct the children firmly but gently, supporting self-esteem. They expect the children to be responsible and take every opportunity to encourage this. For example, by insisting children put on coloured sashes when they choose an activity. There are good routines to encourage responsibility. For example, reception children take turns to be 'Star of the Day' and help to take the register to the office. Children quickly become used to the daily routines and know that they must hang up their own coats when they arrive and take turns in joining activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's language skills, and teaching is good overall.
- There is a very good emphasis on improving the children's speaking and listening skills, although learning is slow.

Commentary

28. About half of the children are on course to reach the expected levels by the start of year 1. Achievement is good, although standards are below expectations and many children still have insufficient language to express themselves clearly by the end of the reception year. This is because most start school with such poorly developed language skills. Many speak in single words or use body language to communicate. Very good emphasis is placed on improving the children's speaking

and listening skills by encouraging them to answer in sentences and by asking them to repeat words about which they are unsure.

29. The development of reading and writing skills has high priority. Careful records are kept of each child's development in both areas so that appropriate help can be given to move children forward. There is a valuable reading partnership building up between the school and parents. The teacher makes available a wide range of picture and storybooks for parents and carers to share with their children. The guidance on how to share these is very helpful and gives good opportunities for parents to be involved in their children's learning. There are many opportunities for children to listen to stories and to enjoy looking at books. The reception class teacher was a good role model when she shared 'Anna's Amazing Multi-coloured glasses' with the children and carefully showed them how to turn the pages, talking about the author and the illustrator. Adults promote children's interest in reading and teach an appropriate range of skills by enjoying books with children. Some reception children have learnt to choose books for themselves and volunteer to share these with adults.

30. All adults reinforce early writing skills and there is a good supply of paper, pencils and crayons available for children to enjoy using for writing activities. The good teaching is characterised by a good understanding of the needs of young children and very well organised and exciting activities that motivate them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults question children very well and use a wide variety of activities to support learning.
- Use of mathematical vocabulary is good.

Commentary

31. Teaching and learning are good. Achievement is good and about half the children are on course to reach expected levels by the start of year 1. Many opportunities are used for counting activities. Nursery children enjoy singing counting rhymes and understand that they must tap their shoulder or clap for each number. Reception children especially enjoyed the fun of counting backwards for a space rocket taking off and joined in the counting down to zero with great enthusiasm.

32. The mathematical language of number and shape is clearly displayed in the many areas of the classroom and its use is a regular part of adults' conversations with children. During a game with shapes, the teacher used terms such as 'bigger, longer, shorter' and encouraged children to use the words correctly. There are good resources, such as board games, large number tracks and objects for sorting and counting, and planning for mathematical development is carefully matched to different abilities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT and CREATIVE DEVELOPMENT

Provision in these three areas is **good**.

Main strengths and weaknesses

- There is a wide range of activities, which are imaginative and enjoyable.
- The outside is attractive and gives children many well resourced areas to play in and continue their learning.

Commentary

33. The displays in the classroom offer children a wide range of images that encourage them to think or provide chances for the adults to engage them in conversation. An exciting range of activities, both inside and outside the classroom, is well organised and adults are on hand to join in the learning. For example, an assistant joined a group of reception children playing in the eye surgery. As the patient she carefully steered the children into developing their own roles, as well as the chance to chant their sounds and repeat their numbers. The ease with which children copied her actions and language as they brought in new patients demonstrated their enthusiasm and excitement for learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses:

- Standards have improved since the previous inspection.
- Teaching is good with a strong focus on improving speaking and writing skills.
- Leadership and management are good.

Commentary

34. The pattern of continued improvement in standards since the previous inspection is an indication of the commitment the school has made to its pupils. Pupils are achieving well in English. Despite some good teaching many pupils have difficulty communicating ideas and the weakness is still in pupils' attainment in writing by the time they reach year 6. However, there are clear indications of improvement because of the positive measures being taken to raise standards of both the less able and the more able in writing.

35. The inspection found standards in English to be below average in year 2 in speaking and writing and average in reading. The headteacher, along with the co-ordinator, has identified spoken language as an area for development, and is providing advice to teachers on how they can provide more opportunities during lessons to extend speaking skills and to enrich vocabulary. This is helping older pupils be more creative in their writing and standards are improving. Basic handwriting skills are inconsistent and the school has now adopted a standard joined format to improve this skill.

36. The teaching of English is good. Teachers have secure subject knowledge, are familiar with the requirements of the national literacy strategy and plan their lessons in that format. Reading skills are taught systematically enabling pupils to make good progress and to achieve national standards by the age of eleven. Pupils demonstrate an enjoyment of reading and talk enthusiastically about books they have read and their favourite authors. Teaching assistants are well briefed and support small groups and individual pupils well. Teachers use a range of strategies successfully to encourage pupils to express their ideas. These include the use of short blocks of description, story planners and evaluation of written work. These developments have been taught alongside a structured approach to teaching sounds and grammar. This has given boys much greater confidence in their abilities to write something meaningful and pleasing.

