

INSPECTION REPORT

**Saint Clement's Church of England
Voluntary Controlled Primary School**

Manchester

LEA area: Manchester

Unique reference number: 105501

Headteacher: Mr C J Fenton

Lead inspector: Stafford Evans

Dates of inspection: 14th - 17th June 2004

Inspection number: 257625

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	234
School address:	Abbey Hey Lane Higher Openshaw Manchester
Postcode:	M11 1LR
Telephone number:	0161 301 3268
Fax number:	0161 371 0267
Appropriate authority:	The governing body
Name of chair of governors:	Mr Ian Brown
Date of previous inspection:	2 nd March 1998

CHARACTERISTICS OF THE SCHOOL

Saint Clement's is situated in east Manchester. A significant number of pupils come from homes that are economically and socially disadvantaged. The percentage of pupils who receive free school meals, at 45 per cent, is over twice the national average. Ten per cent of pupils are from ethnic minority backgrounds. This is a 50 per cent increase since the last inspection. Seven per cent of pupils speak English as an additional language. At the time of the last inspection, no pupil spoke English as an additional language. Five per cent of pupils are refugees or asylum seekers. There are 24 per cent of pupils on the register of special educational need. This is above average, and higher than it was at the time of the last inspection. Two per cent of pupils have a Statement of Special Educational Need. This is proportionately higher than is found in other primary schools nationally. At the time of the last inspection, there were no pupils who had a Statement of Special Educational Need. The number of pupils who start the school other than at the normal dates varies from class to class. It averages 12 per cent, which is above the national average. The school is in an Education Action Zone, and part of the Excellence in Cities initiative. It is also involved in the Leadership Development Strategy in Primary Schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	Mathematics Information and communication technology Geography History Physical education
11480	Mr L H Kuraishi	Lay inspector	
21020	Mrs T J Galvin	Team inspector	Foundation Stage English as an additional language Science Citizenship Music
10228	Mrs S M Russam	Team inspector	Special educational needs English Art and design Design and technology Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Saint Clement's is an improving school that has made very significant improvements over the last two years and now provides a satisfactory standard of education. It gives satisfactory value for money. Higher attaining pupils achieve well in all subjects. Other pupils achieve satisfactorily. The teaching and learning are good, as are the leadership and management of the school. The school's provision for pupils' personal development is good. This ensures that pupils' behaviour, attitudes to work and social skills are good, despite many of them entering school at a level that is well below that expected.

The school's main strengths and weaknesses are:

- the headteacher provides very good leadership of the school;
- provision in the Foundation Stage is good;
- standards in English and mathematics are below average, and well below in science;
- pupils' attendance rate is below the national average;
- pupils receive a very good level of care;
- staff absences have adversely affected pupils' progress;
- the leadership and management of most subject co-ordinators are good, but because of long-term absences and a lack of opportunity the roles of the religious education and science co-ordinators are unsatisfactory.

The school has made satisfactory improvement since the time of the last inspection. After an initial consolidation of good standards, these declined dramatically. As a consequence, the local education authority judged the school to be providing an inadequate standard of education. That decline has now stopped, and the school has made very significant improvements during the last two years. The school has a very good capacity to improve further. Although standards are lower than those reported at the last inspection, the rate at which pupils progress is similar. This is because many pupils start at the school from a lower starting-point than was the case at the time of the last inspection. Also, there are more pupils identified as having special educational needs. The quality of teaching and learning are better than they were at the time of the last inspection. One of the main reasons for this is that assessment procedures, the only key issue for development at the last inspection, are much improved. The quality of the accommodation is much better, and reflects the school's desire to provide a high quality education for all pupils.

STANDARDS ACHIEVED

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

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

Pupils' achievement is satisfactory. By the time they leave the reception class, most children reach the expected standard in personal, social and emotional development and in physical development. Despite children making at least good progress, standards are below national expectations in all the other areas of learning. Pupils in Years 1 to 6 make good progress in lessons in relation to the standards they attained previously. Despite this good progress, pupils are capable of doing even better. This is because they have previously underachieved in school. One of the main reasons for this is the high incidence of staff absences. Currently, the higher attaining pupils achieve well. Pupils identified as having special educational needs achieve satisfactorily and make good

progress in lessons. Ethnic minority pupils, including those who speak English as an additional language, achieve similarly to their classmates. By the end of Year 2, pupils attain standards that are well below average in reading, writing, mathematics and science. By the end of Year 6, pupils attain standards that are below average in English and mathematics, and well below average in science. Throughout the school, there has been significant improvement in the standards pupils are attaining this year, compared with results in 2003, when standards were very low. By the end of Years 2 and 6, standards attained in information and communication technology (ICT) are in line with nationally expected standards. Religious education standards are below the expectations of the locally agreed syllabus.

Pupils' personal development is good. This is because provision for their moral and social development is very good, good for their spiritual development and satisfactory for their cultural development. The current attendance rate is unsatisfactory and a significant minority of pupils are frequently late.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching and learning is good and has improved significantly during the past two years. Procedures for assessing pupils' work are satisfactory overall, but good in English and mathematics. Teachers usually make satisfactory use of the information to plan pupils' work. Teachers generally mark pupils' work thoroughly. This means pupils have a good knowledge of their own learning and how they can improve. In science, some work is marked unsatisfactorily. Good use of skilled support staff ensures that pupils who need help in lessons receive it and therefore make good use of their time. Teachers have high expectations of higher attaining pupils. These pupils achieve well in lessons. Pupils identified as having special educational needs are taught well. Pupils who speak English as an additional language are also taught well. The teaching of the basic skills of literacy and numeracy is good. Teachers plan the development of pupils' literacy skills in other subjects well, and numeracy skills are developed satisfactorily in other subjects. Teachers use computers well to help pupils learn.

Curriculum provision is satisfactory. The school enhances pupils' learning through a satisfactory range of mainly sporting extra-curricular activities. The care pupils receive is very good. Pupils receive very good support from the school's learning mentor.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides very good leadership and has been pivotal in ensuring that the school has improved very significantly since his arrival two years ago. He has a very clear vision of what sort of school it should be and how to bring this about. This strategy is based on very good school self-evaluation. The leadership of staff to whom leadership roles have been delegated is good overall. The roles of the religious education and science co-ordinators have been identified as being in need of development. There is a good team spirit, and an atmosphere in school that makes it a good place to come to and learn. Financial management is very good. The governance of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the work of the school. Their main concern is the high number of staff absences. The inspection team agrees that this has adversely affected the learning and progress of some pupils. However, the inspectors can also report that the school has and is still doing all it can to stabilise the staffing situation, and very much share the parents' concerns. Pupils think highly of the school. They say they like school and what they are taught. They are secure in the knowledge that they can approach an adult in the school if they need help. They feel safe and secure in school.

IMPROVEMENTS NEEDED

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

- continue to raise standards in English, mathematics, science and religious education;
- increase pupils' attendance rate and punctuality;
- develop the role of the religious education and science co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** in the Foundation Stage and **satisfactory** in the rest of the school. The standards pupils attain are well below average in English and mathematics by the end of Year 2, and below average by the end of Year 6. In science, pupils attain standards that are well below average by the end of Years 2 and 6.

Main strengths and weaknesses

- Pupils, including those identified as having special educational needs, make good progress in English, mathematics, ICT and history lessons.
- By the end of Year 6, higher attaining pupils achieve well in English and mathematics.
- Pupils who speak little or no English when they enter the school, including pupils newly arrived in England, make good progress.
- There has not been sustained improvement in standards since the last inspection.
- Pupils achieve well in ICT by the time they leave the school.
- Standards in religious education are below those recommended in the locally agreed syllabus.
- In the national tests, girls have attained significantly better than boys in Year 2, but boys have done significantly better than girls in Year 6.

