

# INSPECTION REPORT

## **GORSEFIELD PRIMARY SCHOOL**

Radcliffe, Manchester

LEA area: Bury

Unique reference number: 105312

Headteacher: Mr C Blomerley

Lead inspector: Dr T Simpson

Dates of inspection: 4<sup>th</sup> to 7<sup>th</sup> May 2004

Inspection number: 256230

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	408
School address:	Robertson Street Radcliffe Manchester
Postcode:	M26 4DW
Telephone number:	0161 2537405
Fax number:	0161 2537416
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Tonge
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

Gorsefield is a large primary school serving part of the metropolitan borough of Bury. The socio-economic background of the pupils is mixed – but overall is below average. Attainment on entry is well below average. A small minority of the pupils are from ethnic minority backgrounds. English is an additional language for a small number of pupils – with a few being at an early stage of English acquisition. The percentage of pupils with special educational needs is above the national average, while the percentage with Statements of Special Educational Needs is well above average. The needs of the pupils concerned are varied. The school houses a resourced unit provision for a number of pupils from the area who have moderate or severe learning difficulties and additionally is designated for pupils with physical disabilities. There are slightly more boys than girls on roll. The number of pupils who enter and leave the school other than at the normal time is high. In the past two years, the school has received a Basic Skills Quality Mark and a Healthy Schools Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10428	Tom Simpson	Lead inspector	Science, art and design, music.
13462	Roberta Mothersdale	Lay inspector	
20230	Jennifer Clayphan	Team inspector	Design and technology, physical education, the Foundation Stage.
1963	Sibani Raychaudhuri	Team inspector	Mathematics, information and communication technology, history, English as an additional language.
17260	Jennifer Taylor	Team inspector	Special educational needs including the resourced unit provision.
31838	Martyn Williams	Team inspector	English, geography, religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** where pupils achieve well overall. Teaching is good and there are frequent examples of very good teaching. The school is very well led and managed. It has below average costs and provides very good value for money.

The school's main strengths and weaknesses are:

- An enriched curriculum is provided and achievement is good at all stages of education in the school.
- Teaching is good overall and support staff are very effectively deployed.
- Pupils respond to the high expectations of staff with very positive attitudes and very good behaviour.
- Provision for pupils with special educational needs – including those in the resourced unit - is very good and this is a school whose commitment to inclusion is excellent.
- Standards in science by the end of Year 6 are not high enough.
- Provision for personal – including spiritual, moral, social and cultural - development is very good and the pupils are very well cared for.
- The leadership provided by the headteacher and other key staff is very good and all senior staff provide very good role models.

The school's improvement since the last inspection has been good. The quality of teaching is now higher and there have been improvements to leadership and management. Pupils' attitudes, behaviour and attendance are more positive. Curriculum provision, accommodation and resources are now better. The level of care shown to pupils is even higher. Issues raised in the last report were addressed promptly and well. Standards in English and science are not now as high as was previously reported – although pupils of all levels of attainment achieve well. This is a direct result of a significant increase in the number of pupils with special educational needs who attend the school.

### STANDARDS ACHIEVED

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

*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.*

**Overall achievement at the school is good** and there are examples – such as in mathematics and aspects of English – where it is very good. Current standards in Year 2 are below average in English and mathematics and average in science. (Preliminary results from the 2004 mathematics tests, however, indicate that these are higher than those of last year). In Year 6, standards are well below average in science, below average in English overall and average in mathematics. There are significant numbers of pupils with special educational needs in both Year 2 and Year 6, while the high mobility of pupils in and out of the school also adversely affects standards. In the reception classes, many children in the Foundation Stage are unlikely to reach the goals they are expected to reach in mathematical development and in communication, language and literacy. In personal, social and emotional development and in physical development most children are on course to reach the expected goals. It was not possible to make secure judgements in the other areas of learning. Achievement is at least good at all stages of education at the school. Writing has been a relative

weakness but the school is successfully addressing this. Mathematics, reading and speaking and listening are relative strengths. Standards in investigative science in Years 3 to 6 are not as strong as those in other aspects of the subject. Pupils with special educational needs, higher attainers and those for whom English is an additional language are very well supported and make good progress. There is no significant difference between the achievement of boys and girls. Standards in information and communication technology are above average at the end of Year 2 and average at the end of Year 6. Standards in religious education meet the requirements of the locally agreed syllabus.

**Pupils' personal qualities are very good.** They relate very well to one another and to the adults in the school. **Pupils' spiritual, moral, social and cultural development is very good overall.** Pupils behave very well in lessons and around the school. They have very positive attitudes towards their work and enjoy coming to school. Attendance is average and most pupils are punctual.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good** overall and there are examples of very good teaching at all stages of education at the school. Strengths within the teaching at the school include the high expectations that teachers have of both achievement and behaviour. All pupils – including those with special educational needs – are enabled to access the curriculum very well. Support staff are very well deployed and contribute significantly to pupils' learning. Homework reinforces the work that pupils do in school very well. There are particular strengths in the teaching of English and mathematics. Assessment procedures are good and some aspects are very good. The use of assessment to respond to pupils' needs is very good.

A good curriculum is provided for the pupils and there is a very good range of enrichment activities. The pupils are very well cared for. Partnership with parents is good and the parents are very supportive of the school. The school has very effective procedures in place to ensure parental satisfaction and to deal with any concerns. Partnerships with the community and other schools are very good. While accommodation overall is satisfactory and has been improved recently, one temporary classroom is in a poor condition and needs replacing.

## **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management are very good.** The governing body is supportive and fulfils its statutory responsibilities well, meeting all requirements. The headteacher and other senior managers provide very good leadership and are very positive role models. They are committed, enthusiastic and innovative. The headteacher is a driving force behind the school's excellent level of commitment to inclusion. The school carries out regular self-evaluation and puts the findings to very good use. The headteacher and subject co-ordinators monitor teaching regularly and performance management procedures are very well established. The provision for pupils with special educational needs is very well managed. Systems for financial management are very effective. There is a high level of regard for the principles of best value, while available resources are used very well.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have a high level of regard for the school and support it well. They particularly like the arrangements that are made to help their children settle in. Their children are also positive about the school. They feel very confident that there is an adult they can go to if they are worried.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- Raise the standards that pupils reach in science by the time they leave the school.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall standards are below average by the end of Year 2 and the end of Year 6. However, achievement is good at all stages of education in the school.

#### **Main strengths and weaknesses**

- Achievement in mathematics and in aspects of English is very good.
- Standards in investigative science are not as high as in the more knowledge based components of the subject.
- Pupils with special educational needs and those for whom English is an additional language make good progress – which is a direct result of the very good provision made for them.

