

INSPECTION REPORT

BROADFIELD PRIMARY SCHOOL

Alexandra, Oldham

LEA area: Oldham

Unique reference number: 105676

Headteacher: Ms Gillian R Tyrer

Lead inspector: Mr R Gill

Dates of inspection: 12 – 15 January 2004

Inspection number: 255617

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 years
Gender of pupils:	Mixed
Number on roll:	303
School address:	Goddard Street Oldham Lancashire
Postcode:	OL8 1LH
Telephone number:	(0161) 6653030
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs P Campbell
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

Broadfield Primary School is situated close to the centre of Oldham and serves an area of high unemployment and marked social disadvantage. Most of the pupils live locally. The school is part of The Excellence in Cities project and was awarded Investor in People in 2000. The proportion of pupils who have special educational needs is about average compared to all primary schools. Very few pupils have a Statement of Special Educational Need and a further 42 pupils have a special educational need. The majority of these pupils have learning difficulties but the school also caters for pupils with behavioural and physical difficulties. A very high proportion of pupils has a minority ethnic heritage and very many are learning English as an additional language. There is also a small proportion of refugees and asylum seekers. The school population is a changeable one. In some year groups the number of pupils entering the school beyond the normal point of entry is significantly high. The pupils' attainment when they start school is well below average. The majority of teachers has been appointed since the last inspection. The headteacher has only been in post for four months.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4074	R Gill	Lead inspector	English English as an additional language Art and design Music
8922	B McIntosh	Lay inspector	
16761	M Hemmings	Team inspector	Science Information and communication technology Design and technology Physical education Religious education Special educational needs
25352	G Taujanskas	Team inspector	Mathematics Foundation Stage History Geography

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

This school is currently providing an ineffective standard of education. It has just emerged from a period of decline in which the leadership and management of the school failed to tackle significant weaknesses in teaching and pupils' underachievement. The new headteacher has begun well in dealing with the school's inadequacies, but it is too soon to see much development. Consequently, value for money is unsatisfactory.

The school's main strengths and weaknesses are:

- Pupils underachieve in English, mathematics, science and information and communication technology (ICT).
- The achievement of children in the nursery and reception classes (The Foundation Stage) has improved to satisfactory since 1998.
- Teaching is unsuccessful in eliminating underachievement except in The Foundation Stage.
- The curriculum is not properly designed to meet the needs of all pupils in Year 1 to Year 6.
- Leadership and management are unsatisfactory overall but the new headteacher has a good appreciation of the problems and has made some immediate improvements
- Pupils' attitudes and behaviour are good owing to the good work on moral and social awareness.
- The rate of the pupils' attendance and their punctuality are unsatisfactory.
- The school has beneficial links within the community that give pupils a wide social perspective

The quality of education the school provides including the teaching and learning has declined. The trend is for pupils to be doing less well now than in 1998, when standards were below expectations. Teaching, which is unsatisfactory overall, is hampered by the inadequate checking of pupils' progress that has not improved significantly since 1998. Leadership and management in relation to subjects of the National Curriculum remain unsatisfactory. Teaching in the nursery has improved and the governing body has very recently acquired an overview of the school, but too little improvement has taken place.

In accordance with section 13(7) of the School Inspections Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

STANDARDS ACHIEVED

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	C
mathematics	E*	E*	E	D
science	E	E*	E*	E

*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' achievement is unsatisfactory. The Year 6 National Curriculum tests results in 2003 were well below or very well below the national average (E*). In Year 2 pupils were consistently very well below the national average. In some cases, as in English in 2003, pupils achieve satisfactorily compared to pupils in similar schools, however, year-on-year this is not always the case. Children do not achieve the nationally expected levels by the end of the reception class, but are making satisfactory progress as a result of the improved provision.

Pupils' personal qualities are satisfactory, including their sound spiritual, moral, social, and cultural development. Pupils enjoy school but their attendance and punctuality are unsatisfactory. Their attitudes and behaviour in lessons and around school are good.

QUALITY OF EDUCATION

The quality of education provided by the school is unsatisfactory. Teaching in Years 1 to 6 is unsatisfactory overall. There is not enough good teaching to ensure that pupils make progress. No particular group of pupils is disadvantaged since the majority underachieves. The evaluation of learning is poor. Teachers have too little idea about how well pupils are learning in English, mathematics and science, and their methods of giving advice to pupils about how to improve lack consistency and precision. Analysis of pupils' learning in other subjects is weak. Teaching, including assessment in the Foundation Stage, is satisfactory.

The school provides a caring ethos for pupils but the curriculum is unsatisfactory. Pupils do not receive enough guidance in academic terms and parents are not informed well enough about, or included in, their children's education. The school has developed good links with other local schools to provide pupils with a broader outlook.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. The governing body has not tackled the school's shortcomings well in recent years. There is some important non-compliance with statutory requirements. Monitoring and evaluation of the school's work are only just being undertaken systematically. Subject co-ordinators are well aware of areas for development but, being new, have had too little time to be effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a satisfactory opinion of the school. Some believe, correctly, that the school could do more in involving them in their child's learning through homework and written information within pupils' annual reports, which is unsatisfactory. Pupils are reasonably pleased with the school. They like learning and find the teachers helpful. A minority of parents and pupils talk about bad behaviour but the inspection found the pupils' behaviour to be generally good.

IMPROVEMENTS NEEDED

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

- raise standards in English, mathematics, science and ICT;
- strengthen leadership and management to ensure the production of a balanced curriculum and a useful system of evaluating teaching and the assessment of pupils' learning;
- improve the quality of teaching and learning overall; and
- improve the rate of the pupils' attendance and their punctuality;

and, to meet statutory requirements:

- adopt and monitor the implementation of a Race Equality policy;
- ensure that pupils' annual reports meet requirements; and
- implement fully Performance Management for staff.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' attainment in English, mathematics and science in Year 6 is **well below** national averages. **Achievement is unsatisfactory.** Standards and achievement are similar in Year 2. Children achieve satisfactorily by the end of the reception year despite attaining well below the national expectations.

Main strengths and weaknesses

- Pupils' unsatisfactory achievement in English, mathematics and science is caused by low expectations in terms of teaching and learning.
- Standards are well below those expected nationally for ICT.
- Children's achievements in the Foundation Stage have improved since the last inspection.
- The achievement of different groups of pupils is unsatisfactory.

Commentary

1. Results in National Curriculum tests at the end of Year 2 and Year 6 are getting worse. There is a downward trend, between 2000 and 2003, when the school's results are compared to those produced nationally. There was a slight rise in results in 2003 but this was not typical. There is a common thread running between English, mathematics and science that results in pupils not doing as well as they should. The school does not have a useful record of what pupils attained in each year of their school career. This deficit prevents teachers from building on what pupils have achieved and setting ambitious targets for future learning. Consequently, when the new headteacher arrived in September 2003, targets for the current Year 6 pupils were far too low. They have now been raised but pupils' learning contains too many gaps for these more ambitious targets to be reached. Underachievement throughout the school is caused by a combination of weak leadership and management, low expectations, the poor assessment of learning and a lack of urgency in teaching.