Commentary

Foundation Stage

1. From a low starting point, children, including those with special educational needs, achieve well in all the areas of learning. By the time they leave the reception class, most children reach the expected standard in personal, social and emotional development and in physical development. Despite good progress, standards are below national expectations in communication, language and literacy, mathematical and creative development and in knowledge and understanding of the world.
2. Children who learn English as an additional language achieve well in the Foundation Stage. This is because the quality of teaching is good, and there is a strong emphasis on developing the communication skills and English vocabulary of all children.

Years 1 and 2

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

Standards in:	School results	National results
Reading	12.2 (16.5)	15.7 (15.8)
Writing	11.3 (14.4)	14.6 (14.4)
Mathematics	12.9 (17.5)	16.3 (16.5)

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

3. Pupils achieve satisfactorily in relation to their capabilities by the end of Year 2. They make good progress in their lessons in Year 2 compared with their attainment when they left Year 1. This is because their education was disrupted in Year 1 by teacher absences. Also, the current Year 1 pupils have made unsatisfactory progress because of teacher absences. Very recently, a new teacher took over in the class, providing much needed stability. Pupils now make

satisfactory progress in lessons. Although standards are well below average in English, mathematics and science by the end of Year 2, there is every indication of improvement. For example, when the current Year 2 pupils left Year 1, only 23 per cent attained the expected level for pupils this age. Now, over 60 per cent attain the expected level. Standards are higher than those attained in the 2003 national tests, when they were very low and the school was in the bottom 5 per cent of schools nationally. Pupils achieve well in ICT and history and standards are in line with national expectations. Standards in religious education are below those recommended in the locally agreed syllabus.

Years 3 to 6

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

Standards in:	School results	National results
English	23.9 (26.1)	26.8 (27.0)
Mathematics	23.2 (27.5)	26.8 (26.7)
Science	24.9 (28.6)	28.6 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

4. Inspection evidence indicates that by the end of Year 6, standards are below average in English and mathematics and well below average in science. By the end of Year 6, higher attaining pupils achieve well, whilst other pupils achieve satisfactorily in relation to their capabilities. All pupils make good progress in lessons in Years 3 to 6. Despite good progress currently in lessons, pupils in Year 3 do not achieve as well as they should because of disruption to their education caused by teacher absences. The school has sorted out this problem, and at the time of the inspection there was a settled staff. Although standards by the end of Year 6 have declined since the last inspection, pupils' achievement is the same in relation to their capabilities. This is because many pupils start from a lower starting point, and there are more pupils who learn English as an additional language. Also, there are significantly more pupils who start school other than at the usual starting date. More pupils now have special educational needs, including 2 per cent who have a Statement of Special Educational Need. At the time of the last inspection, no pupil had a Statement of Special Educational Need. Standards achieved by pupils are also badly affected by pupils' absence. The school monitors attendance closely and the attendance has recently improved.
5. Standards are rising, because the quality of teaching is better and the leadership of the school makes the raising of standards the number one priority. The headteacher supports his drive for raising standards by identifying areas for improvement and gives very good support to staff in order to bring this about. Current standards are much higher than those attained in the 2003 national tests, when they were very low and meant that the school was in the bottom 5 per cent of schools nationally. However, in comparison with schools similar to Saint Clement's, standards achieved were average.
6. In ICT and history, pupils' achievement is good and pupils attain standards that are in line with national expectations. Standards in religious education are below those recommended in the locally agreed syllabus.
7. There is variation in standards achieved in the national tests by boys and girls from year to year. However, in mathematics in Years 1 and 2 and English in Years 3 to 6, this is not significant, as there is no discernible trend. In reading and writing in Years 1 and 2, girls have attained much better than boys in test results over the last three years and much more so than is found nationally. Inspection evidence indicates that this trend is changing and that boys are beginning to achieve better than they have done previously. Taking the last three years together, in mathematics and science by the end of Year 6, boys have attained significantly better than

girls in the national tests, and more so than is found nationally. This trend is also changing and, according to inspection evidence, the gap is narrowing significantly.

8. In lessons, pupils identified as having special educational needs make good progress. Pupils with a Statement of Special Educational Need achieve well in relation to their special needs, and make good progress because of the good additional help they receive in class. Pupils who speak little or no English when they enter the school, including pupils newly arrived in England, make good progress. This is because the school identifies their needs promptly and accesses extra specialist support for them from outside the school.

Pupils' attitudes, values and other personal qualities

Attitudes to school are **good** and pupils' behaviour is also **good**. Attendance and punctuality are **unsatisfactory**.

Main strengths and weaknesses

- Relationships are good throughout the school, and add positively to its ethos.
- Behaviour is good, and is enhanced by the very good provision made for pupils' moral and social development.
- Provision for pupils' spiritual, moral, social and cultural development is good overall, with very good provision made for their moral and social development.
- Pupils have too few opportunities to develop their awareness of other cultural traditions.

Commentary

9. Good relationships exist throughout the school between staff and pupils, and between the pupils themselves. Pupils are polite, lively, friendly and keen to speak to visitors. This adds much to the positive atmosphere of the school. Pupils are well motivated and eagerly participate in the different learning activities that are on offer. There is a very small minority of pupils in Years 3 and 5 who show a somewhat indifferent attitude to learning, and do not readily see that they have a part to play in how well they achieve, by taking a greater responsibility and initiative for their own learning.
10. The vast majority of pupils behave well, both in class and around school. Only occasionally do standards of behaviour drop below this level. The learning mentor is particularly effective in supporting the few pupils whose behaviour or attitude causes concern. Her time is used very well to help pupils both in class and through individual counselling. This enables these pupils to demonstrate an improving level of self-discipline and maturity.
11. During break and at lunchtime, pupils play well together. Older pupils act as 'buddies' to befriend and support younger and more vulnerable children. Well-trained lunchtime supervisors play a very valuable role in contributing to and maintaining good standards of pupil behaviour. Overall, parents are very pleased with good behaviour in the school and incidents of bullying are rare. The school has good procedures for dealing with any isolated incidents of racist comments or bullying. Both pupils and parents feel the procedures are effective in addressing any such problem. The school will not tolerate violent or aggressive behaviour and in the past has used fixed-term exclusions on a few occasions for fully justified reasons. There have been no exclusions this academic year.
12. Pupils' good personal development is enhanced by the Christian ethos that pervades the work of the school. Pupils' spiritual development is good and is promoted well through assemblies, which are well led and conducted reverentially and with respect. Pupils enter and leave the hall calmly, whilst listening to peaceful, reflective music. Teachers and other adults attending assembly provide pupils with good role models, in terms of sharing the importance of the occasion with their class. Pupils' moral and social development is very well promoted. From early on in their school life, staff encourage pupils to take responsibility for their own actions and consider the feelings of others, as well as valuing and respecting each other. Pupils have a very

clear understanding of the difference between right and wrong, which is promoted well through the school's policies and procedures. Pupils take responsibility readily, and each is keen to be recognized as a valuable member of the school community. When out on visits, they are keen to present the school in the best possible light. Whilst the school population is representative of a multicultural society, too few opportunities are available for pupils to gain a greater awareness of a multicultural community beyond the confines of the school. The school improvement plan identifies this as an area for development.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White - Irish
White - any other White background
Mixed - White and Black Caribbean
Mixed - White and Black African
Mixed - White and Asian
Mixed - any other mixed background
Black or Black British - African
Black or Black British - any other Black background
Chinese
Any other ethnic group
Information not obtained

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
203	8	0
1	0	0
3	0	0
7	0	0
2	0	0
1	0	0
1	0	0
2	0	0
6	0	0
4	0	0
1	0	0
3	0	0

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

13. Attendance and punctuality are unsatisfactory. The school monitors attendance closely and this has helped bring about recent improvements. Most pupils like coming to school and have a good attendance record. However, overall attendance remains below the national average, because a significant minority of pupils do not attend school on a regular basis. Some parents do not make enough effort to ensure their children attend school regularly. Several pupils were observed arriving late during the inspection week. Late arrivals disturb classes, which adversely affects learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.6
National data	5.4

Unauthorised absence	
School data	0.9
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 **satisfactory**. Teaching and learning are **good** and curriculum provision is **satisfactory**. Provision for pupils with special educational needs is **satisfactory**. The school provides a **very good** level of care for its pupils. Links with parents are **good**, and **satisfactory** with the community. There are **satisfactory** links with other schools and colleges.