37. The co-ordinator has demonstrated clear leadership in the production of her action plan to show the way forward for continued improvement in standards, and particularly in writing. She has ensured all staff are clear about the necessary steps to be taken through identifying aspects of classroom practice, target setting, opportunities for language enrichment and ways of creating time for extended writing activities.

38. **Language and literacy across the curriculum.** Satisfactory with some good features. A scrutiny of written work in history, geography and religious education suggests that there is coherence about the range of styles expected and this is further evidence of improvement. Marking of humanities work is less effective than it is of other written work as it doesn't develop the same

targets for pupils as they have within literacy and writing lessons. Pupils use word processing to write a variety of pieces, but there is little evidence of its use to redraft and improve writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards and teaching have improved since the last inspection
- Good use made of assessment information to group pupils.
- There is not always enough extra support for less able pupils.
- Subject development planning is strong and ensures teaching continues to get better.

Commentary

39. Test results show a steady improvement. In fact, standards have risen from well below to well above those of similar schools in the last four years. Pupils are achieving well throughout the school. This is due to the emphasis being placed on rehearsing mental skills and a focus on teaching number facts and strategies that help pupils solve problems. There is regular analysis of tests and assessments that help teachers identify what areas of mathematics are weakest. This information is used when grouping pupils and planning the main part of the lessons and helps teachers teach with greater effectiveness. Those pupils with special educational needs have programmes for improving mathematics attainment running alongside those for literacy. This has ensured that, by seven, very nearly all pupils reach average standards. In some lessons there is no teaching assistant support for less able pupils and, whilst they work quietly without disturbing others, the pace of working is slow and they do not achieve as well as they might. Extra support is given to older, more able pupils particularly with problem solving and algebra. This has benefited girls in year 6 who now achieve as well as boys.

40. Teachers are confident in teaching mathematics. The national strategy has been effectively implemented. Teachers use the start of the lesson well to encourage pupils to think accurately and answer quickly. The taught part of the lesson is just the right length. The teaching assistants, available in most lessons, work constructively with the pupils in groups or individually. They are quick to modify the task if the work is too demanding, or extend the challenges if pupils are finding it too easy

41. The good quality teaching stems from teachers' knowledge of pupils' abilities and they target the work very well to the standards the pupils are at. The headteacher and co-ordinator carefully monitor the progress of pupils and organise training where the quality of teaching would benefit. A useful computer program provides extra practice in number and problem solving and the pupils are highly motivated by their successes. The use of the program to identify any gaps in learning is effective.

42. **Mathematics across the curriculum.** There is very little development of numeracy in subjects other than science and ICT. The guidelines for subjects such as geography and design and technology do not identify where mathematical ideas could be developed. Pupils experience some data handling work through the ICT programme, but there is no emphasis placed on collecting and recording information in a way that would extend and challenge this aspect.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There good opportunities for pupils to have ‘hands on’ experience and design tests for themselves.
- Teachers consistently use technical language in lessons; pupils use scientific vocabulary confidently when recording evidence.
- Teachers give clear explanations in lessons and this helps pupils’ learning.

Commentary

43. Pupils achieve well in science. Experimental work promotes good attitudes to the subject. The emphasis on well-prepared practical activities means that all pupils develop a good understanding of scientific investigation and consequently they achieve well. They enjoy these ‘hands on’ activities and work together sensibly to collect evidence. During a year 5 lesson on temperature, when pupils were finding out how to keep something cold, the good range of resources and some very good opportunities for discussion meant that pupils learnt how to use the new vocabulary confidently by the end of the lesson.

44. The guidelines for teaching science are good and ensure teachers use scientific vocabulary consistently in discussions. Consequently pupils develop confidence in their use of scientific terms in their written work, particularly when explaining their ideas. In lessons, the clear explanations and review of what has happened during an experiment helps the less able and those learning English to consolidate important scientific knowledge.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision is **good** and improved substantially since the last inspection.

Main strengths and weaknesses

- Regular access to computers gives pupils opportunity to practise new skills.
- Trained staff help pupils in the computer suite and make sure computers are in good order for when teachers need them.
- Clear guidelines support good teaching.
- Not enough assessment information is yet available to teachers.

Commentary

45. Pupils in year 6 are on course to reach the expected standard by the end of this year and this represents good achievement. The good progress is a result of much better equipment that is now in one central location. The benefits for pupils’ learning have been great. The laptops now work reliably and are used throughout much of the day. The use of EAZ funding to provide a technician means that the hardware is working and teachers have gained in confidence. The decision to provide teaching assistant support in ICT lessons has further benefited learning. She supports during lessons and helps pupils when they are working on their individual mathematics programmes.