#### **Commentary**

1. Results in the 2003 National Curriculum tests for pupils at the end of Year 2 were below average in reading and mathematics and well below average in writing. In the same year's tests of pupils at the end of Year 6, (SATs), the results were below average in English and well below average in mathematics and science. In comparison with similar schools – a measure relating to the pupils' prior attainment at Year 2 – results were average in mathematics and science and above average in English.
2. Current standards reflect these results in some subjects but not in others. In writing, for example, the school has introduced a number of strategies for improvement and these are beginning to impact successfully on standards. By the end of Year 2 and Year 6 pupils are reaching standards in reading which are average – although their standards in writing are still below average. There has been a significant improvement in the standards being reached in mathematics. While still below average at the end of Year 2, these are now around the national average at the end of Year 6. Preliminary results from the 2004 mathematics tests indicate that these are higher than those of last year. However, while standards in science are average at the end of Year 2, they continue to be well below average at the end of Year 6. Standards in investigative science in Years 3 to 6 are not as strong as those in the more knowledge based elements of the subject. This is mainly because pupils do not have enough opportunities to design their own investigations. Standards in English and science are not as high as reported at the time of the previous inspection. The main reason for this is that the number of pupils with Statements of Special Educational Needs has more than doubled in the intervening period – largely because of the school's high reputation for its special educational needs provision in the region. Standards are also adversely affected by the impact of pupil mobility – with more higher attaining pupils leaving than entering between Years 2 and 6 because of their parents' upward social mobility. By the time they leave the Foundation Stage most children are likely to reach the goals they are expected to reach in personal, social and emotional development and in physical development. They are not, however, likely to reach the expected goals in mathematical development and in communication, language and literacy. No judgements were made in knowledge and understanding of the world or creative development.
3. Pupils enter the school with well below average attainment in several areas. Their achievement is at least good at all stages of education in the school. Achievement in some areas of the curriculum – such as mathematics, reading and speaking and listening – is very good. There are a number of reasons for the good achievement. The school is very well led and managed and co-ordinators have a good understanding of the developmental areas for their subjects. Good assessment procedures are used very effectively to inform future planning for groups and individuals. Extra teaching support is provided by the deputy head to stretch higher attaining pupils in key areas. The main reason, however, relates to the quality of the teaching, which is

good overall and frequently very good – particularly in English and mathematics. Teachers have high expectations of all pupils and expect them to behave well. As a result they are enabled to work purposefully in a quiet and orderly manner. The pupils themselves have very positive attitudes towards their studies and most want to succeed. Support staff have very effective complementary roles. Pupils with special educational needs are very well supported and make good progress. They enjoy coming to school, develop high levels of self confidence and know that their contributions are valued. The small number of pupils for whom English is an additional language make good progress in English language acquisition. There is no significant difference between the achievement of boys and girls. The school's overall trend of improvement is below the national trend. This is mainly because of the increase in pupils with special educational needs.

4. Examples of the rising standards in English included a very good Year 1 lesson during which the pupils re-wrote a familiar story at their own levels. Pupils of all levels of attainment were challenged very effectively and achieved of their best. There was a very good pace to the activities. Resources were used effectively to motivate the pupils. Relationships were very good at all levels and the pupils knew that their contributions were valued by the teacher. In one very successful Year 6 mathematics lesson, the pupils achieved very well because of the challenging nature of the tasks that were set for them and because of the way that these were well matched to the needs of pupils of different levels of attainment in the group. Standards in information and communication technology are above average at the end of Year 2 and average at the end of Year 6. Standards in religious education meet the requirements of the locally agreed syllabus throughout the school. There are average standards in music with strengths in some of the singing. Nearly all the parents who replied to the questionnaire stated that their children were making good progress.

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

Standards in:	School results	National results
Reading	15.1 (14.7)	15.7 (15.8)
Writing	13.0 (13.6)	14.6 (14.4)
Mathematics	15.8 (15.4)	16.3 (16.5)

*There were 55 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	25.7 (25.8)	26.8 (27.0)
Mathematics	25.4 (27.1)	26.8 (26.7)
Science	26.9 (27.0)	28.6 (28.3)

*There were 55 pupils in the year group. Figures in brackets are for the previous year*

**Pupils' attitudes, values and other personal qualities**

Pupils' attendance is satisfactory and has improved since the previous inspection. Their attitudes to school and behaviour are very good. Pupils' personal development is very good because of the very good provision in place for their spiritual, moral, social and cultural development.

## Main strengths and weaknesses

- Pupils enjoy coming to school and have very good attitudes towards their learning.
- There are very good systems in place that promote pupils' very good behaviour and ensure that they are free from harassment.
- The school has instigated very good initiatives to improve attendance.
- Very good opportunities for personal development are offered to the pupils.

## Commentary

5. Pupils are very positive about their school and enjoy working hard. They pay attention to their teachers and this makes a very good contribution to their learning. In a Year 1 music lesson where pupils had to distinguish between long and short notes, they tried very hard to consider how they could make different lengths of notes from a range of percussion instruments, surprising their teacher with their initiative in many cases. In a Year 4 science lesson where pupils had to predict which sort of insulation would keep a hot drink warm for the longest time, pupils were very enthusiastic to suggest a range of materials, and made very good efforts to record a fair test of their results. Overall, nearly every pupil likes being at the school and feels listened to.
6. Behaviour is very good, both in and out of school. On a visit to a local church by Year 1 pupils, the Church Army worker praised the very good attitude and behaviour of the pupils in her church, and thanked them for the respect they had shown to the church as a place of worship. Because the procedures for managing behaviour are so well integrated into the school day, pupils are generally quite calm in accepting support to manage their behaviour. This is especially evident amongst those pupils whose special educational needs are focussed on their behavioural difficulties. Pupils had mixed views in their questionnaire about the behaviour of other pupils, but in discussion most felt that any bullying was infrequent and dealt with firmly, and parents do not consider bullying an issue in the school.
7. Opportunities for cultural development are good. Pupils are encouraged to participate in artistic and cultural events in the area and there have been visits to the school from the Halle orchestra and a local brass band. Pupils' spiritual development is supported by themed collective acts of worship and opportunities for reflection, which is an improvement since the previous inspection. Opportunities for pupils' social and moral development are very good and enhanced by the high expectations of the school that pupils take responsibility for their behaviour and care for others. The school has decided not to offer residential visits to pupils, but this has not affected parents' views that the school helps their child to become mature and independent.
8. Although the most recently reported figures for pupils' attendance indicate that they are below the national average, overall attendance is now satisfactory. There has been a marked improvement in attendance since the previous inspection and the latest complete reporting year, and the school makes strenuous attempts to improve the attendance and punctuality of its pupils. It is persistent in following up reasons why a pupil may not have come to school, and links with a range of services to make sure that they do. The most recent analysis of pupils' attendance over the current school year demonstrates a continued and dramatic improvement. A major concern is parents who take their children away from school during term time, but the action of the school in monitoring and acting upon these requests has significantly reduced the number of pupil holiday absences in term time over the past year.

### Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.5
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.4

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

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	296	1	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Asian	5	0	0
Asian or Asian British – Pakistani	24	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – African	2	0	0
No ethnic group recorded	1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall. Teaching is good at all stages of education in the school and an enriched curriculum is provided. Pupils are very well cared for by staff. There are good links with parents and very good links with the community and other schools.

### Teaching and learning

Teaching and learning are good throughout the school. There are regular examples at all stages where teaching is very good, particularly in mathematics and English. Assessment of pupils' work is good overall. Some aspects are very good, especially the use of assessment to support pupils with special educational needs.

### Main strengths and weaknesses

- Throughout Years 1 to 6 teachers have high expectations of pupils' work and behaviour and motivate them to achieve well.
- Equality of opportunity is promoted very well: teachers match tasks closely to the needs of all pupils so that everyone is included.
- The very good use of support staff means that all pupils, especially those with special educational needs, are supported very well throughout the school.
- The use of assessment is very good; procedures are good overall but very good in English and mathematics and for pupils with special educational needs.
- Homework is regular and constructive and reinforces class work very well.

## Commentary

9. The expectation of teachers that pupils work hard and behave with courtesy and responsibility contributes strongly to good achievement. Many examples were seen where pupils worked independently and collaboratively, remaining on task without need for intervention because the climate for learning had been so firmly established. A very well taught music lesson in Year 5, for example, resulted in very good achievement because of the high standards modelled by the adults present - both in terms of challenging work and in constructive relationships. Pupils who had been elsewhere joined the lesson after its start but this event caused no disruption, so intently did the class attend to their interesting tasks and so efficiently were the newcomers briefed to join them. Children in the Foundation Stage are taught consistently well and this is impacting well on their achievement.
10. Pupils, including those with special educational needs and higher attaining pupils, are usually offered tasks that are well matched to their needs and this means that all are well challenged and learn well. In some of the satisfactory lessons the match is not as close as in the vast majority of lessons. In one Year 6 religious education lesson, for instance, the teacher led pupils to gain much in knowledge about Islam but did not make use of every opportunity for some pupils to explore concepts as deeply as they could. Overall, however, equality of opportunity is very good. Teaching of pupils with special educational needs – including those in the resourced unit - is good overall with some very good features. There is very good teamwork, so planning is shared with all adults in the classroom before a lesson starts and everyone is clear about what they have to do and about what the pupils are expected to learn. All members of the support staff keep their own assessment notes throughout the day, so that the teachers are clear about what the supported pupils have achieved. All adults model tasks very well, which helps pupils learn well and increasingly become independent learners. Pupils with English as an additional language are very well supported and also make good progress as a result. The school carefully monitors the progress of higher attaining pupils with English as an additional language.
11. The school has a good number of well-trained teaching assistants who are valued members of the team. Many examples were seen where they provided effective support. For example, in a Year 3 mathematics lesson where almost half the class had special educational needs the two teaching assistants gave focused support to individuals and groups which meant that the whole class achieved very well. The school also has a number of trained volunteers who help the younger pupils especially to read. This contributes to rising standards in reading.
12. Assessment procedures to track progress and match tasks to the needs of the pupils are good overall and particularly good in English and mathematics. Over the past year assessment systems have been revised and data is analysed in detail, the results helping to show how teaching and learning may be better adapted to meet pupils' needs. Teachers record the National Curriculum levels each pupil is expected to reach each year and review these regularly. In English and mathematics pupils have their own personal targets to work towards to give them an understanding of what they need to do to improve. Marking generally includes constructive comments to recognise success and also identify ways to improve. This means that pupils have an understanding of their own learning. Pupils are aware of others' achievement and are beginning to self-assess. Assessment in science is not as fully developed and pupils' achievement - especially in investigative science - is not as well supported.
13. Homework is regular. Tasks range from reading through research tasks to written tasks of different lengths. They are relevant to lessons and not simply set as a matter of routine, and therefore support learning very well.
14. Teaching and learning have improved since the last inspection as there are now no examples of unsatisfactory lessons. This is because the school management ensures that lessons and planning are regularly monitored and staff update their skills through training.

### Summary of teaching observed during the inspection in 65 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19 (29%)	40 (62%)	6 (9%)	0	0	0

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

### The curriculum

The school provides a good, wide and well balanced curriculum. Opportunities to take part in enrichment activities are very good. Accommodation and resources are satisfactory overall.

### Main strengths and weaknesses

- All pupils are treated fairly and with very high levels of respect.
- The school promotes pupils' personal, social and health education very well.
- There are very good opportunities for pupils to take part in extra-curricular clubs and visits, and to learn from talks given by visitors to the school.
- The temporary classroom for pupils in Year 2 is in a poor condition and is in urgent need of replacing.

### Commentary

15. The school has worked hard to maintain and improve the good standards of provision in place at the time of the last inspection. Music is now covered in sufficient depth and the recently opened information and communications technology suite is enabling pupils to raise their attainment and to keep up with nationwide developments.
16. The wide range of after school clubs, including very good provision for sport, the many educational visits arranged by teachers, and the numerous and interesting visitors who come into school ensure that pupils have very good opportunities to widen their horizons. This is extended further through the valuable fund raising activities that heighten pupils' awareness of others' needs. The overall curriculum is enhanced by the provision of lessons in French for pupils in Year 6. The youngest children have very good opportunities to take part in activities with older pupils and to get to know teachers so that they move confidently into Year 1. The infant and junior departments work very closely together and pupils move effortlessly from Year 2 into Year 3.
17. There are good arrangements to ensure that pupils with special educational needs – including those in the resourced unit - have access to the full curriculum, including extra-curricular activities. The whole school is aware of their needs and works well to ensure equality. Groupings are thoughtful and appropriate. Pupils are taught in a range of different settings according to age and need, but always spend the majority of the day with their own class. Therapy, guided by visiting professionals, is carefully integrated into ordinary classroom routines, and sometimes becomes part of regular whole-class activities. Resources to support pupils with special educational needs are good overall, and there are some very good resources developed by the co-ordinator. Work is well matched to individual learning needs, and a range of extension and support materials is always available. Individual education programme targets are appropriately included in teacher's planning. Information and communication technology is used well by teachers to make their own learning materials. However, there is not yet sufficient use of supportive software, such as talking word processors and clickable grids, to help pupils further develop literacy skills and independent recording across the curriculum. All members of staff develop skills to meet the needs of this diverse group of pupils and members of the support staff are encouraged to take opportunities for professional development alongside teachers. They have access to a good range of courses

and most are building a very good portfolio of training. This has a very good impact on the skilled way that all pupils are supported in lessons.

18. The accommodation has been improved since the last inspection, and most classrooms now have satisfactory space for all activities. However, the temporary room still used by one Year 2 class is not suitable. The building is starting to disintegrate and the toilets smell at all times of day. Despite this, however, staff, have worked hard to maintain a good quality learning environment within the room. The overall accommodation both inside and out is well adapted for wheelchair users. Outside provision for children in the Foundation Stage has improved and is now good, as are the areas for older pupils.