Teaching and learning

Teaching and learning are **good**. Pupils with special educational needs are taught **well**. Pupils who speak English as an additional language are also taught **well**. The assessment of pupils' work is **satisfactory**.

Main strengths and weaknesses

- Teachers encourage pupils to want to learn. In response, pupils are keen learners.
- There is a lot of good marking of pupils' work, but some marking in science is unsatisfactory.
- Teachers use a good range of teaching methods and this leads to a good level of interest from pupils.
- In science and religious education, assessment is not always used effectively to match work accurately to pupils' varying needs.
- Teachers have high expectations of how they want pupils to behave in lessons.
- Classroom assistants provide good support to help pupils learn.
- There is good use made of ICT to help pupils learn.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	11 (30 %)	14 (38%)	12 (32%)	0 (0%)	0 (0%)	0 (0%)

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

14. The overall quality of teaching in Years 1 and 2 is satisfactory, although it is consistently good or better in Year 2. There has been much disruption to pupils' learning in Year 1 caused by teacher absences. There is a new teacher in Year 1, and the teaching is now consistently satisfactory. The teaching is good in Years 3 to 6. This is despite disruption to pupils' learning in Year 3, again caused by teacher absences. However, teaching in Year 3 is now good. There has been good improvement in the overall quality of teaching since the last inspection.
15. Teaching in the Foundation Stage is good. The nursery and reception classes are taught together in a Foundation Stage unit. As a result, children's learning is enhanced considerably by the sharing of staff expertise, teaching and resources across all the areas of learning. This has a positive effect on their learning. Staff manage children's behaviour very well. Their excellent relationships with the children, clearly established classroom routines and good organisation of resources all underpin the staff's approach. Staff frequently praise children's efforts and achievements and this fosters children's confidence and learning. Staff teach basic skills well, with high expectations of what children can achieve. A significant strength in the teaching is that staff keep detailed assessments of what children know, understand and can do and they use the information effectively to plan the next step in children's learning. Also, teachers and support staff work successfully together.
16. In Years 1 to 6, teachers' planning is satisfactory. They mainly use a range of good teaching methods. These include whole-class teaching, group and individual work involving practical,

investigative and problem-solving activities. Time is managed well in most lessons. Little or no time is wasted, because lessons are well organised, correctly resourced and pupils are clear about what is expected of them. Teachers have a good knowledge of the subject they teach. Teachers make good use of skilled support staff to help pupils learn. Pupils say that learning is fun and the lessons are interesting. One of the main reasons for this is that teachers are enthusiastic about their teaching and constantly encourage pupils to do their best. This leads to good progress. Teachers manage pupils' behaviour effectively in most lessons. The strength of their behaviour management strategy is the very good relationships between staff and pupils. Homework provision is satisfactory.

17. There are examples of good marking by teachers. In the best marking, teachers emphasise what pupils need to do to improve their work. Teachers use information from their marking to help set targets for the next piece of work. These help pupils to make good progress and stay well motivated to learn. In some marking in science in Years 3 to 6, pupils are given very little idea of how well they are doing or how they can improve their work. This slows the rate at which they progress. Teachers assess pupils' progress regularly and there has been good improvement in assessment procedures since the last inspection. Assessment procedures in English and mathematics are good. However, in science the results of the assessments are not always used effectively to plan work at the right level. Assessment procedures in religious education are unsatisfactory.
18. Teachers make good use of ICT to help pupils learn in other subjects. There is good planned access to the computer suite for groups of pupils to complete work that enhances their literacy and numeracy skills. Teachers plan the use of laptops in lessons, so that it enhances pupils' learning. Also, teachers use computer-controlled whiteboards to introduce new skills to pupils in a wide range of subjects. This highly motivates pupils to want to learn and holds their attention well.
19. Teaching of pupils identified as having special educational needs is good. When pupils are given extra support in class it is of good quality and beneficial to their learning. However, the support in small groups with learning support assistants is of variable quality, ranging from satisfactory to very good. It is good overall. However, in English, some teachers make unsatisfactory use of the targets they set in individual education plans when planning work for pupils who have learning difficulties.
20. Teaching is good for children who learn English as an additional language in the Foundation Stage. This is because the quality of teaching is good. Staff also place a strong emphasis on developing the English vocabulary of all children, for example through imaginative play situations. Classroom staff give good extra support to pupils who learn English as an additional language in Years 1 to 6. However, the work in pupils' books shows that teaching and pupils' achievement are only satisfactory over time, because of staff absences.

The curriculum

The quality of the curriculum is **satisfactory**. Extra-curriculum provision is **satisfactory**. The accommodation is **good**, and the resources available to support the curriculum are **satisfactory**.

Main strengths and weaknesses

- There is a good curriculum, and accommodation and resources to support it, in the Foundation Stage.
- The curriculum is good in English, mathematics, geography, history and ICT.
- Teachers' lesson planning does not always ensure steady progress in pupils' knowledge and skills in religious education, science, art and design, and design and technology.
- The school does not allocate enough time to music.

Commentary

21. The school ensures equal access to the curriculum for all pupils within and beyond the school day. Teachers ensure that learning opportunities are relevant and sensitive to the needs of pupils who learn English as an additional language, and also for those with special educational needs. Visitors to school bring with them a wide range of experience and expertise that enriches pupils' learning. Pupils eagerly participate in the very wide range of sporting activities that the school provides, such as football, basketball and lacrosse. The school provides extra lessons in guitar and brass. The participation of Year 5 in a local arts project about the American Civil War extends pupils' learning very successfully. There is a satisfactory range of clubs overall, with a very good range of sports' clubs.
22. Since the time of the previous inspection, the school has maintained a satisfactory range of worthwhile curriculum opportunities that cater for the interests, aptitudes and particular needs of the pupils. The curriculum meets statutory requirements, including provision for religious education. Although satisfactory overall, not all teachers use the curriculum guidance as effectively as they could when they plan lessons in science, religious education, art and design, and design and technology. This contributes to the uneven progress that pupils make in knowledge, understanding and skills as they move through the school. A below average amount of time is allocated for music. This shortcoming adversely affects pupils' learning.
23. The school has tried out an innovative approach to teaching some of the topics covered in foundation subjects this year. This approach has made pupils' learning more interesting and has resulted in good achievement in geography and history. However, the work does not cater sufficiently for the development of skills in some subjects such as art and design, as recognised by the school.
24. The good provision for personal, social, health and citizenship education emphasises healthy lifestyles and personal responsibility, so pupils are being well prepared to be reliable citizens of the future. The school is working successfully towards the Healthy Schools bronze award. Personal, social and health education is an integral part of the curriculum, and is successfully woven into a range of other subjects and circle time¹. Staff involve pupils in initiatives that raise their awareness of environmental issues. There is sound provision for sex education and raising pupils' awareness of the dangers associated with drugs misuse.
25. The school has made good improvement in its accommodation since the time of the last inspection. The accommodation is safe, attractive and satisfactorily resourced, enabling the full curriculum to be taught. The school exudes a very welcoming atmosphere through attractive displays in the entrance hall. Also, the very good outdoor play areas demonstrate that the school strives to provide first-class facilities for pupils. The quality of the accommodation gives it an air of a successful school. These good improvements over the past two years are a result of the very good leadership and management of the headteacher.
26. Some classrooms are small and the veranda in the Foundation Stage has been vandalised, so it cannot be used for outdoor activities in inclement weather. Every effort is made to ensure that the accommodation is accessible to all. However, the open-plan design of classrooms limits the teaching and learning in instrumental work in music. The school has tried to remedy this by timetabling music in the hall for some classes, but shortcomings in this timetabling mean that science lessons in Years 1 and 4 are interrupted. This has an adverse effect on learning in science for these pupils.