46. The teaching is good. Teachers use the interactive whiteboard competently to take pupils through the programs and deal with any common problems. They follow carefully the guidelines for teaching new skills and are systematic in their approach. This helps those with limited English and those who have short concentration. Flexible grouping of pupils is particularly helpful to those newly arrived or learning English as an additional language. However, there are wide differences in pupils’ abilities to manipulate programs, for example, in their confidence to return to the start or save their work and start afresh.

47. There are good guidelines for teaching all elements of the ICT programme and a useful tracking sheet of experiences. Teachers complete these and the co-ordinator responds to any gaps. For example, the use of sensors and data logging is an aspect of ICT that has now been resourced.

There are no records of what skills pupils have attained and so teachers can not always deal with these effectively. This limits the learning for some pupils in lessons.

48. **Information and communication technology across the curriculum** is a major focus for this year and the relevant software has been purchased. Pupils in year 6 use the computer suite regularly to help them in their research for geography and history. The location of the suite next door to their class is helpful in this respect. There is some use of control and modelling that links to older pupils' work in design and technology. The co-ordinator has plans to identify in medium term planning where computers and computer programs can be of use but, at present, the drive has wisely been on bringing pupils' skills up to expectations.

HUMANITIES

Provision in history, geography and religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- Pupils have a satisfactory knowledge and understanding of religion but lack opportunities to reflect on experiences, beliefs and values.
- Pupils use their writing skills to record historical information but presentation is weak.
- Good local knowledge and fieldwork techniques develop in year 6.

Commentary

49. No lessons in **RE** were seen. Discussions were held with a mixed group of pupils and the co-ordinator and a scrutiny of work spanning all years was undertaken. By the end of year 6 pupils have a secure knowledge of the major world faiths. They lack confidence in discussing aspects such as symbolism and the importance of prayer. This is in part due to a weakness in exploring ideas and explaining them, but the scrutiny indicates that this aspect of religious education only receives scant coverage. The co-ordinator, who is very new to the post, has recognised this and has already purchased the resources needed to promote more discussion and stimulate thinking on these issues. Pupils' books suggest that RE is delivered in an uninspiring fashion and does not make a particularly strong contribution to literacy development in the school.

50. From the evidence of one **geography** and two **history** lessons and a scrutiny of last year's work from pupils in years 5 and 6 it is clear that pupils are receiving appropriate curriculum coverage. They are developing satisfactory knowledge and understanding of historical topics and develop satisfactory map work and local study skills.

51. History and geography are taught throughout the school in topic format to enable the curriculum to be covered thoroughly and to ensure pupils achieve average standards by the end of year 6. Evidence of pupils editing their written work shows a consistent development of writing skills. Although presentation skills are not good, pupils write at length and for a range of purposes. There are some good examples in history of pupils using their writing to support their learning in this subject. Research skills are used in geography to enable pupils to find and access information on such topics as rivers. The work completed shows good coverage of geography and historical topics and pupils have developed a good knowledge of facts. The quality of teaching is satisfactory overall. The best teaching was demonstrated in a year 6 geography lesson by the bold and well-managed approach to communicating findings through role play.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

MUSIC, ART and DESIGN, DESIGN AND TECHNOLOGY (DT) and PHYSICAL EDUCATION (PE)

Provision is **satisfactory** in music, art and design and good in PE.

Main strengths and weaknesses

- A specialist music teacher has a positive impact.
- Good use is made of the EAZ to provide additional PE for older pupils.
- PE teaching is good.

Commentary

52. A specialist **music** teacher is employed to work alongside teachers and improve their teaching. A small number of pupils also receive instrumental tuition. It was only possible to see two lessons and both gave indications that pupils are receiving at least satisfactory and sometimes good musical experiences. Year 2 pupils learned to pitch their voices accurately to match both high and low notes made by tuned percussion instruments. Teaching was imaginative and pupils sang the notes to represent the characters in a story. They enjoyed the lesson and this helped their learning. In year 6, pupils learned that lyrics sometimes have a social or cultural meaning, when they explored the words to Ralph McTell's 'Streets of London'. They sang along tunefully with enjoyment and wrote effective lyrics in his style that reflected their own interpretation of the song and the good quality of the teaching.

53. No **art** lessons were seen. A scrutiny of displays and work around the school indicated satisfactory standards. The display of art lends a very positive impression of the school to visitors and pupils who recently arrive. One lesson in **DT** was seen that had a number of strengths, but there was not enough evidence to judge provision overall.

54. One lesson in **gymnastics** was seen. This was of very good quality showing pupils developing sequential activities in gymnastics to a good level. Curriculum planning shows coverage of all requirements, which is well supported by a good range of sporting activities provided outside lessons and funded by the new opportunities fund.

55. There is good provision for all pupils to be involved in **games** activities at different times during the school day in addition to lessons. Opportunities are provided by the play leader for pupils to participate in playground games at lunch times and in a variety of sporting activities after school during the week, including cross country running, basket ball, hockey, football and rounders. Competitive games are organised for pupils to participate in. These activities provide good support to the curriculum. By year 6 most pupils achieve the required standard in swimming.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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