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

Standards in:	School results	National results
English	25.6 (23.6)	26.8 (27.0)
mathematics	24.2 (23.1)	26.8 (26.7)
science	24.9 (24.3)	28.6 (28.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

2. At the time of the last inspection, standards were too low in ICT. This was caused by teachers' weak knowledge of the subject, an inadequate scheme of work and too few resources. Teachers are now more knowledgeable and there are some laptop computers that are shared between classes, but generally there has been too little progress in improving standards from 1998. The school's new room for computing is not yet operational and so pupils cannot yet benefit fully from, for example, the new software designed to help them improve their basic skills in English and mathematics.
3. Children achieve satisfactorily by the end of the reception year because the provision in the nursery class has improved since 1998 and the quality of teaching in the reception classes is frequently good and occasionally very good. The Foundation Stage is now being managed, by the co-ordinator, in such a way as to raise standards. Children achieve soundly now because

activities are more tightly geared towards the expectations for their age and teachers and their assistants keep good records of children's progress from which to plan new work.

4. Underachievement applies to all groups of pupils but each group has a slightly different reason for not doing well enough. Pupils with special educational needs often succeed well when they are withdrawn from lessons and taught by assistants in a room equipped for this kind of work. They do not do well enough in those lessons in which teachers give the same work to all pupils irrespective of their capability. The co-ordinator for special educational needs does not spot this shortcoming because no evaluation of lessons is conducted to judge the progress of these pupils. Pupils who are learning English as an additional language make slow progress because the staff designated to assist them are often not available when they are most needed, in English lessons for example. This is the result of unsatisfactory deployment of staff. The school caters for small numbers of children from refugee and asylum seeking families and in some year groups there is a high proportion of pupils who joined the school later than the rest of the class. These pupils also underachieve because their progress is not checked closely enough. Pupils who are capable of higher attainment also under-perform in lessons aimed at the average pupils, and they are also under-challenged because they have not been formally identified and given more demanding targets to reach.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. The school makes satisfactory provision for their personal, including spiritual, moral, social and cultural development. Attendance and punctuality are **unsatisfactory**.

Main strengths and weaknesses

- Pupils are keen to learn and enjoy all aspects of school life.
- Good standards of behaviour are expected and achieved.
- Pupils' moral and social development is good and contributes well to the pleasant learning environment.
- Pupils respect and value each other and get on well together and with adults.
- The school is taking good actions to try and improve pupils' attendance and punctuality.

Commentary

5. Pupils say they like coming to school and find lessons interesting. They particularly like using the laptops in class and the way the teachers treat them. In lessons, pupils are attentive and become quickly involved in their tasks. They are responsive, asking and answering questions and volunteering opinions. They want to do well and they are motivated by the teachers' encouragement and praise. Pupils who are learning English as an additional language and those pupils with special educational needs also have good attitudes to learning. They are keen to learn, and play an active and enthusiastic part in their lessons. Pupils' good attendance at the variety of extra-curricular clubs illustrates their enthusiasm for school life.

Attendance in the latest complete reporting year 2002/03 (%)

Authorised absence		Unauthorised absence	
School data	7.2	School data	0.2
National data	5.4	National data	0.4

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

6. The school has clear guidelines to promote good behaviour and adults have high expectations of how the pupils should behave. These help pupils to behave well both in lessons and around

school and to have a clear understanding of the difference between right and wrong. No disruptive behaviour was seen in lessons and pupils are managed well. The rewards and sanctions work well and pupils commented how they are applied fairly and help them to try hard with their work and behave well. The school recognises that some pupils always behave well and work hard and they are rewarded with a special activity each week organised by the learning mentor. Some parents, through the questionnaire, expressed concerns about the pupils' behaviour and the amount of bullying but those parents at the pre-inspection meeting were more positive about behaviour. Pupils feel that most children behave well and if any bullying occurs, the staff are quick to respond and deal with problems promptly.

Exclusions

7. There have been three fixed term exclusions during the last year, which occurred before the new headteacher arrived and these were as a result of very unacceptable behaviour.

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
Mixed – White and Asian	15	1	0
Asian or Asian British – Pakistani	107	1	0
Asian or Asian British – Bangladeshi	9	1	0

8. The atmosphere around the school at lunchtimes is very positive. Pupils are well behaved in the dining room and chat sociably together. The distinctive feature was the poise and open attitudes of the older pupils towards visitors. Pupils work collaboratively, either in pairs or in small groups, to talk things through and learn from each other. Pupils are friendly and welcoming and, on their own initiative, offer assistance to visitors. Pupils have jobs to do within the classroom and these are carried out well but older pupils have few opportunities to take on more specific responsible roles within the wider school community. Relationships throughout the school are good and there is a good level of respect and value for the beliefs and opinions of others. The different cultures in school are celebrated and respected well and there is a high level of racial harmony within the school. Pupils are proud to talk to visitors and other pupils about their religion and culture and they are quick to say that some of their best friends are from other minority ethnic groups. Pupils explore thoughts and feelings about moral issues such as racism and discrimination.
9. The school has recently put into place some good systems for promoting and monitoring pupils' attendance and punctuality. Although pupils' attendance is well below the national figures, it has improved over the last two years. During the autumn term last year, almost one-third of the authorised absence was due to religious observance and extended holidays. Those pupils who take extended holidays have gaps in their learning and need extra help in lessons when they return. The school receives good support from the education welfare officer in monitoring absences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides an **unsatisfactory** quality of education. Teaching has become satisfactory throughout the nursery and reception classes but it is unsatisfactory elsewhere. The system of assessment is poor although some good initiatives have been taken. The curriculum is not designed well enough to ensure a balanced approach to learning. The school cares soundly for pupils' personal needs although support in academic terms is lacking. The good links with local schools has a positive effect on pupils' social development. The school values pupils' opinions and acts on their ideas for improvement.

Teaching and learning

The quality of teaching and learning is **unsatisfactory**. Pupils behave well in lessons but their rate of learning has slowed since the last inspection. The poor assessment of pupils' learning hinders teachers from pinpointing accurately aspects of success and areas for development.

Main strengths and weaknesses

- Teaching for pupils in Year 1 to Year 6 contains too much satisfactory and unsatisfactory teaching.
- There is a much higher proportion of good teaching in the Foundation Stage.
- The lack of useful information about pupils' learning prevents progress in lessons.
- The unsatisfactory deployment of staff hampers the progress by some groups of pupils.
- Learning is limited by the lack of opportunity to practise the skills of reading, writing, mathematics and ICT across the curriculum.