¹ During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other pupils.

Care, guidance and support

Procedures for children's welfare, health and safety are **very good**. Pupils' access to well-informed support, advice and guidance is **good**. The involvement of children in school life through considering their views is also **good**.

Main strengths and weaknesses

- The school provides strong pastoral care for all pupils, including pupils from minority ethnic groups.
- Parents are confident that their children are safe and well looked after by the dedicated staff.
- Adults provide good guidance to assist all children in their personal and academic development.
- Children's views are considered in when staff make decisions affecting school life.
- There is no school council.

Commentary

27. Procedures are very good for ensuring pupils' welfare, health and safety. This provision is similar to that reported at the time of the last inspection. The school complies with local authority guidelines for child protection procedures. Staff know pupils' medical needs, and parents are confident that their children are cared for by staff qualified in first aid if they suffer a minor injury.
28. Arrangements for induction into the Foundation Stage are good. Pupils who join the school during term time settle quickly and are made to feel welcome. Pupils of all ethnic backgrounds, including those who have recently arrived seeking asylum, feel valued and know that their culture is respected.
29. Class teachers support pupils with special educational or emotional needs well. The learning mentor provides very good pastoral care for vulnerable pupils. She ensures that pupils who need extra help receive short periods of intensive daily support. This helps them to develop good learning attitudes. The learning mentor takes time to discuss events at home or those that spill over into the playground that cause distress or anger. This helps to ensure that pupils are able to cope in the classroom. The school monitors attendance and punctuality very tightly, and operates 'first day call' to parents of absent children.
30. Pupils know that there is someone to turn to in times of trouble, and feel confident that they can do so. Teachers and support staff encourage pupils to take part in decision-making. The school plans to establish a school council to enhance pupils' involvement in formulating school policies on important issues. Pupils have sound help and guidance for transition from primary to secondary schools. They are allowed time to visit the neighbouring schools of their choice.

Partnership with parents, other schools and the community

The school has **good** links with parents, and they are supportive of the school. The local resources are used well to enhance pupils' learning. Partnerships with the community and other schools are **satisfactory**.

Main strengths and weaknesses

- Parents view the school positively, and they feel that their children are well looked after.
- The school is successful in engaging a minority of parents in its life and work.

Commentary

31. The school works very closely with parents and carers in order to help pupils achieve their potential and overcome any learning difficulties. Parents and carers are viewed as essential partners in the learning process. However, only a small minority of parents help in school. The headteacher holds regular meetings, at which parents can discuss any concerns they may have about their children's progress in school.

32. Parents and carers support their children satisfactorily with homework and other activities. Most attend parents' evenings, which are held twice a year. A small group of parents hold regular meetings in the staff room, to discuss arrangements for social activities to raise money for school funds. Information about school life is given to parents in jargon-free understandable language. The school prospectus and governing body annual reports are thorough and written in simple English. Pupils' annual reports are of satisfactory quality and provide parents with information about their children's progress. There are half-termly newsletters and parents' noticeboards display information about school activities.
33. The school considers itself to be a vital part of the wider community; therefore forging close links with the community is a priority for development identified by the headteacher. Currently, the satisfactory range of links includes a very good partnership with the East Manchester Education Action Zone. Links with Education Action Zone and local college help extend pupils' learning beyond classroom. This also enables teachers to visit other schools and share good teaching practice with their colleagues. Links with local businesses include those with a bakery, which was visited by pupils as a part of their food technology project.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership of the headteacher is **very good**. The leadership and management of other key staff are **good**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher is dedicated to bringing about the highest possible standards and achievement in all areas of the school's work.
- The management team is supportive, with a strong focus on raising standards.
- Governors have a good knowledge and understanding of the strengths and weaknesses of the school.
- The role of some co-ordinators is unsatisfactory.
- The school improvement plan is in need of modification.
- Financial management is very good.

Commentary

34. Since the time of the last inspection the nature of the school population has changed significantly. Also, the school suffered a large decline in staff morale, staff absence rates escalated and pupils' attendance declined. However, since the appointment of the current headteacher two years ago, the school has begun to enjoy greater stability. Staff are now committed to raising pupils' academic and personal achievement and making this their main priority.
35. Following a period of intensive local authority intervention and support, the current headteacher put into place a range of new priorities to address the weaknesses that emerged after the last inspection. The impact was such that the local authority no longer felt the school required such a high level of support. The influence of the current management team has had a positive impact upon the confidence and self-esteem of both staff and pupils. There is now a tangible sense of purpose and commitment to improvement.
36. Some very good aspects of strategic planning are emerging and being used as the basis for sharing and celebrating strengths and successes, whilst also identifying and addressing weaknesses. Changes such as the appointment of the assistant headteacher have been introduced quickly, but also with care and sensitivity. This has resulted in improving the distribution of responsibilities among the senior management team so that they can work together more effectively. The headteacher has wasted little time in evaluating the individual skills possessed by staff and has used these to best effect. For example, the deputy

headteacher's role includes assessment as well as numeracy co-ordination. These functions usefully exploit her ability to construct and collate helpful data and statistical information for tracking trends in achievement and pupils' progress. This in turn has enabled the assistant headteacher to concentrate on developing the management skills of the phase co-ordinators. Within this context, she and the headteacher are successfully promoting and encouraging high aspirations throughout the school. This is particularly evident in the way staff promote equal opportunities for each individual. They have very strong commitment to inclusion and the positive ethos of care and concern, all of which emanate from strong Christian values.

