

## INSPECTION REPORT

### **ST PHILIP'S CHURCH OF ENGLAND PRIMARY SCHOOL**

Hulme, Manchester

LEA area: Manchester

Unique reference number: 105509

Headteacher: Mr J V Dalby

Lead inspector: Mr A Markham

Dates of inspection: 29 September – 1 October 2003

Inspection number: 257946

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 aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	222
School address:	Loxford Street Hulme Manchester
Postcode:	M15 6BT
Telephone number:	0161 226 2050
Fax number:	0161 232 0379
Appropriate authority:	The governing body
Name of chair of governors:	Mrs W McCormack
Date of previous inspection:	27 April 1998

## CHARACTERISTICS OF THE SCHOOL

This average size Church of England school is situated close to the centre of Manchester in Hulme. The 192 pupils on roll in the main school are taught in seven classes organised by age. In addition there is a nursery class for 30 children who attend full-time.

The school faces a number of barriers to learning. It is located in a socially deprived area, which has been the focus for urban regeneration. As a result the rate of pupil mobility is high in some year groups. The number of pupils claiming their entitlement to free school meals is high (50+ per cent). There is a high proportion of pupils (72 per cent) from minority ethnic groups many of whom have English as an additional language and three traveller children. Targeted support, funded by the Ethnic Minority Achievement Grant, is provided for these pupils. There are 34 pupils with special educational needs, which is below the national average. Their main difficulties are moderate learning difficulties and dyslexia, specific learning difficulties, social/emotional/behavioural problems, speech and communication problems and autism. One pupil has a statement for special educational needs. When they come in to the nursery, children's attainment is well below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9163	G Humphrey	Lay inspector	
12060	P Peaker	Team inspector	English Design and technology Special educational needs
8420	V. Roberts	Team inspector	Geography History Music Areas of learning in the Foundation Stage
21910	G Longton	Team inspector	Mathematics Information and communication technology Art and design

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school successfully provides for the wide range of differing needs of the pupils. **School effectiveness is good.** The staff work hard to overcome the barriers to learning caused by the well below average skills of most pupils when they enter the school, the difficulties with English experienced by many of the pupils from minority ethnic groups and the high rate of pupil mobility. Pupils' achievement is good. The leadership of the school gives a clear educational direction and has created a committed team approach to improvement within the staff. Standards are rising and compare very well with those in similar schools. **The school provides good value for money.**

#### The school's main strengths and weaknesses are:

- Leadership of the headteacher and senior staff is good.
- Teaching is good and pupils make good gains in their learning and achieve well.
- The curriculum effectively meets the needs of all the pupils; equality of opportunity is very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- The support given to pupils from minority ethnic groups is very good.
- Links with the community are very good.
- Provision in the nursery is good and ensures that pupils make a good start to their education.
- Not enough use is made of information and communication technology across the curriculum.
- Provision for pupils' personal, social and health education is under-developed.

The school has made good improvement since the previous inspection. The key issues highlighted at the previous inspection have been addressed. Standards in mathematics have improved, pupils' skills in writing developed and the school improvement plan is now good. Procedures for the school's self-evaluation are good and as a result the quality of teaching has improved and the improvement in learning made by pupils is good. The attendance of pupils is now good. The school develops very good links with the local community, which successfully enhance learning opportunities for pupils.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E	D	A
mathematics	D	E	E	B
science	D	E*	C	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with a similar percentage of pupils eligible for free school meals.*

#### The achievement of pupils is good.

Children in the nursery and reception classes make good progress in the areas of learning, especially in personal, social and emotional development, creative development and physical development. However, from the well below average starting level, many children have not attained the goals they are expected to reach by the end of the reception class in communication, language and literacy, mathematical development and knowledge and understanding of the world.

Pupils in Years 1 to 6 achieve well. In the 2002 tests at the end of Year 2, pupils' attainment compared to national averages was well below average in reading and mathematics and below average in writing. However, compared to similar schools standards were good in reading and very good in writing, although standards in mathematics were well below average. Initial analysis of the performance of pupils in the 2003 tests shows that standards in mathematics improved and were well above average compared to similar schools. The standards in reading and writing were

maintained. Inspection evidence indicates that the current Year 2 pupils are on track to achieve similar standards.

By the end of Year 6 standards are very good when compared to similar schools. For example, in the 2002 national tests pupils attained standards that were above average in mathematics, well above average in English and in the top five per cent of schools in science. When account is taken of the movement of families in and out of the area, pupils make very significant gains in their learning. An analysis of the performance of Year 6 pupils in 2003 shows that the gains in learning made by them place the school in the top 25 per cent of schools. Standards in other subjects are broadly average. Pupils have satisfactory basic skills in information and communication technology but do not employ these skills across the curriculum.

