

INSPECTION REPORT

CHORLTON C OF E PRIMARY SCHOOL

Chorlton-cum-Hardy

LEA area: Manchester

Unique reference number: 105487

Headteacher: Mrs P Charleston

Lead inspector: Mr S Bywater

Dates of inspection: 21st to 24th June 2004

Inspection number: 255794

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	242
School address:	Vicars Road Chorlton-cum-Hardy Manchester
Postcode:	M21 9JA
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Appropriate authority:	The governing body
Name of chair of governors:	Rev H J Barber (acting)
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Chorlton Voluntary Controlled Church of England Primary School is situated to the south west of the city of Manchester and is adjacent to the Parish church of St Clement's. It is an average sized primary school, which admits children between the ages of three and 11 from a mixed socio-economic area. There are currently 236 full time equivalent pupils (242 in total) – the nursery offers full-time and part-time places. Although over a third of the pupils are from ethnic minority groups, no pupil is described as being at an early stage of language acquisition. There is quite a wide diversity in the school population with over 10 ethnic minority groups, Pakistani pupils being the largest group. Over 15 per cent of pupils come from single parent families and the proportion of pupils known to be entitled to free school meals is 18 per cent, which is broadly in line with national average. Attainment on entry to the school is best described as average although the full range of attainment is represented. The proportion of pupils identified as having special educational needs is below the national average at ten per cent. Their needs are various and include moderate learning difficulties, specific learning difficulties, social, emotional and behavioural difficulties and speech and communication problems. Three pupils have a statement of special educational needs. An unusual aspect is the imbalance of boys and girls, for example, the Year 4 class has 22 boys and only 8 girls. The school has recently achieved the Basic Skills Quality Mark Award and also received a School Achievement Award in 2002 in recognition of continued high standards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Mr Steve Bywater	Lead inspector	Mathematics
			Information and communication technology
			Geography
			History
			Religious education
			Special educational needs
			English as an additional language
09652	Mr Colin Herbert	Lay inspector	
24031	Mrs Iris Idle	Team inspector	Science
			Music
			Foundation Stage
18207	Mrs Sheila Mawer	Team inspector	English
			Art and design
			Design and technology
			Physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school, which provides very good value for money. Teaching and learning are good overall, and often very good. As a result, pupils achieve very well. Pupils make very good progress over time and standards are well above average in English and mathematics by the end of Year 6. A very rich and vibrant curriculum motivates pupils well. Children have very good attitudes to school and behave very well. Relationships are also very good. This is a very caring school which has good relationships with parents and the community. Leadership and management are very good.

The school's main strengths and weaknesses are:

- There is good quality teaching in most classes throughout the school and especially in Years 5 and 6.
- Children make a positive start in the nursery and reception classes.
- In Year 6, pupils achieve consistently high standards in English and mathematics when compared with all schools nationally and those in similar circumstances.
- The headteacher provides inspirational leadership and she is supported very effectively by a talented deputy, a dedicated team of teachers and an effective governing body.
- A well-planned curriculum promotes pupils' personal, spiritual, moral, social and cultural development very well. As a consequence, pupils' very good attitudes, behaviour and relationships enable them to learn effectively. Provision for pupils with special educational needs is good.
- Parents are justifiably satisfied with the education, care and support that their children receive.
- The approach to guided reading is not well developed in Year 2.

The school has developed well since the last inspection. High standards have been maintained and the quality of teaching is now much better. The only key issue was to improve the unsatisfactory provision for information and communication technology (ICT). This the school has done very well and provision is now good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	C	A	A
mathematics	A	B	A	A
science	C	B	A	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.*

Standards in the table above closely match those found during the inspection. Currently, standards by the end of Year 6 are well above national expectations in English and mathematics, and pupils achieve very well. This is because of the high quality teaching and the school's initiatives such as booster classes and additional literacy sessions which have helped to maintain high standards in these subjects. There has been less of a concentration on science and although pupils achieve well, standards are below expectations.

Overall, pupils achieve very well. Most children enter the school with average standards and make a good start to their learning. This is because of the good teaching, children achieve well and standards exceed those normally expected in the personal, social and emotional development, communication, language and literacy, and mathematical development by the time pupils join Year 1.

Pupils achieve satisfactorily and achieve the levels expected for their age in their creative development and knowledge and understanding of the world. Too little evidence was available to judge standards achieved in physical development. Pupils achieve well overall in Years 1 and 2 and standards at the end of Year 2 are above national expectations in writing but below expectations in reading, mathematics and science. As in Year 6, this group of pupils also has a significant number of pupils with learning difficulties. In ICT pupils achieve satisfactorily. Standards meet expectations in Year 2 and exceed them in Year 6. Throughout the school, standards in religious education exceed the expectations of the Manchester Syllabus with pupils achieving well in Years 1 and 2 and very well in Years 3 to 6. Standards at the end of Year 2 are average in the dance aspect of physical education but they are above average at the end of Year 6. There is too little evidence to judge standards in other subjects. Pupils with special educational needs achieve as well as their classmates and gifted and talented pupils also achieve very well.

Spiritual, moral, social and cultural development is very good. There is a very good 'family' ethos where pupils are valued. Pupils' cultural development is excellent. Pupils display a clear sense of belonging to their school and with very good behaviour, attitudes and relationships, unpleasant incidents are rare. Pupils are punctual and the attendance rate is very high.

QUALITY OF EDUCATION

The quality of education is good. Teaching throughout the school is effective and the school has a very rich and well-balanced curriculum. There is particularly high quality teaching in Years 5 and 6 and good quality teaching in all other classes. All teachers have very good relationships with pupils which improve pupils' confidence and help learning. Pupils respond well, showing interest in their work. Teaching of literacy, numeracy and ICT skills is good overall, and teachers prepare interesting lessons to capture pupils' attention and challenge their creative ideas and thoughts. However, the current approach to the teaching of guided reading does not provide sufficient time and focus to improve standards in Year 2. Assessment overall is good and it is particularly strong in writing and mathematics. These procedures enable teachers to track pupils' attainment and set challenging work as they move through the school. Pupils with special educational needs are taught effectively and helped very well by high quality support staff and precise individual education plans. The school provides a very good range of opportunities to enhance learning through well-organised activities. There is a high level of care. Links with parents and the community are productive and there are good links with local schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The leadership of the headteacher is excellent. The leadership of key staff is very good. The headteacher is supported by a talented deputy headteacher and a dedicated staff team. Together with the governing body they share a clear vision, sense of purpose and high aspirations to ensure that the school develops and improves. Elements such as self-evaluation, monitoring of performance data and continuing professional development of staff are outstanding. The work of the governing body is good and they take an active interest in the school, all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents agree that the school provides well for their children. Parents expressed unanimous views that the school was very caring towards their children and children were happy. Pupils are enthusiastic and love coming to school.

IMPROVEMENTS NEEDED

Please note: the school had already identified these points prior to the inspection.

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

- Develop a consistent approach to the teaching of guided reading through the school and ensure sufficient time is planned for this.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children enter the school with standards which match those normally expected for their age. Overall, pupils achieve very well. They achieve well in the nursery, reception classes and in Years 1 and 2. Pupils achieve very well in Years 3 to 6. Pupils with special educational needs achieve very well as they progress through the school. In Year 2, pupils attain standards which are generally below expectations but by Year 6, standards are generally well above expectations.

Main strengths and weaknesses

- Overall pupils achieve very well because the quality of teaching and learning is good.
- There is very good achievement in Years 5 and 6 and by Year 6 standards are well above expectations in English and mathematics.
- There is a positive start to learning for children in the nursery and reception classes.
- Pupils with learning difficulties are well supported and achieve very well.
- Reading standards could be higher in Year 2.

Commentary

1 Most children enter the school with average skills although the full range of ability is represented. Evidence shows that the overall intake has improved significantly over recent years. They receive a positive start and make good progress through both the nursery and reception classes, continually building on what they have learnt. They achieve well because the teaching across all areas of learning is consistently good, and sometimes very good. The teachers and teaching assistants work well as a team to ensure continuous progress. The balance between activities led by adults and those which children choose themselves is good and this ensures that the needs of all children, including those with special educational needs are met. By the end of reception, most children have reached the standard expected of six year olds in all six areas of learning and several pupils have exceeded them. Many show maturity in personal, social and emotional development and they have good skills in speaking and listening. Several are reading independently and beginning to record their own stories and number sums. Higher attaining pupils are already working towards Level 1 of the National Curriculum.