Commentary

10. Some pupils from Year 1 to Year 6 are not learning fast enough; they are capable of more but not enough is demanded of them. Sometimes teaching is inadequate because teachers have little idea of what pupils are capable, and no progress in learning is made at all, however, the frequency of this sort of lesson has halved since 1998: far more often now, pupils make satisfactory progress in the lessons. Teaching provides something to learn and most pupils achieve reasonable success. However, this kind of teaching is not good enough to accelerate learning, raise pupils' sights and improve results in National Curriculum tests. Teaching in this respect is crucially linked to leadership and management. What is happening in the classroom has gone unchecked for several years, until very recently.
11. Teaching has improved in the Foundation Stage since the last inspection, when the nursery was described as unsatisfactory overall. Teaching and the pace at which children learn are generally satisfactory in the nursery class and more often good for reception age children. New initiatives in teaching are at an early stage. Nevertheless, children are making sound progress already. In the best lessons, the two reception teachers work very well together and children learn at a fast rate. In one lesson, for example, children's vocabulary and general powers of description were greatly enhanced when one teacher appeared dressed up as Red Riding Hood. 'Get well' cards for 'Grandma' were made with great enthusiasm and children learning English as an additional language prospered well because words and their meanings were so clearly demonstrated and explained.
12. One of the main drawbacks in teaching in Year 1 to Year 6 has been the absence of any useful information about where pupils are up to in their learning. The new headteacher has made sure that, from September 2003, teachers have all the available information and appropriate targets for every pupil. There is now a common system that binds every teacher in a common cause. In lessons that are taught well, teaching interprets the aspiration behind these targets and helps pupils to make good progress. However, many pupils are unlikely to reach these ambitious

targets because they have too many gaps in their knowledge and understanding and teachers are, as yet, unused to planning lessons that are designed to raise standards in this way.

13. Pupils speak well of the way that they learn in lessons. They like the friendly atmosphere created by teachers. They behave well, showing care and consideration for others in the class. Behaviour has improved since 1998, when it was a cause of many unsatisfactory lessons. Pupils are better behaved now but not always challenged sufficiently well. Those with special educational needs achieve well when taught in small groups by teaching assistants, but do not always do so well in lessons where there is no extra support. A similar judgement was made at the last inspection. Those capable of higher attainment and pupils learning English as an additional language often mark time because work is not pitched well enough to their needs or other adults are not purposefully deployed to help them.
14. The unsatisfactory development of pupils' skills in ICT, reading, writing and mathematics in all subjects hampers learning. This is because teaching does not plan for this to happen. Moreover, opportunities are lost to develop skills at home. For example, pupils do not take home books to read with an adult. A significant minority of parents feel uninformed about their children's learning and the lack of this link between home and school reinforces this feeling.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	1 (3%)	9 (24%)	24 (65%)	3 (8%)	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.

The curriculum

The curriculum is **unsatisfactory** as it lacks appropriate balance between subjects and does not provide equality of opportunity for all pupils. Accommodation, staffing and resources are satisfactory. All statutory requirements are met. There is satisfactory provision for extra-curricular activity.

Main strengths and weaknesses

- The curriculum is not planned well and does not lead to pupils progressively developing their learning.
- There are inequalities in the provision for pupils in different classes.
- There are good links with other schools to give further learning opportunities.
- Good use is made of visits and visitors to extend pupils' learning.
- The outdoor areas for children in the nursery and reception classes are unsatisfactory.

Commentary

15. Teachers do not have clear guidelines as to how much time to give to different subjects or to ensure that pupils' knowledge, understanding and skills are developed in a step-by-step fashion. They have had to decide for themselves what aspects of subjects to teach and in what depth. Consequently, there are discrepancies between classes in pupils' learning. This is particularly evident in history and geography, in which pupils in some classes have far more time to study these subjects than in other classes. In mixed-age classes, lesson plans do not take sufficient account of the different needs of pupils and leads to a lack of appropriate challenge for most of them, particularly the higher attainers. It also means that when the younger pupils enter the next class, they unnecessarily repeat work already covered. There are few planned links between subjects to help pupils use skills learned in one subject to support their learning in others. Pupils lack opportunities to practise and improve their literacy, mathematics and ICT

skills across the curriculum. The curriculum provided has dropped in quality since the school was last inspected.

16. Inequality of opportunity is evident in the lack of extra support available in most lessons for those pupils with special educational needs and those who are learning English as an additional language. The adult support that is available for pupils with special educational needs is targeted, at the most appropriate time, towards those pupils who need most help. This enables them to make good progress towards the targets in their individual action plans. However, in other lessons where no extra support is provided, pupils with special educational needs do not progress fast enough. This amount of support and the way it is deployed is not similar for pupils learning English as an additional language. These pupils, although keen in lessons, often struggle without extra support.
17. There are good links with the local secondary school that have had a positive effect on pupils' learning in science, ICT and physical education. Pupils in Year 6, for example, talk with excitement about their work on dissolving materials in the school's science laboratory. This innovation within the curriculum is successful.
18. The school also gives all pupils opportunity to take part in a good range of visits that enrich the curriculum by providing further interesting learning experiences. For instance, pupils have visited and worked with artists at the Oldham Gallery to help develop their skills in art and design. A variety of visitors compliment these visits. These include theatre groups, dancers, physical education coaches and musicians who have worked with the pupils to broaden their horizons and enrich their learning.
19. The curriculum provided in the Foundation Stage has improved since the last inspection when the nursery was unsatisfactory in this respect. Children now receive a broad and well organised set of activities to do. However, there are inadequacies in the outdoor areas for children in the nursery and reception classes, which hinder their development. The school has a hard-surfaced area for play but there is no equipment outside to assist in children's learning. The children can use bicycles and tricycles, but that is all.

Care, guidance and support

Arrangements for ensuring the pupils' care, welfare, health and safety are **satisfactory** and have remained so since 1998. The school provides pupils with **unsatisfactory academic help** and guidance but involves them satisfactorily in its work and development.

Main strengths and weaknesses

- The support for pupils in guiding their academic achievements is unsatisfactory.
- Teachers and the learning mentor provide good personal support for the pupils.
- Pupils have good opportunities to express their views about the school and what could be improved, but they are not involved in setting their own learning targets

Commentary

20. Adults are caring and helpful in their dealings with the children, showing care and concern. Pupils spoken to during the inspection consider that they are looked after well and that the teachers listen to them. The learning mentor provides good support for pupils with low self-esteem or other personal and social problems that may be hindering their education. Pupils feel, correctly, that they can confide in and talk over their problems with someone who is capable of helping. The school's poor systems for monitoring pupils' achievements and checking their progress result in a lack of guidance about how they could improve.

21. The steps taken to ensure pupils' welfare, health and safety are satisfactory. Regular inspections of the building and equipment are undertaken. The arrangements for child protection are satisfactory. All staff are kept familiar with current good practice and are aware of what to do if they have any concerns about the children in their care. Pupils are well supervised.
22. Members of the school council feel, rightly, that their role is important because they are helping to make the school a better place by being involved in making decisions. The school listens to them and acts upon their suggestions where possible. For example, pupils had a non-uniform day in school to raise money for charity because of their requests. The school recently carried out a survey of pupils' views about the school and what helps them to learn and what gets in the way of their learning. Pupils like how the teachers explain things and help them to understand their work. However, pupils are not involved in setting targets for their next steps of learning or given enough opportunities to assess their own work.

Partnership with parents, other schools and the community

The partnership with parents is **unsatisfactory** as it was at the time of the last inspection. Links with the community and other schools are **good**. They enhance the range of learning opportunities for pupils and contribute well to their social development.