### **Care, guidance and support**

The school takes very good care of pupils' health, welfare and safety. The provision of support, advice and guidance based on monitoring is very good. Pupils' views are regularly consulted and acted on.

### **Main strengths and weaknesses**

- The school takes great care that pupils are safe and secure and that there are very clear health and safety arrangements.
- The school places a high priority on staff understanding health and safety procedures.
- There are very well thought out procedures in place to support new pupils in school and those who are moving on to secondary school.
- Pupils' personal development is very well monitored.
- Pupils' views are regularly sought.

### **Commentary**

19. Health and safety procedures are very well organised. The headteacher is education visits co-ordinator in charge of risk assessments for trips and activities out of school. There are a good number of first-aiders on the staff. The school is conscious of supporting healthy eating through its Healthy School initiative and the school cook and canteen staff encourage pupils to try tasting different fruit and vegetables at lunchtime. The school organises a road safety talk and visit by a community police officer to emphasise safety out of school for pupils. Child protection issues are very well addressed. The deputy headteacher is the designated person and all other staff are aware of the procedures to be followed. Staff are frequently updated on the latest referral procedures for the local area child protection committee and child protection issues. Pupils are very well supervised both in and out of the classroom. Pupils know they can relate to staff if they have any concerns or problems. The school has identified exactly which families it needs to liaise with and contact on a daily basis when a pupil is away, and has very close contacts to the educational welfare service to pursue any cases of prolonged absence or attendance patterns that cause concern.
20. Induction arrangements for pupils are very good and parents are very happy that their children make such an easy transition from the school's nursery to reception. There is a reliable transfer of information about all new pupils. Opportunities to support Year 6 pupils on their transfer to local secondary schools are very good as the procedures are well organised and embedded in the school's routines.
21. Pastoral care has a very high priority in the school and there are daily meetings to discuss pupils' behaviour, attendance and attitudes and the effect these are having on their well being. The compilation of the school's 'Golden Book', Roll of Honour and attendance certificates provides the school with a very good oversight of each pupil's personal development.
22. Significant care and attention is given to the physical, emotional and medical needs of pupils with special educational needs. This often involves working closely with outside agencies. All

pupils have a good input into their personal arrangements and are consulted about the way in which they prefer to be supported. Independence is creatively and sensitively supported. There is also very good support for pupils for whom English is an additional language and for refugee pupils. These are well integrated into the life of the school.

23. The school council is well established in school and pupils are very comfortable with the fact that their views are valued and acted on. They are confident that staff will take their concerns seriously and respond appropriately to them. Competition to be on the council is fierce and pupils give a lot of thought to their manifestoes when seeking election. Councillors feel they have had a significant impact on the school; for example in the setting up of 'Buddy Stops' for pupils who needed a friend, games marked out on the infant playground and the fencing off of an area of trees that they felt was a health and safety threat. There are good opportunities in class discussions in personal, health, social and citizenship lessons for staff to listen to pupils and monitor their self-esteem and personal development.

### **Partnership with parents, other schools and the community**

Partnership with parents is good. Links with the community and with other schools and colleges are very good.

### **Main strengths and weaknesses**

- There are very close links with the community and a very wide range of visitors to the school.
- There are very good links with other schools and colleges.
- There is an effective partnership between home and school and information provided for parents is good.

### **Commentary**

24. Links with the community are very good. Pupils make frequent use of the local library, post office and civic venues and have good connections with local churches represented by the Church Army, evangelist groups and the United Reform Church. Many visitors from the community come into school. Recently grandparents volunteered to talk about local history and the toys of their generation. The dental health team regularly visits to emphasise dental hygiene and the school nurse to talk about healthy diets. Pupils raise funds for local charities; for example singing at a concert to raise funds for the local hospice and supporting the local 'Porch' project. Community groups make very good use of the building after school and at weekends; for example with a women's football club using the playing field as their training venue.
25. Links with other schools are very good. Students from local teacher training courses, secondary schools and nursery nurses regularly work in the school, providing valuable help. There are good sporting links to other schools and a very good range of sporting coaches coming to school; for example from Bury and Radcliffe football clubs.
26. The home/school partnership is strong. Parents have very positive views about the school and feel they can approach the head teacher and staff at any time if they have any problems or matters that they wish to discuss. The head teacher is often asked to settle issues outside of the realms of the school in time and place, because parents and the community trust him. Many parents are involved with reading and homework. They help in school in many ways by hearing readers, helping on school trips and coming into school to talk to pupils about their life experiences. For example, recently a Muslim mother spoke to pupils about baby naming in her faith and the role of women in her community. On a visit to a neighbourhood church, a parent accompanied the teachers, support assistants and voluntary helpers on the walk. Annual written reports are of a very good quality and tell parents what pupils have studied and what they must do to improve. Parents are asked to come to a consultation evening to discuss their

child's progress. Information for parents of pupils with special educational needs is extensive and comprehensive.

## **LEADERSHIP AND MANAGEMENT**

The school is governed well. The headteacher and other senior staff provide very good leadership and overall management at the school is very good. The good standards of leadership and management identified at the last inspection have improved significantly.

### **Main strengths and weaknesses**

- The headteacher provides a very strong sense of vision and purpose.
- The deputy head and other senior managers have very strong complementary roles and provide very good role models.
- The school leadership is very highly committed to inclusion, promotion of equality and concern for the needs of individuals.

### **Commentary**

27. The governing body is supportive of the school and has a good understanding of its strengths and weaknesses. It fulfils its statutory duties well and is prepared to challenge when necessary. Individual governors bring a wide range of experience to the role – including among their number, for example, people with backgrounds in teaching, educational welfare, business management, industry, industrial relations and local government. There are governors who have specific links with different areas of the curriculum and age groups. These governors visit the school from time to time to discuss their responsibilities with members of the staff. Some also work alongside teachers in lessons. The work of the governing body as a whole is effectively supported by a series of committees.
28. The headteacher provides very good and enthusiastic leadership. He has a very clear vision for the future development of the school. He is committed to raising standards further but is equally dedicated to providing an enriched curriculum and ensuring that the personal and social skills of all pupils are fully enhanced. He is a driving force behind the school's very high level of commitment to inclusion, promotion of equality and concern for the needs of individuals. He is highly regarded by staff, governors, parents and pupils alike. He is well supported by an effective and proactive deputy head. In addition to her individual and corporate role in the higher levels of school management, she has specific responsibility for a number of areas including curriculum and assessment. The other members of the senior management team also have significant individual delegated responsibilities as well as meeting regularly as a group to review on-going issues and to contribute to strategic planning. All senior managers at the school provide very good role models. The school improvement plan is a very good reflection of the school's current needs. For example, the school has already identified and is addressing the weakness in its provision for science. The improvement plan's construction involved staff, governors, parents and pupils at appropriate stages and its progress is regularly evaluated.
29. Leadership and management of the provision for pupils with special educational needs – including the resourced unit – are very good. There is a clear vision of equality and inclusion for the pupils concerned which is shared by governors, staff, parents and the other pupils. The special educational needs co-ordinator is recognised locally and nationally as a skilled practitioner and is an excellent resource for the school. The provision for pupils in the Foundation Stage is well managed. Routine administration is very effective.
30. The headteacher regularly monitors planning and teaching in a focused way and reports back to those concerned. Co-ordinators have a very good understanding of their subjects' strengths and areas for further development. They have some non-teaching time available to observe lessons. They also monitor planning to ensure that the requirements of the National Curriculum are being met. Regular self-evaluation is very much part of the school's culture and the results

of self-evaluation are put to very good use in informing the school's strategic planning. The school has very good strategies for supporting new teachers – including those who are newly qualified – and performance management is very effectively implemented.

