

INSPECTION REPORT

KNOWSLEY JUNIOR SCHOOL

Oldham

LEA area: Oldham

Unique reference number: 105670

Headteacher: Mr J D Winterbottom

Lead inspector: Mr R S Moseley

Dates of inspection: 17-19 May 2004

Inspection number: 256658

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
Number on roll:	274
School address:	Stoneleigh road Springhead Oldham
Postcode:	OL4 4BH
Telephone number:	0161 633 4433
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr T Beeley
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated on the edge of Oldham and most pupils come from the surrounding area. A few pupils come by choice from some distance away. A small number of pupils with special educational needs from out of the school's catchment area are sent to the school by the local education authority, because the school provides such good support for these pupils. The school is a very popular school, numbers have grown and the school cannot take all the pupils that apply. Overall, the school's socio-economic context is average. When pupils first start in Year 3, their attainment is broadly at the level expected for their age. There are no pupils who speak English as an additional language. Ninety-eight per cent of pupils are white and two per cent are from other ethnic backgrounds. The percentage of pupils eligible for free school meals (7.3 per cent) is below the national average. Eleven per cent of pupils are identified as having a variety of special educational needs, which is below the national average. Of these, two pupils have a statement of special educational needs, which is below the national average. The mobility of pupils is very low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16886	Mr R Moseley	Lead inspector	Science, design and technology, geography, history, physical education.
14066	Ms G Hoggard	Lay inspector	
23319	Mr V Leary	Team inspector	Mathematics, information and communication technology, special educational needs, music.
8316	Mrs J O'Hare	Team inspector	English, art and design, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Knowsley Junior is a good school, with some very good and excellent features, which gives very good value for money. Its main aim is to produce a climate for learning, within a very strong, caring environment, where all pupils, whatever their ability, develop confidence and independence. This it does very effectively. Pupils' achievement is good and sometimes, very good and standards are above average overall, as a result of good quality provision. The quality of teaching is good and often very good. Leadership and management overall is good. Within this, the headteacher gives very good and dedicated leadership.

The school's main strengths and weaknesses are:

- Pupils' achievements are at least good in all subjects. In mathematics and art and design, standards are well above average by the end of Year 6.
- Good and very good teaching is characterised by very good caring relationships between staff and pupils, which promote very good attitudes and behaviour.
- Pupils' confidence and self-esteem are outstanding by the time they leave the school.
- The leadership of the headteacher and other key staff is very good. They have raised the profile of the school well since the previous inspection in terms of inclusiveness, standards, ethos and effectiveness.
- The governors, headteacher and staff identify very well what needs to be done to improve the school. They fulfil their objectives well and know when they have succeeded. However, they do not formally evaluate the cost effectiveness of their decisions or the outcomes identified on the school improvement plan.
- The spiritual, moral, social and cultural development of pupils is very good.
- The curriculum is very well planned to provide a very wide range of well-integrated activities. It is greatly enriched by many educational visits and extra-curricular activities.

Since the school was last inspected in 1998, its improvement has been good. Almost all the key issues have been dealt with successfully through a wide range of appropriate activities, although the governors still need to formally evaluate the effectiveness of their decisions.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	C	B	C	E
Mathematics	B	B	C	E
Science	A	B	C	E

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

Achievement is good overall. The table shows that Year 6 pupils in 2003 did not do as well as they usually do. The school records show that this group of pupils had many more lower attaining pupils than normal and their writing skills were weaker. In addition, this group of pupils did not achieve as well as they should taking into account their results in their tests at the end of Year 2. The school quickly recognised this and took immediate action to strengthen their provision. The current Year 6 are doing well in English and science and very well in mathematics. .

Standards seen in Year 6 are well above average in mathematics and art and design and pupils are achieving very well. In English, science, religious education, history and physical education, standards are above average and pupils are achieving well. In information and communication

technology (ICT), although standards are average, pupils are achieving well and making good progress because of new and stronger provision. This provision has not been in place long enough to raise standards further.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. They are very well behaved and have very positive attitudes to their work. Pupils are very highly motivated by the school and their interest and participation in school life and the range of activities is outstanding. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. **Teaching is good overall** with nearly one third of the teaching being very good. Very good aspects of teaching and learning are common to most classes. For example, there are high quality relationships between adults and pupils and nearly all teachers plan lessons which allow the pupils to be deeply involved in their own learning, discovery and research work, developing their independence and confidence very well. On a very few occasions, there is an over use of work sheets and set lessons taken from a book, which does not promote independent learning quite as well. Teachers use a very positive, enthusiastic and encouraging approach with pupils. This promotes very good behaviour, motivates pupils very well and brings out the best in them.

The school works very hard and succeeds very well to encompass many subjects within the one related topic. This motivates and interests the pupils considerably. A very good range of additional activities enriches the curriculum. The school cares for its pupils very well and gives all its pupils, including those with special educational needs, very good and equal support. It is an outstandingly inclusive school where all pupils matter. There are good links with parents, which enrich pupils' learning effectively. However, the governors' annual report to parents for this year has been delayed so parents have not got all the information they need in the one document.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Leadership by the headteacher is very good. His thoughtfulness, sensitivity and drive, together with his total commitment to the school's caring ethos, has helped to ensure a good quality of education. He has ensured above average standards, good achievement, a highly committed staff and a strong climate for learning and a school where all pupils matter. He is very well supported by the deputy headteacher. School management is good. The work of the governing body is good, and they help shape the vision and direction of the school. They have a very good understanding of the strengths and weaknesses and are aware of the success of their actions. However, they do not at present formally record the cost effectiveness of their decisions. There is non-compliance with the statutory requirements for information to parents. The school improvement plan is a good document, which outlines clearly what the school needs to do to maintain its strengths and continue to improve. The school has carried out the action to attain its objectives and has improved. However, the document does not formally record how well it has achieved its objectives, especially those linked to standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are extremely positive about the school, particularly the leadership and the quality of the teaching. They feel strongly that the staff are very approachable and that their children are encouraged to work very hard and greatly enjoy coming to school. Pupils view the school as being very good.

IMPROVEMENTS NEEDED

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

- Improve the effectiveness of the annual School Improvement Plan by ensuring that the success of initiatives, especially those related to standards, are formally and fully evaluated.
- Ensure that the governing body formally evaluates the cost effectiveness of all major decisions taken.

