

INSPECTION REPORT

GREENBANK PRIMARY SCHOOL

Rochdale

LEA area: Rochdale

Unique reference number: 105768

Headteacher: Mr K R Crowther

Lead inspector: Mr A Markham

Dates of inspection: 17 – 19 May 2004

Inspection number: 256277

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:	Foundation
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	361 (full-time equivalent)
School address:	Greenbank Road Rochdale Lancashire
Postcode:	OL12 0HZ
Telephone number:	01706 647923
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Y Khan
Date of previous inspection:	22 February 1999

CHARACTERISTICS OF THE SCHOOL

Greenbank Primary School is a larger than average size primary school. There are 352 pupils on roll in the main school who are taught in fourteen classes, organised by age. In addition there is a nursery class with 18 children who attend part-time. The school serves an area of social and economic deprivation. The proportion of pupils that is eligible for free school meals is above average.

The school has a very high proportion of pupils from minority ethnic backgrounds. The main ethnic groups are Kashmiri, Pakistani and Bangladeshi. The main languages spoken by the pupils' families are Urdu, Punjabi and Bangla. Around 98 per cent of the children are getting support to help them with learning English. The proportion of pupils with special educational needs is close to the national average and four pupils have a statement of special educational needs. Their main difficulties are moderate learning difficulties and autism. The school is involved in the Rochdale EAZ/EiC¹ and a Sure Start initiative to improve provision of pre-school experiences for parents and children. Links with the community are a strong feature in its work. The school achieved the Healthy Schools award in 2002.

The school faces a number of difficulties that considerably affects learning. For most pupils English is an additional language and when they start school many have limited skills in English. Overall pupils' attainment on entry is low. Many pupils make extended visits to the Asian sub-continent and this has an adverse effect on their learning. The number of pupils leaving or starting in the school other than at the normal time of entry is above average.

¹ EAZ/EiC – a government initiative aimed at raising standards in schools in areas facing an above average degree of social or economic disadvantage.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1390	Mr A H Markham	Lead inspector	Information and communication technology Physical Education
32690	Mr J Webb	Lay inspector	
10207	Mr A Khan-Cheema	Team inspector	Science Design and technology
17456	Mrs A Smithers	Team inspector	Mathematics Geography
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34182	Mr C Truman	Team inspector	English Music Personal, Social and Health education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school. The school is very well led and managed. The teaching is good and pupils' achieve well. The school works hard to overcome the barrier to learning presented by the high proportion of pupils who have little or no English on entry to the school. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Leadership and management are very good.
- Teaching is good and enables pupils to achieve well.
- Provision for pupils with English as an additional language is very good.
- The school appreciates and values the cultural diversity within the school community and responds very positively.
- Pupils' attitudes and behaviour are very good.
- Pupils are cared for very well.
- Provision in the nursery and reception classes is very good and children make a good start to their learning.
- Pupils' limited skills in English have an adverse effect on learning.
- The challenge presented to more capable pupils is not high enough.

The school has made good improvement since it was last inspected in 1999. All key issues identified in the last report have been addressed successfully. Assessment procedures in science and information and communication technology (ICT) are used well to inform planning. Computers are used to support learning across other subjects. The library has been improved. Outdoor provision for children in the nursery and reception classes is good and Urdu speaking children are supported well by bi-lingual assistants. The school now complies with all statutory requirements. Standards in reading, writing and ICT have improved, but pupils' speaking and listening skills continue to be low and higher attaining pupils are not challenged enough. The curriculum has improved and benefits from very good links with the community. School management is now very 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	E	E	E	B
mathematics	E	E	E*	C
science	D	E	E*	D

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

Achievement is good overall. Many children start school with little or no English. They make good progress in the nursery and reception classes, but by the time they enter year 1 most do not attain expected standards in communication, language and literacy, mathematical development and knowledge and understanding of the world, although their attainment in personal, social and emotional development, creative development and physical development is satisfactory.

Performance in tests is low because of the problems pupils encounter with the English language. Pupils in year 2 attain standards that are well below national averages, but performance in reading, writing and mathematics has improved in the last two years, particularly in writing. Inspection evidence indicates that the current year 1 and 2 pupils are attaining standards that are below the national average in reading, writing and mathematics, but well below average in speaking and listening.

However, their achievement is good considering the difficulties many have with learning English. The year 6 pupils' attainment in tests is generally well below national expectations and in 2003 it was in the lowest five per cent of schools in mathematics and science. However, over the last four years standards in these tests have generally compared well to those in similar schools. Inspection evidence indicates that the current year 3 to 6 pupils are attaining standards that are below average overall in English, mathematics and science, but pupils make good progress and most achieve well. However, the more capable pupils could do better, few are working at the higher levels and the work presented them often lacks suitable challenge. The school is successfully raising attainment in writing in particular, but standards in speaking and listening remain well below average. Although standards in ICT are below expectations, they are improving.

Pupils' personal development is **good**. They have very good attitudes to work and behave very well. Pupils' spiritual, moral, social and cultural development is **good**. Attendance levels are well below average but the school has good arrangements to encourage regular attendance.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are **good**. Examples of very good lessons were seen throughout the school. Teachers give close attention to developing the basic skills of literacy and numeracy. They have very good relationships with pupils, plan lessons well and make learning interesting so that pupils enjoy their learning and work hard. Support staff make a significant contribution to the quality of teaching and learning, particularly for children with English as an additional language and equality of opportunity is consequently good.

The curriculum is good. It is well organised and benefits from good links with the local community. Provision for children in the nursery and reception is very good. A good range of extra-curricular activities enhances the curriculum. The school cares for its pupils very well, good assessment arrangements ensuring that their progress is carefully monitored in order to plan appropriate support and guidance.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher provides very good leadership. He is well supported by senior staff and has developed a very strong team approach within the school. Procedures for school self-evaluation are very good and information on the quality of teaching and learning is used very effectively to inform strategic planning in order to raise standards. Governors have a good awareness of the strengths and weaknesses of the school, fulfil their responsibilities well and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They are pleased with the quality of education that their children receive and feel strongly that the staff expect their children to do their best and that, as a result, they make good progress. Pupils like the school and feel they are cared for well, they think teachers are fair and lessons are interesting. They feel that the school council is very effective in enabling them to contribute to school life.

IMPROVEMENTS NEEDED

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

- Improve pupils' speaking and listening skills in order to support the raising of standards.
- Ensure that the higher attaining pupils are identified and suitably challenged.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of attainment are **below average** overall, but pupils make good progress from a very low base and achievement throughout the school is **good**. There is no significant difference in the levels of achievement of different groups of pupils or boys and girls.

Main strengths and weaknesses

- Children make good progress in all areas of learning in the nursery and reception classes and achieve well. However, their attainment by the time they enter year 1 is well below average overall.
- Standards in English, mathematics and science are below the national averages, but they compare well with those in similar schools. Overall pupils achieve well.
- Pupils' low level speaking and listening skills are a major limiting factor in the standards attained.
- Standards in ICT are improving.
- The attainment of the more capable pupils is not high enough because they are not challenged enough.