2 Inspection evidence shows that standards by the end of Year 2 are above national expectations in writing, but below national expectations in reading, mathematics and science. This is because the current Year 2 group of pupils has a substantial proportion of pupils with learning difficulties. Evidence shows that this group of pupils were well below average overall on entry to the school. Achievement is good overall in reading, writing, mathematics and science. Some pupils in Year 2 do not achieve as well in reading as they do in writing. This is because there is currently no consistent approach to the teaching of guided reading and insufficient time is planned for this to be taught. Pupils also achieve well in religious education where standards exceed the expectations of the Manchester Syllabus. Pupils achieve satisfactorily in ICT and physical education and meet the standards expected for their age. There was too little evidence to make a firm judgement about standards and achievement in other subjects.

3 By the end of Year 6 standards are well above national expectations in English and mathematics. Pupils achieve very well in these subjects as a result of very good teaching, additional lessons and opportunities to use their skills in other subjects. In science despite their good achievement, standards by the end of Year 2 and Year 6 are below expectations because the school has focused especially on raising standards in English and mathematics and improvements in science have been less well pronounced. Although the vast majority of pupils achieve the nationally expected level, fewer than nationally expected achieve the higher level. In ICT standards are above national expectations and pupils achieve well. Not only do pupils have a good understanding of the

basic skills of how to use the computer, they also use these skills effectively to support their learning in other subjects.

4 Standards in physical education and religious education exceed the levels normally expected by the end of Year 6. Overall, pupils of all abilities make very good progress over time because teaching is enjoyable and challenging, especially in Years 5 and 6.

5 Pupils use their literacy, numeracy and ICT skills competently to support their learning in other subjects. For example, they write stories and accounts in history and religious education and reading supports most subjects. Pupils use numeracy skills well when they produce graphs and tables in their science and geography work. A number of effective computer programs and Internet links are used by pupils to research their work, especially in geography but also in all other subjects.

6 The following table shows the school's results in the national tests for 2003. Overall standards by the end of Year 2 were well below the national average in reading, below average in writing and in line with the national average in mathematics. When compared with pupils in similar schools, pupils' performance was below average in reading, average in writing and well above average in mathematics. The four year trend in the schools average point scores in Key Stage 1 is above the national trend.

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

Standards in:	School results	National results
reading	14.2 (14.9)	15.7 (15.8)
writing	13.9 (13.6)	14.6 (14.4)
mathematics	16.5 (16.0)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

7 The table below shows the results pupils in Year 6 attained in 2003. When compared with all schools and similar schools, standards in the 2003 national tests for pupils in Year 6 in English, mathematics and science were well above average. The four year trend in the schools average point scores in Key Stage 2 is in line with the national trend.

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

Standards in:	School results	National results
English	28.3 (27.6)	26.8 (27.0)
mathematics	28.8 (28.0)	26.8 (26.7)
science	30.6 (29.5)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

8 Pupils with special educational needs achieve as well as their classmates because teachers set work which meets their needs and they ensure they receive good support. Very good progress is made towards targets on individual educational plans. The school also makes good additional arrangements for its talented pupils, who also achieve very well. There is no noticeable difference between the achievements of pupils of ethnic minority groups.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school and to their learning. They are very well behaved. The attendance rate is very high. Punctuality is very good. The provision of spiritual, moral, social and cultural development is very good overall.

Main strengths and weaknesses

- Pupils get on very well with each other and with adults in the school.
- Pupils are very enthusiastic about school, they enjoy participating in lessons.
- No oppressive behaviour, bullying, sexism or racism was observed during the inspection and pupils' behaviour in lessons and around school is very good.
- Most pupils are very good attenders and arrive punctually.
- The school organises a very good range of activities to promote pupils' spiritual, moral, social and cultural development very well.

Commentary

9 Since the last inspection, the school has maintained the very high quality in this aspect of its work. The pupils' very good attitudes, behaviour, and understanding of others contribute highly to the ethos of the school.

10 Almost every parent who returned the questionnaire and attended the meeting agreed that their children like school. This is also reflected in the pupils' opinions. Pupils' attitudes to learning are very good and help them to make the most of their time at school. From starting in the nursery class, pupils are enthusiastic learners who approach each task with interest and a sense of purpose; they waste little time in starting work and listen carefully to teachers' instructions. Children thrive on the high expectations of hard work set by staff. For instance, during a science lesson for pupils in Years 5, they became increasingly interested in the activity as the teacher discussed changes to their school environment. Pupils were encouraged to analyse more critically the impact, benefits and otherwise, for themselves and habitats of mini beasts. Everyone listened intently to the comments of the teacher and to their classmates' pertinent suggestions. These significantly improved the quality of their work. Pupils are eager to please. They are quick to engage adults in sensible conversation and they value the opinions of classmates.

11 Relationships between the pupils and with all the adults in the school are very good and contribute greatly to the happy and orderly learning environment. Pupils of all ages and ethnic groups mix particularly well together. Pupils with special educational needs are treated with similar sensitivity by everyone and all make a full contribution to the life of the school.

12 Pupils' personal development is very good. Pupils make the most of any opportunity offered in school to extend their independence and, as a result, they become increasingly mature individuals. They enjoy their roles as monitors and 'buddies' and carefully look after younger pupils. They flourish as they experience new social occasions such as the residential trip to the Lake District in Year 6. Many, girls and boys, take advantage of the very good extra-curricular provision to participate in recreational activities, such as tag rugby, football and choir, and some experience the more competitive nature of local team sports. However, there is currently no formal platform whereby they can express their views. The school has already taken the first steps to deal with this by planning to introduce a school council very soon.

13 The school successfully nurtures the Christian values that underpin its work. Assemblies provide opportunities for reflection and prayer. Spiritual issues are considered in sufficient depth and pupils have many opportunities in lessons to develop insights into the values and beliefs of others. The school's astute use of music, geography, history, art and religious education typifies the excellent provision for pupils' cultural development and vastly increases pupils' awareness of their local and historical heritage, European and wider multi-cultural aspects. Pupils are introduced to the work of local artists and through their work in history, pupils develop an understanding of past societies and cultures that have affected the way pupils live today, such as the legacy of the Aztecs and Ancient Greeks. The school does very well to promote pupils' awareness of issues related to racism and life in a multi-cultural society.

14 All staff take a strong role in promoting pupils' awareness of a moral code. Pupils are expected to know right from wrong and to regulate their own behaviour. The school is very effective in promoting positive behaviour and in encouraging pupils to be responsible, self-disciplined and trustworthy. The school has supported several charities. As part of the curriculum, pupils are

encouraged to consider moral issues such as the impact of man on the on the environment of the rainforest.

15 Building relationships is a strong feature of the very good provision for social development. Pupils of all ethnic minority groups get on very well together. All the teaching staff provide very good role models in the calm, enthusiastic and thoughtful manner in which they relate to and help their colleagues, pupils, parents and visitors. They value the pupils' achievement and their growing sense of social responsibility. Pupils' friendships are successfully promoted through whole school ventures and pupils frequently work in pairs, small groups and as a class. The school draws well on the pupils' mature social skills in lessons to develop their independence as learners.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	116
White – any other White background	4
Mixed – White and Black Caribbean	10
Mixed – White and Black African	7
Mixed – White and Asian	1
Mixed – any other mixed background	6
Asian or Asian British – Indian	1
Asian or Asian British – Pakistani	22
Black or Black British – Caribbean	3
Chinese	2
Any other ethnic group	2
No ethnic group recorded	4

Attendance

16 Levels of attendance are very high and pupils' punctuality gives a very prompt start to the school day.

Attendance in the latest complete reporting year (96.5%)

Authorised absence		Unauthorised absence	
School data	3.3	School data	0.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall. The school provides a very rich and well-balanced curriculum for all pupils.

Teaching and learning

The overall quality of teaching is good and as a consequence, the quality of learning is good. Assessment is good.