And, to meet statutory requirements:

- Ensure that the annual report to parents is produced regularly and on time.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

By the end of Year 6, standards are above average. Both boys and girls do equally well throughout the school. Attainment on entry to the school is average and pupils are achieving well in most subjects by the end of Year 6.

Main strengths and weaknesses

- Test results indicate above average standards in English, mathematics and science, apart from last year, where results were average in all three subjects;
- Inspection evidence indicates that standards in most subjects, are above average by the time pupils leave the school and pupils are achieving well;
- Pupils' achievement is very good in mathematics and art and design at the end of Year 6.

Commentary

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

Standards in:	School results	National results
English	26.5 (28.3)	26.8 (27.0)
Mathematics	26.9 (28.0)	26.8 (26.7)
Science	29.3 (29.7)	28.6 (28.3)

There were 68 pupils in the year group. Figures in brackets are for the previous year

1. The 2003 national test results for pupils in Year 6 show that standards in English, mathematics and science were average. These lower results were out of step with the school's normal results. The school's good assessment procedures had anticipated lower results as there was a much higher percentage of lower attaining pupils in that year group. In addition, this group of pupils did not do as well as they should, taking into account their results in their tests at the end of Year 2. These lower results galvanised the staff to take action to ensure that standards rose to those commensurate with previous years. Towards this end, rigorous and systematic analysis was undertaken, weaknesses identified and strategies planned for improvement. This has been successful, because standards are back on track.
2. The inspection evidence shows that the current Year 6 has attained above average standards in English and science and pupils are achieving well. In mathematics, standards are well above average and pupils are achieving very well. The higher results in mathematics are a result of good teaching, coupled with a concentration on multiplication, fractions and solving problems.
3. In other subjects, standards by the end of Year 6, are well above average in art and design and above average in religious education, history and aspects of physical education. Although standards in ICT are average, this is an improvement on the last inspection. Pupils are now making good progress because of stronger teaching and very good facilities, which have only recently been introduced and have not been in place long enough to raise standards further. The well above average results in art and design are a result of very good teaching, strong and talented leadership and a cross-curricular approach, where many teachers use pupils' artistic skills in most subjects. The good standards in physical education are due to the school's participation in sport and sporting competitions, which is very good, and the high profile given to the subject by the talented and well-qualified co-ordinator. The higher than average standards in religious education are a result of a strong emphasis on extensive and expressive writing and

debate, a good use of resources, well organised educational visits out of school and good leadership by the part-time co-ordinator.

4. Pupils with special educational needs achieve very well. The school is aware of these pupils' strengths and weaknesses through its good assessment and testing procedures. Teachers plan appropriate work for pupils with special educational needs, especially in English and mathematics. During the week of the inspection, there were many opportunities in lessons for these pupils to work independently on tightly sequenced work or in groups and in effective pairs with higher attaining pupils. This resulted in pupils experiencing success, good achievement and therefore the raising of self-esteem. Gifted and talented pupils are similarly encouraged and achieve well through special help to improve any particular skills they possess.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values, behaviour and other personal qualities, such as their overall spiritual, moral, social and cultural development are very good. Attendance and punctuality are good.

Main strengths and weaknesses:

- Teachers have high expectations of their pupils who respond with confidence and maturity, which promotes effective learning;
- Very good relationships contribute to very good attitudes to work and pupils' keenness to share responsibility for their learning. This develops their confidence and self-esteem, which is very good;
- The development of their responsibilities for living in a community is excellent;
- Pupils are very happy to come to school and their interest and participation in school life and the range of activities provided are excellent.

Commentary

5. The school contributes tremendously to pupils' behaviour and personal development and this is a real strength. Spiritual development was an issue at the last inspection but this has now been comprehensively addressed. It is woven into lesson planning and given a high profile in assemblies and daily life. For example, in an assembly for pupils in Years 3 and 4 the teacher used a rather old-fashioned story about the town hall clock to draw out the moral, "always tell the truth, because trust, once lost, is hard to regain". Pupils responded with some very sensible comments. A moment of reflection was suggested to consider the issues raised; this was also seen in a class assembly about growing up and moving on for Year 6 pupils, who were asked to think about their hopes and fears for the future. Circle time has been strengthened as part of learning; pupils are respectful of others' contributions and unafraid to say what they think. Moral development is also strong: there is a consistent code of conduct and system of rewards and sanctions, which everyone understand and follows. Even those children who sometimes find it hard to conform to norms of behaviour are sensible and calm within school.
6. Staff are excellent role models and treat each other with the respect and courtesy they expect from pupils. As a result pupils are happy and secure in school, and feel confident there will always be an adult they can turn to. Social development is also very strong. The school functions naturally as a calm and well-ordered community and all the staff clearly have the same high expectations. Many pupils are heavily involved in sports, such as team games and gymnastics. Through working together and competing with others they develop very good social skills, as well as being noticeably fit and healthy. Cultural development is good. Pupils learn something of their own culture through music, visits to plays and performances (such as the local pantomime), and tremendous support for local football teams. In art they carry out work about a number of different cultures. The general awareness of other cultures within Britain is not as strong, although still good. There are some useful books in the library about other faiths and religions, and pupils learn something of other world religions through religious

education, but there is not enough focus on knowledge and understanding of life within a multicultural society.

7. As a result of a friendly, happy school and an interesting range of activities, pupils' views are extremely positive. They love all the physical education and sport offered, and participate widely in different activities; though they know they have to work hard, lessons are fun and teachers helpful. Nearly all are confident there is someone to turn to if worried. Overall, they feel it is a very friendly school and would recommend it without reservation to others. Several pupils indicated their siblings were about to enter next year, to which they looked forward eagerly. Pupils with special educational needs have very good attitudes to school. Most are attentive and follow instructions well. Pupils are confident and show enthusiasm for learning.
8. Attendance is satisfactory and the problem of pupils taking extended summer holidays mentioned in the last report has dissipated. Punctuality is good: pupils enjoy school and are keen to arrive on time. There have been no exclusions for many years.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	2.8
National data	5.4

Unauthorised absence	
School data	0.1
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 teaching is good overall. The curriculum is very good and is very well complemented by very good extra-curricular activities and enrichment opportunities. The school cares for its pupils very well and has good links with parents, the community and other schools.

Teaching and learning

Teaching and learning are good overall in all years. Assessment is also good.