**Pupils' personal qualities are good. Their spiritual, moral, social and cultural development is very good.** This is an important factor in achieving the harmonious and caring environment that is evident in the school. Most of the pupils like school and have good attitudes to learning. They show respect for others and behaviour is good. The attendance of pupils is now good but a small minority of pupils are frequently late.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good throughout the school.** Teachers have good relationships with pupils and know their pupils well. They take great care to ensure that activities match the prior attainment of pupils. Lessons are interesting and activities challenging so that pupils enjoy their learning and work hard. Teachers give good attention to developing the basic skills of literacy and numeracy. The curriculum is well organised and provides a broad range of learning opportunities. A good range of extra-curricular activities enhances the curriculum. Pupils are given opportunities to participate in a wide range of sports, music and drama. Pupils are very well cared for. Their progress in learning is carefully monitored in order to plan appropriate support and guidance. Effective use of support staff ensures that pupils have good access to all areas of the curriculum. The support for pupils from minority ethnic groups having initial difficulties with English is very well organised and pupils are supported very well. Effective links with parents and very good involvement with the wider community enhances the learning opportunities presented to pupils and has a positive effect on their achievement.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher leads the school well. He has a clear vision for the school's advancement and has successfully created a committed approach to improvement within the staff who work well together as a team. He is well supported by the deputy headteacher and other senior staff. The school runs smoothly because it is well managed. There are clear procedures for school self-evaluation and information is used well to inform strategic planning. Finances are well organised with funds used effectively to support priorities for improvement. The governing body supports the school effectively. Governors have a good awareness of the strengths and weaknesses of the school and fulfil their responsibilities well.

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

Parents are very satisfied with the school and the provision made for their children. They are aware of the high regard the school is held in by the community. Most pupils have very positive views about the school. The strong sense of community within the school encourages pupils to express their views with confidence in the knowledge that their opinions will be heeded.

## **IMPROVEMENTS NEEDED**

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

- Develop the use of information and communication technology across the curriculum.

- Improve provision for pupils' personal, social and health education.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **good** throughout the school. Whilst the standards attained by pupils are below those expected nationally, they are **well above average overall** compared to those in similar schools. Performance in national tests has improved in recent years and indicates that pupils make **good progress** compared to their prior attainment.

#### Main strengths and weaknesses

- Children make good progress in all areas of learning in the nursery and reception classes and achieve well. However, their attainment by the time they enter Year 1 is below average.
- Pupils' achievement is good. The school works hard to enable all pupils to achieve well.
- In Years 1 and 2, standards of work are close to average in reading, writing and mathematics.
- In Year 2, performance in tests has been improving and compares very well with similar schools in reading and writing. Whilst performance in mathematics has been falling, results in 2003 show good improvement.
- Pupils make good progress in English and science and by the end of Year 6 achieve standards that are close to the national average.
- Standards of work in mathematics are below average by the end of Year 6.
- In Year 6, performance in tests has fluctuated in the last four years. Results are below average overall, but the trend is upward. Results compare well to similar schools being good in mathematics, very good in English and in the top 5 per cent of schools in science.
- Prior attainment data for the Year 6 pupils in 2003 show that the gains in learning made by pupils are very good.

#### Commentary

- 1 The majority of children enter the nursery with levels of attainment well below what is expected. Because of the teaching they receive children make good progress in the nursery and reception classes in all areas of learning. By the end of the reception year they meet the standards expected in personal, social and emotional development, creative development and physical development. However, their attainment remains below average in communication, language and literacy, mathematical development and knowledge and understanding of the world.
- 2 Pupils in Year 1 and 2 continue to make good progress. A determined effort has been made to raise standards in reading, writing and mathematics. The action plans drawn up for literacy and mathematics are being implemented well. As a result standards are rising, as indicated by the average point scores table below, which shows the performance in tests in 2002 compared to 2001.

#### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	14.5 (13.6)	15.8 (15.7)
writing	13.8 (12.4)	14.4 (14.3)
mathematics	13.8 (12.3)	16.5 (16.2)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

- 3 Although results continue to be below or well below national averages, they generally compare well to similar schools. Attainment in reading is above average, writing is well above average, but mathematics is well below average. An analysis of test results in 2003 shows that the attention given to these subjects is having a good effect, particularly in writing

and mathematics. Inspection evidence indicates that standards continue to rise. The present group of Year 2 pupils are on course to achieve average standards in English, mathematics and science. This very good performance is the consequence of the good teaching and support given to pupils and as a result their achievement is good.

- 4 In the 2002 tests for pupils in Year 6, standards were well below average in mathematics, below average in English and average in science compared to national averages. Performance in tests fluctuates because of the relatively small size of pupil groups, variations in the numbers of pupils with special educational needs and the learning difficulties encountered by the high number of pupils with English as an additional language. However, the school caters well for the needs of all its pupils and enables them to achieve well. As a result standards are rising steadily. This is indicated in the table below, which shows the improvement in average points scores from 2001 to 2002. Analysis of test scores in 2003 shows that this trend continues. The attention given to the development of the basic skills in English language and literacy enables pupils to access the wider curriculum and make sound progress. Pupils use their mathematical skills satisfactorily in other subjects but are not given enough opportunities to apply their competent grasp of basic skills in information and communication technology (ICT) to other subjects.

**Standards in national tests at the end of Year 6 – average point scores in 2002**

Standards in:	School results	National results
English	25.8 (24.2)	27.0 (27.0)
mathematics	24.5 (24.2)	26.7 (26.6)
science	28.4 (25.1)	28.3 (28.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

- 5 The school has to contend with the problems caused by high pupil mobility. When the performance of pupils who have been in the school from Year 2 is analysed it is evident that the school enables pupils to make good and sometimes very good progress in their learning. The gains in learning of the 2003 group of Year 6 pupils showing that the school is performing in the top 25 per cent of schools.
- 6 Pupils with special educational needs make good progress in relation to their prior attainment because of the quality of support they receive in lessons and the work that is planned to meet their needs. They make good progress towards the targets on their individual education plans and particularly good progress in literacy.