Main strengths and weaknesses

- Communication between home and school is unsatisfactory, but is improving.
- Annual reports do not meet statutory requirements.
- Parents find staff approachable if they have any concerns about their children.
- Parental involvement in pupils' learning at school and at home is unsatisfactory.
- The community cohesion project provides good links with other schools and the community.
- A small but dedicated number of parents benefit from the Family Learning Programme.

Commentary

23. The headteacher has made a good start on improving the information for parents, for example, the governors' annual report and prospectus have been rewritten to make them more parent-friendly. Newsletters and day-to-day communication are of good quality and keep parents well informed about the school and events. Some parents expressed the view that a meeting with teachers in the spring term would be helpful so they would know what progress their children are making rather than have to wait until the end of the year when it is too late to help them. The headteacher has already set dates for such meetings. Parents at the pre-inspection meeting felt, and inspectors agree, that the situation regarding communication is an improving picture between individual parents and their child's class teachers but there is still much to be done between the home and school level to bring about a better partnership. Parents find teachers approachable and readily available for informal discussions to sort out any concerns or worries they have about their children. The governing body has not made sure that the annual reports on pupils' progress meet reporting requirements to parents. They do not give separate brief statements of the children's achievements in any of the subjects of the National Curriculum. Bilingual support staff are always in attendance at events in school for parents who speak very little English.
24. The school does not provide sufficient guidance for parents to enable them to support their child's learning at home, for example, there are no curriculum booklets or leaflets explaining what the children are learning in lessons. Pupils enjoy reading, but find it difficult to extend their interest or skills at home because they are not allowed to take their reading books home. Meetings, which provide information about their children's progress and events where children are directly involved, are usually well attended. A small number of parents help in school but

there are many who will offer assistance on educational visits. Parents are generous with their support of the events that the school organises. Everyone at the pre-inspection meeting for parents thought that the increased involvement of parents on the governing body represented very good progress. They would also like to see more Asian families involved in the life of the school

25. The school makes full use of local resources in terms of working with people and visiting places to enrich the curriculum. There are links with the local church, Hindu temple and the Islamic mosque and visitors regularly lead assemblies. A project within the local community provides good opportunities for pupils to mix with children from other schools and this gives them a wider view about their own community and the diversity of people and cultures within it. The links with the secondary school are good and enhance the curricular provision for the pupils well.
26. A family literacy course is successful in giving a small group of parents the opportunity to gain a better understanding of what their children are learning. Parents enjoy attending the courses and feel it gives them ideas on how to help their children at home. The children clearly have fun working alongside their parents on the various activities. During the inspection, they made puppets of the characters from 'Little Red Riding Hood' and these were taken home so they could enact the story together for their families. The activities are well planned to link closely with the literacy lessons.

LEADERSHIP AND MANAGEMENT

Leadership and management are **ineffective**. The leadership of the new headteacher is good and the new governing body possesses a sound knowledge of the difficulties that the school faces. However, overall leadership, management and governance are unsatisfactory and failing to provide a satisfactory level of education.

Main strengths and weaknesses

- The school has made poor progress since the last inspection, but the Foundation Stage has improved.
- There is no system to check on the quality of teaching and its effect.
- The management and use of information about pupils' attainment and achievement is weak.
- Subject co-ordinators have too limited first-hand knowledge about pupils' learning and achievement.
- The curriculum is not properly managed to allow a balanced pattern of learning.
- The governing body has not made sure that the school is operating as it should.
- The new headteacher has a clear idea of the school's inadequacies and has begun to tackle them.

The breaches in statutory requirements are:

- the lack of a fully operational Race Equality policy;
- pupils' annual reports do not meet requirements; and
- performance management for staff is not fully in place.

Commentary

27. In 1998, leadership and management were judged to be good, but internal difficulties, over a number of years, caused a serious problem in how some key functions of the school were managed. As a result, the school failed to improve some vital issues identified in the last inspection report. For example, subject co-ordinators are still weak at understanding what pupils learn in lessons and what standards they reach. The school has not yet established a system to regularly check the quality of teaching and pupils' learning. This has meant that no-

one in the school has an informed view about what is successfully learnt and what needs improving. This is compounded by the failure of the school to keep up-to-date the national system of Performance Management: objectives for the improvement of teaching and pupils' learning have not been set for three years.

28. Provision in the nursery class was unsatisfactory in 1998, but it is now sound and leadership and management of learning for children in the nursery and reception classes have strengthened overall. Teachers have a satisfactory idea about how children are learning and of what they are capable.
29. The school does not have regular systematic methods, firmly in place, with which to check how well pupils are doing. The absence of this kind of checking has a detrimental effect on the way in which lessons are planned. For example, teachers do not have a firm enough idea of how those capable of higher attainment are progressing and therefore cannot plan more demanding work at the right level. The absence of checking, from year to year, means that teachers cannot judge if groups of pupils are learning at different rates. The progress, for example, of pupils with a minority ethnic heritage has not been evaluated in depth. This deficiency is caused by not having a formally adopted Racial Awareness policy that is implemented in full.
30. The gap between the curriculum that exists on paper and that taught in lessons is wide in many subjects. For example, by the end of Year 6, pupils have experienced quite a limited range of media in art and design compared to the school's stated programme. There is confusion as to what was being taught and by what methods. Policies for each subject exist but their implementation is not guaranteed, as it has never been properly checked. Subject co-ordinators are in the process of closing the gap and systems are being put into place but problems remain, such as the repetition of work for pupils in mixed-age classes.
31. The new governing body has only just achieved its full complement. It has not been fully effective for several years. At the time of the last inspection, it did not have a proper overview of the school and this situation was not remedied until very recently. The governors are now very clear about the urgent need to raise standards and improve achievement and have every faith that, in working with the new headteacher, change can be effected but it is too soon to see any results from their resolve. They are aware that barriers to progress exist, such as the movement of pupils in and out of school during the school year, but have not acted quickly enough to overcome the barriers and improve standards.
32. The new headteacher has assessed the school's precarious situation well. The most urgent problems have been identified and solutions are planned. Parents and pupils both believe that behaviour around school and in lessons was not good enough and this has been tackled immediately, by the headteacher and staff, to good effect. Pupils now, generally, behave well, they have a good level of moral and social understanding and there is a healthy degree of racial harmony in school. Pupils speak positively about relationships and the school's atmosphere. The headteacher has also laid the foundations for a proper system of checking pupils' progress and judging the effect of teaching. The school has correctly identified that the information for parents is not good enough, particularly in the respect of pupils' annual reports, and a new format has been developed to be introduced in June 2004.
33. The school has just emerged from a period of financial difficulty. Long-term absence of staff and ineffective financial administration, have resulted in the need for much work to bring the budget back on course but with very little flexibility in the short-term. The school is providing unsatisfactory value for money because standards are too low and pupils could be doing better.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	717,419	Balance from previous year	4,335

Total expenditure	704,087
Expenditure per pupil	2,324

Balance carried forward to the next	17,667
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PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory** overall, and has improved since the last inspection, where provision in the nursery was judged to be unsatisfactory. The proportion of good and very good teaching is much higher in the Foundation Stage than elsewhere in the school. Nearly half of the teaching is good. This is mainly due to the way that the open-plan room for the two reception classes is organised to promote good learning for these children.