Main strengths and weaknesses

- Most teachers provide stimulating activities and pupils work with enjoyment;
- The management of pupils' behaviour is very good and consequently pupils develop very good attitudes to learning;
- Teachers' planning is usually of good quality so that it provides appropriate work for the different levels of abilities in each class. Consequently, all pupils learn at the same rate;
- In a very few lessons, there is an overuse of work sheets or set work in books.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (30%)	13 (43%)	8 (27%)	0	0	0

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

9. Good teaching was seen in almost every class, resulting in three-quarters of teaching judged as good or better. Nearly one third was judged to be very good. This is a very good improvement on the quality of teaching since the last inspection. The percentage of good teaching has increased with no unsatisfactory teaching. Very good quality questioning characterises most lessons and is targeted to encourage pupils of different abilities to give a response and so take part in the lesson. Teachers always explain to pupils what the object of the lesson is and time is set aside to talk about what they have learned. Teachers have a very good rapport with their pupils and so pupils are not afraid to ask questions and to offer observations; this helps them to learn effectively. Where the quality of teaching is very good, the teachers' enthusiasm is infectious, such as in a Year 6 literacy lesson on writing clear instructions. The challenging exercise and supporting questions made pupils think. Teachers' good subject knowledge and focus on specific vocabulary contribute well to pupils' developing speaking and listening skills.
10. Teaching for pupils with special educational needs is good overall. Teachers have a good understanding of their curriculum needs and know what sort of work will help individual pupils to progress. For instance, in a Year 4 lesson, one pupil with a statement used an ICT program to improve his numeracy skills. He accessed the computer and identified correctly two digit numbers. Learning support assistants' deployment in classes is good and provides good support. Individual education plans are in place and the targets are specific and pupils know what their targets are.
11. Relationships between staff and pupils are very good, which helps to reinforce the caring family ethos of the school very effectively and also promotes good learning. For example, in a very good literacy lesson for pupils in Year 4, the pupils could hardly wait to share their writing with the class because they were so excited. This enthusiasm stemmed directly from the teacher's relationship with the class, where she made it obvious she valued and appreciated their work. Teachers also have very high expectations of pupils' behaviour and the effort they expect them to make, which encourages very good behaviour and very positive attitudes and an ability to work hard and persevere to the end of the lesson.
12. Teachers' planning is of good quality and most lessons are planned with appropriate work for the different abilities of pupils in each class, including those with special educational needs. However, where the teaching is only satisfactory, this is often because the work planned relies too heavily on work sheets or set lessons taken from a book. Progress in these lessons is usually slower with less opportunity for pupils to make individual contributions or to develop enquiry skills. An analysis of pupils' books indicates that this type of work does not happen often.
13. Teachers undertake a range of assessments to monitor pupils' achievement. New methods have recently been introduced in English, mathematics and science by the very capable assessment co-ordinator. These new systems are in need of consolidation but they are good and the pupils are well tracked in these three subjects throughout the school. Consequently, teachers are fully aware of the present level of achievement of each child and in the case of pupils in Year 6, these levels are closely shared with the pupils. There is no base-line assessment of pupils when they enter Year 3. Consequently, it is more difficult to measure just

how well pupils have progressed by the time they leave the school. The headteacher and co-ordinator are fully aware of this problem and have set up very good links with teachers in the infant school. Both schools are now working closely together to determine more accurately the level of attainment at the end of Year 2 in the three core subjects. Teachers' marking in books give pupils a satisfactory understanding of how they are doing and what they need to do to improve.

The curriculum

The curriculum is very good and provides very good opportunities for enrichment, including many extra-curricular activities. The school's accommodation and resources for learning are good.

Main strengths and weaknesses

- The curriculum is broad and very well balanced with subjects well linked to each other to enable the pupils to achieve well;
- There is a strong emphasis on the arts and sports;
- The curriculum is innovative, and it is very well enriched;
- There is a good match of teachers and support staff who all work as a very effective team;
- The overall quality of accommodation and resources is good, but the library is in need of more development with a wider range of books.

Commentary

14. Since the last inspection, the school has made very good improvements in curricular provision and learning opportunities. All the issues highlighted in the last report have been very well addressed. For example, standards are rising in ICT because of the improvements in the curriculum, training and resources. Time allocation now is appropriate and results in a very well-balanced curriculum. Subjects are effectively linked without losing the rigour of the statutory requirements. In consequence, the curriculum enables the pupils to achieve well in all areas of their learning.
15. The strong emphasis on the arts and sports enables the pupils to participate in the rich variety of learning opportunities on offer. As a result, standards in these areas are high, as seen in art around the school and pupils' achievement in sports. The school is justly proud of gaining silver and bronze medals in the Great Britain gymnastics finals. This just one example of the way that the pupils at this school, including those with special talents, reach their full potential as a result of the very good curricular opportunities.
16. The curriculum is enhanced through inclusive learning and enrichment activities, which encourage the pupils to participate and benefit fully from their time at the school. In consequence, there are no barriers to pupils' learning or any aspects of school life. The innovative curriculum, which focuses on the creative as well as the academic provision, motivates the pupils to learn and to develop personally. The carefully planned educational visits and visitors help the pupils to see connections across all learning in school and outside it. The extensive range of extra-curricular activities, such as sports, the arts, including music and numerous clubs, such as a computer club, all encourage the pupils to mix socially with others and to take up an interest, which they can carry on to the next stage of their education and beyond. Year 6 get a few lessons of French from a visiting teacher from the secondary school. This not only widens their knowledge of language but also gives insight into another culture.
17. The curricular provision for pupils with special educational needs is very good. Pupils are identified as early as possible, their individual educational plans are reviewed on a regular basis and they have full access to the curriculum and to educational visits.
18. There is a good match of teachers and support staff to meet the demands of the curriculum. There is a noticeable very good team spirit among all staff, which contributes to a positive

working atmosphere and is a key factor to the school's success. The accommodation is good and well used by staff and pupils. Every space available in the school is used to celebrate pupils' successes across all their learning. The interactive displays contribute to the very good climate for learning and ensure that the pupils are engaged in appreciating the range and quality of art in the school. Resources are good and well used by staff and pupils. The recent relocation of the library is an improvement since the previous inspection. There are attractively displayed book reviews and pupils' work that effectively enhance the library. The school is aware that more books are needed and has set money aside to purchase these shortly.