**PUPILS’ ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils have **good** attitudes towards their learning and show interest and commitment towards their work. Attendance is **good**. They are polite and courteous and behaviour is **good**. The spiritual, moral, social and cultural development of pupils is **very good**.

**Main strengths and weaknesses.**

- Pupils’ spiritual and moral values are very good.
- Good learning attitudes and work ethic.
- Good behaviour.
- Quality of relationships.
- Improved attendance.
- Punctuality in the morning could be further improved.

**Commentary**

- 7 The spiritual ethos in the school is well established and is reflected in the way that pupils are able to explore their own values, feelings, beliefs and emotions through literacy, music, art and the humanities. The school provides a clear moral code and promotes equality of opportunity for all pupils. There is a sense of community within the school that encourages pupils to express their views with confidence and respect and support each other. The school pays good attention to the views and opinions of its pupils. As they mature pupils develop an ability to act according to their own principles and challenge such things as aggression, injustice and discrimination.
- 8 Pupils show very good levels of interest in lessons and all other school activities. They are given opportunities to work independently, in pairs and in larger groups and because the work they are given is well matched to their learning needs they sustain high levels of interest and commitment to their work. Through these flexible-working arrangements opportunities are provided for pupils to show initiative and take appropriate responsibility for their learning.
- 9 Behaviour is good and the implementation of the school behaviour policy is consistent and successful. No pupils have been excluded in the last twelve months, as shown in the table below. The quality of relationships throughout the school is very good. Pupils show care and consideration for each other, are courteous and polite to adults and welcoming towards visitors. There is good racial harmony in the school and pupils show an interest and appreciation of the cultural traditions of others.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	48	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	20	0	0
Mixed – White and Black African	7	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	9	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	28	0	0
Black or Black British – African	39	0	0
Chinese	1	0	0
Any other ethnic group	18	0	0

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

- 10 Attendance has improved significantly during the current year and is now higher than the national average. The school has worked very hard to improve attendance through rigorous monitoring and by obtaining the full co-operation of parents. However, there is still some room for improvement in regard to punctuality in the mornings. The late arrival of a few pupils sometimes has a disruptive impact on the start of the first lesson of the day.

### Attendance in the latest complete reporting year 2002/03 (%)

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.5

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**. Teaching throughout the school is **good** and there are instances of very good teaching. The curriculum is **well planned** and enriched by a **good** range of extra-curricular activities. The school successfully provides for the needs of all its pupils in a very caring environment.

### TEACHING AND LEARNING

The quality of teaching is **good** across the school. Pupils' learning is **good**. Pupils are enthusiastic learners and make good progress throughout the school. Teachers assess pupils' work well and use the information to plan work that meets their needs.

#### Main strengths and weaknesses

- Teachers manage their classes well and have very high expectations of pupils' behaviour.
- Teachers ensure equal opportunity by using learning support assistants very well to support different groups of pupils and ensure that they make good progress.
- Teachers' subject knowledge is good.
- Lessons are well planned. Teachers set tasks that match the differing needs of pupils well and challenge and interest them.
- Teachers give good attention to teaching the basic skills.
- Assessment is used well to monitor pupils' progress and inform the planning of lessons.
- Pupils behave well, work hard and learn the basic skills well.
- Teachers do not make enough use of information and communication technology (ICT) in other subjects.
- In a few lessons the pace of learning slows.

#### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (13%)	28 (74%)	5 (13%)	0	0	0

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

### Commentary

11 Teachers plan their lessons well. The objectives of lessons are made clear at the beginning and, in the most effective lessons, teachers check at the end whether they have been achieved. An initial recap of previous work at the start of many lessons ensures that learning builds sequentially and pupils develop a good understanding of the subject. Most lessons are delivered at a lively pace and teachers' explanations are clear as a result of their good knowledge of subjects. Teachers give a high emphasis to the teaching of the basic skills in literacy and numeracy and as a result pupils make good progress in these subjects. Whilst teachers generally demonstrate a confident approach to the teaching of ICT, it is not being used well to support learning across the curriculum. Teachers make good use of resources to ensure that tasks are interesting and challenging. They use a range of strategies to foster learning. For example, pupils cooperate well when given opportunities to work in pairs and

groups in lessons such as science. In a few less successful lessons, however, the pace slows because the teacher is not as secure in the subject being covered.

- 12 Teachers use assessment effectively. They mark pupils' work carefully, making good use of positive and developmental written comments to improve pupils' self-esteem and aid their understanding. Pupils' progress in lessons is monitored closely by the effective use of targeted questions. The information this gives is used well to ensure that activities are interesting and well matched to the differing capabilities of pupils. Support staff are used well to ensure that pupils having problems with English understand their tasks and maintain a high work rate. As a result pupils are well motivated, maintain attention and stay focused. In many lessons the teacher reviews pupils understanding at the end of the lesson. This successfully enables pupils to judge the progress they are making and how they can improve. Pupils consequently make good progress in their learning and achieve well.
- 13 The quality of teaching and learning for pupils with special educational needs is good. Teaching is well focused on pupils' needs and the targets on individual learning plans are clear and realistic. Teachers make good use of these targets when planning lessons. The success in the teaching lies in the way teachers present new work, carefully getting over the concept, reinforcing the idea through practice and then giving pupils the chance to apply their new learning in group work. Grouping by attainment for literacy works well for these pupils. The careful planning of lessons ensures that they are set appropriate challenges. Knowledgeable teaching assistants support them well in their work. In lessons they explain to pupils in their group what they have to do and often support them through the small steps of learning that these pupils require, consequently their learning is good.
- 14 Pupils' behaviour is good because teachers' know their pupils well, have high expectations of them and effective techniques for maintaining order. Relationships in the school are good and teachers have a caring approach. Teachers are self-analytical and evaluate their lessons well in order to improve. They work hard to ensure that each individual pupil is supported well in order to enable them to fulfil their potential. This successfully creates a very positive learning atmosphere in the school and pupils enjoy their lessons and work hard.