Commentary

Test Results

1. Results of national tests are well below national averages, but performance in the end of year 2 tests has improved in the last two years. There has been a particularly good improvement in writing where standards were close to the national average. Performance in reading and mathematics was well below average. Teacher assessments show that standards in science were also well below average in 2003. In the year 6 tests, although there has been an overall downward trend in results in recent years, this is largely because of the performance in 2003 when the group of pupils contained a high proportion with special learning needs. In 2003 results in mathematics and science were in the lowest five per cent of schools and were well below average in English. Nevertheless, the improvement made by these pupils in comparison to their attainment at year 2 was satisfactory overall and in English it was very good. Overall, results compare well with similar schools. Performance in English has been well above that in similar schools for three of the last four years and in mathematics and science it has generally been above and sometimes well above. This reflects pupils' good achievement. In 2003 the school successfully achieved the targets it had set for attainment at Level 4 and Level 5 in English and in mathematics at the higher Level 5, but the Level 4 target was not achieved. Inspection evidence indicates that standards look set to rise and the targets for this year are likely to be achieved.

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

Standards in:	School results	National results
reading	13.0 (10.9)	15.7 (15.8)
writing	14.1 (11.0)	14.6 (14.5)
mathematics	13.3 (12.5)	16.3 (16.3)

There were 49 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	23.8 (24.7)	26.8 (27.0)
mathematics	22.4 (24.5)	26.8 (26.7)
science	23.1 (26.6)	28.6 (28.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year

Current standards achieved

- Children make good progress in the nursery and reception classes, but by the end of the reception year, standards are well below those expected in communication, language and literacy, mathematical development and knowledge and understanding of the world. Children achieve well in personal, social and emotional development, physical development and creative development and most will have attained expected standards by the time they enter year 1.
- Pupils in years 1 to 6 make good progress and achieve well because teaching is good and pupils consequently have very good attitudes to learning. By the end of year 2 and year 6, standards in English are below average, but improving. This improvement is more noticeable in pupils' reading and writing skills than in speaking and listening. The attention given to the development of writing skills has successfully raised the quality of pupils' written work. However, pupils' speaking and listening skills are well below average and this has a marked effect on standards not only in English.
- Standards in mathematics are below average throughout the school. Many pupils have difficulty with the vocabulary involved in mathematics and this makes it hard for them to interpret the language in order to solve problems. This has an impact on their attainment.
- In science, whilst pupils have a reasonable grasp of fair testing because of the good attention given to this aspect, their limited skills in English again have a marked effect on standards. A determined effort is being made to address this issue and as a result pupils' understanding and use of subject-specific language is improving.
- In ICT, standards are below those expected nationally, but there is clear evidence that they are improving. Pupils' basic skills are being developed well and they have a reasonable understanding of all aspects of the subject. Pupils generally apply their mathematical and ICT skills to other subjects well and develop their writing skills in subjects such as history and geography.
- Pupils achieve standards that are close to those expected in history, religious education, art and design, design and technology, music and physical education. Standards in geography are below those expected.
- The school has a diverse pupil population with a high percentage of pupils having English as an additional language. The school works hard to ensure that the differing needs of pupils are met and no difference in achievement between the minority ethnic groups or boys and girls was noticed. Pupils with English as an additional language make good progress and their achievement is good because they receive effective support.
- Pupils with special educational needs also make good progress in relation to their prior attainment because they too receive good support in lessons. Inspection evidence indicates that a greater proportion of pupils in year 6 are on course to achieve the expected level in tests in English, mathematics and science compared to last year. However, the work presented to the more capable pupils sometimes lacks challenge and not enough pupils are on track to achieve higher levels.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good**. They enjoy school and behave very well. Pupils' spiritual, moral, social and cultural development is **good**. Attendance is **well below average** although punctuality is satisfactory.

Main strengths and weaknesses

- Pupils like coming to school and are keen to learn.
- Relationships throughout the school are very good and pupils behave very well.
- Racial harmony is promoted very well.
- Pupils' independence and initiative are developed well.
- The school's efforts to promote good attendance are resulting in considerable improvement.

Commentary

10. The great majority of pupils say that they like coming to school. Pupils appreciate the help offered to them by staff and welcome each day's different activities with interest and enthusiasm. Staff's expectations of positive attitudes and effort start in the nursery and continue consistently throughout the school so that pupils know exactly where they stand and how they should behave.
11. The school's promotion of moral development is good. Relationships between staff and pupils are very good. Members of staff are good role models who fairly and consistently define the boundaries of acceptable behaviour and teach the pupils the difference between right and wrong. Most pupils respond well to their high expectations. As a result, pupils' behaviour is very good. The atmosphere in classrooms is pleasant, relaxed and friendly. This has a significant and positive effect on pupils' learning and rate of progress. Outside of lessons, at breaks and lunchtime pupils socialise and interact very well together. Although no incidents of bullying were seen during the inspection, there is a perception amongst a small number of parents that there is some bullying. The school has a firm policy on this and any incidents are dealt with swiftly. There have been no exclusions in the past year.
12. Racial harmony is very good. The school strikes a careful and sensitive balance in acknowledging and celebrating the different faiths held by pupils at the school. Pupils are consequently well informed about the beliefs of others and show respect and tolerance for them. Children of all backgrounds play and work together harmoniously. The sense of community within the school encourages them to express their views with confidence and respect and support each other. Pupils from all ethnic groups are very well integrated into the life of the school.
13. Pupils' social development is very good. They carry out their duties as monitors in a responsible way and older pupils support younger children in their role as 'playground pals' in a caring manner. In lessons they understand the need to take turns and share resources.
14. Attendance is unsatisfactory. However, there are signs that the school's actions to improve the situation are beginning to have an effect. The school's procedures to promote attendance are being rigorously applied and a strong message is conveyed to parents about the problems created by the removal of children from school during term time. Punctuality is satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	2.3
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 is **good**. The school successfully provides for the needs of all its pupils in a very caring environment.

Teaching and learning

The quality of teaching is **good** across the school. Pupils' learning is **good**. Pupils are enthusiastic learners and make good progress throughout the school. Formal assessment procedures are good and provide the teachers with a clear picture of each pupil's progress.

Main strengths and weaknesses

- Lessons are well planned and teachers make learning interesting.
- Teachers manage their classes well and have very high expectations of pupils' behaviour.
- Teachers' subject knowledge is good and their explanations are clear and often lively.
- Learning support assistants are used very well to ensure equal opportunity for different groups of pupils.
- Assessment is generally used well to monitor pupils' progress and inform the planning of lessons, but in some lessons tasks are not well matched to pupils' capability.
- Relationships are very good.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	12 (21%)	35 (60%)	10 (17%)	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.