31. Financial planning and control are very effective and involve all relevant parties when appropriate. The budget reflects the school's needs well. The most recent local authority audit was totally positive. The school's slight declining carry-forward of funds from one financial year to the next is now in check. There is very good regard for the principles of best value and all statutory requirements are met. The parents are very happy with the quality of leadership and management at the school. Current standards of leadership and management at the school are even higher than reported at the time of the last inspection.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	1083522
Total expenditure	1098026
Expenditure per pupil	2371

Balances (£)	
Balance from previous year	65471
Balance carried forward to the next	50967

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

32. Provision for children in the Foundation Stage remains good and the accommodation for reception children has been improved since the last inspection. Classrooms are now larger and a good sized outside play area is used well to further children's learning.
33. Children enter the nursery with attainment that is well below average in communication, language and literacy, personal, social and emotional development and knowledge and understanding of the world. Their attainment on entry is below average in mathematics, creative development and physical development. Teaching is good throughout the Foundation Stage and there are some very good aspects in one reception class in particular. Nursery nurses and teaching assistants provide very highly skilled support which plays a vital role in ensuring that children learn well and the provision is well managed.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children attain, and often exceed the expected standards for their age by the end of reception because teaching is very good and adults have consistently high expectations.
- Children are accustomed to taking responsibility for their own learning and actions.

#### **Commentary**

34. Throughout the Foundation Stage adults provide a very warm, secure environment. Routines are very well established and children understand the class rules clearly. They are quiet and attentive when adults speak to them and they respond well to small responsibilities. Children in the nursery are accustomed to tidy away at the end of sessions, and they give out fruit and drink at snack times. In the reception classes they also take the register to the office. Children both in nursery and reception classes enjoy making their choice among the available activities and move purposefully between them. By the end of their time in nursery many children start to co-operate sensibly in groups and this develops into good co-operative work in the reception classes where children concentrate for considerable periods. The ability to work independently is also encouraged in the nursery so that in the reception classes children are self-reliant and able to complete tasks without adult help.
35. Children form trusting relationships with each other and very good relationships with adults. Children with special educational needs and those who speak English as an additional language receive good support and are well integrated. All children are likely to attain average standards by the end of reception and many exceed them, and this represents very good achievement.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Teaching is good with some very good features.
- Children develop their language skills well because teachers use a wide vocabulary and give good opportunities for children to think and to answer questions fully.
- Early reading and writing skills are taught well.

## Commentary

36. Some children have well developed speech by the end of their time in nursery, but others still have difficulty in making themselves understood. Good teaching by the team of adults ensures that children learn and start to use appropriate vocabulary. For example, children were prepared well for a visit from firemen by looking at a helmet with its visor and torch and talking about fastenings for clothes. Higher attaining children have started to hear and use rhyme - although all but one child found it quite hard at first. Nearly everyone in the class recognises either their own name or at least its initial letter. Adults make topics and stories interesting, which encourages children to listen intently, and opportunities for children to look at books and discuss them with adults instils the start of an interest in reading.
37. In the reception classes good teaching of new vocabulary continues and in one class teaching is very good so that children are constantly stimulated and extended, reminded of interesting words and phrases and encouraged to use them. Interesting topics and stories ensure that children develop their listening skills well, and well chosen activities which involve children in working together help them to develop their speaking skills further. There is marked improvement in speech by the end of the reception year, but it is still below average. Higher and average attaining children start to read very simple books and other children all show positive interest and know clearly how books function. Standards are below average overall. Teachers provide good opportunities for children to start to write and towards the end of reception many children are eager to practise emergent writing which only they can read clearly, but which is the first step towards standard writing. Children achieve well throughout the Foundation Stage as their standard rises steadily from well below average to below average in this area of learning by the end of the reception year.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Teaching and learning are good with some very good features in one class.
- Activities are interesting and appropriate.

## Commentary

38. Children enter the nursery with little concept of mathematics. An interesting variety of activities enthuse children and by the end of their time in nursery many of them can count to five and in chorus to ten, and they are starting to recognise numbers and simple shapes.
39. Teaching in the reception classes extends children's knowledge well. They recognise simple shapes and patterns, and begin to describe pattern. One child struggled with limited vocabulary to describe 'wavy' lines, but knew exactly what he meant. Higher attaining children have a clear understanding of 'half' a regular shape and of simple symmetry. In one very good session, children recognised number patterns very quickly and showed good understanding of adding two small numbers together - and also the idea of doubling. Teachers have high expectations and constantly reinforce and extend children's mathematical vocabulary and knowledge so that by the end of reception, many children attain at average levels, although fewer children than average exceed them. Considering how little they know when they enter school, children achieve well.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

40. It was not possible to make a clear provision judgement of this wide area. Children enter the nursery with very restricted knowledge. The limited teaching that was seen was of good quality

and ensured that children have a wide range of simple experiences - such as comparing the feel of sand and rice. A good number of interesting visits are organised such as to the post office and having a talk by a fireman, seeing a fire engine and holding its hose to spray teachers' cars!

41. Good teaching has ensured that children in the reception classes have a thorough knowledge of the life cycle of butterflies. They have used magnifying glasses to study caterpillars changing into chrysalises, and they understand the idea of camouflage and defensive colouring on butterfly wings. During a well taught session in the information and communication technology suite children showed average knowledge and skill in using a mouse to select thick and thin colours to paint a minibeast. They deleted and printed their finished picture with confidence.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Teaching of basic skills is good.
- The outside areas provide good experiences and are used well throughout the day.

### **Commentary**

42. Adults in the nursery ensure that children have fun outside and provide numerous opportunities for them to use their bodies with increasing control. They become adept at steering wheeled toys accurately around a road system, and during the inspection washed, wrung out and pegged dolls' clothes to dry. Indoors, children build using a variety of blocks and interlocking pieces, which develop their hand and eye co-ordination well, and fine manipulative skills are developed well through good provision of activities such as glueing, threading and painting.
43. A well taught dance lesson in reception showed that all the children moved with confidence and good levels of control. Children who chose to play outside showed average gross motor control. There was a lack of stimulating large construction equipment to enhance their development. They have increasingly firm hand control when drawing, writing and cutting. By the end of their time in the reception classes the majority will attain at average levels. This represents good steady achievement throughout the Foundation Stage.