There are strengths in the provision for children's personal, social and emotional development, and in this area children achieve well, becoming confident and independent learners. A substantial amount of re-organisation has taken place with staff working hard to update facilities and resources. The reception unit is bright and welcoming but the nursery is still shabby and under-resourced. There is a secure outdoor area, but it lacks stimulating equipment and facilities.

The curriculum is well organised to ensure that children experience a broad range of activities during the sessions. Lessons are planned properly, an improvement since the last inspection, although individual lesson plans do not always make the purpose of work clear for teaching assistants to follow. A useful system of recording and checking children's progress is now firmly in place. This includes keeping photographic evidence as well as samples of work and notes of observations in all areas of learning. This improvement places the teachers in a position to use the data to evaluate whether children are making sufficient progress.

Staff work well together, ensuring good role models for the children to follow. They manage children well and relationships are good. The new Foundation Stage co-ordinator has organised an action plan, which is being implemented well. The reception and nursery classes work closely together and informal discussion is used well to evaluate progress towards the plan's objectives. There are few formal opportunities for the co-ordinator to check upon the quality of provision in the nursery. As a result, the teaching across the Foundation Stage varies from very good to satisfactory.

Children start nursery with levels of attainment well below those expected. They often have few language skills and lack social skills. A significant number of children speak English as an additional language and some are in the early stage of learning English. They do not always have the support of bilingual assistants, which makes it hard for them to join in. This hampers their progress, particularly in the nursery class when they are settling into school. Overall, however, children make satisfactory progress, with some good teaching and learning in the reception classes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers help children to share their feelings and emotions with each other.
- Staff provide good role models for children, who achieve a good degree of independence.
- Staff are not always deployed effectively to help children to improve,

Commentary

34. The good teaching provides activities that help children to achieve well in understanding their thoughts and emotions. They use resources effectively, such as puppets that sometimes feel 'scared', and encourage children to suggest how they could help to make the puppets feel better. Children are encouraged to be independent through the choices they make in activities. They learn which activities are offered from the board that a child 'reads' out to the group, and make choices accordingly. Monitors are chosen each day in the reception unit who help with

tidying away and clearing up, gaining a good sense of responsibility and pride in being chosen for a special job. In the nursery, children get their own milk and biscuit in the snack area when they are ready.

35. Teaching provides a calm and welcoming environment in which children clearly feel secure and valued. For example, children are greeted warmly on arrival in nursery and confidently find a place to sit. Staff supporting children who are learning English as an additional language are helpful in drawing children in who are reluctant. This gives parents confidence to leave their children in school. Staff are patient and explain instructions clearly so children understand what to do. Staff speak to each other and children in a calm, friendly and respectful manner. This encourages children to do likewise. Minor squabbles are quickly sorted out, sometimes with help from bilingual staff.
36. Sometimes staff are not deployed well at the start and end of sessions in both classes. Chances are missed to support children's learning in activities when qualified staff are deployed to tidy up and set out resources for other sessions rather than work with the children. When groups are too large, the children have insufficient opportunity to engage in discussion with staff and learn more quickly.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff in reception classes provide stimulating introductions that excite and motivate children to learn.
- Speaking and listening skills are given high priority in all activities.
- Planning does not always indicate clearly enough what children will learn, or important vocabulary for staff to introduce.
- The reception unit provides a very good quality environment with lots of print and labels for children to recognise, reinforcing their learning, but nursery provision is not so good.
- Good opportunities to practise early writing skills are provided and staff promote this well.

Commentary

37. Staff are thoughtful in their planning to ensure that sessions have interesting introductions to capture children's interest and focus them on learning. Staff ensure that all children have the chance to participate, through questions and role-play. For example, in the reception unit, one member of staff energetically played the part of Red Riding Hood, and children told her not to wander off to pick flowers but to 'stay on the path.' This well-thought out activity helped children to understand the story and some issues for children about safety. It also encouraged the boys and girls to choose to enact the story themselves later on.
38. Teaching is generally satisfactory and children achieve satisfactorily as a result. Teaching provides good models for spoken language. Lesson plans prioritise speaking and listening skills in all activities. In the scientific activity investigating ice, staff helped children to identify features of the melting ice, such as its change in size, praising them for their efforts, and then carefully introduced words to help children to increase their vocabulary, such as 'melting.' However, teachers' plans do not always identify clearly what children should learn or the vocabulary that children should hear and use. Teaching assistants are, therefore, not well informed about their role in this respect. The value of planning, which is helpfully displayed for parents, is diminished because it is incomplete or difficult to follow.
39. The reception unit provides a very good environment for children, with lots of information helpfully displayed and labels around the activities. This encourages children to identify words

and to reinforce their learning during activities. Children in the reception class make progress by beginning to write their names and a few children begin to think about sounds in words and write recognisable letters for themselves. Regular sessions in reception usefully introduce the sounds of letters using a colourful scheme, which helps the children to read words more easily. Lots of opportunities are provided for children in the nursery to learn to write by making their own marks but, compared to the reception class, the nursery class is not so well organised or displayed to promote learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Children learn to use counting in many everyday activities.
- Planned activities provide many interesting opportunities to practise mathematical skills.
- The children's mathematical vocabulary is limited and staff miss some opportunities to develop this.

Commentary

40. Teaching often provides a stimulating environment in which children enjoy learning. Numbers feature prominently in colourful displays and in lots of activities during the week. Children begin to understand that numbers are used in everyday activities. They are encouraged to count the numbers of children present each day in the nursery. This helps children to become familiar with the look and sound of numbers. Number songs and rhymes are used extensively to help children learn and, as a result, the children come to a better understanding of counting and numbers.
41. Teaching, which is satisfactory, provides soundly planned activities that develop a range of mathematical ideas. As a result, children achieve satisfactorily. For example, children in the nursery learn about basic shapes through a game, which they enjoy, 'jump on a square.' Children do this individually and in pairs, which gives them confidence and encourages their social development. Exploratory play with sand and water helps children to learn about capacity in a practical and enjoyable way as they fill and empty containers. In the role-play area, set out as a shop, the children begin to understand that they must have money to 'buy' things and carefully give plenty out to visitors so they can join in as customers.
42. Staff are not always deployed effectively in sessions so some chances are missed to develop mathematical language further. This means that there is sometimes insufficient support for those children learning English as an additional language, which means they have fewer opportunities than others to learn effectively.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children learn through using ICT, because the work is well-planned and managed.
- Well-planned topics help children to learn about things in the past.
- Good use is made of role-play in the reception class to help children understand the real world around them.
- Role-play is not developed well enough in the nursery class.