37. Strategic planning and the leadership of the curriculum and teaching by the headteacher are very good. However, the systems generate an unwieldy raft of self-evaluation papers, which are difficult to prioritise with any logic. They reflect the school's aims and ambitions well, but do not focus sufficiently on monitoring pupils' work, or on aspects of teaching and learning. For example, not enough has been done to identify and reverse the marked decline in religious education standards throughout the school, or to raise the standards pupils achieve in science at the end of Years 2 and 6. The school tracks individual pupils' attainment and progress very effectively in English and mathematics. However, they do not monitor how different specific groups of pupils perform.
38. Subject co-ordinators have a good knowledge and understanding of their role and responsibilities. However, the co-ordinators for science and religious education have not been able to manage their subjects well enough, because the subjects themselves have not been given sufficient status or importance. This is because the school has rightly made the raising of standards in English and mathematics its priority. Also, the co-ordination of science has been very adversely affected by the long-term absence of the co-ordinator. There is a very recently appointed new co-ordinator who has not had time to make an impact on standards or provision.
39. Special educational needs is led and managed well. The co-ordinator has only had responsibility for a relatively short time and has brought about significant improvements in administrative procedures, quality of pupil records and the reintroduction of individual education plans. There is a well devised improvement schedule in place to address other outstanding shortcomings, including rigorous monitoring of the special educational needs register, setting of criteria for pupils on the register and greater involvement of pupils and parents in monitoring provision and progress.
40. Since the time of the last inspection the role of the governors has developed well. They now have a good knowledge and understanding of the school's strengths and weaknesses. They make a good contribution to shaping the vision and direction of the school. They are effective in the support they give to senior managers, and challenge decision-making when the need arises. They are committed to promoting the inclusive ethos of the school and fulfil all of their statutory duties.
41. The school makes very good use of its available finances. A significant budget surplus has been spent wisely to greatly improve the school environment. The headteacher has been very successful in accessing a range of grants to improve the quality of the grounds and the internal facilities. The day-to-day administration and financial management are very good. Through prudent housekeeping, the school is on course to maintain a balanced budget over the next two years. The deficit carried forward from last year was due to a one-off payment for a staff redundancy. A planned surplus in this year's budget more than covers this deficit. The school has a good understanding of the principles of best value. Funding is used well to support a range of educational priorities, especially those that remove barriers to learning. In particular, appointing permanent teaching staff and acquiring specialist support to meet the increased diversity of pupils' needs. The school makes very good use of funds provided through the Education Action Zone and Excellence in Cities initiatives. The school is very well funded and gives satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	735,561
Total expenditure	806,559
Expenditure per pupil	3,768

Balances (£)	
Balance from previous year	59,446
Balance carried forward to the next	-11,552

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

Commentary

42. The Foundation Stage is a strength of the school. From a low starting point entering the nursery, all children achieve well in all areas of learning. This is because of the good and occasionally very good teaching. By the time they leave the reception class, most children reach the nationally expected standard in personal, social and emotional development, and in physical development. Despite their making at least good progress, standards are below national expectations in all the other areas of learning. Staff give a lot of time developing specific vocabulary for each area of learning, and the everyday vocabulary of all children. However, the narrow range of vocabulary of a significant minority of children adversely affects the standards that they reach. Also, the unsatisfactory attendance of some children adversely affects their learning.
43. The school teaches nursery and reception class children together in a Foundation Stage unit. As a result, children's learning is enhanced considerably by the sharing of staff expertise, teaching and resources across all the areas of learning. A significant strength in the teaching is the very good, detailed assessments of what children know, understand and can do. Teachers use the information effectively to plan the next step in children's learning. Also, teachers and support staff work successfully together. Leadership and management of the Foundation Stage are good. The co-ordinator uses her teaching expertise and knowledge of the curriculum to lead the Foundation Stage staff well. However, her role in monitoring the quality of teaching and learning, while satisfactory, has not been fully developed. There is effective communication with parents, and they are happy with the good arrangements for settling children into school. The school has maintained the good provision that was reported at the time of the last inspection.

Personal, social and emotional development

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

Main strengths

- Very good relationships between adults and children underpin the very effective learning.

Commentary

44. Children achieve very well by the time they leave the reception class, and most children reach the nationally expected level. Staff give this area of learning a high profile and children's social skills improve rapidly. Teaching is very good. Staff are very caring, supportive and friendly. They give children many opportunities to choose their own activities and to learn independently. Therefore, children's confidence increases to a good level. Children show good levels of initiative and responsibility, and have good attitudes to their work. They produce a good amount of work. Staff successfully encourage children to reflect upon their relationships with each other. As a result, children develop a good awareness that some actions are right and some are wrong. Their behaviour is good. They take turns, share equipment and work sensibly together as friends.

Communication, language and literacy

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

Main strengths and weaknesses

- There is very effective teaching of reading and writing.

Commentary

45. Teaching is good, and occasionally very good. Therefore, children achieve very well. Despite their very good progress, children's standards remain below the nationally expected level by the time they leave the reception class. Staff have high expectations of what children can achieve, and they provide a wide range of good activities that extend children's reading and writing skills across all the areas of learning. As a result, boys and girls enjoy writing. Many reception children begin to spell and write simple words and sentences correctly. They read with increasing confidence, and use a wide range of strategies to tackle effectively the unfamiliar words they meet in fiction and non-fiction books.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff provide a wide range of good, interesting and practical activities.

Commentary

46. Teaching is good. Staff have high expectations, so they give children challenging work. They teach number work well by providing a wide range of good activities that extend children's mathematical development. For example, a stepping stones game that helps nursery children to recognise two-dimensional shapes such as circles and squares. Higher attaining nursery children benefit from working with the more able reception children. Therefore, children of all abilities achieve well, and many reception children reach the nationally set standards in number work. Nursery children begin to recognise numbers to five. Reception children count and order numbers from zero to ten and higher attaining children beyond this. They begin to calculate simple addition sums to ten. Despite this, children reach standards that are below the nationally expected level for mathematical development. This is because their ability in other areas of their mathematical development is not as good.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Many children achieve the Early Learning Goals in practical science.

Commentary

47. Teaching is good, so children achieve well by the time they leave the reception class. Despite the good achievement, they reach standards that are below the nationally expected level in knowledge and understanding of the world. Staff reinforce children's learning effectively through attractive, interesting displays that encourage children to carry out further work on a topic independently. For example, they study the growth of bean seeds or tadpoles. This helps pupils to achieve nationally expected standards in their practical science work. Children confidently use the computer mouse to work a variety of computer programs.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Staff use outdoor activities effectively to extend children's learning.

Commentary

48. Teaching is good so children achieve well, and reach the nationally expected level in physical development by the time they leave the reception class. Staff use the outdoor activities effectively to extend children's control of fine and larger movements and their learning across the whole curriculum. For example, children act out the role of firefighters going to a fire. A child 'writes down the address' and a classmate gives directions to the driver whilst following a simple map. Staff ring a bell as a signal to children that the outdoor play area is available for all the children who work on free-choice activities in the classroom. This arrangement adversely affects children's learning at first, because many children who are engrossed in their activities leave them unfinished and go outside.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Children achieve well in many aspects of creative development.

Commentary

49. Teaching is good. Many reception children reach nationally expected standards in artwork. They draw and mix paints to create effective pictures that show good attention to detail. Despite the good achievement, standards remain below national expectations by the end of the reception class. Nursery and reception staff organise the imaginative play areas, such as *Imagine*, which is based upon traditional fairy tales, to stimulate children's interest and extend their spoken language skills. However, staff do not always spend enough time with children in the imaginative play areas, or when children choose their own activities. Therefore, on these occasions the learning of some children is satisfactory rather than good.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils in most classes achieve well, especially those who are capable of attaining higher than average standards.
- Although set to rise significantly in 2005, standards are currently below average by the end of Year 6.
- Frequent staff changes have meant that pupils in Years 1 and 3 have underachieved this year.
- The subject is led very well.