## **CREATIVE DEVELOPMENT**

44. It was not possible to make a firm judgement on teaching or provision. No music sessions were observed.
45. Children throughout the Foundation Stage experience a wide range of activities which provide good opportunities for them to use their imaginations in a variety of ways. In the nursery, paint is always available and there are often two areas for role play, one a home corner and the other an area which changes. For example, during the inspection there was a post office in preparation for a class visit to the local one, and activities were guided by an adult which ensured that there was useful learning.
46. In the reception classes work on display, including some pleasing pictures in the style of Lowry, indicate that standards are as expected. The home corner was used in one room for imaginative group play about families, but children did not choose to use it in the other room.

## **SUBJECTS IN KEY STAGES 1 and 2**

## ENGLISH

Provision in English is **very good**.

### Main strengths and weaknesses

- Pupils achieve very well in listening, speaking and reading over their time in school thanks to very good teaching which is closely matched to their needs.
- Pupils achieve well in writing. The school has begun concerted efforts to raise standards yet further.
- Assessments and analyses are thorough and help teachers match work more precisely to pupils' needs.
- The development of literacy is emphasised well in all subjects of the curriculum.

### Commentary

47. Pupils enter the school with general communication skills which are well below average. Thanks to very good teaching, by the end of Year 2 their standards in listening, speaking and reading become broadly typical. Their writing is below average largely because of spelling, language and punctuation errors rather than content. Their overall achievement is, therefore, good. The picture is similar by the end of Year 6 but still reflects very good teaching and learning. This is because the school's records show that many higher attainers leave the school after Year 2 to be replaced by lower attaining pupils. Never the less they reach broadly average standards in listening, speaking and reading by the time they leave the school.
48. Teachers and support staff relate very well to pupils. This helps to raise their self-esteem and gives them confidence in expressing their views and ideas. Teachers and their well-briefed support assistants make sure that pupils have tasks to suit their abilities, so pupils see that success is within their grasp, but they must think hard to earn it. Thanks to probing questions, opportunities for discussion and speaking to a variety of audiences, and sensitive but focused correction and attention to grammar, pupils steadily build up a good vocabulary and understanding of language. These are features of lessons throughout the curriculum. In lessons and work examined there was no obvious difference in the performance of boys and girls.
49. Last year the school placed a particular emphasis on reading. Within this initiative several adult volunteers undertook training as effective helpers, a good contribution to the school's provision. All pupils are encouraged to read for a variety of purposes. This helps them appreciate different kinds of language. In consequence most pupils now read regularly with interest. Library facilities were judged inadequate at the last inspection, but the provision of both an infant and a junior library now houses a satisfactory stock of books, with plans already set out to improve facilities further. Pupils have a satisfactory idea of how to locate information for example by using alphabetical order and older pupils know how to use a search engine to locate information via information and communication technology.
50. The results of last year's National Curriculum tests were below average, reflecting pupils' current standards in writing, whereas they were average at the last inspection. Pupils' achievement however has improved from satisfactory to good because their attainment on entry has declined. The proportion of pupils in the school with special educational needs is high and the number of pupils with a Statement of Special Educational Needs has in fact doubled since the last inspection.
51. Efforts to stimulate pupils' thoughts and ideas and their spoken expression have been successful, and complemented by exposure to good examples of communication through reading. The school has clearly identified the next step in a logical progression, namely raising standards in writing, which is often slower to develop. Current strategies to improve writing

include handwriting lessons and dictation as well as emphasising opportunities to write notes and write at length. The written work of Year 6 is below average but examples of extended writing by Year 5 and correspondingly lower down the school suggest greater accuracy and fluency is emerging.

52. Assessments are regular and thorough. Careful analyses and tracking of the work of groups and individuals help match work more precisely to pupils' ability. Pupils have their own targets. At the end of each lesson teachers and pupils evaluate what they have done and how well they have moved forward. Focused written comments in exercise books help everyone to see what needs to be done next. Curriculum leadership is very good because teaching and learning are closely monitored to make sure all pupils have work which meets their needs. The National Literacy Strategy is adapted to suit the school and various additional support programmes contribute very well to the development of pupils' skills.

### **Language and literacy across the curriculum**

53. Pupils' English skills are emphasised well in all subjects. Discussions are frequent. In each subject targeted vocabulary is identified. This means that mathematical, scientific and geographical terms, for example, are properly used. Correct terms and expressions are accurately used both in books and in lessons, helping pupils to make more accurate contributions. Marking in the different subjects takes account of spelling and grammar. Word-processing supports drafting in various subjects as well as in English itself. The use of information and communication technology for research – as, for example, in humanities - helps pupils read a variety of styles. There are opportunities to write for various purposes throughout the curriculum, with some good examples of writing at length in history.

### **MATHEMATICS**

Provision in mathematics is **very good**.

#### **Main strengths and weaknesses**

- Teaching is good overall and pupils achieve well but some achieve very well by Year 6 due to very good teaching in Years 3 to 6.
- Strong emphasis on investigative work in mathematics, the use of mathematical language and explanation of methods help pupils to develop good understanding in the subject.
- The subject is very well led and progress is carefully monitored.
- The mathematical abilities of the highest attaining pupils are extended through a planned provision and as a result they attain high standards.

#### **Commentary**

54. Standards in mathematics are below average in Year 2 but average in Year 6, although, bearing in mind pupils' often low attainment on entry and the presence of a high level of special educational needs, achievement by Year 6 is very good overall. Standards by Year 6 remain the same as at the time of the previous inspection whereas standards by Year 2 have declined. Preliminary results from the 2004 mathematics tests, however, indicate that these are higher than those of last year.
55. There are several reasons why achievement is high and has improved since the previous inspection. The co-ordinators give very good leadership and have closely monitored pupils' progress in partnership with the headteacher. The teaching and support staff work very effectively as a team and know their pupils very well. This means that all pupils - including those with special educational needs and those with English as an additional language - are offered tasks that are well matched to their needs and so achieve well. The higher attaining pupils are given specific support so that they reach the standards they are capable of. In 2003, three

pupils from Year 6 were among the local authority's top fifty in the mathematics tests. Good improvement has taken place since the previous inspection.

56. Pupils' very good achievement stems from the quality of teaching, which is good with many examples of very good teaching of older pupils, representing a similar picture to that of the previous inspection. The school has fully embraced the National Numeracy Strategy in its consistent approach to teaching and learning across the school. A strong feature of the lessons seen was the way that pupils were encouraged to learn through an investigation. For example, in a very good lesson for pupils in Year 6, they learnt how to work out the probability of getting four given numbers using a dice. The teacher frequently asked individuals to explain how they reached the answer. Consequently, other pupils learned new strategies. In this same lesson, the teacher used a scale of 0 to 1 to draw on the pupils' knowledge of the language of probability, and many answered with confidence – 'impossible/even chance/certain/likely'.
57. Teachers use assessment well to check pupils' understanding. For example, in a Year 3 lesson, the teacher asked pupils to tell how they reached their answers in order to gain an understanding of what help each pupil needed. Teachers set targets to indicate which level each pupil is expected to reach by the end of each year and these are regularly reviewed. However, there are few comments or indications in marking to help them to improve their work.