Main strengths and weaknesses

- Teachers have high expectations, both of what pupils can achieve and how they should behave. Pupils rise to these challenges and achieve well.
- Teachers use the results of the assessment of pupils effectively to match work to pupils' varying needs.
- Teachers' subject knowledge is secure and the good use of resources result in good learning.
- Teachers enthuse and encourage pupils very well and use adult support effectively so that all pupils in class benefit.
- Pupils with special educational needs are taught well because of the use of very good individual education plans and work set at the correct level.
- The teaching of English is an overall strength but insufficient time is provided for guided reading in Year 2.

Commentary

17 The high proportion of good and very good teaching in nursery and reception classes, by the deputy headteacher and teachers in Years 3, 4, 5 and 6 represents a good improvement since the last inspection. Teaching in Year 2 is mostly satisfactory and occasionally good.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14 (41%)	16 (47%)	4 (12%)	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.

18 There is good teaching in every class and in many subjects, but the teaching in Years 3 to 6 is particularly effective. As a result pupils achieve very well in Years 3 to 6. A very good feature of many lessons is the use of links between subjects. Parents are generally very pleased with the standard of teaching.

19 The key strength which characterises the effectiveness of the teaching is the very good relationships which all teachers and support staff share with pupils. They know pupils well and often share news and ideas. The pupils have respect and affection for the teachers and try their best for them.

20 The nursery and reception teacher provide many opportunities for children to explore and investigate a range of exciting activities. Songs, role play and a strong focus on talking with children help to extend their language. For example, the nursery teacher uses a puppet called Molly to encourage pupils to understand how to help others. Teachers' insistence on the children having good manners and waiting their turn ensures the children learn what it is to be part of a group.

21 One of the main reasons for the high proportion of very good teaching is the high expectation of what pupils can achieve and how they should behave. Teachers generally manage the pupils skilfully, often through humour and praise. They make their expectations clear and let the pupils know when they do not meet them. Pupils respond very well to this and as a result most classrooms are happy working environments where pupils find it easy to learn and they consistently try their best. Teachers do not have to waste time controlling their classes. Pupils know that their contributions are valued and in discussions they explain how they enjoy receiving praise and encouragement for their efforts. Their self-esteem and confidence is high because even when answers are wrong, they know they will not be ridiculed by anyone. It is rare for pupils to misbehave in lessons and only occasionally in one or two was there any minor cause for concern.

22 Teachers work hard to create classrooms which excite, inform, educate and motivate. There are items for pupils to look at, answer questions about and things to touch, examine and observe. Almost every classroom has pupils' work and resources attractively displayed. Many of these promote a very good social and cultural understanding of a variety of cultures and some make use of pupils' own ethnic backgrounds.

23 The teaching in English is good. Basic literacy skills are taught well and the pupils systematically learn to read, spell and use punctuation and grammar correctly. Good teaching this year has ensured that all pupils have acquired and developed knowledge of different writing formats. However, in Year 2 pupils are not improving their reading enough because there is currently no consistent approach to the teaching of guided reading. All pupils are heard to read, but those who need more help are not heard enough and this depresses the overall standards in reading. In numeracy lessons throughout the school, pupils develop well their skills in handling number because of good teaching. Lessons generally have a brisk pace for pupils which sharpens their intuitive feel for number and their confidence in how to use different strategies.

24 With the exception of guided reading above, teachers plan literacy and numeracy lessons in detail. They often make good use of practical aids such as number fans to focus the pupils' attention and small whiteboards for them to draft and show their responses. All teachers share the purpose of the lesson with their pupils as they do in all subjects. The opening sessions of mental mathematics or text sharing are well structured to help the pupils to see key features or to make connections. Group work is also well planned and organised so that the pupils get on independently while the teacher works with particular pupils. The quality of the final sessions is usually good with pupils being reminded of what they have learnt and discussions about how effectively their work met the objective and demonstrated the features covered. Pupils are given opportunities to apply their knowledge, skills and understanding, and to realise that learning is not an isolated experience.

25 All teachers are well aware of their pupils' needs. Some of this work is innovative. For example, pupils completed a questionnaire about learning styles and teachers consider these results in their planning. They make good provision within their planning, setting appropriate tasks for the various ability groups, thus ensuring that all pupils are fully included in their lessons. Very good quality individual education plans with clear and measurable targets are produced to support pupils' learning. The quality of pupils' learning is much enhanced by the work of the educational support staff who provide unobtrusive but effective support for these pupils and it often benefits others sitting close by.

26 There has been substantial improvement in the development and use of assessment since the previous inspection. The school has good procedures for monitoring and supporting the pupils' academic progress. In the Foundation Stage, assessment procedures are good. Children's achievements are recorded regularly and are used to plan learning. Much of the assessment information is collated half termly to provide a useful profile of the child's school experiences. Assessment throughout the school is manageable and effective, informing teachers how to change their planning to suit the needs of all pupils. The tracking and monitoring of pupils' progress is especially good in writing and mathematics. Pupils' views and concerns are regularly sought and targets in English and mathematics are shared with pupils so that they are fully aware of what they need to do next to improve their work.

The curriculum

The Foundation Stage curriculum provides pupils with a very good start to their school life. The curriculum for Years 1 to 6 is very good and is enriched by a very good range of extra-curricular activities. There is good provision for pupils with special educational needs. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- The school achieves a good balance between teaching discrete subjects and a topic based approach linking humanities and the arts.
- The provision for personal, social and health education is very good.
- Curriculum development, including innovation is very good.
- There are limited opportunities for pupils to extend their musical skills by learning to play a range of musical instruments.

Commentary

27 Although the school teaches the core subjects as discrete subjects, all subjects are also taught through a cross-curricular approach following a visit to a place of interest. This provides relevance and improves pupils understanding that learning in one subject is not an isolated experience. For example, Year 5 visit the Mersey Valley and Chorlton Ees. They return to school and do an audit of the school's environment, comparing this with other environments they have seen. They are fascinated to hear about the changes made by staff and parents to their own school field and record their own findings in a variety of ways. In this work they gain very good understanding of geographic features, historical evidence and knowledge of habitats and using their senses.

28 The very good provision for pupils to develop their personal, social and health education is seen both in focussed lessons such as circle time and also through all the other work they do in school. Years 1 and 5 are involved in the Pride Project where they learn about the misuse of drugs. Parents support this work well. Displays of pupils' work throughout school also emphasise relationships, aspects of behaviour such as caring, friendship and concern for others. Whole school themes are a positive aspect of this work so that there is a consistency in approach.

29 As well as covering the full curriculum, pupils have good opportunities to develop their thinking skills. The school was used as a pilot to trial work force remodelling. This involved a re-organised timetable for the foundation subjects and assembly was moved to facilitate the changes. This also means that all staff have half a day non-contact time whereby teachers can support developments in their areas of responsibility.

30 The school provides good opportunities for gifted and talented pupils to be challenged and pupils with special educational needs achieve very well in the school because targets from individual education plans are included in teachers' planning.

31 Some pupils have good opportunities to be involved in Indian music and steel pans but this is limited as these visiting teachers from Manchester Music Service only spend a total of two hours in school each week. The teaching they receive is of a high quality but is only available for half a class in Year 3 and 4 groups of twelve pupils in Years 5 and 6.

Care, guidance and support

The school has very good systems for ensuring that pupils feel secure and work in a healthy and safe environment. The school provides good support and guidance. The involvement of pupils in the work of the school is satisfactory.

Main strengths and weaknesses

- There is a high level of care for pupils' health and safety.
- Pupils build excellent relationships with adults.
- More should be done to consult pupils and to involve them in the work of the school.
- Pupils who are new to the school benefit from very good induction arrangements.

Commentary

32 The school provides very good levels of care for all pupils and the parents unanimously endorse this. Very effective procedures are in place for health and safety, and checks are rigorously

carried out by governors and school staff and quickly acted upon. The school's child protection procedures are very good. Staff have been well trained and there is very good liaison with other agencies. All staff have had first aid training and accidents are formally recorded and closely monitored. A personal, social and health education programme is well established in the school and effectively promotes healthy and safe living. The school is working successfully towards a healthy schools' award and teaching has recently focused on healthy eating and drug awareness.