Care, guidance and support

Arrangements for pupils' care, welfare and safety are very good. The involvement of pupils in the life of the school through seeking, valuing and acting on their views is good, although the proposed school council has not yet been formed. The advice and guidance given to pupils is very good.

Main strengths and weaknesses:

- Pupils and parents have full confidence in the very good quality care and support provided by all the staff;
- Provision for child protection and welfare is very good;
- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is excellent;
- The very good developing links with the infant school, which is on a different site and some distance away, has ensured a good induction programme to help pupils settle well.

Commentary

19. All staff work closely together to provide a very safe and caring place for pupils to do their best. The school has an unusually thoughtful and sensible set of policies for pastoral care, which staff apply consistently, while not losing sight of each pupil's individual needs. As a result everyone has a clear understanding of what is expected and management of pupils' behaviour, for example, is very good. The treatment of pupils with special educational needs such as autism is especially good; they are integrated seamlessly into the life of the school, and pupils respond very well with care and concern for their peers. Pupils with special educational needs know they are very well cared for and valued and this has a positive impact on their learning. "We celebrate their success" is a quote from special educational needs co-ordinator and evidenced in many lessons. The school secretary is a model of good practice in her helpful, caring manner with sick or worried children. Child protection is taken very seriously and the deputy head as designated person has undergone a number of training courses. She has ensured that staff work closely together and concerns are quickly dealt with. Risk assessments are thorough and detailed, especially for the many trips and visits which the school undertakes and pupils' welfare is always the primary consideration. Despite the widening intake, which has brought in some more challenging pupils with difficult behaviour, the school is a hard-working but happy and harmonious place where all pupils matter.

Partnership with parents, other schools and the community

Good. The school is outward looking and has forged strong relationships with its parents, other schools and the local community.

Main strengths and weaknesses:

- Parents have very positive views about the school and they get almost all the information they need;
- There are a number of good links to local schools, especially through sport;
- There are good links with the local community;
- The governors' annual report to parents has not been produced this year.

Commentary

20. Parents are very happy about most aspects of the school. They state that their children enjoy school and are making good progress thanks to dedicated teaching and the high expectations of all staff. They also praise homework arrangements and the range of interesting activities. Inspection evidence supports these views. A number of parents help out in school and with extra-curricular events such as sport. The school is approachable and communication is good. Some of the written information sent out to parents, in fact, is not as good as it could be. The prospectus, for example, lacks a few minor items that have been pointed out to school and the governors' annual report to parents has not been produced this year, although the information it should contain has been sent to parents. Annual reports about pupils are sound but learning targets, set and discussed with children, are not included. These targets are shared with parents at other times.
21. The school has built up a good partnership with other schools, in particular the Infant school from which most pupils transfer. The arrangements for transition are thorough and well managed. There is also close liaison over assessment procedures. The two schools work together to streamline the marking of the national tests taken in Year 2. Year 3 pupils go over to the infants to share celebrations such as the Christmas nativity and Book Week, and Year 5 pupils give infants a demonstration of road safety. Year 6 pupils are confident about the transition up to Year 7, because of familiarisation visits and the fact that they are already taught a small amount of French by a secondary teacher. There are also great strengths in sport. The school has terrific enthusiasm and expertise in this area and runs a variety of clubs such as football, netball, basketball and cross-country. There are friendly games against other local schools in many sports. As a result the school's successes are frequently mentioned in the local press.
22. The local community is proud and supportive of the school and performances are well attended, particularly the annual Sports Day. The "Saddleworth Olympics" attracts children and adult volunteers who use the school field for training activities. The annual summer activity is equally popular and attracts bodies such as the Fire Service, Mountain Rescue Team and karate club. A number of visitors come in to give assemblies, help raise money for charity or use the school hall. Pupils also take part in drama performances at a local theatre and the outstanding team of young gymnasts recently won the North West Competition and came second in the U.K. competition. The net result is a bunch of happy healthy outgoing young people, who are confident, friendly and surprisingly mature. All the Year 6 pupils interviewed would wholeheartedly recommend the school to others. There are effective links with parents of pupils with special educational needs and liaison takes place on a regular basis where parents discuss progress and future targets.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good. The leadership of other key staff is very good. Management is good. Governance is good.

Main strengths and weaknesses

- The headteacher is a strong leader with a clear vision. He is committed to inclusion, promotion of equality, concern for the needs of individuals and raising standards in all aspects of the school's work;
- Senior managers and subject co-ordinators in English, mathematics, science and ICT lead and manage their subjects to a high standard;
- The school improvement plan identifies clearly what needs to be done to improve the school; the objectives are successfully carried out but these objectives are not formally evaluated to record their success;
- Data analysis is used effectively to raise standards in English, mathematics and science;
- The school's budget is monitored carefully and finances are used efficiently, but the governors do not formally evaluate and record the effectiveness of their spending decision.

Commentary

23. The headteacher is providing very good personal leadership and is taking appropriate action to improve the school's performance. His clear vision and strong commitment to making things better are having a positive impact on raising achievement and standards. For example, the results in the 2003 National Curriculum tests were lower than the normal level expected. This was mainly due to a larger number of lower attaining pupils. In addition, these pupils did not do as well when compared to the tests they took at the end of Year 2. Nevertheless, the headteacher galvanised the staff to take action to ensure standards rose to those commensurate with previous years. Towards this end, rigorous and systematic analysis was undertaken, some weaknesses identified and strategies planned. Standards are now back on track. He, with the deputy headteacher, has established effective management roles and worked hard to improve teamwork. He shares information on the performance of the school with staff in order to raise expectations and provide a secure basis for planning developments. Assessment procedures are well organised so the co-ordinators have clear understanding of the school's strengths and areas for development.
24. Staff are a united and successful team. The school has made good progress since the previous inspection in addressing most of the key issues identified in the report. Of particular note is the improved provision in ICT and pupils now have opportunities to use and develop their skills in the ICT suite. As a result, standards have risen and are now similar to those found in most schools. The senior management team and co-ordinators are effective. Very good steps have been taken to improve teaching through observations by the headteacher. All subject co-ordinators now lead developments in their areas very well and are involved in monitoring and evaluating their subjects. At present, the leadership of religious education is done voluntarily by a part-time teacher. Nevertheless, leadership is very good.
25. There is very good support for new teachers and for the professional development of all staff. Support staff are well deployed and are particularly effective in supporting the needs of pupils with special educational needs. The school, through the very good leadership of the special educational needs co-ordinator, provides a very good quality of education for these pupils.
26. Data has been analysed and this has led to the identification of weaknesses in writing and problem solving in mathematics. Targets have been set and teaching and learning styles have been refined and modified to address identified weaknesses. These strategies have been effective and have led to improvements in standards and achievement in English, science and mathematics.
27. The governors are strongly committed to the development and improvement of the school. They have a good picture of the school's strengths and areas for development, built up from different sources of feedback and also from direct involvement with designated curriculum co-ordinators. They liaise with the headteacher in finalising the school improvement plan. Despite the positive climate for target setting the school's improvement plan still lacks an essential

management tool. The current documents do not formally monitor, review or evaluate the progress and success of initiatives, although the staff are informally aware of how successful they are.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	563,885	Balance from previous year	43,284
Total expenditure	577,169	Balance carried forward to the next	30,000
Expenditure per pupil	1471		