Commentary

15. Teachers make clear what pupils are to learn at the beginning of lessons and an initial recap of previous work at the start of many lessons ensures that learning builds on previous learning. Teachers often plan activities to link with work that has been carried out in other subjects. This enables pupils to develop a clearer understanding of the work by putting it into a meaningful context. Most lessons progress at a lively pace and teachers' explanations are clear as a result of their good knowledge of subjects.
16. Teachers organise pupils in ways that are helpful. For example, classes in year 6 are organised into groups based on how much they already know in English and mathematics, and in year 5 the two teachers work as a very effective team when the two classes are amalgamated into one large group for some subjects. In other lessons pupils cooperate well when given opportunities to work in pairs or small groups and in the more successful lessons teachers give pupils opportunities to talk about their answers to questions with a partner to generate good learning. Teachers have very high expectations of pupils' behaviour, which the pupils strive to fulfil. The atmosphere in lessons is very good with pupils working well together and having positive and enthusiastic attitudes to their learning. Homework is used well to extend pupils' learning and to give them something interesting to work on outside of lessons.
17. Teachers and teaching assistants in the nursery and reception classes have a good understanding of the needs of the children. Effective use is made of the bi-lingual teaching assistants to support those children with little spoken English. A wide range of activities is provided to develop the children's speaking skills in English and the use of play-based activities successfully develops their basic skills and promotes an early enjoyment of learning.

18. Teachers draw on pupils' own knowledge and experience of language, in their preparation and planning of lessons. In all lessons there are specific objectives for the development of pupils' speaking, listening, reading and writing skills. During specific sessions pupils are grouped according to their particular needs. For example pupils from years 1, 2 and 3 with problems with English are combined and taught particular aspects of English language such as letter sounds.
19. Pupils' progress is monitored closely by regular assessments. The information this gives is used effectively to determine those pupils requiring support. Support staff are consequently used well to ensure that those pupils having special learning needs, or problems with English, understand their tasks and maintain a high work rate. As a result, pupils' attitudes are generally very good and they are well motivated and stay focused. However, not enough attention is given to ensuring that tasks are challenging for those pupils capable of higher attainment. In some lessons the same tasks are given to all pupils and this results in the higher attaining pupils not making the progress of which they are capable.
20. In all classes teachers and teaching assistants establish very good relationships with their pupils. This successfully promotes high standards of class discipline.

The curriculum

The curriculum provision is **good**. It is broad and balanced and fully meets statutory requirements. Opportunities for enriching the curriculum are good and have a positive effect on pupils' learning.

Main strengths and weaknesses

- The exciting, innovative curriculum encourages pupils to learn.
- The programme of extra-curricular activities is good.
- Good use is made of the links with the local community.
- The curriculum is systematically monitored and evaluated to identify areas for improvement.
- The curriculum for the nursery and reception classes is very good.
- Overall provision for pupils' personal, social and health education is good.
- Resources and accommodation are good and used well.

Commentary

21. Through careful planning and lively teaching, the work given to all pupils is an interesting mix of basic language skills, mathematical skills, subject knowledge and creative experiences. These are skilfully blended to ensure that the main points of each subject are taught in an interesting way and pupils enjoy their work in school.
22. A wide range of interesting and exciting opportunities enriches the curriculum. Visits by theatre groups help develop pupils' self-esteem. Pupils enjoy rich, stimulating experiences through visits to events such as the Chinese State Circus. They play the drums with the Tabla orchestra and visit the Bridgewater Hall to hear the BBC Philharmonic orchestra. The school exploits its very good links with the community well. Community funds have enabled the school to provide good accommodation and resources to enhance the learning of the pupils and, through the Community Room, their families and the extended community. The school can consequently provide a good range of activities outside of the school day. Pupils from both years 3 and 5 have opportunities to go on residential visits. EAZ funding has enabled these trips to take place without families facing financial and cultural barriers. The sporting needs of pupils are supported well through links with local clubs such as the Rochdale Gym Club and music provision is enhanced by the use of visiting music teachers.

23. The school monitors and evaluates the curriculum closely and seeks innovative ways of further developing it. All staff are encouraged to find ways to improve provision. This has proved a successful approach. Different groupings of pupils and creative timetabling are used where these will have a beneficial effect on learning. The two year 6 teachers use their specific expertise so that one teaches the pupils ICT and the other is responsible for teaching the PE. Pupils with special educational needs are included in all aspects of the curriculum.
24. The curriculum for the youngest children takes due account of the national guidance, but is carefully adapted to ensure that the needs of the children, many of whom have no English, are given careful attention. Children benefit from a rich and lively range of well-planned activities with an emphasis on developing their language skills. The spacious accommodation is use well and care taken to ensure that all children benefit from the use of the well designed outdoor area.
25. Provision for pupils' personal, social and emotional development is good. This aspect is not formally timetabled, but is integrated into themes in the curriculum. Overall this is effective due to the care and concern shown by all adults within school.
26. The accommodation is good and very well cared for. It is used effectively. Resources are used well and are good in quality and quantity.

Care, guidance and support

The school provides **very good** care for its pupils. The level of support, advice and guidance provided is **good** and the pupils' development is monitored effectively. Pupils' views are listened to and there are **good** arrangements for their opinions to be taken into account.

Main strengths and weaknesses

- The care and support for pupils is very good.
- Pupils are relaxed and able to learn in a well maintained and secure environment.
- Pupils' opinions are sought and due account is taken of their suggestions.
- There is a strong emphasis on, and help with, leading a healthy life.
- The arrangements for introducing children to school and the procedures for when they leave are good.

Commentary

27. The staff know and care for the pupils very well and this instils in pupils a positive outlook enabling them to tackle the learning process with confidence. The school goes to great lengths to address the difficulties experienced by pupils with a low level of understanding and use of English. Significant resources are accessed to provide bi-lingual assistance in class and additional support outside the normal school timetable enabling the pupils to make good progress. In a recent questionnaire the overwhelming majority of pupils felt able to go to an adult if they had concerns.
28. Good use is made of all the appropriate agencies to support pupils with special educational needs. Individual learning plans are drawn up for each pupil and support is used well to ensure that the pupils' needs are met. These plans are reviewed regularly and a good range of assessments are undertaken to monitor pupils' progress.
29. The school works hard to ensure that there is a safe and secure learning environment. Recent improvements such as the new playground and 'kick pitch' have greatly benefited pupils of all ages and the new fence and entrance has allayed concerns over security.
30. Good opportunities are provided for pupils to express their views about school life generally and to take on responsibility, notably through the school council. This is having an increasing impact

on the life of the school in a number of areas ranging from the planning for the recently refurbished playground to the distribution of fruit to the younger pupils and the activities for Arts Week. The pupils expressed their satisfaction that their opinions are valued.

31. The Healthy Schools Award reflects the strong emphasis given to developing pupils' awareness of the need for a healthy lifestyle. Regular exercise outside the curriculum through various sports clubs encourages the pupils to recognise the benefits of leading an active life. The provision of milk and fruit in the morning coupled with appropriate lunchtime menus set good examples of healthy eating practice. The visits to the school's Community Room by a variety of health specialists enables parents to develop their knowledge and understanding of what their children need.
32. The arrangements for the induction of pupils are very good and Sure Start funding for the crèche and nursery enhances the provision. Children consequently settle into school life quickly and grow in confidence. Pupils entering the school at other times benefit from the thorough assessment procedures upon arrival and the policy of securing appropriate information from their previous school.