Commentary

50. Inspection evidence shows that standards in English are well below average by the end of Year 2 and below average by the end of Year 6. This is higher than the national test results for Years 2 and 6 in 2003 and indicates that standards are rising. The school's test results in reading and writing in Year 2 and English in Year 6 have varied over the last few years. In 2003, results in reading and writing were very low, and in the bottom 5 per cent of schools nationally. Results in English were well below average in Year 6.
51. Standards are now higher than the school's 2003 results because of the focus the school has placed on improving pupils' writing and listening skills. Currently, pupils' achievement in Years 1 and 2 is satisfactory, given that they entered the school with poorly developed early learning skills in English. Standards in reading and writing are still well below average by the end of Year 2, but pupils achieve well. The rate of the progress made by these pupils has been adversely affected by frequent staff changes during their time in the Year 1 class. Consistent and good quality teaching in Year 2 has to some extent compensated for this previously unsatisfactory teaching. Pupils in Year 6 achieve well in English, but during their time in Years 3 to 5 they made erratic progress, again because of staff changes. Therefore, overall achievement is satisfactory.
52. Pupils who learn English as an additional language achieve well because classroom and other specialist support staff give them the extra help they need. Pupils identified as having special educational needs make good progress in lessons. However, teachers need to make better use of the targets they set in individual education plans when planning work for pupils who have learning difficulties.
53. Standards in speaking and listening are average by the end of Years 2 and 6. However, not all pupils speak confidently, in spite of having a satisfactory range of basic vocabulary for describing their ideas and experiences. They do, however, listen very carefully to their teachers and to other pupils, when they speak. Staff teach the correct subject vocabulary well in English and most other subjects. They also help pupils extend their vocabulary by giving them opportunities to talk together and share their ideas.
54. Standards of writing are generally below average. However, there is some variability between year groups. Standards are best in Years 2, 5 and 6. In these classes, pupils show greater confidence with their writing, structure it clearly and punctuate it correctly. Pupils choose words carefully to create a particular effect. This is because staff teach these skills well. As a result, pupils who are capable of achieving higher than average standards produce work of good quality. Throughout the school, pupils have targets to achieve, but not all teachers make sufficient use of these during lessons. In most classes, pupils' work is well marked. However, in some work, teachers do not include sufficient comments to give pupils guidance about the standard of handwriting and presentation expected. Whilst some good use of homework was

seen during the inspection, rarely do teachers take the time to correct it beyond a cursory tick. Therefore, pupils are unconvinced about its value.

55. In Years 2 and 6, reading standards are average. This improvement has been brought about because of the high priority the school has recently placed upon this aspect of pupils' learning. Most pupils have satisfactory research skills for finding information from books, and higher attaining pupils read accurately and with understanding. However, some pupils do not find reading a pleasurable pastime, and this affects their achievement adversely. Many pupils do not have the same motivation to achieve their reading targets as they do in achieving their writing targets.
56. The quality of teaching is good, and is of consistently high quality in Years 2, 5 and 6. Teachers' implementation of the National Literacy Strategy is good. They have a secure knowledge and understanding of the subject, and plan their lessons well. Teachers' management of pupils' behaviour is very good because of their very good relationships with them. Pupils work hard and are keen to have their efforts recognised. Teachers are skilful in their use of ICT, and this helps to make lessons lively and interesting. Teachers evaluate pupils' learning very well, and make good use of assessment information to plan future work. They keep good records of what pupils know, understand and can do. Less experienced teachers receive good help from their colleagues in planning and organising their lessons.
57. Leadership of the subject is very good, and is effective in influencing improvements. The co-ordinator has a good knowledge and understanding of the changing nature of the school population. Since the time of the last inspection, the school has acquired a higher proportion of pupils with special educational needs, including pupils who have a Statement of Special Educational Need. More pupils speak English as an additional language, and there is a significant rise in the number of asylum seekers. As a result of these factors, the overall level of attainment on entry to the school is now lower. However, because of good quality teaching and a good range of learning activities, pupils are making good progress and achieving well. Although standards are lower than at the time of the last inspection, the rate at which pupils achieve is similar. Therefore, satisfactory improvement has been made since the last inspection.

Literacy across the curriculum

58. Teachers make good provision for promoting the development of pupils' literacy skills through most other subjects of the curriculum. There is some particularly good work in history and geography, which enables pupils to develop their use of different genres, including persuasive argument, commentaries and journalistic writing. However, the promotion of literacy in science is weak because teachers limit the amount of writing pupils complete. Reading skills are also used effectively for research, especially in Years 5 and 6.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good so pupils make good progress in lessons.
- The leadership and management of the subject are good.
- The high number of staff absences adversely affects pupils' progress.
- A significant minority of pupils miss too many lessons because of unsatisfactory attendance.

Commentary

59. By the end of Year 2, inspection findings indicate that standards are well below the national average. Pupils make good progress in relation to their prior attainment. This is an improvement compared with last year, when standards were so low that the school was in the bottom 5 per cent of schools nationally. By the end of Year 6, standards attained over recent

years have been well below average. In 2003, standards attained placed Year 6 pupils in the school in the bottom 5 per cent of schools nationally. Inspection evidence indicates that standards are now below average and improving. Most pupils achieve satisfactorily in relation to their capabilities. This is reflected in the comparison with similar schools in 2003. The exception is the good achievement of the higher attaining pupils. For example, only 4 per cent of pupils attained a level higher than expected for pupils this age in the Year 6 national test in 2003. This year, 26 per cent of pupils are on course to attain this level.

60. Despite the decline in standards, there has been satisfactory improvement since the last inspection. The quality of teaching in mathematics is significantly better than it was at the time of the last inspection. For example, 20 per cent of the teaching was unsatisfactory. Now, all teaching is satisfactory or better. The pupils' achievement is similar. This is because many pupils progress from a lower starting point and there are more pupils who learn English as an additional language. There are also significantly more pupils who start school other than at the usual starting date. More pupils now have special educational needs, including 2 per cent who have a Statement of Special Educational Need. At the time of the last inspection there was no pupil with a Statement of Special Educational Need. There has been disruption to pupils' learning over recent years caused by teacher absences. The school has sorted out this problem, and at the time of the inspection there was a settled staff. Standards achieved by pupils are also badly affected by pupils' absence. The school monitors attendance closely and the attendance has recently improved, but is still unsatisfactory.
61. Boys attain better than girls, but the gap is narrowing at a good rate. Pupils identified as having special educational needs make good progress in lessons. They receive good support from skilled support staff. Ethnic minority pupils, including those who speak English as an additional language, attain similar standards to their classmates. Their achievement is not significantly different to that of other pupils.
62. The most important factor in the improvement in standards is the good leadership and management of the subject by the subject co-ordinator, very ably supported by the headteacher. There is rigorous monitoring of teaching and learning. As an outcome, expectations of what pupils should achieve are higher and teachers' planning is more effective. Teaching is good throughout the school. Teachers implement the National Numeracy Strategy well, and there is good coverage of the mathematics curriculum. Teachers use a range of good teaching methods. These include whole-class teaching, group and individual work involving practical, investigative and problem-solving activities. Mental calculation work is of sound quality. Teachers have secure subject knowledge, so most pupils who are capable of attaining highly are given hard enough work. Homework provision is satisfactory.
63. The way teachers assess pupils' work is good. Teachers use the results of pupil assessment well. Teachers mark work to a good standard. The marking helps pupils to improve their work as well as giving teachers good information about what pupils know, can do and understand. The good practice of pupils assessing a piece of work once a week also helps them to develop a good understanding of their own learning.

Mathematics across the curriculum

64. Most pupils have adequate mathematical skills to enable them to make satisfactory progress in other subjects. Teachers provide a satisfactory range of opportunities for pupils to practise and develop these skills in other subjects. For example, they measure accurately in design and technology, and use graphs to represent results of scientific experiments. Teachers make good use of ICT to help pupils learn in mathematics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average in Year 2 and Year 6, but standards are beginning to rise.
- There is some good teaching.
- The use of assessment is unsatisfactory.
- Pupils' progress is inconsistent in some year groups.
- Unsatisfactory attendance is a barrier to learning for some pupils.
- Leadership and management of the subject are unsatisfactory.