Governors work hard to ensure they get the best value from their spending. They have a good understanding of the principles of best value and, in addition, use the business expertise of governors to obtain the best services. The school administrative officer makes a very valuable contribution to the management of finances supported by the chair of finances. Prudent use of funding has enabled good levels of staffing, good resources and money reserved for major repair contingencies. The chair of governors has a clear view of what the school should do in the future. He recognises the many strengths of the school, as well as areas in need of continual development, fulfilling the role of 'critical friend' well. The governors, however, do not formally monitor the effectiveness of their spending decisions. This is a weakness that remains from the previous inspection.

PART C: THE QUALITY OF EDUCATION SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English was inspected fully and is reported in detail below. French was sampled.

28. One lesson was seen in French. It was not possible to make a judgement on standards and achievement. Pupils in Year 6 only receive six lessons in French per term, because the lesson is shared with music. The subject is led and taught by a very talented and enthusiastic teacher, from the secondary school. The teaching seen was very good. A particular strength is the obvious enthusiasm for the subject demonstrated by the teacher. She makes learning fun and challenging. For example, in the one lesson, the teacher had brought along a young French student from Marseilles. The teacher and the student enacted a role-play situation, taking place in a French café. Each, in turn, took the part of the waitress and the guest, asking and providing food and drink. After this the pupils took the different parts and developed their restaurant French very well. Pupils helped each other with difficult words and the lesson provided was enjoyable and challenging. Although the amount of time is only small, pupils are becoming familiar with French sounds, have a simple knowledge of the written form and grammar of the language and are increasing their knowledge of French and European culture. In addition, the project is a good link with the secondary school for pupils in Year 6 who will shortly be going there.

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils of all abilities achieve well because they receive good teaching;
- Standards in English are above average, with a significant proportion of pupils gaining very high levels;
- Pupils enjoy English;
- Leadership of the subject is very good;
- The library is under-resourced, thereby limiting pupils' independent research;
- Literacy skills are applied well across the curriculum.

Commentary

29. In the 2003 national tests, standards of attainment for Year 6 were average when compared with all schools, and well below in similar schools comparisons. The dip in standards was attributed partly to the higher than normal number of lower attaining pupils. As the school usually gains high standards, these results galvanised the staff to take action to ensure that standards rose to those commensurate with previous years and with the last inspection findings. Towards this end, rigorous and systematic analysis was undertaken, some weaknesses identified and strategies planned for improvements. This has been successful, because standards in all areas of English, are back on track. In the work seen during the inspection, standards in English are above average, with a good proportion of pupils gaining very high levels.
30. Pupils of all abilities, including those with special educational needs and the very able pupils, achieve well, because of the good and at times, very good teaching. This constitutes good improvement since the previous inspection, when teaching was judged as satisfactory. Classroom assistants make a significant contribution to the overall quality of teaching. They are well informed by the teachers and so they are able to work effectively with pupils of all abilities,

providing good level of support that is well matched to individual need. Pupils are challenged well and respond very positively to the teachers' high expectations.

31. Throughout the school, pupils speak fluently, with a varied and interesting vocabulary. They communicate clearly and confidently in lessons and in assemblies, in the full knowledge that teachers and support staff value their contributions. Teachers' infectious enthusiasm for English is a contributory factor in pupils' good standards across all aspects of the subject. In Year 4, for example, the pupils quoted and discussed their favourite expressions from the text by C.S. Lewis. They eagerly composed their own versions to create a mysterious mood. The pupils were inspired to write with imagination, such lines as, 'Two thin wisps of smoke as thin as a mouse's tail are coming out of the cave'.
32. The teachers' very good knowledge of the subject and how to teach it ensures that there are very good links across aspects of the subject. This was evidenced in the way that speaking and listening skills are successfully developed in conjunction with reading and writing. As a result, most pupils read with understanding and appreciation and write in a variety of forms. Through the enthusiastic teaching they receive, the pupils write interesting pieces, with good control of tension and an awareness of their audience. Starting sentences immediately interest the reader successfully, such as, 'Nervous, that was an understatement'.
33. Teachers and pupils use resources well in lessons in teaching and learning, but at present the library contains too few books to encourage independent research. The school is well aware of this and many new books are on order. The relocation of the library since the last inspection is an improvement, but it is rather small and has a corridor running through it, which can be detrimental to quiet study.
34. The co-ordinator for English leads very well. She has rigorously analysed results, identified strengths and weaknesses and has led staff meetings to ensure that areas for development are fully addressed. This action is now paying dividends, because standards have risen sharply. The improvements since 2003 have been good, reflecting the high expectations asked for throughout the school.

Language and literacy across the curriculum

35. Language and literacy are taught well in a range of subjects across the curriculum. Speaking and listening skills are promoted through carefully planned activities in English and in other subjects. In religious education, the strong emphasis on this aspect of the subject enables the pupils to articulate their understanding of difficult topics. Many examples of literacy being developed were seen in lessons and in scrutiny of work. In Year 6, for example, the pupils recorded confidently their findings in science using appropriate scientific terminology.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- Standards have improved since the previous inspection and are well above average by the end of Year 6;
- Pupils learn and achieve very well because of well planned lessons and good teaching;
- Assessments are very thorough and helpful to pupils ;
- Numeracy skills are developed well in other subjects.

Commentary

36. As a result of analysis of pupils' performances in national tests and in particular the average results in 2003, the subject leaders recognised that pupils in Year 6 had weaknesses in

multiplication, fractions and solving problems mentally. These areas became a focus for teaching in the two Year 6 classes. The combination of good teaching and focussing on identified weaknesses has resulted in a significant improvement in standards in mathematics.