Partnership with parents, other schools and the community

The school has **good** links with parents and the local schools and colleges. Links with the local community provide **very good** support for the pupils' learning and welfare.

Main strengths and weaknesses

- The school makes extensive efforts to ensure effective communications with parents.
- The opportunities provided for parents to support pupils' learning are good.
- The managed links with the local community are very good.

Commentary

33. Communications with parents are good. The school produces letters and information for parents in three languages, such as the excellent 'What makes a good reader' leaflet and also takes care to provide face-to-face communication wherever possible. The bi-lingual Family Learning Mentor speaks to parents at the beginning and end of the school day and has built up a significant trusting relationship with many families. He is supported by the staff in identifying those pupils and families who would most benefit from bi-lingual books and tuition provided by the school's Reading Champions Club. The school insists that parents collect reports at parents' evenings, failing which they are delivered by staff to the families' homes, ensuring that either way the reports are translated if need be and parents' comments noted. The parents expressed overwhelming enthusiasm and appreciation for the way the school endeavours to communicate with them and to keep them informed.
34. To support parents in their efforts to help develop the pupils' learning in their homes the school provides a wide range of activities for adults in the community room. With assistance from the Sure Start initiative and the 'Learn Local' Service, a number of courses are provided, including accredited Family Literacy Classes, a computer skills course and an English speaking course. A Family Learning Facilitator coordinates her activities to fit in with the crèche so as to maximise attendance, particularly for mothers who would otherwise be unable to benefit from this good provision. A major feature of the work done in the community room and the crèche is the introduction and development of 'Learning is Fun' sessions, which help adults to understand how their children can learn through play. Over 50 families are using the facilities and courses on offer, greatly enhancing the ability of parents to support their children's education.
35. Links with the community are very good. The school capitalises on the expertise and goodwill available in the community and receives a high level of support from local organisations. Whilst priority is given to parents of pupils, the community room activities are open to the wider

community. During school holidays the community benefits from extra activities including keep fit and cookery classes. The successful partnership with the community is a result of the governors useful links with local community leaders and the very good management of the headteacher.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The governance of the school is **good**, governors give good support to the school and meet their responsibilities well. The leadership of the headteacher is **very good**. Management of the school is **very good**.

Main strengths and weaknesses

- The headteacher has a clear vision, a strong sense of purpose and high aspirations for the school.
- The expertise of the senior management team and other key staff ensures that the school has the capacity to improve.
- The school has good systems for evaluating its work.
- Governors have a good awareness of the school's strengths and weaknesses and shape the direction of the school well.
- School improvement plans do not specify how objectives relate to the school's literacy and numeracy targets
- The school's finances are managed effectively to ensure pupils' achievement is good.

Commentary

36. The headteacher's inspirational leadership and very strong vision has created a school which is a haven of learning and achievement for children and their families. The headteacher has overall responsibility for leadership and management of community provision thus ensuring that resources from government initiatives are used well to improve provision for all pupils, particularly those with English as an additional language. An example of the quality of leadership displayed by the headteacher and the respect he derives from the Muslim community was very clearly demonstrated when he was asked to speak at a funeral gathering held in the school grounds, after the tragic death of some pupils from the school. Senior managers also play a key role in developing staff expertise and maintaining the pace of school improvement.
37. The school has very good systems for evaluating its work. Pupils' attainments and progress are tracked and analysed thoroughly. Deployment of staff and their impact on learning is analysed and teaching arrangements are flexible enough to be able to respond to pupils' changing needs. As a result, the support given to pupils with special educational needs and those with English as an additional language is well organised and effective. There is a rigorous monitoring of the performance of all staff.
38. Progress in the school's improvement plan is reviewed in response to the evaluations of subject coordinators and other senior staff. A measure of how successful this is, is that the school's most recent self-evaluation, the school improvement plan and this inspection identify similar areas for improvement. However, a link is not made in the plan between the objectives for action and the statutory targets set for literacy and numeracy.
39. Individual governors demonstrate a high level of commitment to the school's work and direction. Governors bring a wealth of experience to the school and value and support the school's commitment to strengthening community relationships. They are knowledgeable about educational initiatives and of the school's strengths and weaknesses and have a strong desire to see pupils achieve very high standards.

40. Finances are managed efficiently. The last financial audit showed that the finances are well managed. The few recommendations for improvement have since been addressed. The school evaluates the cost-effectiveness of financial decisions in relation to the impact they have on pupils' learning and development. The principles of best value are effectively applied.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£974, 505
Total expenditure	£975,843
Expenditure per pupil	£2764

Balances (£)	
Balance from previous year	£133,492
Balance carried forward to the next	£58,742

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall quality of provision for children in the nursery and reception classes is **very good**. Children make good progress in all areas of learning because the teaching is good, but do better in those areas of learning where having limited English is less of an obstacle to learning. There are particular strengths in provision for personal, social and emotional development. The curriculum takes account of the national guidance, but is also made very relevant to the needs of the children and is innovative. For example, the spacious accommodation is very well organised, so that the many areas for small group work are used imaginatively to support the children who need much help and encouragement, particularly in personal and language development. The nursery and reception classes are well managed, they plan and work closely together and there is a strong emphasis on teamwork. Resources, including the newly equipped outdoor area, are plentiful and of good quality. There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between adults and children are very good.
- There are very good opportunities for children to develop initiative and independence.
- Children behave very well and are keen to participate in all activities.

Commentary

41. Children enter the school with very limited skills. However, through very good teaching most achieve very well. The majority are on target to reach the expected goals by the end of the reception year. The school's emphasis on developing children's personal, social and emotional skills underpins the whole curriculum. This is seen in the very good behaviour and developing social skills; for example, the way in which children are learning to take turns and share. Staff continually interact with children and have high expectations of their behaviour. They are good role models and treat the children with courtesy and respect. They create a calm atmosphere in which the children develop confidence, self-esteem and feel secure. Consequently, children enjoy coming to school, work hard and are very obedient.
42. The difference between right and wrong is effectively communicated to children in a range of contexts such as story time, assemblies and working with puppets. Skills of independence are promoted very well. Children put on and fasten their coats and most of them dress and undress for PE lessons without much help.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good.
- All staff work hard to develop children's speaking and listening skills.

- Very good bi-lingual and assistant staff support children's language skills well.
- There are not enough specifically planned pretend play sessions to promote language skills.