33 The school provides very good support and guidance for pupils' personal development. Because relationships between pupils and staff are very good, pupils are happy to approach adults in the school if they have a problem. The learning mentor is on duty every morning before school starts and at lunchtime to help any pupils with problems. Pupils speak very favourably of the help and support they receive from her and other staff and also from older pupils who support them through a very successful 'buddy' system.

34 Good assessment procedures are used well to track the progress and personal development of all pupils including those with special educational needs. This contributes positively to the very good achievement because pupils have a good awareness of their own learning. Staff set targets for individual pupils and this gives them something to strive for. These targets help them to evaluate their own work and consider ways to improve. The able and conscientious assessment co-ordinator has set up manageable assessment systems. She has completed rigorous and searching analyses of pupils' performance in optional and statutory tests and has pinpointed clear action to address the issues identified.

35 Pupils' views about the school are listened to and where possible are acted upon. When for example, pupils completed a healthy schools' questionnaire they requested and received more playground equipment at lunchtime to improve the opportunities to keep fit. The school has already recognised the need to involve pupils more formally in the life and work of the school and a children's council is being introduced shortly.

36 Pupils who are new to the school benefit from very good induction procedures. This ensures that they settle quickly and happily into the routines of school life. Meetings are regularly arranged with parents and there are many opportunities for the nursery and reception children to visit the school before they start.

Partnership with parents, other schools and the community

The school has developed good links with its parents and the community. Good links have also been established with other schools.

Main strengths and weaknesses

- Parents have positive views about the school.
- The school makes good use of strong links with the church and local community.
- Good links with other schools help pupils to settle in.
- The school provides good information for its parents.

Commentary

37 Inspection evidence shows the school has developed a good partnership with its parents. Parents are happy with the experiences and education the school offers their children. Relationships between the school and a number of parents, affected due to staffing difficulties in Year 1, are now improving. The Parental Partnership co-ordinator works hard to bring parents into a closer partnership with the school.

38 A small number of parents help out in school on a regular basis and a group of hard working parents organise events for the Friends Association. Many parents have attended workshops on such topics as literacy, numeracy, a discussion about pupils' preferred learning styles and how to interpret national test results. Parents are also fully involved in the Healthy Schools' Planning Group

and the 'Share Project'. Parents say that these experiences have a positive impact on their children's learning and the school places considerable value on the contribution that these parents make.

39 The quality of information provided for parents is good. Annual reports on progress are appropriately personalised and parents are made aware of curriculum topics and targets for their children. Most parents are satisfied with the level of information that they receive and feel that they are able to approach the school if they have any concerns. Some parents say they feel uncomfortable doing this but the school does all it can to help. For example, on one evening every week, teachers formally make themselves available to discuss pupils' progress. This is in addition to the parents' consultation evenings and other two-way communications such as reading record books.

40 Community links are good overall and the links with St Clements Church are very strong. Pupils have the opportunity to visit interesting places such as museums, galleries, Hindu and Buddhist places of worship. Visitors to school include artists in residence and theatre groups. All of these opportunities positively support pupils' cultural development. The school also encourages parents' of pupils from ethnic minority groups to speak about their cultures and beliefs.

41 Good links also exist with other primary and secondary schools. As a result pupils in Year 6 are able to make the move into the next stage of their education without any concerns.

42 Parents are informed at an early stage if their child has special educational needs. They are informed regularly how their child is progressing. Targets are discussed regularly and both parents and pupils contribute to the target setting process.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The governance of the school is good. The quality of leadership of the headteacher is excellent. The quality of leadership of senior staff and other staff with responsibilities is also very good. Overall the effectiveness of management is very good.

Main strengths and weaknesses

- The headteacher's clarity of vision and high aspirations for the school are excellent.
- There is an exceptionally high level of commitment by all staff who work together very well as a team.
- The school's self evaluation is very accurate and the monitoring and evaluating of all aspects of the school is of the highest quality.
- School improvement planning impacts strongly on standards.
- There is a strong commitment to the professional development of staff.
- Governors keep in close touch with all aspects of school life and are well aware of the school's strengths and weaknesses.

Commentary

43 The headteacher provides inspirational leadership. The vision, sense of purpose and high expectations to provide the best education possible and high standards are excellent aspects of this leadership. The headteacher has been successful in forging a strong team of teaching and non-teaching staff who are committed to school improvement and a greater partnership with the parents. The care and high morale of staff and pupils, and the clear direction for the school given by the headteacher, are all recognised and highly valued by the parents and governors. The local education authority holds the headteacher in very high regard and involves the school in much of their innovative work. The school's influence is thus far reaching, for example, the school's racial equality policy is used as one of the models for consultation by the education authority.

44 The deputy headteacher provides stalwart support and has introduced some interesting and exciting innovations including the introduction of thinking skills and raising awareness of learning styles. His ready willingness to do what is needed has been a key element in the development of a strong management partnership between head and deputy headteacher. This leads to a very effective contribution to the schools goals and values.

45 This relatively new group of governors provides good support and a good range of expertise. Their role is developing well and they are well-informed about the school. They are keen to find out more about the school and provide sufficient challenge to ensure that the school provides well for the pupils. They work effectively with the headteacher and staff and play an effective part in the future direction and development of the school. Many of them spend a reasonable amount of time in school and this ensures that they have a clear understanding of its strengths and weaknesses.

46 The school's self evaluation is embedded in the school's practice and very accurate because of the high quality way that staff monitor and evaluate performance. For example, the headteacher and subject co-ordinators monitor learning effectively following the priorities described in the school improvement plan and this is clearly aimed at raising standards. The improvement in standards in ICT since the last inspection is a good example of this. Staff training and support and the purchase of new computers and software have developed the current good provision. Pupils speak of their enjoyment of using the computers. Because there is such good teamwork and faith in each other, teachers readily accept 'critical' comments made by colleagues in order to improve their work. As a result, teaching and learning has improved since the last inspection. Teaching in most classes is vibrant and there is little wonder that pupils enjoy coming to school.

47 Co-ordinators for English, ICT, religious education and assessment are very secure in their roles. The leadership of the Foundation Stage, special educational needs, mathematics and science are good and staff share a sense of common purpose. Other co-ordinators play an increasingly important part but it is early days for some in their monitoring, evaluating and strategic management role. All co-ordinators have a clear vision for the future and produce action plans for their subject's development.

48 This is a school which makes very good efforts to ensure all pupils have their needs met. The special educational needs co-ordinator performs the role effectively. She has reviewed and revised procedures, putting in place a good system of producing individual education plans, reviewing pupils' progress and liaising with parents and outside agencies. Good progress has been made since the previous inspection. Pupils who are gifted and talented are also well supported to extend their knowledge, skills and understanding, for example through additional lessons provided by the secondary school. Although no pupils are at an early stage of English acquisition, the school carefully monitors the achievement of pupils from ethnic minority groups and uses their experiences to benefit others as well as helping to raise their self-esteem.

49 The school improvement plan is a very useful document in planning future developments and raising standards. It very clearly sets out the areas established by analysis within school and produced with the full co-operation of staff and governors. It effectively balances national and local priorities with those identified by the school. Objectives within the plan are precise; action planning is suitably detailed; individual responsibilities and timescales are clear and resource implications have been evaluated.

50 The appointment, nurturing and professional development of all staff is given high priority and reflects the needs of the individual and of the school. Performance management has been extended to include teaching assistants, administrative staff and the senior midday supervisor. The impact of this is carefully evaluated. Good procedures exist to match the allocation of finance to various planning projects. Governors have a good understanding of school finances and a very good understanding of the extent to which the principles of best value are applied.