### **Mathematics across the curriculum**

58. Numeracy has been well promoted through other subjects. For example, in history pupils develop an understanding of time line using their knowledge of number and in science they use their measuring skills to find out how far vehicles move after running down different levels of ramps. In information and communication technology, pupils use their knowledge of angles in giving commands to produce a specific shape on screen. Data handling skills are well developed in information and communication technology and in science where pupils use pie charts and block graphs to present information.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- Teaching is good overall and the work set is made interesting for the pupils, but it is sometimes not closely enough matched to the needs of pupils with different levels of attainment.
- Pupils do not have enough say over the course of their scientific investigations and this has a negative impact on standards in investigative science.
- Pupils enjoy their science lessons.

#### **Commentary**

59. In the 2003 National Curriculum tests of pupils at the end of Year 6, the results were well below the national average. In comparison with similar schools, however, they were average. Science has been the weakest of the three assessed subjects for the past two years. In the 2003 teacher assessments of pupils at the end of Year 2, the results were average in terms of the percentage reaching the expected Level 2 and above average in terms of the percentage reaching the higher Level 3. Current standards broadly reflect these results – being around average in Year 2 and well below average in Year 6. There are particular weaknesses in investigative science in Years 3 to 6. Children regularly enter the school with well below average knowledge and understanding and often with limited experience to build upon. Their achievement is satisfactory. Standards in science are now lower than reported at the time of the previous inspection. This is largely due to the significant increase in pupils with advanced special educational needs in the intervening period and to the above average amount of pupil mobility. The school has analysed assessment data, is well aware of where the specific

weaknesses in science are and has already taken steps to remedy these – mainly through staff training and by providing first hand experiences for the pupils – but these have not yet had time to fully impact on standards.

60. Year 1 pupils carry out successful teacher led investigations into the water resistance of different materials. They make relevant predictions and are able to record their findings. Some are beginning to develop an awareness of the need to change only one variable at a time. Pupils in Year 2 successfully explore the results of heating different substances and appreciate which can return to their original state and which can not. Some, however, confuse terms such as 'steam' and 'smoke'. Year 4 pupils are aware of the need for 'fair testing' while planning an investigation into thermal insulation, while pupils in Year 5 understand the phenomenon of day and night. By Year 6 pupils carry out investigations into issues such as how to separate a mixture of salt and sand by dissolving and filtering and have a sound understanding of issues such as photosynthesis and adaptation. There is little evidence, however, of them having developed the ability to design their own investigations in response to a scientific problem.
61. The pupils thoroughly enjoy their science lessons – particularly the practical aspects – and behave very well in them. Relationships are consistently very good, and there are high levels of collaboration during group activities. In the lessons seen during the inspection, teaching and learning were good overall and were sometimes very good. Methods were generally varied and stimulated the pupils. Activities proceeded at a good pace. Discipline was positive and had a very strong impact on behaviour and attitudes. The teachers' enthusiasm was often infectious. However, the work scrutiny indicates that in some previous lessons there has been an over-reliance on prescriptive worksheets, an insufficient match of tasks to the needs of pupils with different levels of attainment and over-direction by teachers of the tasks that pupils are asked to carry out. This inevitably will have had an adverse impact on the standards being reached by pupils of all levels of attainment – particularly in investigative science.
62. The subject is well managed. The co-ordinators have a good understanding of its strengths and weaknesses, a high level of commitment to its improvement and the capacity to carry this out. Planning is appropriately based on national guidelines and procedures for assessing pupils' progress are in place. There is some use of information and communication technology to support science and the school has appropriately identified this as an area for further development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 2 and pupils achieve well across the school because of the good quality of teaching and the effective use made of the of support staff.
- The subject is very well led.
- There are good quality resources including computers linked to the Internet.
- ICT makes a very good contribution to pupils' social development as they are encouraged to work in pairs and groups.
- More use of ICT could be made in lessons.

### **Commentary**

63. An effective programme of staff training, the good use made of support staff and the development of the computer suite have all made a major contribution to the pupils' good achievement and good improvement in provision since the previous inspection.

64. The recently appointed co-ordinator - with support from the link co-ordinator for the lower school - is offering very good leadership and has quickly identified the strengths and areas that need improvement. Considering pupils' low attainment on entry and high levels of special educational needs, all groups of pupils achieve well because of the consistently good teaching and effective use of resources.
65. Good teaching has positive impacts on standards. In Year 2, the good provision has raised overall standards to above average, indicating an improvement since the last inspection whereas in Year 6, standards have remained the same. In Year 2, pupils log on to the school's network confidently, open and close software and know applications that are associated with a good number of icons, buttons and keys. They know how to gather information from a variety of sources when finding out information about their favourite author, Martin Waddell. Skills in word processing are developed well as pupils move through the school. However, standards in Year 6 are average as the analysis of pupils' work indicates that their attainment in a range of required skills is not high enough for many pupils to attain beyond the expected level. Teachers plan interesting work, building well on previous learning. For example, in a Year 6 lesson, pupils working on a multi-media presentation for younger children very confidently inserted a picture on the screen. Some enthusiastically moved on to inserting sounds. Most pupils were able to apply skills they had learnt previously. As the lesson was challenging, the pupils with special educational needs were very effectively supported by specialist staff to ensure that they were able to participate fully in the lesson. ICT is used well to support pupils with special educational needs. Pupils with English as an additional language achieve well in the subject through help from class teachers and support staff. Pupils work very well in pairs, sharing computers and helping each other.

### **Information and communication technology across the curriculum**

66. Whilst the computer suite is used well for all pupils to develop their skills, these skills are not always used in lessons to support other subjects. Lesson planning does not consistently identify opportunities where pupils can use their skills, but there are examples of the use of ICT in art and design and English. Teachers make use of appropriate programs to support numeracy lessons as and when appropriate. The co-ordinator is aware of the scope for improvement in ICT across the curriculum.

### **HUMANITIES**

Religious education was inspected in detail and is reported on in full below. History and geography were not a focus of this inspection and so are not reported on in any detail. However, scrutiny of planning and previous work and discussions with staff indicate that the requirements of the National curriculum are being met in the case of both subjects. In **geography**, for example, Year 2 pupils are able to identify key features on a map of the United Kingdom and are beginning to understand environmental changes that have been caused by human activity. Year 6 pupils successfully compare and contrast weather conditions in different parts of the world. There is a particularly enriched provision for **history**. Year 2 pupils have studied a range of famous characters from the past including Guy Fawkes, Florence Nightingale, Mary Seacole and Queen Victoria. They have examined various aspects of Victorian life – including schools – and appreciate changes that have taken place over time. Aspects studied by pupils in Years 3 to 5 include the Ancient Egyptians, the Vikings and the Tudors. Year 6 pupils have studied the Industrial Revolution and linked this to their local area. They have also completed detailed studies of Britain since 1940. There are close links between pupils' work in history and other subjects – including literacy, numeracy and art and design.