37. Pupils begin school with average standards in mathematics. All pupils make very good progress from this starting point and subsequently achieve very well. This is a result of the effective use of the Numeracy Strategy, good teaching and good assessments, all guided skilfully by a knowledgeable subject leader. Pupils with special needs make good progress helped by well-trained teaching assistants. At the time of the previous inspection all these areas were identified for improvement. Progress in the subject since the last report has been very good because the school is resolute in its drive to raise standards.
38. Pupils in Years 3 to 6 have a secure grounding in number calculation. Many of the pupils are able to calculate quickly. They use multiplication facts to consolidate links between multiplication and division facts. This was evident in a Year 4 lesson when pupils were developing skills in multiplication strategies. In lessons, teachers make it clear what they expect pupils to learn, so pupils know what they have to do to achieve it. Mental strategies are particularly well taught where there is clear expectation of how rapidly they should be able to calculate. For instance, in a lesson in Year 6 with a group of average and lower attaining pupils the teacher involved pupils in swift recall of counting in decimal fractions. As a result, these pupils were stimulated and improved their number skills beyond normal expectations.
39. The quality of teaching is good, with some very good teaching in Years 5 and 6. Most teachers use questions carefully to ensure that the pupils give logical reasons for the problem solving strategies they use. This is particularly noticeable as they progress through Year 5 and 6. In a very good lesson on decimal fractions the teacher encouraged the pupils to explain and to justify their solutions. Throughout the lesson the teacher asked pupils to explain how they obtained the answer. Consequently, other pupils mastered new strategies. A successful initiative is where pupils discuss with their partner how they have tackled a calculation.
40. Pupils are keen to learn because they have a good rapport with their teachers. As a result, behaviour is good and pupils listen well. Teachers plan work carefully and make good use of formal and informal opportunities for them to practise their number skills. Some pupils are given extra sessions to boost their understanding. Consequently, individuals reach their potential and all pupils are fully included in all activities.
41. The school has made the raising of pupils' attainment in mathematics a priority over the past year. The leadership and management of the subject are very good and having a positive impact upon raising standards. The co-ordinator has analysed strengths and weaknesses in the subject to inform teachers' future planning.

Mathematics across the curriculum

42. Numeracy is well developed in other subjects. Mathematical skills are used in science when data is presented in the form of line graphs and bar charts. In ICT data is collected on favourite foods and spreadsheets used to analyse the results. In history, pupils use timelines to develop a sense of chronology and identify the correct decade for artefacts.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average. Pupils achieve well by the end of Year 6;
- Stimulating teaching challenges pupils in most classes but it is particularly strong in Year 6;
- There is a strong emphasis on investigative science; however, more opportunities need to be provided for pupils to set up and devise their own investigations.

Commentary

43. Standards are above average by the end of Year 6. This is not quite as high as the standards identified at the time of the last inspection where a group of pupils did particularly well, but a good improvement on the 2003 test results.
44. Many lessons focus on an investigative, experimental approach, which gives pupils a very practical feel for the subject. For example, pupils in Year 6 had been given the challenge to show that water moves up the stem of a plant from root to leaf. They used a stem of celery and immersed it into a dish of food dye. They discovered that the dye travelled up the stem until it began to change the colour of the leaf. Work in their books showed that they followed this by a good discussion before writing down their findings. Their conclusions were thus based on their practical experiences and observations.
45. The quality of teaching is good. Teachers introduce lessons well, plan the main content using stimulating and motivating ideas and ensure pupils have fulfilled all the objectives well by building a strong conclusion to the lesson, which tests understanding. This was seen to good effect in a lesson for pupils in Year 3. Pupils were investigating how materials change. They rightly predicted that the solid wax of a candle would become a liquid when the candle was lit. Some pupils could even state that the change was reversible and that in the absence of heat the liquid would solidify again. The teacher stimulated discussion by a good question and answer session encouraging pupils to make thoughtful predictions, which were at a much higher level than would be expected for that age group. It was obvious that pupils are very familiar with this kind of approach centred on good quality discussion and effective thinking. Work seen in their books also confirm this approach. Pupils are also encouraged to develop their knowledge and understanding of science by independent research into books, documents, CD-ROMs and on the Internet. Pupils thoroughly enjoy the approach and gain a great deal of confidence. One weakness is the lack of opportunities for the older pupils in particular to set up and devise their own investigations with less direction by the teacher. This would develop pupils' independent thinking and understanding of science to an even higher level.
46. Leadership and management of the subject are very good. The co-ordinator monitors the teachers' planning and pupils' work on a regular basis and gives advice and support. There is a good scheme of work and, although science is taught through different topics, the co-ordinator has ensured that all areas are covered even if they do not fit into a topic format. Assessment procedures are carried out well and these indicate to the pupils and the teacher the National Curriculum level achieved. Assessment information is also used to plan lessons so that the work is challenging to all levels of abilities. In addition, the co-ordinator has now begun to interview all pupils and this is giving her a very clear picture of pupils' knowledge and understanding. The science curriculum is enhanced by a few visits out of school to such places as the Manchester Science Museum and the fun fair at Southport, to study forces.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- The ICT suite is a very good resource used well and a good improvement since the previous inspection;
- Teachers use the interactive whiteboards effectively to raise standards and achievement of the pupils;
- ICT features well in most subjects of the curriculum;
- The subject is well led and managed and consequently standards are improving;
- Formal assessment procedures are not yet fully developed.