51 Taking into account the effectiveness of the education provided, the school provides very good value for money. There are no clear barriers to raising achievement but the aids include the

high aspirations and dedication of the headteacher, staff and governors, the willingness of pupils to improve their own work and the very positive support from the vast majority of parents.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	692397	Balance from previous year	56255
Total expenditure	665759	Balance carried forward to the next	82893
Expenditure per pupil	2645		

52 Although the balance carried forward figures appear high, these were strategically planned for. The finances were used to pay for major building and refurbishment work and redecorating scheduled in the summer holiday to prevent disrupting the pupils' education.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

53 The provision for children in the Foundation Stage is very good. There are currently 24 children attending full time in the nursery and a further 12 attend part time. There are 30 children in the reception class. Children enter the school with average skills. Children make a good start in the nursery and reception classes, continually building on what they have learnt. They achieve well because the teaching across all areas of learning is consistently good, and sometimes very good. This enables the majority of children to exceed expectations in their communication, language and literacy, mathematical development and personal, social and emotional development by the time they enter Year 1. They achieve the early learning goals in their creative development and in their knowledge and understanding of the world. There is insufficient evidence to make an overall judgement about their physical development. Planning ensures that activities match children's needs well and this helps them to gain confidence and make good progress. The learning environment is well organised to provide a very good range of purposeful activities and there is a good balance between teacher-directed and self-chosen tasks. Assessment shows that the children, who are currently in the nursery, enter with standards that are in line with national expectations in all the six areas of learning. Children are well prepared to make a smooth transition to the work of the National Curriculum by the time they leave the reception class.

54 There is insufficient evidence to make an overall judgement about **physical development** as no lessons were seen. However the provision for outdoor play is good. The nursery and the reception class share this provision and children use a wide range of wheeled vehicles confidently. They demonstrate sound skills when climbing, swinging and balancing on the large climbing frame. They are beginning to develop their hand/eye co-ordination by playing with soft small balls and bats.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good induction procedures are in place.
- All staff have a clear commitment to developing positive attitudes to learning.
- Good relationships are developed between children and those who work with them.

Commentary

55 There is a well-organised induction programme of visits and links with parents help children to enter nursery with a good degree of confidence. This programme has changed since the last inspection when all children joined the nursery on the same day. Children now have a 'staggered' entry, which enables them to receive good support and staff time to ease their entry. The results of a questionnaire to parents show that they appreciate this change.

56 A calm approach is used when encouraging children's good behaviour and adults consistently appreciate children's positive attitudes. This helps them to recognise their own good achievement.

57 Children know the routines of both the nursery and reception class very well. They build very good relationships with adults and other children. Children are confident to try new activities, maintain concentration and have the ability to stay on task for a good period of time. During the inspection, their behaviour was very good. They listened carefully, responded well to instructions and cleared away without fuss. They demonstrated clearly their consideration for others by moving quietly through school to the ICT suite.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Effective use is made of direct teaching activities.
- ICT is used well to reinforce children's understanding of letter shapes and sounds.
- Children are prepared well for more formal literacy work in Year 1.

Commentary

58 Teachers' thorough planning achieves a good balance between whole class teaching, small group-work with an adult and independent work. Nursery children enjoy learning their letter shapes and sounds when they use the interactive whiteboard in the computer suite. The same program is used in the classroom to reinforce their learning. The very good use of Molly, the puppet, holds their attention well and they love to correct the mistakes she makes when she writes, for example 'm' instead of 'w.' Although they know their letter sounds well, many children including those in reception, still have difficulty when identifying letter names.

59 Older children enjoy sharing a big book together and know the author and illustrator. They have listened very carefully to a previous reading and recall events from the story very well. When the teacher deliberately makes mistakes, they show they follow the text carefully and excitedly tell her, 'you read the words right but they were in the wrong order.' In smaller groups, adults help children to write sentences and many children write simple words correctly and include these in sentences. The work children undertake with an adult is reinforced well by the activities in independent groups. For example, they write lists, create their own words by identifying the letter sounds in three letter words and practise writing these.

60 In reception, children understand that adults support some groups while others work on their own. They accept this happily and work independently. They stay on task and the activities planned for them match their needs and enable them to achieve well. The framework for their literacy and numeracy lessons prepares them well for their work in Year 1 as they come to terms with more formality and having to concentrate for significant periods of time.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children demonstrate a good understanding of number.
- Practical activities reinforce understanding and support learning well.

Commentary

61 Achievement in lessons and in the work sample seen is good. The majority of children in nursery develop their understanding of counting forwards and backwards through singing rhymes and songs. They show a good knowledge of 'one more than' and 'one less than'. They begin to understand how they can record their favourite characters by writing their name and adding this to a bar graph. In the reception class, older children count up to 20 in twos with confidence and extend this to counting to 100 in fives and tens. They show a good understanding of ordering numbers and know when a number is in the wrong place. They correct this successfully.

62 Practical activities are well planned to link with the whole class teaching. Nursery children fill 10 "railway carriages" with the correct number of bears to 10. Numbers are used well outdoors for pupils to count to 10 and back as they move into different number circles. Matching pairs in

jigsaws using numbers to 10 also reinforces their number recognition and counting skills well. The majority of children in the reception class demonstrate a good understanding of money as they identify the cost of objects and select the correct coins to buy these. The higher ability children in reception give a number of different ways to make eight pence and explain this confidently. ICT is used well to reinforce identification of coins to purchase a given object. Children demonstrate their understanding clearly by explaining correctly what they have to do in their independent tasks. They work very well without adult support. Good teaching assistants support children with special educational needs and this helps them to achieve very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have good opportunities to develop their early scientific skills.
- A wide range of planned activities helps them to gain a sound understanding of the world around them.
- Visits and visitors enhance learning opportunities well.

Commentary

63 Children make sound achievement in this area of their learning. In the work sample seen, they explore changes when handling ice and begin to understand how to make it melt more quickly. In nursery, children develop their early observational skills well by using magnifying glasses to observe mini-beasts and parts of flowers, a parent supported learning well by bringing a snake into school for children to observe. Children in the reception class know that plants need light, water and soil to make them grow. They have good opportunities to grow their own plants and run a 'garden centre.' A sound understanding of healthy eating is developed well through discussion and when making sandwiches and vegetable stew.

64 Children's daily work with small world play and construction materials helps them to learn about the wider world. They have an early understanding of the strength of different materials and clearly understand that "I am the 'brick' pig and my house is the strongest." They create their own simple maps of their route from home to school and begin to develop an understanding of maps and why we need these.

65 Children enjoy visitors and the arrival of the fire engine caused great excitement. They had opportunities to climb on the engine and even hold the hose! Good use is made of planned first hand experiences. For example, when the children were learning about transport, they visited a local transport museum.

66 Children use ICT skills daily as they listen to tapes of rhymes and songs, use listening stations to hear stories and use the computer to support their learning in literacy, mathematics and creative activities.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strength and weaknesses

- Teachers plan good opportunities for children to work with a range of materials.
- Children develop good observational skills.
- Singing and acting are well developed aspects of children's creative development.

Commentary

67 Children in nursery have good opportunities to develop their printing skills while they extend their understanding of shapes. Painting, using an easel, is part of the good daily on-going provision and this allows children to express their own ideas through the use of thick paint. Children demonstrate sound fixing skills when joining parts of their flower together to create a three dimensional flower. Photographic evidence also shows them making complex hats for the Easter parade. ICT is used well to develop fine motor skills as children create pictures of themselves and use colours well. The use of needles and thread to create patterns extends these skills well.

68 Children demonstrate sound mixing skills when they paint pictures of spring flowers. Their paintings of houses and vehicles show good attention to detail and good selection of appropriate colours. Children have looked very closely at African patterns and have created their own lovely patterns on fabric using wax crayon, dye and glitter.

69 All the children enjoy singing and action songs, these are linked well to their work in personal development and in mathematical development. The older children confidently use their role play skills to tell the story of 'The Gingerbread Man' to the rest of the school.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils attain high standards by the time they leave the school and achieve very well.
- Teaching and learning are good, with very good improvements made to boys' writing.
- Very effective use is made of English across the curriculum.
- Leadership and management of the subject are very good, with good improvements made to provision since the last inspection.
- The strategies used for teaching reading especially in Year 2 require improvement.
- Assessment is very good in writing and used successfully to plan the teaching and set targets.

Commentary

70 By the end of Year 6, pupils' attainment is high in all aspects of English. These findings match the 2003 national test results. Standards are significantly better than the average attainment at the last inspection. By the end of Year 2, pupils' attainment is above average in writing but below average in reading. This is a much better than the national test results of 2003, which showed below average attainment in writing and well below average attainment in reading. Standards in writing by the end of Year 2 are higher than the last inspection but are lower in reading. Based on their prior attainment when they first started school, pupils are making at least satisfactory progress by the end of Year 2 and very good progress between Years 3 and 6. Progress in writing is good by the end of Year 2. Overall pupils of all abilities are achieving very well and there is clear evidence that achievement is accelerated considerably for older pupils where the teaching is very strong.