Commentary

65. Inspection evidence indicates that pupils reach standards well below the national average by the end of Year 2 and Year 6. This is similar to the national test results in 2003. Most pupils' achievement is satisfactory in relation to their capabilities, including pupils with special educational needs. Pupils who learn English as an additional language achieve at the same rate as their classmates. There is no significant difference in the attainment of boys and girls by the end of Year 2. Taking the last three years together boys have, by the end of Year 6, attained significantly better than girls in the national tests, and more so than is found nationally. The trend is changing and, judging by inspection evidence, the gap is narrowing significantly.
66. Currently in Year 2, an average proportion of pupils reach the higher Level 3 in investigative work but not in the other aspects of science. One of the reasons for the well below average results at Level 2 is that the school has a higher proportion of pupils with special educational needs than is found in schools nationally.
67. Twenty-one per cent more of the Year 6 pupils currently reach the average Level 4 than they did in 2003. Also 6 per cent more pupils reach the higher Level 5. Despite this good improvement in standards this year, the percentage of pupils reaching these levels is still well below the national average. Throughout the school, the unsatisfactory attendance of some pupils adversely affects their progress, and therefore the standards they reach in science.
68. The Year 6 test results in science have declined since the time of the last inspection. The decline has now stopped and standards are beginning to rise because of the very good leadership of the new headteacher. For the last two years, inconsistent leadership and management, due to the long-term absence of the subject co-ordinator, have adversely affected the monitoring of teaching and learning in science. Staff changes in some year groups have resulted in inconsistent progress in pupils' learning, but the staffing problems have now been resolved. Science has not been a main focus for development until recently. The headteacher has now appointed a new science co-ordinator who has the enthusiasm, commitment and support to improve standards. The new co-ordinator has checked pupils' work throughout the school, so he is aware of the areas that now need developing. The local education authority has provided support and advice in science this term, and will continue to do so. There has been satisfactory improvement in the subject since the time of the last inspection.
69. Teachers give sufficient time to practical and investigative work. Therefore, from Year 2 onwards pupils know why a test is fair and, if it is not, what needs to be done to make it so. Pupils in Years 3 to 6 form conclusions from the results of their investigations. Pupils have a satisfactory level of knowledge and understanding of living things, materials and forces.
70. The quality of teaching and learning is satisfactory. In one out of the five lessons seen teaching was good. From the work in pupils' books and through discussion with them, it is evident that there is good quality teaching in Years 2, 5 and 6. In the other year groups the quality of teaching and learning varies from unsatisfactory to good. It has improved significantly this term, and it is satisfactory over time. In Years 1 and 4, science lessons are interrupted by music lessons, and this adversely affects pupils' learning. All teachers make good use of resources, including computer-controlled whiteboards, to explain the work clearly. In most classes there is good, firm, yet friendly management of pupils that results in good behaviour and no interruption

in learning. Teaching assistants give good extra support to the less able pupils, including pupils with special educational needs, so they succeed in the same work as their classmates.

71. The way that teachers plan the work does not always ensure that pupils make steady progress either across the year, or as they move through the school. This is because teachers neither take enough account of what pupils know, understand and can do, nor modify the work for all pupils. As a result, lower attaining pupils do not work with enough independence. The work is not consistently hard enough for the more able pupils until they reach Years 5 and 6, when their progress becomes satisfactory. Teachers miss opportunities to develop pupils' investigative skills, to challenge their thinking and to check and further develop pupils' understanding. Except in Year 2, teachers do not develop pupils' literacy skills effectively. Pupils mainly use the same worksheets, copy the work or place a suitable word in a gap in a sentence. There is satisfactory use of pupils' numeracy skills. There is some good use of ICT to help pupils learn, for example in Year 5. However, its use is not widespread.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well by the time they leave the school.
- The quality of teaching and learning is good.
- The leadership and management are good.

Commentary

72. Pupils' achievement in lessons is good because teachers plan work that builds effectively on pupils' prior learning. This means that standards are improving. They are in line with national expectations by the end of Years 2 and 6. There is no significant difference in the achievement of any group of pupils. Standards are similar to those at the time of the last inspection, but pupils' achievement is better. It is now good, compared with satisfactory then. This is due to a number of reasons.
- A considerable investment in time and money has included beneficial staff training.
 - Planning for the subject is good, ensuring that pupils' work becomes harder as they move through the school, and that the skills they learn develop in a logical order.
 - The co-ordinator leads the subject successfully and has clear plans for the subject's continued development, as well as the ability, support and commitment to implement them successfully.
73. The quality of teaching and learning is good. Teachers build on pupils' previous learning effectively because there are good systems for checking and recording what pupils know, can do and understand. Teachers use this information well to plan pupils' work. Secure subject knowledge underpins their teaching. This means that teachers give clear instructions, so pupils know exactly what they have to do to improve their work. Teachers use correct terms for the subject. They circulate in the class to support and monitor pupils' work. They identify errors quickly, or offer to help when pupils are hesitant. There is good, firm yet friendly management of pupils' behaviour that results in good behaviour and no interruption of pupils' learning. Teachers make very good use of laptops to ensure that pupils can work in their classrooms. They also make very good use of computer-controlled whiteboards to help pupils learn, not just in ICT but also across a wide range of subjects. Skilled support staff make a good contribution towards pupils' learning. This is especially so when they withdraw pupils to work in the computer suites.
74. Pupils are interested, concentrate well and follow instructions promptly, because teaching is good. They are well motivated by the work they are given. This extends pupils' computing skills and builds their confidence in the subject. The use of national guidance as the basis for planning lessons ensures that requirements are met for teaching all aspects of the subject. A visiting technician provides valuable help and support for the teachers.

Information and communication technology across the curriculum

75. ICT is used well to help pupils learn in other subjects. In science, Year 5 pupils used various control devices very well to measure temperatures and recorded their findings using graphs. These graphs were computer-generated. Year 6 pupils produced good multi-media presentations for a geography topic about the local area. Year 5 pupils used a computer program well in mathematics to make calculations on a spreadsheet. Year 4 pupils developed their mapping skills to a good standard in geography using ICT. This included the drawing of a plan of the school playground. Year 1 pupils used the interactive whiteboard to help develop their vocabulary skills in English. ICT is used throughout the school to produce good word-processed work in English.

HUMANITIES

76. In **geography**, it was not possible to see sufficient work to make a definite judgement about provision. One lesson was observed in Year 6 and, in addition, pupils' work on display and recorded in their exercise books was examined. This evidence indicates that their work is in line with national expectations. This is the same as it was at the time of the last inspection. The quality of teaching and learning in the lesson observed was good and pupils achieved well. This was because the teacher made learning interesting, by good use of the Internet and group work in which pupils worked collaboratively. Pupils enjoyed investigating places of interest in East Manchester. Teachers develop pupils' literacy skills effectively in geography. For example, Year 2 pupils completed well-written lists about seaside holidays.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- There is good use and development of literacy skills.
- The good teaching and learning includes very good use of drama.
- There is good use of ICT to help pupils learn.