Commentary

43. Teaching is often good for the reception children and satisfactory in the nursery. As a result, children's achievement is satisfactory but their progress quickens as they get older. For example, children in the reception classes are confident in their computer skills. They readily use the computers in the classroom which give them valuable experience in mouse control and in various skills, such as matching and sorting activities. The introduction of control technology was well planned with children greatly excited to see the 'robot' moving after it had been 'asleep'. The children quickly began to estimate how high the number entered needed to be to get him across the floor. Some children commented 'too little', and others suggested bigger numbers. All children were really pleased when the robot reached the other side, spontaneously clapping.
44. Children learn about the past through identifying 'yesterday', and build on this through topics, which help them to learn more about familiar things long ago, such as toys. For example, they learn about themselves and how they have changed from babies to young people. Children in the nursery are introduced to the world around them through stories. For example, they read a story about baby owls and then learned more about them and other nocturnal animals.
45. Planned activities throughout the year in the reception classes help children to learn more about the area in which they live. A range of role-play activities enables children to think about the shops and facilities nearby and act out how they use them. Planned activities include a surgery and a shop, along with a garden centre and travel agents, enabling children to broaden their experiences and vocabulary well. By comparison, too little use is made in the nursery of these opportunities to broaden children's real-life experiences. The nursery classroom, the organisation of which has been improved since 1998, still does not provide well enough for children to act out different roles.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- Children have daily opportunities to engage in physical play.
- The outdoor area provides little stimulus for younger children to use their imaginations. Staff do not always provide effectively for imaginative play.
- Good opportunities are provided for children to use small and large toys and equipment.

Commentary

46. The satisfactory teaching ensures that children get good opportunities to engage in physical play in classrooms and in the school hall. This helps children to improve physical skills, such as riding bikes. Children in the nursery enjoy this time but some find it difficult to sustain their play without adult support. Sometimes, teaching assistants are not deployed effectively enough to stimulate children's imaginations. This means children miss some opportunities to engage in imaginative play, such as when riding bikes, pretending to fill up at a garage or stop at traffic lights.
47. The outdoor play area is quite bleak. There is a hard play area on which children can ride large toys and develop their sense of balance and control. However, little is provided for children to use in other ways. Therefore, their achievement in this respect is unsatisfactory. There is no seating for chatting or resting, or areas for imaginative play or playground marking from which children can invent games for themselves and their friends. There is little equipment for children to use imaginatively, such as boxes to make a garage or garden shop. Consequently,

all children ride around on their bikes or toys, often quite fast. This leads to minor bumps and crashes, which could be avoided if a better range of equipment and facilities was available.

48. Every day, indoors, there are plenty of opportunities for children to practise using tools and equipment which helps to improve hand-eye co-ordination and fine motor skills. The water tray provides lots of chances for children to fill and empty containers. This gives children in the reception class a mathematical knowledge of capacity as well as skills of physical co-ordination. Similarly, younger children in the nursery thoroughly enjoy using both hands to explore the tray of mixed cornflour which trickles through their fingers and leaves imprints in the tray if they press their hands into it.

CREATIVE DEVELOPMENT

It is not possible to make an overall judgement about provision in creative development because not enough of the curriculum was seen.

49. Nevertheless, children achieve well owing to the well-planned activities they experience. Children experience lots of interesting ways of using paints. For example, children mix cool colours successfully to show the seasons. They can make paper plate faces, choosing materials from a range available. They learn how to join materials together by experiencing a range of options, such as glue and sticky tape. In both classes, children enjoy all the activities. The reception class children sing every week in the hall with the older pupils in Years 1 and 2. They learn lots of new songs and reach satisfactory standards.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards have declined since 1998 and pupils are underachieving.
- Teaching often starts well but pupils do not progress fast enough.
- Pupils' learning in reading and writing is haphazard and they make uneven progress.
- Information about pupils' progress is not collected and used to raise standards except in the very recent initiatives taken by the headteacher.

Commentary

50. At the time of the last inspection, standards at the end of Year 6 were judged as being below the national average: they are now well below it. In 1999, pupils were about two terms behind the nationally expected level and they still are, even with the slightly higher proportion of pupils reaching the nationally expected level in 2003. Pupils are underachieving because the quality of teaching is unsatisfactory and assessment is poor. This underachievement exists for all groups of pupils at the school. For example, the pupils currently in Year 5 are recognised as being relatively able compared to other year groups in the school. At the end of Year 2, they attained only slightly below the nationally expected levels in reading and writing. However, their progress has been too slow since then and, even if they meet the current targets set for them, they will not have made satisfactory progress by the end of Year 5. This underachievement also applies to pupils with special educational needs and those for whom English is an additional language.
51. Some aspects of teaching have improved as a result of the introduction of the National Literacy Strategy. The beginning of the lesson often catches pupils' attention and focuses their minds on a passage to read or a piece of writing to emulate. However, pupils' rate of learning begins to slow when the tasks are being tackled. They cannot make much headway because they have too many gaps in their knowledge that are not being tackled by the teaching they receive. For example, many pupils in Year 6 do not yet know how to answer a comprehension question. They waste time copying out the question or start their sentences with a conjunction.
52. Progress in pupils' reading and writing is not even, because methods used in teaching are not consistently applied. For example, pupils learn to read in groups by studying a book with their teacher or a teaching assistant, and answering questions about it. There is not a common approach to this kind of teaching. Plans are not specific enough in terms of what questions to ask and what elements to assess. This often leaves teaching assistants without the help they need to promote good learning. The same is true for writing: expectations for sentence construction, handwriting and spelling are different in every class. Sometimes teachers mark work by giving pupils a target for improvement, but more often do not. Even in Year 2, where pupils have useful targets pasted into the front of their exercise books, marking rarely refers to them. Occasionally, the presentation of work is superb, as in the Year 4 and Year 5 class, but more often it is weak and this makes the writing difficult to read and so the flow is lost.
53. The lack of information about pupils' learning is a prime cause of underachievement. This exemplifies the unsatisfactory leadership and management of the subject. It is only since September 2003 that pupils' Year 2 scores have been tabulated against a target for the end of this year in each of the junior classes. Prior to this, the information was not used regularly to compare progress until pupils reached Year 6. Furthermore, test scores at Year 2 and Year 6 are not analysed closely enough to determine how well pupils are performing. Results from

minority ethnic pupils, for example, have not been scrutinised to make judgements about the progress made by the various ethnic groups.

Language and literacy across the curriculum

54. This is unsatisfactory. There are few opportunities for pupils to use their skills in reading, writing and discussion in other subjects. Computers are not used often for word processing. Pupils' written work in history, geography and religious education is limited. For example, pupils do not carry out research in history and then write about their findings.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are too low by the end of Year 2 and Year 6.
- Assessment is not used well to help teachers plan for pupils' next steps in their learning.
- The quality of teaching is unsatisfactory and, as a result, pupils do not learn fast enough.
- Higher attaining pupils are not sufficiently challenged in lessons.