71 The quality of teaching is good with very good teaching seen in Years 5 and 6. One of the strongest features of the teaching is the way in which teachers use literacy across the whole curriculum in a planned and creative way. Good literature is used to bring subjects alive and to help pupils to improve their speaking, listening, reading and writing skills. During the inspection a very good English lesson was seen in Year 6, which was part of a project on 'islands' and incorporated many different subjects. As well as challenging the pupils well in reading texts such as 'Robinson Crusoe' and carrying out research into the life of Charles Darwin, the teacher helped pupils to improve their speaking and listening skills very successfully by taking part in a 'role play' interview to recruit people to join a cruise ship to visit the island. The quality of standard English used during the

interview was high, pupils listened attentively to one another and candidates replied very confidently and articulately.

72 There is a strong commitment in the teaching to improve pupils' writing by making sure that all groups of pupils have interesting and challenging tasks that meet their needs. Boys writing has improved significantly because teachers have tackled weaknesses together and improved planning, resources and approaches that appeal to boys just as much as girls. Very good examples of writing for a wide range of different purposes are displayed around the school. The best teaching is characterised by high expectations of what pupils can achieve and a confident and imaginative delivery of each section of the literacy lesson, which captures pupils' enthusiasm for learning. Explanations are clear and questions are lively and challenging, encouraging pupils to think carefully about their answers. Teachers work well with teaching assistants so that pupils with special educational needs make good progress. All of these positive features were seen in a very good lesson in Year 5 in which pupils were taught to improve their writing of explanation texts. Occasionally there is a lack of challenge and pace in the methods used in the satisfactory teaching observed. Expectations could also be higher of what pupils are expected to achieve by explaining ideas more clearly, particularly when working directly with the whole class.

73 The leadership and management of English are very good. The co-ordinator has shown clear vision, skill and commitment in tackling weaknesses well from the last inspection. She has improved standards and teaching by the end of Year 6 and addressed the weaknesses in boys' writing. Good provision has been achieved through rigorous monitoring of teaching, tracking pupils' progress and then taking effective action through a whole school approach. The co-ordinator has identified the need to improve the organisation and planning of reading, particularly in Years 1 and 2 where standards are below average. At the moment there is no consistent approach to the teaching of guided reading through the school and in Year 2 insufficient time is planned for this to be taught. The school is aware of this and the school improvement plan identifies changes which are already underway and working in Year 1.

74 Assessment is a successful feature in the drive to improve standards. Thorough assessments are used to match work precisely to pupils' abilities in most classes. Because pupils' achievements in tests are regularly tracked and teachers evaluate the progress made in lessons they know how well pupils are doing and plan the next stage of learning to enable them to achieve well. Pupils have clear targets for writing and know what they need to do to improve because of the good feedback they receive in lessons from adults and constructive and regular marking of their work. Assessment in reading, speaking and listening, although at least satisfactory, is not as well developed as writing and this is an area identified by the school for further development. A very strong feature of assessment in Years 3 to 6 is the way in which teachers use the concluding part of literacy lessons for pupils to assess their own learning and help them understand how they can improve.

Language and literacy across the curriculum

75 The school gives a very good emphasis to promoting literacy across the curriculum. Pupils are using their research skills more widely in many subjects since the last inspection. ICT is often used to edit work and produce writing to very good presentation standards. Discussion, drama and 'role play' are a prominent feature in all subjects and specific vocabulary is regularly displayed and emphasised particularly for mathematics and science. There are generally good opportunities to write for various purposes in science, although there is less extended writing in some classes. A topic on Ancient Egypt was used particularly well in Year 5 for pupils to practise a journalistic style of writing and produce their own 'Cairo Chronicle' newspaper.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve very well and as a result standards are well above average in Year 6.
- There are many strengths in the teaching and learning of mathematics.
- Leadership of the subject is good and assessment procedures are very secure.
- There is good use of numeracy in other subjects.

Commentary

76 Standards at the end of Year 6 are well above national expectations, a situation which mirrors the findings in the national tests of 2003 when the school's results were well above the national average and well above the average for similar schools. Standards in Year 6 have risen since the last inspection. This is due to the overall good quality of teaching. However, standards are below expectations in Year 2 largely because this group of pupils entered the school with low skills and also because the proportion of pupils with special educational needs is higher than usual.

77 All pupils, including those with special educational needs, make very good progress over time because of the effective teaching and continuous challenge. A scrutiny of pupils' work shows that pupils achieve well in Years 1 and 2 and they achieve very well in Years 3 to 6. The school identifies pupils who may be struggling to achieve the expected level in mathematics and provides 'booster' classes to support their learning. Pupils are secure in dealing with all aspects of mathematics. Higher attaining pupils work confidently in decimals and percentages and most pupils know how to measure and draw angles and how to compile graphs and charts.

78 The quality of teaching is good in Years 1 and 2 and very good at Years 3 to 6. In the numeracy lessons seen, the teachers' confidence, enthusiasm and good subject knowledge were very evident. For example, in a very successful lesson for pupils in Year 4, the teacher's lively teaching kept all the pupils highly involved in working out timetables. The well organised tasks enabled most pupils to work independently in calculating the time it takes to travel between two or more points on a journey. While the teacher worked with the higher attaining pupils to develop their skills and accuracy, pupils with special educational needs were supported well by a learning support assistant. Pupils responded confidently when asked to explain their thinking. Such good learning also typified work in other classes. The pupils were often highly motivated and keen to be involved and as a result, their learning was good and in some cases, very good. Pupils are productive and much work has been done across the full range of the mathematics curriculum. As a result, all pupils develop a secure grasp of number and how to apply it in solving problems as well as good knowledge and understanding of shape, space and measures and data handling.

79 In sharing the purpose of the lesson with the pupils, the teachers frequently relate it to what the pupils know already. The pupils learn and achieve well because the pace of lessons is often fast and they are helped to make relevant connections between what they know and new information. In lessons, the initial sessions of mental mathematics are generally lively and the teachers prompt the pupils to think quickly and to explain their answers. The teachers plan very conscientiously and make effective use of resources such as number fans, counting sticks and a very effective computer program to support pupils' learning. In sharing and discussing strategies, the teachers provide a good model for the pupils in the way they set out computations clearly on the class whiteboard. The ready and encouraging exchanges between teachers and pupils gives the pupils confidence that in turn leads to success and high self-esteem in mathematics. The teachers' skilled questioning develops and deepens the pupils' understanding. A common strength is the focus on questions such as 'What have you learnt?' in the plenary.

80 Teachers use informal questioning and regular tests to assess and track pupils' achievement. They are quick to note when a pupil is having difficulties. In all lessons seen, the teachers dealt quickly with problems and ensured that pupils with special educational needs were supported and that their task was manageable. This adds to their good achievement. When the teachers mark the pupils' work, they identify targets for pupils as well as giving comments and praise.

81 The subject co-ordinator provides good leadership. He monitors the quality of teachers' planning and scrutinises pupils' work well. This enables him to check the coverage of work in relation to the National Numeracy framework and to confirm that those with learning difficulties and the more able have their needs met. This has heightened the consistency and quality of teaching throughout the school and helped to identify areas for improvement. Good quality homework for all pupils builds well on work done in lessons.

Mathematics across the curriculum

82 The use of mathematics across the curriculum is good and planned for well. Teachers develop numeracy skills in other subjects. For example, pupils throughout the school use various measures in design and technology and science lessons. In geography, pupils use and record climate information from spreadsheets, charts and graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good emphasis is given to developing investigative skills.
- The teaching of science is good and pupils achieve well overall.
- Teachers' subject knowledge is good.
- The lack of consistency in the presentation of pupils' work prevents them from seeing their own progress.
- Some teachers' marking is not helping pupils to extend their learning.

Commentary

83 Standards of attainment are below expectations at the end of Year 2 and Year 6. This is a drop from the standards seen at the last inspection but is understandable and can be explained. The attainment on entry to school of pupils in both these classes was well below the expected level and there are a significant number of pupils with special educational needs. The focus of the teaching has been placed on extending their literacy and numeracy skills. In Year 2, much of the science has been of a practical nature and there is limited recorded work available. Standards in the other classes are above those expected for their age. Pupils achieve well throughout the school, and in Year 6, almost every pupil, including those with special educational needs attain the expected level but fewer than nationally expected achieve the higher levels.