Commentary

77. Pupils' attainment in history is in line with national expectations. Pupils of all abilities make good progress and achieve well by the time they leave the school. Standards are similar in Year 2, but lower in Year 6, compared with the findings of the last inspection. However, the rate at which pupils progress is quicker, because they now start from a lower starting point than they did at the time of the last inspection. Ethnic minority pupils, including those who speak English as an additional language, attain and achieve similarly to their classmates.
78. A particular strength of the teaching and learning is the use made of the subject to develop pupils' literacy skills. In a very good Year 2 lesson, higher attaining pupils wrote good accounts in their own words about the Great Fire of London. They also composed questions of a good standard in their work about Florence Nightingale. Year 6 higher attaining pupils wrote very good accounts about Greek Myths during their studies about Ancient Greece.
79. In a very good Year 5 lesson, the teacher used drama very effectively to help pupils learn about the American Civil War. This was done in a very good collaboration with a local arts' group who provided particular musical expertise to complement the teacher's own expertise in drama. Through a combination of song, marching and acting, pupils made very good gains in their knowledge and understanding of the background to the American Civil War. They also empathised very well with what it was like to be soldier within the conflict.
80. Teachers use ICT well to help pupils learn in history. In a good Year 4 lesson, pupils made good use of laptops to access information about Ancient Egypt and to record their work. By the end

of the lesson, pupils demonstrated a good knowledge and understanding of the key facts relating to Ancient Egypt. They also showed a good understanding of time-lines and were able to place Ancient Egypt in a historical context, using a time-line.

81. The headteacher leads the subject well. He encourages teachers to make innovative use of their expertise to help pupils learn. Hence, the effective use of literacy, ICT and drama in the teaching of the subject. The success of this is clearly shown in the pupils' enjoyment of the subject.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Throughout the school, an inadequate range of work is covered.
- Standards at the end of Years 2 and 6 are below those specified in the locally agreed syllabus.
- Aspects of Christianity are taught more effectively than other world faiths.

Commentary

82. Prolonged staff absences and a high turnover of temporary staff have had a detrimental effect on the quality of religious education provision throughout the school. The co-ordinator has a good knowledge and understanding of what is needed to bring about improvements to the quality of teaching and learning.
83. During the inspection, no religious education was taught. Therefore, judgements about provision are based upon a thorough scrutiny of pupils' work, teachers' planning, discussions with staff and pupils and an evaluation of the school's own plans for improvement.
84. Throughout the school, there is minimal recorded work upon which to make judgements about standards and progress. For example, Year 2 pupils have recorded no work and Year 5 pupils have only recorded their own prayer and superficial facts about the Bible. Pupils in Years 3 and 4 have been provided with the best range of learning opportunities, but even these are superficial. In every class, teaching and learning is most secure within topics related to Christianity. Pupils in Year 2 have a satisfactory recall of the significance of Christmas and Easter to Christians. They are familiar with what happens at a church. They recall several Bible stories they had listened to in assembly. They have insecure knowledge of Islam or Hinduism, which are the other faiths contained in the locally agreed syllabus. Year 6 pupils are familiar with Islamic places of worship and prayer rituals. They have visited a synagogue and have a basic knowledge of what happens there. They have some knowledge and understanding that people of different faiths prayed to different gods, but they have little concept of a 'supreme being', or that there were any similarities in the customs and practices within the major world faiths.
85. The pupils were not enthusiastic about the subject. However, they enjoy going on visits to different places of worship or having visitors in class, including local clergy. Pupils demonstrate a very good knowledge and understanding of the significance of prayer and this is promoted very well during assembly and collective worship. They are also very respectful of people's differing beliefs, especially those represented within the school community.
86. The co-ordinator has good plans to regularly monitor standards achieved, teaching and learning. Assessment procedures are to be introduced. The school plans to provide additional time for the co-ordinator to fulfil her role, and to provide extra resources for the subject. There has been insufficient in-service staff training and the school is aware of the need to rectify this shortcoming.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. There was insufficient evidence to make secure judgements about provision in **art and design, design and technology, music** and **physical education**.
88. Teachers' planning files indicate that learning opportunities in **art and design** reflect those recommended in national guidance documents, which ensure that pupils are systematically taught skills, knowledge and understanding. A limited amount of pupils' work was displayed around the school, but that on display in the main reception area was of a good standard. However, discussions with pupils indicate that the opportunities they are given to develop their skills in the subject are narrow. For example, pupils' knowledge and understanding of well known artists and their work is vague, and they have had little experience of using a range of media, beyond basic painting and drawing materials. Sketchbooks show satisfactory development of observational drawing skills, but little in the way of experimenting with or creating more diverse textural trial effects. A small but well appointed art studio is beginning to be used more regularly, but there is a shortage of resources for teachers to use imaginatively. Teaching assistants use art well to enhance teaching and learning in other subjects such as history.
89. In **design and technology**, evidence from a limited range of pupils' work indicates that standards are in line with national expectations. In a Year 3 lesson pupils planned, made and evaluated sandwiches. Achievement was satisfactory, but insufficient time was spent making and evaluating a wider range of products. The lesson provided good links to the pupils' work in science about healthy eating. Pupils in Year 5 designed and made musical instruments and in Year 6 models of fairground rides. They know how to join and use different components, but are less secure about the process of evaluating the finished product. The use made of sketchbooks for planning is variable. Good work was found in Year 2 books related to designing, making and evaluating a range of different puppets and wheeled vehicles. Sketchbooks belonging to Year 4 pupils also contained a good range of work for the current year, and from when they were in Year 3. They have, therefore, had better opportunities over time to develop their subject skills, knowledge and understanding than are enjoyed by pupils presently in Years 5 and 6.
90. Inspectors observed only two lessons in **music**, and singing was observed in assemblies. Therefore, no overall judgement can be made regarding standards achieved, teaching or the leadership and management of the subject. Pupils achieve well in singing. They sing tunefully and with clear diction. This was evident in a lesson for Year 5 pupils. The teacher structured the lesson well and used his voice as a good model for pupils to follow. Therefore, pupils improved the performance of the two- and four-part songs they practiced for a local arts festival. They sensitively adapted the volume of their voices to express the mood of the songs they sang. There is a choir and the school provides extra lessons in guitar and brass. Pupils respond well to this provision.
91. The curriculum is satisfactory. However, there are shortcomings in the provision that adversely affect pupils' achievement in instrumental work. The main weakness is that the school does not allocate sufficient time for music lessons in most classes. The open-plan design of classrooms limits the amount of instrumental work that teachers feel they can include in classroom lessons, because they do not want to disturb the learning of pupils in an adjoining room. The school has tried to compensate for this with mixed success by timetabling some lessons to take place in the school hall. The strategy is satisfactory overall.
92. In **physical education**, no lessons were observed. Teachers' planning indicates that pupils cover all the required areas of work in physical education. Pupils enjoy the subject and benefit from a very good range of extra-curricular activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The very skilled support provided by the learning mentor.

Commentary

93. The school provides for personal, social, health and citizenship education effectively through specific lessons each week and through subjects such as science and religious education. The school is successfully working towards the Healthy Schools Bronze standard. The buddy and friendship systems in which older pupils care for younger pupils, and lessons in circle time, contribute significantly to the school's very good provision for moral and social development. This provision helps to eliminate bullying in the school. Circle time is designed effectively to promote pupils' awareness of a range of moral issues, and how their actions and words can impact upon the feelings of others. Pupils contribute to charities, such as *St Anne's Hospice* and *Operation Christmas Child*. These activities help pupils to develop a good sense of citizenship. As a result, pupils achieve well in their personal, social and health education development. They develop confidence and responsibility and respect the differences between people. There are good relationships between all members of the school community. Most pupils are polite and courteous, mature and responsible.
94. The development of this aspect of work is an ongoing priority for the school, and all staff work very well together to promote pupils' personal development. However, the school does not have a system for tracking the personal development of all pupils. The learning mentor makes a very significant contribution to the provision. She supports the behaviour and academic progress of specific groups of vulnerable pupils very effectively. She withdraws these pupils from the classroom for extra lessons in personal and social education that take place in the school's comfortable and attractive *nurture room*. She also gives the pupils extra help and support within their classrooms when this is needed. The learning mentor keeps very careful records of the progress that these pupils make.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
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	4
The school's links with other schools and colleges	4
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	3
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).