## THE CURRICULUM

The curriculum **is good**. It provides a broad range of worthwhile learning opportunities that cater for the interests, aptitudes and particular needs of pupils and ensures progression in their learning. The curriculum is enriched by a **good** range of extra-curricular activities. Accommodation and resources are **good**.

### Main strengths and weaknesses

- The quality and range of learning opportunities are good.
- Equality of access and opportunity for all pupils is very good.
- Good provision for pupils with special educational needs enables them to make good progress.
- There is a good range of activities to enhance the curriculum.
- Provision for personal, social and health education is underdeveloped and not underpinned by a scheme of work to ensure consistent delivery across the curriculum.
- Not enough use is made of ICT across the curriculum.

### Commentary

- 15 The curricular opportunities offered to pupils are good. The school fulfils the statutory requirement to teach all subjects of the national curriculum, religious education and sex education. The national strategies for literacy and numeracy are implemented effectively. Teachers' planning is securely based on these strategies. This provides a consistency of approach and is proving effective not only in raising standards achieved since the last inspection but in raising teachers' expectations of what pupils can do. In literacy, this is evident in pupils' growing competence in reading although skills in writing are not as well

developed. The school's action plans for mathematics and literacy are addressing well the areas identified as requiring attention in order to further raise standards. The school's diverse culture is very well understood and is evident throughout the curriculum it provides for all its pupils. This results in pupils being prepared very effectively for life in a diverse society and for the next stage of their education.

- 16 The school pays particular attention to ensuring that the curriculum matches the needs of those pupils identified with special educational needs. The targets set for them are clear and the support and learning experiences provided for them are good. These targets are reviewed and revised termly to make sure that they are still appropriate to the pupils' current need. The provision for pupils with special educational needs is effective in enabling them to make good progress towards achieving these targets. They make good progress when compared with their prior attainment.
- 17 All pupils, whatever their needs, have the same opportunities to take part in every aspect of school life. Careful assessment of progress and effective use of specialist support are key factors in the school's approach. Teachers value all pupils equally as individuals and work hard to make sure that they get the best from their time at the school.
- 18 The school provides a good range of sports activities outside lessons and pupils have the opportunity to participate in local inter school sporting events. A residential visit for pupils in Years 5 and 6 introduces them to a variety of outdoor pursuits. There is very good provision for pupils to participate in music and drama presentations. The school's steel band has performed locally and some pupils have played alongside the Halle orchestra on the gamelan, an Indonesian instrument, at the Lowry theatre. The school takes advantage of its proximity to central Manchester to give its pupils a rich and varied programme of experiences. They visit the City Art Gallery, the Whitworth Gallery and the Lowry. These opportunities not only contribute to the taught curriculum, but also give valuable opportunities for pupils to learn the necessary interpersonal and social skills.
- 19 Two areas of the curriculum are underdeveloped. The provision for personal, social and health education is limited and although there is a policy it is not yet underpinned by a scheme of work, which would ensure consistent delivery across the school. The use of ICT across the curriculum is also underdeveloped. The school is now well placed with its new suite of computers to make stronger links with other subjects so that pupils' skills are used appropriately.

## **CARE, GUIDANCE AND SUPPORT**

Pupils are very well cared for and given **good** guidance and support. Their views and opinions are valued. Child protection and health and safety procedures are rigorous.

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

- The school cares for its pupils very well. Welfare, support and pastoral care are very good.
- The quality of support given to pupils who have English as an additional language is very good.
- Procedures for child protection and health and safety are very effective.
- Consideration is given to the views of pupils.
- Provision for personal, social and health education is limited and is not consistent throughout the school.

### **Commentary**

- 20 The school supports its pupils well and creates a caring ethos that encourages them to do their best at all times. Children in the nursery and pupils throughout the school are very well supervised and are taught to use equipment safely. As they progress through the school pupils learn to take responsibility for their own health and safety. The support and guidance provided to pupils who join the school with limited access to the English language is very good and ensures that they are quickly included in all aspects of school life.

- 21 The care and support for pupils with special educational needs are good. Teachers and teaching assistants know the pupils they work with well. The school's values are well reflected in the way that pupils with special educational needs are given opportunities to take part in all school activities. Their contributions are valued highly and their achievements recognised. Teachers keep good records of pupils' progress as they move through the school. There is good liaison with outside agencies which provide valuable support.
- 22 The quality of relationships throughout the school is very good and a high degree of trust between pupils and their teachers is clearly evident. Child protection and health and safety procedures are rigorous and every effective. Staff are sensitive to the individual needs of all pupils. There are very good induction procedures for children entering the nursery and reception classes and for pupils joining the school at all other times. The arrangements for transferring to secondary school are also good. Pupils are routinely consulted and their views are taken into consideration when the school improvement plan is reviewed. Teacher's welcome pupils' opinions and ideas and older pupils are involved in reviewing and setting their personal targets.
- 23 Whilst personal, social and health education is delivered in science and religious education lessons and through dedicated 'circle time', coverage is not consistent across the school. There is no written scheme of work to ensure that all aspects of the programme are covered.