84 Pupils' skills in investigative work are developing well. They show good subject knowledge and use scientific language well in their explanations. Good opportunities are planned for pupils in Year 1 to use their observation skills such as when they search for mini-beasts on the school field. Pupils achieve well throughout the school because the teachers plan a good mixture of practical work, discussion and recording. This entuses and motivates pupils and their work is of a good standard. In Year 5, the teaching of science is good. Teachers demonstrate good subject knowledge and extend pupils' subject specific language well. In Year 4, pupils link their previous work on blood vessels effectively when they look at the structure of teeth. They know that the diagram of a tooth is 'a cross section' and explain decay correctly. Year 6 pupils extend their investigative skills when they become 'forensic scientists.' They investigate given evidence to identify a culprit in a cross-curricular project called 'The Island.'

85 In the samples of work seen, some classes use topic books, others have science books and one class uses loose sheets. It is difficult for pupils to establish a style of writing for science when the expectations of teachers are inconsistent. It is also hard for them to see clearly the progress they make. There are also inconsistencies in the marking of pupils' work. The better examples take pupils' learning forward while others just contain a tick or one-word comment.

86 The co-ordinator for science has a good overview of science in Years 3-6 but needs to extend this to include Years 1 and 2. She is keenly interested and has good subject knowledge. As a result of good monitoring, the issues regarding investigative and experimental science, identified in the last inspection, have been addressed. An improved scheme of work is in place and resources to support the teaching of these units have improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above national expectations by the end of Year 6 and pupils achieve well.
- There are good examples of ICT being used to support learning in other subjects.
- Pupils have very good attitudes when using computers.
- Leadership and management are very good and the co-ordinator has high aspirations.
- Assessment procedures need to be developed further to enable pupils to assess their own learning.

Commentary

87 Standards are in line with national expectations at the end of Year 2 and above expectations at the end of Year 6. Pupils achieve satisfactorily in Years 1 and 2 and they achieve well in Years 3 to 6. The provision is very much improved since the last inspection when standards were below expectations. This is due to improvements in the teachers' expertise and confidence as a result of effective training by the subject leader and outside agencies. A clear policy and scheme of work has been produced and this supports teachers in improving pupils' skills, knowledge and understanding in a systematic way. Well planned links to other subjects, and sufficient improved hardware and software enable pupils to use and apply their skills much more regularly than during the last inspection. Pupils' very good attitudes also contribute to improvement. They are keen to learn and willing to collaborate and support each other's learning. Pupils are learning and achieving well because of effective teaching. The teaching sessions are short and well focussed; they provide all pupils with explicit, direct teaching and clear demonstrations.

88 In Years 1 and 2, pupils acquire and use a range of basic skills such as opening and shutting down programs and controlling the mouse competently. In Years 3 to 6, pupils' make good progress overtime because of the well-organised and good teaching that frequently links ICT with other subjects and relevant real life situations. For example, pupils in Year 3 were taught how to download information from their e-mail. The teachers used the interactive whiteboard expertly to display a downloaded photograph of a baby and pupils were thrilled to reply to the sender. The teacher built on pupils' skills to enable them to e-mail the local Member of Parliament. By Year 6, pupils have good knowledge about ICT as well as skills in using it. They have produced good multimedia presentations and explain how they use different functions to incorporate sound, pictures and text to present their information about the dangers of alcohol and drug abuse. They have had experience in using other ICT equipment including the digital camera, computer-microscope and tape recorder. Many have access to computers at home but they are keen to learn more and very willing to share their knowledge and expertise.

89 Subject leadership and management are very good. The co-ordinator has good skills and a very clear vision of how to improve the subject further. All the teachers have worked together to bring about the improvements. Recent training has boosted the teachers' skill and confidence and they benefit further from a 'clinic' run by the subject co-ordinator to consolidate or enhance their skills. She correctly identifies that the next area to develop is to make increasing use of assessment so that pupils can also measure their own skills and achievements.

Information and communication technology across the curriculum

90 The school is successfully developing the effective use of the Internet and ICT across the curriculum. ICT is planned to be used in all subjects and all year groups wherever possible. For example, Year 2 pupils create branching databases in their topic work about 'Houses and Homes' and this links well to work in science, geography and history. In every subject, pupils effectively find web sites of use in researching topics. Other pupils use the word processor well and accurately create bar and line graphs to display information they have collected.

HUMANITIES

91 None of these subjects was the focus for the inspection and only in religious education was there sufficient evidence to make an overall judgement. Only one lesson was seen in both history and geography although a good deal of evidence was also seen in pupils' books and on display. Discussions with pupils and teachers and scrutiny of planning provided further evidence. Although there has been no monitoring of lessons, the co-ordinators have monitored teaching and learning through analysing the work in pupils' books and collecting teachers' planning and assessments of pupils' progress at the end of each half term.

92 In **history**, teachers' planning shows that all that should be taught is taught and pupils' experience a broad range of interesting work. Pupils retain facts well and develop a good awareness of chronology. They are interested in the different lifestyles of people in the past. For example, pupils in Year 3 have remembered a lot from the study of the Vikings which they particularly enjoyed. Year 6 pupils know that the invading Spaniards led to the downfall of the Aztecs whilst pupils in Year 5 know a good deal about the Tudors such as why Henry had so many wives. Pupils' progress in using different source materials is enhanced by teaching which enables pupils to understand how archaeologists' findings are one way to discover things about the past. Teachers make good use of visits, visitors, books, CD-ROMs and artefacts to enliven pupils' learning in the subject and provide a rich range of source material.

93 In **geography**, throughout the school pupils develop their knowledge, skills and understanding progressively. Teachers make every effort to provide first hand experiences and good resources so that pupils can relate their learning to real life situations. In Year 1, for example, pupils consider their route to school and explain clearly what they like and don't like about their environment. Pupils in Year 2 compare Chorlton with a 'pretend' and remote island and say which style of living they prefer. Year 3 pupils also contrast two different locations and contact the tourist office of the seaside resort of Tenby to compare it with Manchester. By the time pupils reach Years 5 and 6 they have a good understanding of world geography and confidently identify major physical features such as continents, mountains, oceans and rivers. Some pupils have researched using the Internet and produced detailed information about Tsunamis and the voyages of Charles Darwin. Year 4 pupils study the country of Benin and use their numeracy skills well as they compare temperatures and rainfall in Benin and London. They are very surprised at their findings and come up with astute and accurate reasons why rainfall is higher in Benin. An impressive feature of geography work is the link with aspects such as the effect of man on the environment, pollution and global warming. This supports the schools approach to personal development very well.

Religious Education

Provision in religious education is **very good**.

Main strengths and weaknesses

- All pupils achieve very well.
- Standards exceed the expectations of the Manchester Agreed Syllabus at the end of Years 2 and 6.
- A wide range of sensitive and pertinent issues are included in the curriculum.
- The similarities plus differences between world religions are given very good emphasis.
- The school uses visits to places of worship of a number major religions to enhance understanding.

- The subject leadership is excellent.

Commentary

94 Standards in religious education exceed the expectations of the Manchester Agreed Syllabus by the end of Year 2 and Year 6. All pupils achieve very well in developing their knowledge, skills and understanding as a result of good and often very good teaching. This is a similar position to that found in the last inspection.

95 The school has very strong links with St Clements Church and these links enable pupils to learn effectively about Christianity. Teachers organise a range of very good visits and resources to give pupils a good insight into a wide range of other world faiths. Teachers also arrange for visitors of many faiths for pupils to gain first hand knowledge and understanding of other faiths and cultures. A very positive feature of the teaching is the way that teachers use pupils' own religious experiences to successfully enable others to learn about world religions and also draw from them. Pupils have looked at stories from sacred books and they know numerous stories from Christian, Muslim, Buddhist, Sikh, Jewish and Hindu perspectives. Such opportunities enable them to think about and appreciate different beliefs.