Commentary

55. Pupils enter Year 1 with standards that are well below those expected for pupils this age. They remain well below average by the end of Year 2 and Year 6. Pupils are underachieving and not working to their full capacity because the quality of teaching overall is unsatisfactory. Teachers plan a range of interesting activities and ensure that pupils know what they should do. However, activities are not always well matched to the needs of the pupils and there is too little challenge involved. The pace of lessons is not energetic enough and time is not well managed. Occasionally, pupils in Year 1 and Year 2 learn well in lessons. Here, pupils know how much time they have to complete activities and they are keen to finish in time for the next activity. They enjoy mathematics and know they can solve problems and manage numbers. This good teaching is enthusiastic and confident and inspires pupils to learn. Teaching assistants are well briefed and they offer good levels of support to groups of pupils, enabling the teacher to monitor the class more effectively. There is insufficient teaching of this quality to improve the standards throughout the school.
56. Some teachers do not have the information they need to meet the needs of all the class and teach successfully. Where pupils' progress is not properly assessed and the information is not passed on to new classes, valuable time is wasted in matching work to the needs of the pupils at the beginning of each year. Clear systems of assessment are not in place to enable teachers to see what pupils know and what they need to learn next.
57. Mathematics is not co-ordinated effectively. Although some monitoring of teaching is carried out, this is not followed through to ensure that the quality of teaching improves. Tests are analysed to see where there are strengths and weaknesses in pupils' learning, but these are not positively tackled by all staff. Assessment information is not used to check how much progress pupils make from one year to the next and whether this is sufficient. Although some targets are set for pupils at the end of Year 6, there are no targets set year-on-year to which pupils can aspire.
58. Tasks for higher attaining pupils have too little challenge overall. In many lessons, pupils complete similar work to the rest of the class but more of it. On only a few occasions are activities set which allow higher attaining pupils to use their skills effectively throughout the

lesson. Pupils with special educational needs make good progress when they receive extra support from an adult, but underachieve in other lessons.

Mathematics across the curriculum

59. Unsatisfactory use is made of mathematics across the school in other subjects. There are some instances when, particularly in making charts and graphs, pupils use the skills they have learnt. However, this type of work is not planned cohesively and opportunities are very limited.

SCIENCE

The provision in science is **unsatisfactory**

Main strengths and weaknesses

- In recent years, the school's results in the National Curriculum tests for pupils in Year 6 have been well below average.
- Leadership and management are unsatisfactory.
- Procedures for assessing the progress of pupils are poor.
- Teaching and learning are unsatisfactory and do not enable pupils to achieve in an appropriate manner.
- Pupils have positive attitudes towards their work.
- There are good links with a local secondary school to extend pupils' learning.

Commentary

60. Standards are well below average, with most pupils in Year 6 only having a basic understanding of key scientific concepts such as friction, gravity and how the properties of materials affect the use to which they are put. There is unsatisfactory achievement, particularly in the important area of scientific investigation. This represents unsatisfactory progress since the school's last inspection. Pupils know the reasons why a test needs to be fair but are limited in their ability to devise one and carry it out independently of the teacher. The conclusions to their experiments are mainly descriptions of what they have done, rather than evaluations of what they have found out based on prior scientific knowledge and understanding. They lack appropriate skills in interpreting data and identifying patterns in their findings. Pupils are also limited in their ability to use correct scientific vocabulary to explain what they are doing and to communicate the findings of their experiments.
61. The co-ordinator does not have sufficient opportunity to monitor the quality of teaching and learning in the subject. This means there is not a well-informed view of the quality of science education through the school. The weak assessment arrangements mean that the school is not able to successfully check the progress that pupils make and then set manageable targets for improvement for groups and individual pupils.
62. Though teachers try hard to improve standards, they are restricted by the lack of comprehensive guidelines to help them develop pupils' scientific knowledge, understanding and skills in a progressive way. There is not enough time given to teaching pupils the basic skills of carrying out an investigation, such as making close observations, taking careful measurements, recording findings in a variety of ways and in considering what these findings tell them. In most lessons, all pupils are provided with the same work, with little thought being given to planning for the individual needs of different groups. As a result, there is a lack of challenge for higher attaining pupils while those with special educational needs or with English as an additional language struggle to make sense of what they are to do.

63. Pupils show much enjoyment in their activities and have positive attitudes to their work. They work well together in pairs and small groups, and opportunities to do this make a positive contribution to their personal and social development. They are well behaved and show interest and curiosity in what they are doing. Scientific equipment and resources are handled with care and pupils are aware of the need for safety when carrying out their experiments.
64. Pupils in Year 6 have been visiting a local secondary school each week to work in the science laboratories to extend their understanding of materials and their properties. Links with this school are good because pupils can work in very well equipped surroundings and receive specialist teaching. After one such visit, they talked with great interest about their investigations into how the warmth of water affects the way that different substances dissolve in it.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Most pupils achieve standards that are well below those expected for their ages.
- Teaching and learning are unsatisfactory, as are leadership and management
- Assessment procedures are inadequate to check the pupils' progress.
- Good links have been made with a local secondary school to provide pupils in Year 6 with extra learning opportunities.
- Pupils have positive attitudes to their work.

Commentary

65. Over the last few years, pupils' achievement has been restricted by the fact that important aspects of the subject have not been studied in enough depth. For instance, there has been little opportunity to be involved in activities to develop their skills in data handling, control, modelling and monitoring, owing to a lack of resources. Consequently, there are gaps in pupils' knowledge and understanding in these areas and they have not been able to develop the necessary skills in a progressive manner. There has been more emphasis on developing pupils' word processing skills, but these are only at a quite basic level. Improved resources through the recent purchase of thirty laptop computers, to enable whole-class teaching of basic skills in the subject, is a step in the right direction to improve standards and raise achievement, but will take time to have a measurable impact. A well-equipped computer suite has also been recently created but is yet to become operational.
66. Before the arrival of the new headteacher, the subject was without a co-ordinator for the best part of a year. Consequently, there has been minimal monitoring of the quality of teaching and learning to identify areas that require development. This has led to leadership and management having little effect on improving provision in the subject. The headteacher has taken on the role of acting co-ordinator and has produced a well thought out development plan for the subject.
67. Teachers have been given little direction as to how they can improve pupils' skills and raise their attainment. The lack of detailed planning guidelines has led to teachers in different year groups being unsure of how to set work that builds on what pupils have learned in previous classes. As a result, there has been a lack of suitable challenge for most pupils and a repetition of work for those in the mixed-age classes. The inadequate assessment procedures do not enable teachers to track the progress of pupils to let them understand how well they are doing, or what they need to do to improve.
68. The good links made with the local secondary school to use its facilities enable the pupils to better develop their skills in such areas as control technology. Pupils have positive attitudes to the subject and talk with genuine interest about their activities. This was evident when pupils in

Year 6 were using the Internet to research information about pizzas, as part of their work in design and technology. The way that teachers encourage pupils to work collaboratively in pairs on the computers makes a good contribution to their personal and social development.

69. Improvement since the last inspection has been unsatisfactory.

Information communication technology across the curriculum

70. There are very few planned opportunities for pupils to use their ICT skills to support their work in other subjects. This is unsatisfactory.

HUMANITIES

There was not enough evidence to judge provision in **geography** and **history**.

71. Topics are planned for all classes throughout the school according to the requirements of the National Curriculum. However, there are too many variations in the time allocated to different classes and, because of mixed-age classes, some pupils may cover the same topic in successive years. A very small amount of time is allocated to the subjects, less than in most schools, and this means that too little time is available to study the topic in depth and carry out independent research, for example, by using books or computers. There are long gaps on the curriculum plan between topics, sometimes two terms, and this interrupts pupils' learning.