#### **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The partnership between the school and parents is **good** and there is **very good** involvement with the wider community. There are **good** links with the local secondary schools.

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

- Curricular enhancement through wider community links is very good.
- The partnership with parents is good.
- There is a strong involvement in the local parish.
- Relationships with local secondary schools are good.
- A minority of parents indicated through the returned pre-inspection questionnaires that the school does not regularly seek their views.
- A significant number of parents also indicated that the school does not provide enough additional activities.
- Not enough information is provided on pupils' progress and attainment.

##### **Commentary**

- 24 The school takes good advantage of its closeness to Manchester City centre. There is a regular programme of trips to museums and other locations of cultural and religious interest that enhances the curriculum and broadens the range of experiences enjoyed by pupils. For example there have been visits to parks, gardens, churches, a Hindu temple and the local post office. Pupils have also enjoyed trips to the theatre and to musical performances. Overall the links between the school and the wider community are very good and well utilised by the school.
- 25 The school provides an extensive range of extra-curricular opportunities. The inspection evidence does not support the views expressed by a number of parents who felt that the school did not provide enough additional activities. The school has established a good working partnership with parents. There is a programme of routine consultation with parents and their views and suggestions are given due consideration when the school improvement plan is reviewed and updated. Again the inspection evidence does not support the submission of a minority of parents who indicated that the school does not regularly seek their views.

- 26 There is a close relationship between the school and the parish church where a number of dedicated services are held every year for pupils and their parents. During the inspection a significant number of parents attended the school harvest festival service held in the school hall and conducted by the parish priest and her curate. There are good links with secondary schools in the local area and opportunities are provided for pupils in Year 6 to visit these schools and gain first hand experience of their facilities.
- 27 The quality of the information provided in the annual pupils' reports is satisfactory but better coverage of actual progress achieved and the inclusion of targets for future learning would be more helpful for those parents who are keen to take an active role in supporting their children's learning. Formal consultation evenings do afford parents the opportunity of meeting with class teachers to discuss their children's progress but written targets would help to focus these discussions on individual learning needs.
- 28 Parents of pupils with special educational needs are kept informed by the teacher with responsibility for special educational needs of their child's progress and receive information on how they can support their child's learning at home.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is **good**. Governors give **good** support to the school and meet their responsibilities well. The school is **well managed** and runs smoothly. The school works hard to overcome the barriers to learning it faces and, as a result, pupils' achievement is **good**.

### **Main strengths and weaknesses**

#### **Leadership**

- The headteacher has a clear vision for the school and gives strong educational direction.
- There is a very strong commitment to equality of opportunity and high pupil achievement.
- The headteacher is well supported by the deputy headteacher and senior staff.
- Relationships are good and the staff are a hard working committed team.
- School improvement planning effectively supports the raising of standards.

#### **Management**

- The school's self-evaluation procedures are good and information is effectively used.
- Support for pupils from minority ethnic groups with English as an additional language is very good.
- Provision for pupils with special educational needs is well organised and effective.
- Performance management is used well to support improvement.
- Induction procedures for new staff are good.
- Financial management is well organised.
- Procedures for the remodelling of the workload of staff are undeveloped.

#### **Governance**

- The governing body meets its statutory responsibilities well.
- The governing body gives good support, has a clear awareness of the school's strengths and weaknesses and works well with the headteacher to shape the direction of the school.

#### **Commentary**

- 29 The school aims to provide an environment where all children can experience success and achieve their full personal, social and academic potential. This it does well. The school is a very caring establishment with a positive, supportive ethos. Relationships in the school are very good with all staff giving careful attention to the needs of the pupils and working hard to ensure equality of opportunity. Staff work hard to raise the standards attained by pupils and ensure that they achieve well. A clear direction is given to school improvement. Priorities for attention and action to be taken are clearly identified in the school improvement plan. Progress in the plan is closely monitored and evaluated. The particular skills and abilities of

staff are employed effectively and, as a result, there is a successful team approach with a commitment to improvement and a capacity to succeed.

- 30 The school monitors and evaluates its work rigorously. The quality of teaching has improved as a result of the effective monitoring and evaluating of lessons. Teachers have benefited from constructive feedback and targeted training covering particular aspects of the curriculum. For example, the teachers are now much more confident and skilled in teaching ICT. Staff benefit from the regular review of their performance and work hard to achieve the objectives that they are set. New members of staff are inducted well and given very good support both by the person delegated with that responsibility and the rest of the staff. Assessment procedures are good. There are good target setting procedures, particularly in English and mathematics. Test results are closely analysed and the performance of different groups of pupils examined in order to plan support and intervention. This is successfully supporting the raising of standards. The support given to pupils with special educational needs and those from minority ethnic groups is well organised. The effective manner in which support staff are used is an important factor in the good progress that these pupils make. There has been little action on the requirement to remodel the workload of the workforce. The school is aware that this is an area requiring attention.
- 31 The governing body effectively supports the headteacher and staff. They have a good awareness of the work of the school and monitor progress in initiatives well. They are very conscious of the problems caused by the school having to repay a large deficit to the local education authority. The deficit was commented on at the time of the previous inspection. The school is required to pay the deficit back at a rate of £12000 per annum and it has made steady inroads into reducing the debt. This amount is taken from the carry over balance shown in the table. This puts a constraint on the school but it manages its budget well and effectively uses funds to support the priorities for improvement.