Commentary

43. Most children begin school with little or no English. They achieve well because of the good teaching and wide range of learning opportunities, but standards by the end of the reception year are well below expectations. They are learning to enjoy books and listening to stories and rhymes. Listening skills are developing very well and the ability of staff to change from speaking one language to another helps the children feel comfortable and supports their learning. Most children understand teachers' questions, but often only give one word responses. Children are taught in small groups and, in the reception classes, work alongside others with similar levels of language development. This ensures that all children work at a pace suitable to their development.
44. Names, notices and captions are displayed in different languages to support reading skills. Higher and average attainers are gaining a secure knowledge of letter sounds, but most are not able to put sounds together to read words. Most children treat books with care and staff spend much time with individuals and groups, reading and sharing books with them to stimulate interest and develop language. The attractive home area, imaginative book corners, listening centres and computers are all used effectively by the children. These support language and communication skills and staff interact well. However, there are few specially planned play activities to promote language and enlarge vocabulary. The pretend-play is usually incidental and is not sufficiently focused on a particular situation or experience to promote vocabulary and enable children to talk more confidently about their experiences.
45. Most children can write their own names fairly legibly and hold pencils correctly. From the earliest stages children are taught to make the letter shapes correctly. Higher attaining children make good attempts at writing initial letters or words and say the words they represent to make a sentence.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a wide range of incidental and play activities to promote learning.
- Teachers' good subject knowledge and high expectations of pupils result in good learning.
- Higher attainers are not always sufficiently challenged.

Commentary

46. Although standards by the end of the reception year are well below those expected, children make good progress. Understanding of number is promoted in many situations. For example, staff involve children in counting the number present and absent at registration times and children join in number rhymes and songs enthusiastically. Children are beginning to understand the language of addition and subtraction and using words such as 'same' and 'different'. Good use is made of the outdoor area where children learn to use a number line and play relevant games. Teachers use many strategies to stimulate children's interest and much practical work. Children are keen to engage in activities such as sorting and matching, finding pairs, making shapes and playing imaginative games. These give the children good mathematical experiences and a very good foundation for future work in numeracy. There are no written records of children's work in mathematics, even for the higher attainers. By the end of reception, higher attainers could do better. They count reliably to 10 and are learning to count

back. Despite readily recognising numbers and using mathematical terms such as 'add' and 'take away' correctly, they are not always challenged enough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good.
- Very well planned experiences and resources support children's learning.
- Children's skills in English limit their understanding.

Commentary

47. Children make good progress and achieve well because the teaching is good, but by the end of the reception year most will not achieve the standard expected. Children show delight and excitement at the wide range of activities available to them. They quickly adapt to using tools and construction equipment for making and building. They enjoy the practical work and revel in making clay boats and finding out if they sink or float. They are excited and proud of their work, but their limited language makes it difficult for them to describe what they have made without help. However, teachers use these experiences well to develop early scientific skills and to extend their vocabulary. For example, a recent visit to the 'Blue Planet Aquarium' is recalled well by children and they name the fish they have seen. One more capable child volunteered that a shark has 'sharp teeth', whilst another described a stingray as being like a 'diamond'.
48. Computers are used regularly and most reception children are learning to control the mouse. They also learn early history and geography skills. For example, they go on a discovery walk to the park, keep a weather chart and find out about the special festivals they celebrate, such as Eid and Christmas.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children achieve well because teaching is good.
- The new outdoor area is well designed with good resources, but could be used more to support work in other areas of the curriculum.

Commentary

49. Teaching and learning are good overall. Most children are likely to attain the standards expected by the end of the reception year and achievement is good. There are many opportunities for children to engage in physical activities both inside and outside, which promote large and small co-ordination. Children move in a controlled way and show satisfactory skills climbing, balancing and jumping when using the wide range of mobile toys and large apparatus. In formal lessons in the hall they all join in activities sensibly and follow instructions well, stopping and starting movements when indicated either by the teacher or by listening to the music. They behave very well and have a growing awareness of the importance of being safe and healthy. The newly equipped outdoor area is still being developed and, though it is used occasionally to support work in other areas of the curriculum, it is not yet used as an area where children can work imaginatively, for instance in a garden area or a quiet place.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- A colourful and stimulating environment encourages creative and aesthetic development.
- There are very good opportunities for children to work with a variety of materials.
- Children are given very good opportunities to develop their musical skills.

Commentary

50. Teaching and learning are good. There are many opportunities throughout the day for the children to sing songs and rhymes, many of which are chosen for their repetitive choruses to aid language development. All children enjoy these and join in enthusiastically and, mainly, tunefully. Well displayed musical instruments, including ones the children have made, plus photographs of them in performance, encourage the children to play and also underline the importance of their creative work.
51. Children's artwork shows good progress and reflects their developing understanding and skills in painting, drawing and collage work. The children's efforts are valued, with pictures carefully mounted and displayed with suitable captions. Cutting, sticking and gluing techniques are developed well. Large composite pictures and collages such as 'Under the Sea' and 'Monet's Garden' enhance the area and support children's spiritual and cultural development well. Although children begin school with limited skills, they achieve well and most are likely to attain the early learning goals by the end of the year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning is good.
- Despite good achievement, standards in reading and writing are below average and speaking and listening skills are well below average.
- Assessment procedures are good.
- Higher attaining pupils are not always suitably challenged.
- The subject is well managed.

Commentary

52. Although standards by year 2 and year 6 are below the national average in reading and writing they have improved since the last inspection. Standards remain well below average in speaking and listening. The high number of pupils with English as an additional language make good progress and achieve well. Those pupils with special educational needs make good progress and achieve well because of the good level of support they receive.
53. The school's effective assessment procedures are used well to track pupils' progress. Information from test results is used well, for example, to identify specific action to be taken to help overcome the pupils' low level skills in English.

54. Staff focus well on developing a range of language skills. When addressing pupils in lessons all adults provide good role models of how to speak. Teachers offer pupils regular opportunities to speak clearly with a high insistence on the use of full sentences. However, although pupils frequently have opportunities to discuss their work in pairs, many do not speak confidently in more formal situations. Their range of vocabulary remains limited; consequently they have difficulty expressing their ideas.
55. Teachers give a considerable amount of time and attention to developing pupils' reading skills. Staff listen to pupils read individually and also in group reading sessions. Pupils' progress in reading is regularly recorded and this information is used well to plan the next stage of reading for each pupil. In years 1 and 2 pupils are enthusiastic readers and all have a reading record notebook, which is updated by the teacher. By year 2 most pupils read and re-tell a simple story, but many find further discussion difficult as they have problems understanding questions. The more capable pupils know how to find non-fiction information, how to use an index and contents list and have favourite authors, but they are not attaining as well as they should because they are often not challenged enough by their reading books. By year 6, most pupils use non-fiction books to access information by locating books in the school library and using the contents and index pages. They know the difference between fiction and non-fiction and have favourite authors. However, their comprehension skills are not well developed.
56. Pupils improve their writing skills steadily in years 1 and 2. High attaining pupils in year 2 write legibly in sentences using capital letters, commas and full stops. Handwriting is neat and joined. Lower attaining pupils write simple phrases and are starting to write sentences with help. Their handwriting is less well developed, although printed letters are becoming joined. Pupils write for a variety of purposes. For example they report on a trip to Falinge Park and write instructions for feeding guinea pigs. By year 6 pupils write for different purposes across the curriculum. The attention given by the school to improving this aspect of the subject is seen in the quality of pupils' writing. A wider use of vocabulary is evident, for example, a pupil writes, 'The long dark dreary lane was empty except for the shivering figures trudging miserably towards the strange shape of the spooky house'. Most pupils understand the importance of setting, character and main event in their writing and are starting to use paragraphs more effectively.
57. Teachers have good subject knowledge and lessons are well planned. Class management skills are effective and they use a wide range of strategies to make lessons stimulating. The pace of lessons is often brisk, ensuring that pupils' interest is maintained. Good, sharp questioning generally keeps all pupils actively involved and their attitudes to the subject are very good. For example, in a good lesson with a group of pupils from year 1, 2 and 3, pupils worked hard and were responsive to the careful questioning, although some struggled with the pronunciation of some words. In a very good lesson with the whole of year 5, the two teachers worked well together and made good use of the computer to deliver the lesson. However, in general there are missed opportunities in lessons for pupils to develop their computer skills.
58. The subject is well led and managed. The two coordinators have a good understanding of the areas requiring development as a result of their monitoring of teachers' planning and scrutiny of pupils' work. An action plan has been drawn up and is being implemented effectively.