72. Pupils say that they enjoy the subjects but have only a sketchy recall of facts, and associated vocabulary. Visits and visitors have a big impact on pupils, and pupils talk enthusiastically about occasional days out. However, few chances are provided, in regular lessons, to give pupils first-hand experiences to motivate and inspire them in their learning.

73. Leadership is unsatisfactory in history and geography. Co-ordinators have insufficient time to monitor teaching and learning effectively. This means there are too few opportunities for staff to improve their teaching through analysing strengths and weaknesses.

RELIGIOUS EDUCATION

The provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' own experiences are used as a starting point for learning.
- The subject makes a good contribution to pupils' spiritual and cultural development.
- The monitoring of teaching and learning is unsatisfactory.
- Assessment procedures do not successfully track pupils' progress.
- There is good use of visits and visitors to extend pupils' learning.

Commentary

74. Most pupils in Years 2 and 6 meet the expectations of the Oldham Agreed Syllabus for religious education.

75. Of particular note is the way the school uses the pupils' own experiences as a means of developing their knowledge and understanding in the subject. Teachers provide a climate in which pupils feel relaxed and confident that their ideas and comments will be accepted and valued by other pupils. A good example of this was seen in a lesson for pupils in Year 6 on learning how followers of the Islamic faith prepare to say prayers and read the Qu'ran. The

teacher organised the lesson well so that Muslim pupils could relate their experiences to pupils from other faiths.

76. The development of pupils' spirituality is supported by them being provided with opportunities in lessons to discuss values and beliefs, including religious beliefs, and the manner in which they affect people's lives. There is also strong emphasis placed on learning about the beliefs and traditions of a range of faiths and cultures. As a result, pupils in Year 6 talk with confidence about the differences between the Christian, Hindu and Islamic religions. In so doing, they show a good understanding and respect that people should be allowed to follow different faiths without fear of criticism or persecution. This has been helped by an improvement in the subject's resources since the last inspection, especially in terms of religious artefacts, so that the school is now better placed to teach a multi-faith syllabus.
77. There is not enough opportunity for the co-ordinator to monitor teaching and learning, which means the school lacks an informed view of the quality of education in the subject. Assessment procedures are unsatisfactory and do not enable teachers to chart the progress of pupils to let them understand how well they are doing, or what they need to do next to improve their work. Pupils' written work is limited owing to this. There is insufficient support for those pupils who are learning English as an additional language to enable them to take a full part in lessons.
78. Good use is made of visits and visitors to give pupils further opportunities to extend their learning. For example, pupils have been able to visit a local church, mosque and Hindu temple and learn about the different traditions and celebrations relating to each of them. Visitors, including parents, have come to school to develop pupils' understanding of religious celebrations such as Eid and Diwali.
79. The school has maintained the provision seen in the last inspection and has, therefore, made satisfactory progress since then.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in **music** and **design and technology** respectively and only two in **art and design**. Three lessons were seen in **physical education** but the range of curriculum observed was limited. It is, therefore, not possible to make a firm judgement about provision in these subjects. Nevertheless, co-ordinators and pupils were interviewed and pupils' past work was examined in art and design and design and technology.

80. Pupils produce some satisfactory and occasionally good items of work in **art and design**. For example, some charcoal drawings in Year 4 and Year 5 inspired by African art, and pictures made from scraps of material to depict myths and legends in Year 5 and Year 6. Furthermore, the learning mentor runs an after-school club in which pupils are currently producing some very keenly observed charcoal sketches of trees, having been inspired by looking at digital photographs of trees around the school grounds. However, in general, the work undertaken is not planned well enough to help pupils build up their manipulative skills or powers of decision making in the choice of colours and pattern, for example. Moreover, pupils in Year 6 are not following the agreed programme of study. Pupils start off in Year 1 with few skills in cutting and mixing paint for themselves, and make slow progress through the school. Evidence of achievement, in general, is very thin because there is no system of saving work to promote discussion about what is working well and what needs to be improved. The new co-ordinator has little idea of what is happening throughout the school. The inadequately designed curriculum and weak assessment of pupils' achievements is unsatisfactory.
81. In **design and technology**, pupils have opportunities to design, make and evaluate their products and, in so doing, work with a suitable range of materials. From the limited evidence available, it is apparent that pupils' making skills are better developed than their designing skills.

There are some connections made with other subjects, such as when pupils in Year 6 were making pizzas and relating this to their work in science on reversible and irreversible changes. In this lesson, the pupils had positive views about their work in design and technology, clearly showing much enjoyment in their practical activity. The results were satisfactory overall, but pupils capable of higher attainment were not challenged enough. Leadership and management are unsatisfactory because of the lack of opportunity for the co-ordinator to monitor teaching and learning. As a result, no-one in the school has an informed view of the quality of education in the subject and the progress made by different groups of pupils.

82. Pupils reach satisfactory standards in singing but too little evidence of other achievement in **music** was available. It is more likely that standards meet national expectations by the end of Year 2 than in Year 6, because work is tightly planned to the school's scheme of work and six and seven year olds talk with knowledge about their learning. Pupils in Year 6 are not at all confident in talking about their progress in composition, for example. Music lessons for them are few and far between. Consequently, they are not able to meet the National Curriculum requirements for their age. The new co-ordinator is keen and teaches singing well to large groups of pupils but has little knowledge of what and how music is taught throughout the school. This is unsatisfactory.
83. There are good links with a local secondary school in **physical education** that provides specialist teaching for pupils in sports such as volleyball. There is a suitable range of extra-curricular activities that include football and netball, which make a positive contribution to the pupils' personal and social development. Pupils in Year 5 take part in swimming lessons to promote their awareness of water safety, as well as developing their swimming skills. The co-ordinator has a clear idea about what needs to be improved and has worked hard to prepare the school for a national award in recognition of the activities provided. Teachers dress appropriately for physical education lessons and so can demonstrate correct techniques for pupils to use. However, a significant number of pupils do not wear suitable clothing or footwear for outdoor games activities, which hinders their progress. The co-ordinator does not have sufficient time to monitor teaching and learning in the subject. This is unsatisfactory because it prevents the analysis of standards and how they can be improved.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only one lesson was seen in personal, social and health education and citizenship and, therefore, provision cannot be judged overall, but there are several good aspects that were discovered in talking to the co-ordinator and observing pupils in other lessons.

84. Pupils in Year 5 and Year 6 gain a great deal of benefit from a joint project with another primary school within the local education authority. They even share the same lesson in which positive collaboration and discussion fosters a mutual understanding between pupils from different ethnic groups and a greater understanding about the multi-cultural society in which they will grow up. Throughout the school, pupils have well planned opportunities to discuss topics such as healthy eating and the problems related to bullying. Some teachers are even experimenting with philosophy lessons for older pupils. The diversity within the school is celebrated well and pupils speak positively about the benefits of sharing each other's cultures. The co-ordinator has a firm grasp of how the curriculum is being taught and the positive outcome from this work can be seen in pupils' moral and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	5
Overall standards achieved	6
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	6
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	5
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	5
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	5

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