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

Income and expenditure (£)		Balances (£)	
Total income	612,356	Balance from previous year	12,940
Total expenditure	594,530	Balance carried forward to the next	17,826
Expenditure per pupil	2,519		

The school faces three major barriers to learning:

- Pupils start school with well below average attainment.
- There is a large number of pupils from minority ethnic groups, many having difficulties with English.
- The rate of mobility in some year groups is high.

- 32 The school works hard to overcome these and its success is indicated by the performance of the Year 6 pupils in 2003. Performance data shows that the value added to these pupils' learning by the school is in the top 25 per cent of schools. Although expenditure per pupil is relatively high this very good performance indicates that the school gives good value for money and is well placed to continue to improve.

## OTHER SPECIFIED FEATURES

### Support for pupils from minority ethnic groups

Provision for pupils from minority ethnic groups is **very good**.

#### Main strengths and weaknesses

- Targeted pupils make very good progress and achieve very well.
- The support given to targeted pupils by the ethnic minority support staff is very good.
- Procedures for diagnosing pupils' needs, assessing their progress and planning intervention are very good.
- The support given to pupils by class teachers is good.
- Leadership and management are very good.

#### Commentary

- 33 The school receives Ethnic Minority Achievement Grant funding for a 0.7 teacher and two language support assistants for one day a week. This funding is supplemented by money from the school budget to make the teaching post full-time. The support staff work with pupils who speak English as an additional language and with pupils from minority ethnic groups who are underachieving. The main focus of their work is to raise standards, particularly in literacy, and to enable pupils to have access to the wider curriculum.
- 34 The Ethnic Minority Achievement Grant staff work very well with targeted groups of pupils. As a result pupils have good access to the curriculum and make very good progress in the development of reading and writing skills. The Ethnic Minority Achievement Grant teacher works alongside teachers in the classroom and with small groups of pupils taken out of lessons for specific support. She has very good relationships with pupils and develops their basic skills very well. This is shown by the reading results for the targeted group of Year 6 pupils and the group of Somali boys in 2003, which show that many made very dramatic improvement. The language support assistants work with pupils in lessons helping them to understand the vocabulary used in subjects such as science and geography. They quietly explain the words used by the class teacher and successfully develop pupils' understanding, which enables them to achieve well.
- 35 The Ethnic Minority Achievement Grant support teacher also has responsibility for coordinating the support given to pupils with special educational needs. This results in very good liaison with class teachers who consequently give good attention to ensuring that tasks are well matched to the differing needs of the pupils in their class. As a result the pupils with English as an additional language receive good support throughout the school and their achievement is very good.
- 36 Leadership and management of the provision are very good. Teachers know the pupils well because there are very good systems for assessment. Initial assessments of pupils' language skills are made when they start school and this information is used to set targets and plan support. The progress made by pupils is closely monitored. The Ethnic Minority Achievement Grant teacher produces an annual report, which clearly details the work done during the year, analyses results and sets objectives for the following year. The work of the Ethnic Minority Achievement Grant support staff is highly valued by the school staff and they work well together for the benefit of the pupils.
- 37 The school has been a pilot for a local authority initiative aimed at developing a standard to be awarded to schools that foster equal opportunity and improved achievement. Practice in the school has been recognised by the local authority as very good and inspection findings support this view.

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

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

Provision in nursery and reception is good and continues to be a strength of the school. Outdoor provision has been improved significantly since the previous inspection, increasing the levels of children's physical development. Teachers have made a good start in using the nationally recommended foundation profile. This clearly identifies the very low starting point of most children. Similarly, there is a significant number of children whose home language is not English. These children make good progress as a result of the high quality support available to them.

In both classes children achieve well and make good progress in all areas of learning. They make particularly good progress in personal, social and emotional development, creative development and physical development and are likely to meet the goals children are expected to reach by the end of reception. Whilst children's achievement in communication language and literacy, mathematical development and knowledge and understanding of the world is also good, it is unlikely that they will reach expected levels by the time they enter Year 1.

Children clearly enjoy coming to school and relationships between children and staff are strong. Teachers' management skills are good and consequently the good behaviour of children assists their positive progress.

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

Provision in personal, social and emotional development is **good**. This area of learning is a strength, particularly in the nursery.

### **Main strengths and weaknesses**

- Well prepared classrooms are welcoming to parents and children.
- Relationships between staff and children build up positive relationships.
- Good teamwork amongst staff encourages the growth of independence.

### **Commentary**

38 The welcoming nursery classroom encourages children to approach the prepared activities with confidence. By the time they reach reception, children know school routines well and are happy and secure when working. Teachers and support staff give real time to listening to children and also plan opportunities where children can listen to each other. Children develop good social skills and from the start are encouraged to hang their coats independently, find their name card and 'sign in'. Parents are used well to support their children in doing this. Children are encouraged to make their own decisions about what they will have as a snack. This growing independence is carried through into reception where relationships are good and children approach activities readily and confidently, asking for guidance when necessary. The children's understanding of the need for good hygiene is developed well through activities, such as watching a baby being bathed.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**. Teaching is good and focussed well towards increasing children's skills.