Language and literacy across the curriculum

59. There is much emphasis on the development of literacy skills across the curriculum. There are many opportunities for pupils to develop their speaking and listening skills in assemblies, in religious education and in music. Writing skills are increasingly being used across the curriculum. Classrooms have informative displays of written work in different subjects including history and science.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are below average but the majority of pupils achieve well due to good teaching.
- Pupils have very good attitudes to their learning.
- The work set for the more capable pupils does not always challenge them.
- Leadership and management of the subject are good.

Commentary

60. The achievement of the majority of pupils is good, although standards are below average by the end of year 2 and year 6. Although pupils make good progress in overcoming the difficulties of using English as an additional language they frequently find mathematical language hard to grasp. This has an impact on their attainment. All pupils have very good attitudes to learning and work hard to overcome their difficulties. Pupils with special educational needs make good progress. They are well supported by the adults in the classroom and have clear targets to show them how to improve. However, higher attaining pupils are not achieving as well as they should because the work set is often not challenging enough.
61. The quality of teaching and learning is good throughout the school. Where teaching is good lessons are well structured so that pupils learn in simple small steps. Explanations are clear and succinct and so pupils find it easier to acquire new knowledge and understand what they are doing. Expectations are high and so pupils apply themselves and produce more work of good standard. In a few lessons the pace slows and oral sessions do not fully engage all pupils.
62. A number of different teaching strategies have been put in place to help to raise attainment. A range of small group opportunities is provided to support both more capable pupils and those having difficulty. The year 6 pupils are grouped according to prior attainment and the two year 5 classes are taught as one very large group. These initiatives have had some impact on raising standards, but overall the more capable pupils are not challenged enough within the majority of lessons throughout the school. These pupils could achieve more.
63. A good range of assessment procedures are in place and the data produced is analysed and information used effectively to target teaching. However, pupils are often not involved enough in assessing their own learning in order to develop an understanding of how they might improve. Curriculum planning has improved and now takes good account of national guidance to ensure that all pupils of the same age have access to a similar curriculum.
64. The leadership and management of the subject are good. The two coordinators are knowledgeable and supportive of colleagues. Good monitoring procedures are in place and action is taken to improve standards. Overall there has been good improvement since the last inspection.

Mathematics across the curriculum

65. Mathematics skills are used well to support pupils' learning in most other subjects. The youngest pupils learn directional language while listening to the story, 'I'm Going on a Bear Hunt'. Older pupils draw to scale and use time lines in history. Measurement is used in science lessons and while undertaking design and technology. Satisfactory use is made of ICT. For example, pupils collect data and record it in graphs in geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and have a good attitude to their learning.
- Teachers have good subject knowledge and plan lessons well.
- The development of pupils' investigative skills is beginning to impact on standards.
- Teachers use classroom support assistants effectively.
- The higher attaining pupils are insufficiently challenged.
- Subject management is good.

Commentary

66. Standards by the end of year 2 and year 6 are below average. A very high number of pupils have particular difficulties with understanding the technical vocabulary associated with science. This has an adverse effect on attainment. However, the strong focus on the development of pupils' investigative skills is now beginning to impact on standards. This aspect shows improvement since the last inspection. A greater proportion of pupils in year 6 are on course to achieve an improved level as compared to last year and achievement overall is good.
67. All pupils enjoy the practical aspects of the subject and have good attitudes. By year 6, pupils have studied a satisfactory range of topics about living things and how they grow, materials and how they change, and physical processes including forces, magnetism and electricity. Pupils make predictions and decide what makes a test fair and explain the scientific method. However most pupils struggle with drawing out appropriate conclusions from data they have collected or have been given.
68. The quality of teaching and learning throughout the school is good overall. It is very good in year 4, where the very effective working atmosphere and high expectations of the teacher enable lessons to proceed at a good pace, resulting in very good learning. Lessons are very well planned and teachers have good knowledge and understanding of the subject. Investigative work is given due emphasis. Teachers are careful to ensure that pupils' understanding of the subject-specific language develops well by constantly emphasising and reinforcing the scientific vocabulary. Good use is made of teaching support assistants to ensure that pupils with learning difficulties have equal access to the curriculum. The school is experimenting with innovative approaches to teaching and learning. For example, the two year 5 classes join together for science lessons and are team taught by the two teachers. However, the lesson observed, lacked pace and tasks did not adequately match the wide ranging needs of the large group of pupils.
69. Leadership and management are good. Test results are analysed to identify weaknesses in provision. Assessments of pupils' skills, knowledge and understanding are regularly undertaken at the end of each unit of work. The coordinator has observed lessons and monitored teachers' planning and scrutinised pupils' work. This gives her a clear view of areas for development and an action plan has been drawn up and is being successfully implemented.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are below those expected, but improving throughout the school.

- Teachers make good use of the ICT suite and plan interesting activities that engage pupils well.
- Pupils are enthusiastic in lessons and have very positive attitudes to the subject.
- Not enough use is made of the computers in classrooms when studying other subjects.
- Subject management is good.