Commentary

47. Improvement since the last inspection has been good. At the last inspection standards were below average. Pupils are now reaching average standards at the end of Year 6 and are achieving well and making good progress in all years because of stronger teaching. This has not been in place long enough to raise standards further.
48. Since the previous inspection a spacious and well-equipped ICT suite has been developed and all pupils now have regular ICT lessons as well as opportunities to use computers in different aspects of their learning in their classroom. All staff have received training in the use of ICT in teaching and learning. These improvements have had a positive impact on raising pupils' achievement.
49. All groups of pupils undertake tasks, which cover all strands of the curriculum. For example, they use word processors, spreadsheets and narrow down searches for information in their data-handling work. They use sensors to monitor the physical environment. In addition, computer software is used to provide support for lower attaining pupils and those with special educational needs and to challenge the higher attaining pupils. For instance, in a Year 4 lesson, a pupil with special educational needs progressed well using an ICT program to improve his numeracy skills. He accessed his laptop and identified correctly two digit numbers.
50. The quality of teaching and learning are good. The scheme of work is thorough and meets requirements well. Teachers use their subject knowledge appropriately to give effective demonstrations to pupils using the interactive whiteboards. These demonstrations make clear to pupils what is expected of them. There are high expectations of pupils' learning. Teachers and learning support assistants both monitor pupils' progress closely, using questioning well to both guide and challenge pupils to progress further. For example, pupils in Year 5 developed further their skills in accessing the Internet. They efficiently carried out a weather check on European cities. Many understood the value of obtaining instant information via the Internet. Pupils in Year 6 confidently discuss their ICT experiences in designing multi-media pages. They realise the importance of using available options, such as sound effects, fonts and colours selectively. The good quality learning climate results in pupils having a zest for the subject. They show maturity in organising their own learning and use the programs confidently to complete their tasks.
51. The leadership of the subject is very good. The curriculum co-ordinator is highly committed to raising standards and been very effective in supporting staff and raising standards. A lot has been done in short time in significantly improving the provision in ICT. The way forward for the next year or so is clearly outlined in her action plan. Management procedures are good. The curriculum co-ordinator is monitoring teaching and pupils' progress through the development of a portfolio of work linked to the National Curriculum level descriptions. This is giving her a clear idea of provision for ICT and guiding teachers on standards. She also works alongside teachers. However, systems for formal monitoring of pupils' ICT skills require developing and these are planned for in the school's action plan. Resources are good.

Information and communication technology across the curriculum

52. Good use is made of ICT across the curriculum. Word-processing is prominent in extended writing work, poster production and displays. Specialist software helps pupils improve their skills in reading and grammar. Data-handling and the development of number skills are supported in mathematics. In a Year 5 science experiment to identify insects using a branching key, good opportunities were provided for pupils to produce their own keys. Pupils undertake effective research using CD-ROM and the Internet for subjects such as history and geography. For example, in history, pupils in Year 6 have produced a newspaper about World War 2 complete with researched facts and pictures from the Internet. Software is available to help pupils create artwork and to enhance their music lessons.

HUMANITIES

Religious education was inspected in full and is reported in detail below. History and geography were sampled.

53. Teaching in **geography** grows from a study of the local environment and moves on to the wider worlds. By the end of Year 6, pupils understand simple maps with differing scales and are beginning to understand more complicated maps showing the position of the school in relation to Oldham and the surrounding countryside and road network. They use the Internet to find maps. Older pupils study Oldham in detail, identifying its position in Britain and the world. Pupils in Year 5 have done work to identify the differences and similarities between both home life and life and work in a comparative study of Barmouth on the North Wales coast. Work on display and in pupils' books shows that they consider not just the facts of a place but what people feel about living in an area and the environmental issues that bring about change. The work pupils do in geography is always closely linked to other subjects. For example, the study on modern Oldham is linked to its history and study of a local environmental issue of wind farms is linked to science. This makes the geography work relevant, motivating and interesting. A very good whole school topic in geography has been a project to improve the school grounds. Pupils were given questionnaires to canvas their opinions about what they liked and didn't like. Many of their suggestions have already been implemented. This project is ongoing and further action to improve the environment will shortly take place.
54. The curriculum in **history** grows from younger pupils getting their first understanding of the passage of time through looking at the changes that occurred to Celtic England after the Romans had invaded. Pupils in Year 3 make models of Celtic shields and display a model of a clock with roman numerals. Older pupils study the Tudor period in depth and write at length about many historical figures such as Henry the eighth and Anne Boleyn. A very good display on the sinking of the Mary Rose shows that the teachers make a great deal of effort to bring reality to lessons. For example, the pupils' writing of the story was displayed on paper that was forged to look like very old and damaged parchment. This gave the display authenticity and created a stunning effect. By the time pupils reach Year 6 they are able to write at length about their study of World War 2. Some outstanding examples were displayed where pupils wrote about what it must have felt like to live in Britain on the day war was declared. There were expressions of fear and anguish and concerns about the future. Some pupils even wrote about similar feelings experienced by the Germans on the same day. The work was extended to the preparation of newspaper headlines and stories. Discussions with pupils and work produced by them in their books and on display indicate that standards are above average at the end of Year 6 and pupils achieve well. This is a good improvement compared to the standards attained in the previous inspection.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach the standards expected by the agreed syllabus because of the good teaching that they receive;
- Presently, there is no co-ordinator for the subject, but it is very well led by the part-time teacher;
- Pupils' understanding about the major world religions is a particular strength.

Commentary

55. Evidence from lessons, assemblies, from talking to pupils and analysis of books shows that standards are above average. Since the previous inspection, when standards were average, the school has made good improvement.
56. The quality of teaching and learning is good. The specialist part-time teacher takes nine out of ten classes for religious education lessons per week, managing the subject entirely on a voluntary basis. This arrangement presently works very well, because it ensures continuity of learning across all year groups. The teacher evaluates progress in each year group and uses the information to plan the next stage of pupils' learning. In a very good lesson observed, the teacher enabled Year 3 pupils to learn about the Shabbat and its importance to Jews. They were able to explain the symbolism of the three strands of the Shabbat bread, as representing God, Jews and the Torah. The very well prepared resources, where the pupils were able to handle artefacts were an additional factor in pupils' understanding.
57. Pupils attain above average standards by the end of Year 6. They have a good understanding about Christianity, Islam, Judaism, Buddhism, Hinduism and Sikhism. In a discussion with the pupils, they were able to identify some of the principal beliefs and suggested that they make a difference to people's lives. One pupil commented that religions 'bring people together like one big family', but 'wars have been fought over religions'. The pupils are provided with good opportunities for discussion and for reflection in lessons. They consequently reflect upon the deeper meanings of life. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design is reported in full below. Physical education, music and design and technology were sampled.