### **Main strengths and weaknesses**

- Teachers have a good awareness of the children's differing language skills and meet the children's needs well by deploying language and teaching assistants effectively.
- The staff observe carefully the progress made by children and use the information well.
- Occasionally in reception there is insufficient time given to children to explain their answers.
- Planning does not always fully meet the needs of the higher attainers in reception.

## Commentary

39 In both nursery and reception the opportunities presented to children to listen to stories and draw and write about their experiences develops good learning. For example nursery children made individual books after a very beneficial visit of a mother and baby. The children's vocabulary was developed well by the teacher talking with them and helping them to write the words they chose for their pictures. An Arabic-speaking child confidently helped the teacher to translate a newcomer's words for her picture. Equally a non-English speaking child was able to participate in circle time as he had a skilled interpreter to support him. Staff are generally good at encouraging children to describe or explain what they have been doing. Sometimes, however, questions are too closed and children are not always able to express themselves fully, particularly in guided reading and group discussion. Teachers are alert to how frequently children choose to write and make regular observation of the use of the writing table to use in later planning. However, this does not always result in activities being planned which sufficiently challenge the higher attainers in the reception class.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good overall**. As children have much ground to make up in mathematical development, they are unlikely to reach all the expected early learning goals. However, through good planning and assessment they achieve well and make good progress.

### Main strengths and weaknesses

- Teacher's planning is focussed on building subject vocabulary and reinforcing skills.
- Activities are interesting and well linked to simple problem solving.
- Pace is sometimes slow in reception.

## Commentary

40 Teachers ensure that children have a good grasp of new vocabulary before they work on their activities. They plan activities well so that children can exercise their new vocabulary. Simple problem solving is developed well by activities involving children guessing the name of a hidden shape and its number of sides. Periodically the pace is too slow for older children and higher attaining children are insufficiently challenged. Teachers incorporate number songs and rhymes well in their lessons to reinforce the knowledge children have of counting and using numbers.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**. As children's experience of the outside world is limited, attainment is below expected levels. However, they achieve well as teachers plan a wide variety of visits and encounters, which are effectively followed up in school.

### Main strengths and weaknesses

- A good range of visits outside school widens children's experience.
- There are well used resources for ICT.

## Commentary

41 Staff are skilful in recreating areas in the classrooms which link with the visits children make and develop their understanding of the work of different people in the wider world. For example, children showed a good awareness of the work of a postman and counter staff after a visit to the local post office. Well planned activities supported the development of the children's mathematical skills as they exchanged stamps and change for packages and mail. Study of the work on the local building site has successfully developed the children's understanding of how places and things change over time, as has a visit to a clothes museum. A good start has been made to introducing young learners to ICT. Both nursery and reception children are able to log in and are developing satisfactory skills in the use of the mouse. Subsequently they use learning programs well on the computers in the classroom, some of which have touch screens.



## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**. Although there was limited observation of lessons, teachers' planning showed that children have good opportunities indoor and outdoor to achieve well.

### **Main strengths and weaknesses**

- Effective use is made of the extended facilities for outdoor lessons.
- Planning for physical development is good.

### **Commentary**

42 Teachers recognise the importance of incorporating activities to exercise children's physical skills. Children's manipulative skills are developed well by the use of playdough and small construction equipment. Children show good skills when riding, climbing and balancing in the outdoor area under the guidance of their teacher. This they do with exuberance and good control. They skilfully guide their wheeled toys around the marked out route and only occasionally have 'traffic jams' when younger children do not recognise the one-way system well.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**. Children make good progress in all aspects of this area of learning as a result of well taught activities.

### **Main strengths and weaknesses**

- The range of resources and their use in all activities develops creative skills well.
- The links between all areas of learning support children's understanding effectively.

### **Commentary**

43 There are good links with all areas of learning. For example, dance is included in lessons for physical development; colour and pattern are incorporated in mathematical lessons. The reception class showed good understanding of how colours change when mixed together and created a bold collage, which connected well with a reading book. After a visit to the Lowry gallery, children's drawings were very good. Imagination and language develop side by side in role-play in imaginative play areas such as the post office. Children's work is well celebrated in class.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Achievement is good and standards are improving.
- Teaching is consistently good throughout the school.
- Support for pupils with special educational needs and for those with English as an additional language is good.
- The management of the subject is good.
- Pupils are not given enough opportunities for extended writing in other curriculum areas.

### **Commentary**

44 Pupils achieve well because teaching is good. Pupils' work seen during the inspection shows that standards continue to improve. Whilst attainment remains below the nationally expected level in writing, it is at the expected level in reading. Teachers plan well for the implementation of the literacy strategy and pupils make good progress in lessons. Time is well utilised and teachers maintain pupils' interest.

45 The good progress and the improvement in standards in reading are due largely to good teaching during literacy lessons. This leads pupils to enjoy books and hence to practise and

develop their reading skills both in school and at home. This was evident in the range of authors popular with Year 6 pupils. By the age of seven, most average attaining pupils read with understanding and can predict with reasonable accuracy 'what will happen next'. Most of these pupils are attaining average standards in their writing due to the good emphasis which teachers place on the acquisition of basic skills. This good progress continues and by age eleven many pupils are attaining average standards. Higher attaining pupils present their work to a high standard. Their writing engages well the reader's attention. Pupils' writing skills improve well because teachers mark the work thoroughly and in their comments make good points for future development. Teachers' planning is good and ensures that there is good continuity and progression in pupils' work. They use targeted questions well and encourage pupils to make extended responses. Standards in speaking and listening are now at the expected levels at ages seven and eleven. With many pupils speaking English as an additional language, this represents good progress.