Commentary

70. Standards throughout the school are below those expected but higher than at the previous inspection. All pupils, including those with special educational needs or English as an additional language, make good progress as they move through the school. In relation to their prior attainment, pupils achieve well. There has been good improvement since the last inspection.
71. By year 2, pupils have reasonable basic keyboard skills and know the function of different keys, such as 'shift' and 'spacebar'. They use these to good effect when creating lists and writing sentences and short stories. They are beginning to use ICT to record and extend their work in other subjects. For example, pupils in year 2 create pictures in the style of Mondrian in art and year 1 pupils use the Dazzle program to create a setting linked to the story of the 'Gingerbread Man' in literacy.
72. Pupils in years 3 to 6 are offered a good range of opportunities to use all aspects of ICT, including spreadsheets, databases, multi-media presentations, CD ROMs and the Internet. However, the keyboard skills of pupils when word processing are not as good as are often found. A significant proportion of pupils type slowly and are not fully conversant with the position of the keys. This makes some activities, such as the drafting and redrafting of written work, somewhat laborious.
73. The quality of teaching and learning is good. Teachers are confident and have secure knowledge, which enables them to explain procedures well to the pupils. Teachers are well organised when they work in the ICT suite and they plan interesting and purposeful activities that are linked well to other areas of the curriculum. For example, in a year 6 lesson, there were good links with history as pupils used the Internet to find out about Henry VIII. This helped to make learning purposeful, with pupils responding well and showing positive attitudes towards the work. Pupils are well motivated and try hard, even when concepts such as branching databases challenge their understanding. However, although every classroom has a computer, they are dated, and there was no evidence of them being used during the inspection. There are plans to re-equip the computer suite and use the present computers in classrooms to address this problem. As a result, there are missed opportunities to practise and consolidate ICT skills by using them in lessons.
74. The subject is managed well. The coordinator supports other staff effectively. She has a clear overview of the subject and has written a detailed action plan to drive the subject forward. She has established a system of record keeping that includes regular assessment.

Information and communication technology across the curriculum

75. The use of ICT in other subjects is satisfactory overall. Teachers make good use of art and graphic programs to enrich pupils' work in art and design. Opportunities for pupils to regularly word process their work in English and in subjects such as history when working in the computer suite often increase the quality and impact of their writing. Pupils produce graphs to aid their work in mathematics and to present their findings in science.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Standards are below those expected although pupils achieve well.
- Teachers plan their lessons well.
- Good use is made of resources and visits to support learning.
- Marking is not used well to develop geographical understanding.
- Monitoring by the subject coordinator is well developed.

Commentary

76. Standards are below those expected throughout the school. Many pupils have difficulty in recording in books and this has an impact on the standards of the work seen. However, teachers work hard to overcome this and pupils make good progress and achieve well.
77. Pupils in years 1 and 2 develop simple map reading skills using a route around the school and are beginning to use a key to identify specific areas. Their achievement has improved since the last inspection. Pupils in years 3 to 6 develop their understanding of geography through the study of a good range of topics. They learn the difference between human and physical features within villages in India, and know the names and positions of mountains and rivers around the world. Two residential visits provide very good opportunities to increase pupils' knowledge and understanding of the features of different environments in a stimulating and meaningful way.
78. Good quality teaching has a positive impact on pupils' achievements. Lessons are well planned and teachers make clear what pupils are to learn. Lessons build on previous learning and good use is made of repetition so pupils have the opportunity to consolidate their understanding. Staff model language well and place an emphasis on expecting pupils to respond using a good range of vocabulary and in full sentences. Relationships are very good. Pupils respond well to the adults and try hard with their efforts to please them. They work well together and cooperate, talking together to find solutions. Although teachers mark work diligently, the majority of marking is related to the quality of writing rather than the correctness of the geographical information. As a result, pupils are not always given clear information as to how they can improve.
79. The subject is well managed. The coordinator monitors the subject effectively and has drawn up an action plan to implement his findings. Resources are well organised and used well to support learning. In the classroom pupils have access to good quality materials and in some lessons an interactive whiteboard is used effectively.

History

Provision in history is **good** in years 3 to 6. Insufficient evidence was seen to be able to make a judgement in years 1 and 2.

Main strengths and weaknesses

- Most pupils make good progress in their learning.
- History has a strong oracy and literacy focus, which makes an important contribution to the development of pupils' skills in speaking, listening, reading and writing.

Commentary

80. By the end of year 6, standards are in line with those expected. Pupils' achievements are good despite their difficulties in expressing their ideas. Those pupils who are more proficient in language and literacy usually produce a higher standard of work.
81. Pupils enjoy their history lessons. They listen attentively and join in discussions enthusiastically. This is because the teachers' very good subject knowledge and their effective teaching methods capture and maintain their interest. Pupils with special educational needs also benefit from the good support provided by the teaching assistants. The pupils' speaking, listening, reading and writing skills are promoted very well during history lessons. For example, year 6 pupils research the Internet for information and communicate their findings using a computer to create a PowerPoint presentation. The school ensures that all pupils take part in visits to places of historical significance, for example, year 3 pupils have visited the Roman Fort in Manchester.
82. Teachers' planning shows that the required programmes of study are taught. Teachers' weekly plans are generally informative, with clear learning intentions, intended outcomes for assessment and special arrangements for pupils whose command of the English language is insufficient to enable them to learn the historical targets of the lesson.
83. The subject is managed well by the coordinator who is an advanced skills teacher. This has had a positive impact on the standards achieved by pupils particularly in year 6.

Religious Education

Provision is **good**.

Main strengths and weaknesses

- Teachers have good subject knowledge, which enables them to provide a rich and stimulating curriculum.
- Pupils with special educational needs make good progress.
- More able pupils are not reaching the higher levels of attainment.
- The pupils have good attitudes towards learning about religion.

Commentary

84. By the end of year 2 and year 6, pupils' attainments in religious education are in line with expected levels. Pupils with special educational needs attain particularly well because of the extra support they receive. However, the attainment of the more able pupils is not as high as it could be.
85. By the end of year 2 pupils are beginning to understand the basic elements of some different religions. Pupils make good progress in their learning and by the end of year 6 many pupils have a good understanding of the Christian, Muslim and Jewish faiths. Their written work is well presented, reflecting the efforts they have made to do their best. In most classes, pupils of lower ability and those with special educational needs make good progress in their work because their teachers provide special prompts and worksheets to enable them to succeed in their tasks.
86. The quality of teaching is good overall. Teachers demonstrate good subject knowledge, which makes their lessons informative and stimulating. Throughout the school, teachers' plans identify learning objectives for each lesson but do not set more challenging objectives for more able pupils. Pupils have very good attitudes and most behave very well in lessons and during the assemblies. They listen attentively and contribute well, even though many find it a challenge to express their thoughts in English.