### **Religious Education**

Provision for religious education is **good**.

### **Main strengths and weaknesses**

- Pupils reach the expectations of the locally agreed syllabus by the end of Year 2 and Year 6.
- Thanks to good teaching pupils achieve well.
- There is a good balance between learning about and learning from religion.

## Commentary

67. In Years 1 and 2 pupils study Christianity and another major religion, in this case Judaism. By the end of Year 2 pupils accurately recall aspects of Biblical accounts of Christmas and Easter and also grasp of some major details of the Jewish festival of Hanukkah. In addition they have a broader perspective of festivals thanks to links with the Hindu Divali. They correctly use religious terms such as 'Torah' and 'epiphany' but the range is small. By reflecting on the lives of saints such as Patrick and David pupils begin to see how faith affects life, but only higher attainers write in simple ways how some of the teachings surrounding Lent relate to their own lives. By Year 6, studies expand to include Islam as well as Christianity and Judaism. Pupils' vocabulary includes a good range of specific terms and all groups of pupils reflect to a greater or lesser extent on how something of what they have learned might relate to their own lives. For example, a lower attainer showed a sincere empathy with Joseph and Mary's feelings of panic when the young Jesus went missing at the Temple and pupils of all abilities expressed respect for the commitment of Muslim children who attend religious schools in addition to their regular daily education, a commitment much greater than their own.
68. At the last inspection standards were in line with expected levels. There has been good improvement in achievement because standards have been maintained despite the attainment of children on entry to the school falling. The proportion of pupils with special educational needs, for example, is above average and the number of pupils with a Statement of Special Educational Needs is now twice what it was at the time of the last report. Teachers and teaching assistants plan carefully to meet individual needs. Within lessons, targeted questions suit pupils with different levels of attainment and helpful intervention means that everyone contributes to discussions. This is a strong feature of teaching and learning. Teaching and learning overall are good because this approach makes pupils think hard, reflect on important issues and relate what they have learned about different religions to their own experiences.
69. Teachers mark carefully, adding constructive comments to the broad outcomes of the locally agreed syllabus to challenge and extend learning. Regular opportunities to write at length mean that literacy skills develop well and that pupils maintain useful accounts to support future learning. There was no evidence of the specific use of information and communication technology to support religious education.
70. Curriculum leadership is good, with the co-ordinators monitoring lessons to ensure that the syllabus is taught in a meaningful way, organising a good range of materials accessible to all ages and sustaining good links with local places of worship. This is also a good improvement since the last inspection when resources were insufficient.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in detail and is reported on in full below. **Art and design, design and technology** and **physical education** are not reported on in any detail as they were not a focus of this inspection. However, examination of planning and previous work and discussions with staff indicate that a wide range of experiences are provided in each of the subjects. Year 2 pupils, for example, looked at how Claude Monet created flowery effects using small separate brush strokes. They then employed a similar technique themselves to produce effective work in paint and batik which was stimulated by Monet's 'Water Lilies'. Year 5 pupils constructed intricate wire sculptures of bicycles through the ages, while pupils in Year 6 produced computer generated designs with a variety of shapes. In a good art and design lesson seen during the inspection, Year 6 pupils discussed various words which relate to movement and explored the work of artists such as Lowry before preparing sketches of their own. Artefacts constructed in recent design and technology lessons have included 'pop-up' story books, moving toys, fairground roundabouts and biscuits. In a

very good physical education lesson that was sampled, Year 2 pupils successfully composed and performed a series of dance movements that expressed various moods, ideas and feelings.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Teaching is good overall and as a result the pupils learn well.
- Pupils are frequently enthusiastic about music lessons.

### **Commentary**

71. Music has had a high profile at the school in the recent past with a staff training day which focused on listening skills, technical terminology and the skill elements of the scheme of work. Overall standards are now around average throughout the school, while there are strengths in some of the singing. Achievement is good. This is an improvement on the findings of the previous report which found that standards were below average and that there were weaknesses in the provision.
72. Most Year 1 pupils know the names of several instruments. They can explain which make short sounds and which make long ones, before using their voices and the instruments to successfully create a pattern of sounds themselves. A small minority of the pupils, however, are still slightly confused about what constitutes the length of a sound. Year 4 pupils are beginning to explore singing in rounds and compose their own version of a familiar song. By Year 6, the pupils are able to compose an accompaniment to a poem and perform this with enthusiasm. In hymn practices and assemblies, the quality of the singing is often good and pupils learn new songs quickly as a result of crisp, effective teaching and their own desire to perform well. There was little evidence during the inspection of pupils using notation to record their compositions.
73. The pupils enjoy music lessons and are frequently enthused by them. While working in groups, they collaborate very well with one another. Behaviour is consistently good and relationships are very good at all levels. Teaching is good overall. The pupils are consistently managed very well – which impacts positively on their attitudes and behaviour. Expectations are high. The enthusiasm of teachers is often reflected in the effort made by the pupils to improve their performance.
74. Music is well managed by an informed and enthusiastic subject co-ordinator. Planning structures are appropriate and a system for assessing pupils' progress has recently been introduced. There is some use of information and communication technology to support the subject and this has recently been re-enforced through the purchase of new software. Pupils are given regular opportunities to listen to and appraise a wide range of music – including that from non-European cultures. There is a small number of pupils who benefit from peripatetic instrumental tuition and the provision is further enhanced by an extra-curricular choir, a recorder group and by regular visits to professional performances.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*This curriculum area was sampled.*

75. The school has a very high regard for pupils' personal, social and health education and this permeates all areas of school life. A range of aspects was covered in lessons seen during the inspection. Year 2 pupils, for example, discussed elementary democracy prior to voting for a class representative for the school council. Candidates read out prepared speeches supporting

their candidature, following which other members of the class asked them pertinent questions about how they would fulfil the role. All the pupils took the voting process very seriously and kept their choices secret. In another lesson, Year 3 candidates displayed considerable maturity in their speeches pointing, for example, to previous achievements, realising the responsibilities that went with the role and proposing realistic improvements that could be made to the school. Year 6 pupils – also in preparation for the school council election – discussed the wider issues of national and local government. They expressed their views on what they felt government should provide for them, explored the party system and produced ‘manifestos’ of their own. In all the lessons sampled, the teaching and learning were of a good quality. The ‘candidates’ were well supported, praised for their efforts and successfully encouraged to express themselves effectively. In addition to timetabled lessons, aspects of personal, social and health education and citizenship are regularly covered in assemblies and in religious education, science and other lessons. The recent achievement of a ‘Healthy School’ Award is a positive feature of the provision.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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