58. In **design and technology**, teachers' planning and pupils' work on display show that pupils are provided with ample opportunities to create their own designs and transfer these ideas to the stage of making products. In addition, the subject is made more interesting by being closely linked to the general topic being studied in history and geography. For example, model Tudor houses are designed and made out of cardboard by pupils in Year 5 and linked to the topic on the Tudor period. In Year 3, pupils design and make models of a "Shaduf" which is a lever construction used by ancient and modern Egyptians to lift water from the Nile to higher ground. They also make models of Celtic roundhouses from paper and make and design models of Celtic shields. Older pupils construct Viking boats using card and material. Most constructions are the individual work of pupils, incorporating their own ideas with some good guidance from the teacher. Many of the constructions seen were of good quality and better than that expected for pupils' ages.
59. In **music**, pupils benefit from the significant expertise of an experienced specialist music teacher. She is the co-ordinator and is responsible for teaching music throughout the school, supported by the class teacher. Her teaching skills and high expectations have a strong influence on the pupils' very positive attitudes to music. Teachers at the school state that her support and advice has helped them to become more confident in teaching the subject, which is an improvement since the previous inspection.

60. The pupils experience very good opportunities for performing in a comprehensive programme of musical activities. Year 6 pupils spoke enthusiastically about their music lessons. They enjoy listening to music, singing songs and were particularly enthusiastic about their most recent learning and performing on a range of instruments with their own version of 'Down By the Riverside'. The pupils are involved in many enrichment activities. Many pupils learn to play string, brass and woodwind instruments in school. The two school choirs are large and the pupils have had the opportunity to join with other choirs and sing in local festivals. Of particular note is the school's annual participation in the Oldham Schools Music Festival and other musical celebrations. This provision enables many pupils from Years 3 to 6 to experience performing in public and thereby fostering a sense of community. Throughout the school year there are many other opportunities for pupils to perform. They regularly perform at assemblies, Christmas and Easter services and summer concerts. The school encourages strongly the performing arts and provides its pupils with exciting opportunities to listen to and participate in a variety of performances. These experiences enhance pupils' cultural awareness.
61. Not all aspects of **physical education** were observed and it is not possible to make a judgement on standards on every section of physical education. Standards are above average in games and swimming. Only one lesson could be observed during the inspection but other evidence was obtained from analysing the school's extensive records of pupils' achievements, looking at teachers' planning, observing a very high quality gymnastic demonstration and a discussion with the co-ordinator and a number of parents.
62. There has been a significant improvement in standards since the last inspection. This has been mainly due to the appointment of an enthusiastic and well-qualified co-ordinator. Physical education now has a high profile in the school, pupils are very enthusiastic and the school has had a great deal of success in sporting competitions with other schools. For example, the school has recently represented Oldham in the Manchester Games at rugby union and tennis, has been champion in Oldham schools in lacrosse, rugby league and cross country, won the North West mixed pair gymnastic competition and came 2nd in Great Britain. Individual success is encouraged and if any pupil shows a particular skill in an activity, the parents are informed and local clubs are sought for the pupil to continue their development after school. This fits in with the school's philosophy to support gifted and talented pupils. In addition, pupils who have participated in sport are often asked to write a report and share this with the school in assemblies. This encourages self-confidence and pride.
63. The co-ordinator has ensured that the school has close links with Oldham Sports Development Association. A number of well-qualified coaches come into school on a regular basis to teach the pupils, and as a result teachers have benefited greatly from observing good practice. In the one games lesson seen, for pupils in Year 6, the lesson was well planned to ensure that pupils develop their skills well in a systematic way. They have made good progress and standards were above average. Pupils participated with enthusiasm. They were able to sustain physical activity for the whole lesson and demonstrated a very competitive spirit. Records show that all pupils are able to swim the required 25 metres by the time they leave the school and many swim much further.

Art and Design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and attain well above average standards;
- Teaching and learning are very good as is leadership of the subject;
- The pupils' participation in extra-curricular art clubs enhances the art curriculum;
- The subject contributes very well to pupils' spiritual, moral, social and cultural development.

Commentary

64. Judgements are made on the basis of the very high quality of art on display in classrooms and around the school, a discussion with the co-ordinator, inspection of teachers' planning and the observation of a Year 3 lesson. The wide range of work seen is the direct result of the very good teaching and learning in the subject. Standards in all aspects of art are well above average, which constitutes pupils' very good achievement in the subject. All pupils, including those with special educational needs make very good learning gains, as observed in the very high quality of demands in the lesson in Year 3. Since the last inspection, which judged standards to be above average, the school has made good progress.
65. There are many examples of very high quality of work, such as an insect's view of a flower in Year 3 or mixed media paintings of a New York skyline by Year 6. The illustration of the water display, inspired by pictures by David Hockney and the visit to the Blue Planet Aquarium, portrays different colour fish, executed with delicate lightness and texture. The displays are interactive, drawing the viewers' attentions not only by direct questions, but also through the artistic compositions. The extra-curricular art clubs provide further very good learning opportunities for the pupils to extend their artistic skills. It is very well attended. The ceramic display is a very good example of this extended learning. Art supports learning in other subjects, such as in history with the Tudor portraits or ICT, exploring shape and line, successfully. The subject contributes to pupils' spiritual, moral, social and cultural development very well.
66. Art is very well led and managed by the enthusiastic subject co-ordinator, who leads by example. At the beginning of each year she organises an art exhibition of work for pupils and their parents. Good practice is shared with other members of the staff; support and advice are given to classroom assistants, so that they help the pupils with their art work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

67. Personal, social, health education (PSHE) and citizenship are well promoted across the curriculum and in separate lessons. The ethos of the school, which not only cares for individuals very well but also promotes the outstanding vision that all pupils are of equal importance, develops excellent confidence and maturity in pupils. This enables them to be very well prepared for life in the community and for when they move to the next school.
68. In the two lessons seen, pupils' views and feelings were expressed well on a range of subjects. The teachers' approach demonstrated that they considered pupils' ideas to be of great importance. For example, in a PSHE lesson for pupils in Year 3, the teacher listened patiently to her pupils as they explained what they were proud of or what gave them a feeling of success. The teacher's very good relationship enabled her to use these examples to develop in each pupil a sense of worth and self-confidence. This approach of listening to pupils and valuing their contributions is typical of almost all the lessons seen throughout the inspection. This approach is particularly strong in religious education lessons. Health topics are taught through science and physical education. Above all, the provision for pupils' personal and social education is successfully supported and inspired by the very strong sense of community values and social harmony that underpin all of the school's life and work. Pupils' views are sought from time to time, for example, as in the project to enhance the school grounds and improve facilities at lunchtime. However, the school has still to set up a school council so that representatives from each class can express their views in a more formal way. This is planned for September. The subject is well led by the enthusiastic co-ordinator who has ensured some training and provided a good scheme of work.

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

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