87. Pupils' spiritual and personal development is promoted well through lessons, whole school assemblies and class worship times. Teachers ensure that, wherever possible, religious education is linked to other curriculum areas such as literacy, art and design and history. Visits and special events to celebrate different faith festivals enrich the curriculum.
88. Through its policies and information given to parents in the prospectus, the governing body has ensured that the school's arrangements for the teaching of religious education and collective worship meet statutory requirements.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. Only two lessons were seen in art and design and no lessons were observed in design and technology, it is therefore not possible to judge the quality of provision in these subjects. Inspectors looked at teachers' planning, samples of pupils' work and talked with pupils.
90. In **art and design** lessons seen were good and standards were in line with those expected. Pupils are presented with good varied experiences in all aspects of art and design and they achieve well.
91. In years 1 and 2, pupils' delightful artwork shows a good use of colour, tone and pattern. Their careful drawings show well-developed skills in creating patterns and in representing the texture of natural objects. They produce interesting artwork with different materials and computer programs. In years 3 to 6, pupils' very imaginative artwork draws upon and extends their learning in other subjects, such as history and mathematics. Pupils' work is carefully done and very well displayed.
92. Throughout the school, displays of work reflect the broad range of art experiences within the curriculum. In particular, the examples of pupils' work, which have been inspired by the work of famous artists, are of high quality.
93. The teachers are aware that the amount of time that can be given to art is limited because of the need to give priority to literacy, numeracy and science. As a result older pupils do not have enough time to build upon the good progress they make earlier in the school. The planned 'arts week' in July, with visiting artists, will make an enjoyable and effective contribution to improving skills and knowledge. The introduction of sketchbooks, for pupils to explore and develop their ideas should also help to improve artistic techniques.
94. In **design and technology** standards are close to those expected. It is evident that the subject contributes appropriately to pupils' literacy and personal development. Pupils show interest and enjoyment in describing their work on display and take pride in the quality of the end product. The work of year 6 pupils shows the use of a satisfactory range of techniques and materials. Examples of work seen throughout the school indicate that pupils have experience of a reasonable range of tools and variety of materials. By the end of year 2 and year 6, pupils plan and sketch what they are going to make. Some of the initial sketches are revised before being finalised into plans. After completing their models some of the more able pupils complete written evaluations pointing out ways in which the model could be improved upon. Resources have improved since the last inspection and teachers now have access to a good range of suitable materials and equipment, which are easily accessible and clearly catalogued. The subject leader's folder includes notes for guidance for all teachers and a plan for action to monitor and review resources and provision.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching and learning in music is good.
- Work is not always well matched to pupils' capabilities.
- The coordinator has begun to raise the profile of music in school.

Commentary

95. Standards throughout the school are satisfactory overall. Achievement is generally good. Instrumental tuition is now in place and this is an improvement since the last inspection, although only a small number of pupils take up the opportunity. Some pupils attend descant recorder groups, violin tuition is provided by the peripatetic music service and a number of older pupils, mainly in year 6, perform in the tabla group. The tabla group performs well at the beginning of school assemblies and their gentle rhythmic music is of a good standard. Singing is also a very important part of school assemblies and children achieve a good standard, for example when singing 'You are my brother'.
96. Pupils gain a lot of pleasure and self-esteem by playing and singing together and there are many worthwhile opportunities to enrich their learning through performances in school and in the community at large. The tabla ensemble recently took part in the Rochdale Youth Festival of Music, Speech and Dance. Pupils have visited the Bridgewater Hall for a concert and a group of pupils are preparing to take part in a massed choir event at the Schools Proms in the Albert Hall. These visits and performances greatly enhance pupils' spiritual, moral, social and cultural development.
97. Teaching and learning is good overall. Teachers present a balanced programme of musical experiences and there are good opportunities for pupils to compose, sing and perform together. In a year 2 lesson, led by a visiting teacher, singing was very good. The teacher developed the pupils' sense of rhythm and pitch well and introduced them to the musical term 'dynamics'. They responded well to this when they were asked to sing loudly and softly, most pupils singing tunefully and in time. Year 3 pupils' playing of untuned percussion instruments shows good precision. They understand the term 'compose' and record their compositions and use simple scores well. Those pupils observing the performance applauded spontaneously, making this event not only a musical experience for all, but also a social experience. Occasionally work is not well matched to pupils' capabilities. For example, in a year 5 lesson a few pupils found that the expectation to perform actions and sing at the same time was too difficult.
98. Subject management is satisfactory, although the relatively new coordinator is successfully raising the profile of the subject throughout the school. She has carried out an audit of the subject and has identified areas for development. Resources have been centralised and materials purchased to support members of staff who are less confident in the subject.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils have very good attitudes to the subject and put a good degree of effort into their activities.
- Pupils' achievement and standards in swimming are below those expected.
- The curriculum is enriched by residential visits and links with the local community.
- The outdoor facilities are very good.

Commentary

99. Pupils' achievements are satisfactory and standards average for pupils of this age, maintaining the position at the previous inspection. Pupils in year 4 have swimming lessons, but by the time they leave the school many pupils are unable to swim the expected 25 metres.
100. The curriculum is well planned and covers all aspects of the subject. During the inspection lessons were seen in gymnastics, athletics and team games. In gymnastics, pupils in year 2 worked well in pairs and developed controlled movements in response to instructions from their partner. They put great effort into their movements and showed a good awareness of space as they moved in different directions. Pupils in year 5 show reasonable throwing and catching skills when playing basketball, most pupils demonstrating a high degree of determination and competitiveness during the game. The more skilled pupils show good awareness of the need to move quickly into a space in order to be able to receive a pass from their teammate. In an athletics lesson with year 5, pupils sprinted 80 metres against the clock enthusiastically and eagerly awaited details of the time taken. Overall their performance was average for pupils of this age, but a significant minority were particularly fast runners and achieved good times. Year 6 pupils show reasonable jumping skills in athletics. Although many pupils find it difficult to effectively link a hop, step and jump, and consequently the distance they achieved was not great, they participated with great effort.
101. Teaching is good. Lessons are well planned and teachers ensure that pupils start the lesson with a warm up activity and finish with a cool down. Teachers use a well-balanced series of instructions, questions and suggestions to generate momentum and to make pupils think about how they can improve. The pace of lessons is generally good and pupils are made to work hard. Teachers give good attention to safety and have effective strategies for ensuring good discipline.
102. Pupils are encouraged to participate in sport and a number of activities are presented outside of lesson time. The football and netball teams participate against other local schools with a good degree of success. Good use is made of the expertise provided by external coaches, for example pupils have received football coaching from Rochdale Football Club. Residential visits are used well to widen the experiences presented to pupils. Year 5 pupils visit to the Robinwood Centre linked team building to challenges in a range of activities including canoeing, climbing, archery and raft building. Resources are well organised and the school has very good outside facilities including a 'Kick Pitch' (designated play area for a range of games) and a field.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

103. No lessons were seen during the inspection. Planning shows that this area is mainly taught through other subjects in the curriculum. Consequently, no judgement is made about overall provision. However, it is obvious from other evidence that this aspect of learning is taught well and given good attention. The school has attained the Healthy School Award and careful attention is given to developing pupils' awareness of the value of a good diet, sex and drugs education and personal health and safety.
104. Pupils are given opportunities to express their views, and this develops their confidence and sense of responsibility. The members of the school council take their responsibilities seriously and make positive suggestions about how to improve the school. These views are given close attention by the school and pupils are consequently developing a good awareness of the democratic process. Circle time sessions (whole class discussion sessions) enable pupils to examine relationships and develop their awareness of the needs of others. Pupils collect for a number of charities and show a care and concern for others.
105. A feature of the work of the school is the way it works to ensure that each child is cared for very well. Pupils are given the task of being 'playground pals' in order that individuals feeling insecure may be given support at playtimes. Pupils relate well to their peers and to teachers, and relationships in the school are very good. The range of responsibilities presented to pupils

is successful in developing their social awareness and they demonstrate very mature approaches to life in the school. The ethos in the school is good, it is warm and friendly and conducive to developing a sense of security and well being in pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
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	2
The leadership of other key staff	3
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).