96 Teachers encourage the development of relationships, emotion and respect for others through the Manchester Agreed Syllabus and most pupils respond very thoughtfully to the sensitive issues that are raised. For example, Year 4 pupils considered the story of Jesus and his temptations then maturely made links with their own lives and how they are often tempted and what they should do. Pupils in Year 6 develop a greater understanding of the Hindu religion as they understand that Hindus believe there is one God who takes different forms. Pupils are open and thoughtful and they demonstrate insight and maturity in recognising how the good and bad times in their life relate to the Buddhist qualities of wisdom, kindness and fearlessness and how such events can lead to greater compassion towards others.

97 Religious education makes a very good contribution to pupils' spiritual, moral social and cultural development. Writing in religious education in some classes is lucid with well organised thoughts written in a fluent style. Good use is made of ICT, especially by using the Internet to research and consolidate their understanding of world religions.

98 Leadership and management of religious education are excellent. The subject leader has a very accurate oversight of the quality and standards in different year groups through the regular monitoring of standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

99 Physical Education was inspected fully and is reported below. It is not possible to make a firm judgement about provision in art and design and design and technology as no lessons were seen. However inspectors spoke to teachers and pupils about their work in these subjects and looked at planning and examples of pupils' work. From this information it is clear that the school is giving pupils relevant experiences in these subjects and covering all the requirements of the curriculum. It is not possible to make a secure judgement in music as too little teaching was seen. Comments are based on one lesson in Year 1 and three groups taken by visiting teachers and a parent. Music was observed in assemblies and discussions took place with pupils and the co-ordinator.

100 A very good range of pupils' work in **art and design** is well displayed around the school. A very good balance is achieved between teaching art and design as a separate subject and combining subjects together in lessons. This gives wider opportunities for pupils to experience art and design. Sketchbooks are used well to help pupils practise their ideas and improve their techniques. Good use is made of the work of artists from all over the world and this not only improves pupils' ideas and techniques but also enriches their spiritual and cultural awareness. In Year 6 this was very well demonstrated in the way in which pupils used the colours and styles of

William Morris's textiles to produce their own impressive designs and patterns. The use of ICT to extend opportunities in art and design is developing slowly but satisfactorily.

101 In **design and technology**, the use of ICT has improved and pupils in Year 6 now use technology to control the moving parts of fairground toys they make. Planning and work scrutiny indicates that all elements of the subject are being taught. Although there is less focus on written evaluations of work, there is a very good emphasis on evaluating work through discussion. Earlier in the year the profile of the subject was raised significantly when a design and technology week was held in school. Many of the finished articles are displayed and show a good range of products. They also show how well national guidelines have been adapted to suit the school. Good connections are often made with other subjects and the key skills of English are promoted particularly well. In Year 6 for example they write stories to match the symbols on the memory cushions they design and make. The school is closely involved in a 'healthy schools' project and food technology is linked well to this initiative. In Year 1 pupils plan and make a fruit salad while pupils in Year 6 design and make a healthy lunch box.

102 In the Year 1 **music** lesson, pupils held a steady pulse and knew how to demonstrate a rest when clapping. They develop good listening skills when repeating a pulse demonstrated by the teacher, achieving this well. They show a good understanding of the difference between pulse and rhythm and can hold their own part when working in two groups. Pupils have a sound understanding of signs for loud and soft clapping and singing and respond quickly, watching the teacher carefully. Display shows good links between art and design and music and good opportunities for older pupils to listen to a range of music and express their feelings through their art and design work.

103 Two teachers from Manchester Music Service visit the school each week for a total of two hours. One takes Indian music with half a class of Year 3 pupils while the other has groups of twelve Year 5 and Year 6 pupils playing steel pans who are rehearsing for a performance at a local outdoor festival. This teaching is of a high quality and pupils are keenly interested and very attentive. Their achievement is good. A talented parent takes a group of 20 younger pupils as a singing group and they successfully sing in two parts. Their unaccompanied singing is very good. This lesson contributes significantly to pupils' cultural development as they sing songs from different countries and other ethnic groups are well represented in this group.

104 Although these activities contribute well to music within the school, they are only available for a small number of pupils.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well because teachers focus effectively on helping them to improve their skills.
- Teaching is good and very strong relationships ensure that pupils are enthusiastic and keen to do well.
- Leadership and management are good and constantly strive to improve opportunities for physical education.
- A very good programme of extra curricular activities and enrichment for pupils in Years 3 to 6 adds value to their learning.

Commentary

105 It is not possible to make a judgement on standards and achievement in all aspects of physical education. However in dance and games the standards are average by the end of Year 2 and above average by the end of Year 6. The above average standards by the end of Year 6 have been maintained since the last inspection. Good teaching in these aspects of physical education enables pupils to achieve well from their prior attainment. Swimming is organised for pupils in Year

3 and by the end of the year about three quarters of them swim the 25-metre length of the pool unaided and with confidence. While resources are good and support the learning well, the accommodation although satisfactory has shortcomings. In particular the field is badly drained and the playground is too small for some outdoor games, especially for older pupils. The school makes the very best use it can of these restrictions and successfully finds ways to overcome difficulties in order to enhance learning.

106 Teaching and learning are good and with examples of very good teaching in Years 5 and 6. Teachers plan their lessons effectively to make sure there is a good focus on learning new skills. In all cases the good management and organisation of the lesson ensures a brisk pace is maintained and pupils learn well. A strength of the teaching is the very good relationships that exist between pupils and adults. This results in pupils making a great deal of effort and determination to improve their movements. In all lessons the teacher gives effective demonstrations or uses pupils to show their movements and this helps pupils to improve their skills and try out new ideas.

107 There is good leadership and management of the subject and this has improved from the last inspection. As well as monitoring some teaching and learning the co-ordinator also demonstrates lessons to help teachers to improve their expertise and confidence in the subject. The co-ordinator organises a very good range of extra curricular activities and there is a very good level of attendance from pupils. Although parents have expressed the wish for more clubs and activities, the inspection team are impressed with the number, quality and range of clubs offered to pupils. Whenever possible the local leisure centre and high school grounds are used for activities such as athletics, squash, basketball, tag rugby, football, netball and cricket. Specialised coaches and teaching staff are used to teach many of these games during and after school. At lunchtime, a programme of well planned and resourced small games activities enthuses and interest pupils in the playground. The pupils in Year 6 stay at an outdoor centre as part of a residential visit. They benefit significantly from taking part in a very good range of outdoor and problem solving activities. In addition, they learn important personal and social skills by working with others to meet different challenges.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

108 In addition to the very good provision for pupils' personal, social and health education, the school also promotes **citizenship** however insufficient evidence was available on which to judge the quality of the provision. There is a good link with Manchester Royal Infirmary, which enabled pupils in Year 6 to consider safety issues. Pupils also have good links with the police who encourage pupils to take care of themselves and others. Pupils in Year 5 take part in the Crucial Crew activities which promote team building and 'getting on well together'. Children are committed to raising money for good causes, such as 'Comic Relief'. Broader issues covered enable pupils to consider how they can make a difference in world matters such as preventing global warming and pollution.

Personal, social and health education

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- This subject is led very well.
- The development of pupils' self-esteem and opportunities to talk about their feelings is a real strength.
- The broad and relevant curriculum supports pupils' personal development very well.

Commentary

109 The newly appointed deputy headteacher has very good subject knowledge and has already made a huge impact on developing the school's work. The school aims to develop a sense of mutual support and the raising of self-esteem and self-confidence.

110 All pupils have been involved in creating their school and class rules, so they all fully understand right from wrong. Most pupils behave very well in lessons and around school. They develop inter-personal, intellectual and social skills and often show kindness, thoughtfulness and tolerance to pupils who struggle either socially or with their work. As yet, though planning is advanced, there are no formal occasions such as the school council meetings where pupils can demonstrate the high level of their communication skills, mature judgement and social responsibility.

111 Pupils show care and concern for others and know that their actions have consequences. Within school pupils know they have a safe place to talk about their feelings and the things that are important to them. They show respect for, and interest in, the religious beliefs of others.

112 The broad curriculum covers issues such as health and diet, personal hygiene, teamwork and bullying, in a sensitive and mature way. The school is currently involved in a Healthy Schools Initiative. A positive element of this curricular area is the school's planned approach to sex and drugs education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	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	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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