- 46 Pupils with special educational needs and those who speak English as an additional language are supported well by teaching assistants. The quality of this support is a major strength of the teaching, enabling pupils of all attainments to achieve well. This good support results in pupils working hard and productively in literacy lessons. As a result, they learn well. Teachers plan thoroughly for the differing levels of attainment to ensure that all pupils have the opportunity to make progress in relation to their previous knowledge and understanding.
- 47 The management of the subject is good. The good planning of the teacher with responsibility for English is the result of high quality analysis of the strengths and weaknesses seen in pupils' work. Her emphasis on high quality assessment procedures allows teachers to plan effectively and to build on what pupils have already learned. All this results in a strong and effective focus on improvement throughout the school, which is having a strong impact on raising standards.

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

- 48 The school has identified the need to develop literacy skills in other areas of the curriculum in a literacy action plan. There is evidence that pupils are being given some opportunities to use their skills in other subjects, but in general this aspect of learning is under-developed.

## **MATHEMATICS**

Provision in mathematics is **good**.

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

- Pupils achieve well throughout the school.
- Teaching is effective in helping pupils make good progress.
- Very good subject leadership gives a successful impetus to improvement.
- Insufficient use is made of ICT in the classroom, though it was being used very effectively in Year 6 during the inspection.

### **Commentary**

- 49 Children currently enter the school with standards in mathematics below, and previously, well below average. Throughout the school pupils make good progress and achieve well. Inspection evidence indicates that pupils in Year 2 now reach the national average. Although the present Year 6 pupils do not yet reach the national average, they make very good progress. Boys and girls leave the school with similar standards.
- 50 The quality of teaching has improved since the previous inspection and is now good overall. In the six lessons observed teaching was very good in three lessons, good in two and satisfactory in the other. In the best lessons, the pace was brisk, the pupils were well managed and all teachers made good use of praise and encouragement, which helped to

boost the pupils' self esteem. Teachers are effectively implementing the school's action plan to raise standards in mathematics. Their expectations of pupils are high and activities are suitably challenging. Teachers pay particular attention to the presentation of work and pupils are taught the importance of setting out their work very neatly. Homework is set and carefully checked when pupils return it to school. Although computers were being used well in the Year 6 class to support learning, in general they were not used enough to enhance learning in the subject. The use of support staff is well planned and effective, and enables pupils to make good progress and achieve well.

- 51 The main features of the effective teaching that are supporting the raising of standards were:
- Teachers' high expectations of what ALL pupils can achieve.
  - Rigorous planning to enable them to do this.
  - Teachers set interesting tasks, which pupils enjoy.
  - Work that is very well matched to each pupil's ability.
  - A strong focus on learning in most lessons.
  - Very good relationships, providing an effective climate for learning.
  - Good support for pupils with special educational needs and English as an additional language.
- 52 The school makes good use of information from assessments including the National Curriculum tests at the end of Years 2 and 6, and the optional tests at the end of Years 3,4, and 5. Areas of weakness are identified so that future teaching and learning can address them. For example, teachers now concentrate on improving problem solving by finding different ways to overcome difficulties. This was seen in a Year 6 lesson when pupils were very keen to try the teacher's new approach, which worked very well and resulted in pupils achieving well.
- 53 The management of the subject by the co-ordinator is very good. Her own level of knowledge and understanding of the subject enables her to support colleagues and to lead by example. She has observed lessons of colleagues and feedback has led to an improvement in the standard of teaching. The school is in a strong position to move forward with this increasing level of improvement.

#### **Mathematics across the curriculum**

- 54 Teachers provide a satisfactory range of opportunities for pupils to use and develop their mathematical skills in other subjects. For example, they make effective use of charts and graphs to show results in science and design and technology.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils make good progress throughout the school and, by the end of Year 6, attain standards that are well above those in similar schools.
- Good teaching helps pupils to achieve well.
- Pupils have good attitudes towards their work.
- Little use is made of ICT to support learning in the subject.

#### **Commentary**

- 55 Pupils develop a satisfactory understanding of science as they progress through the school. In Years 1 and 2 they acquire a sound understanding of a wide range of topics and standards are average overall by the end of Year 2. By the end of Year 6, pupils attain standards that are broadly average when compared to those expected nationally, but well above those in similar schools. Pupils have a good understanding of a wide range of topics and a satisfactory grasp of the requirements that make a test 'fair'.

- 56 Good teaching and learning ensure that pupils are enthusiastic about their work and learn well. Teachers plan lessons carefully to meet the differing needs of the pupils in their class. They explain things carefully and use targeted questioning well to make sure that pupils know what they are going to do and what they are going to learn about. Pupils enjoy the subject and work hard because the teachers make learning interesting. They respond well to the teachers' high expectations and the challenging activities presented to them.
- 57 Teachers give satisfactory attention to developing learning through investigation. Pupils carry out experiments carefully and discuss their results with developing understanding. For example, in a lesson with Year 6, pupils gained a good understanding of the effect of stirring a solution when investigating how quickly a sweetener would dissolve. The attention to accuracy was impressive. The number of stirs was carefully counted and times careful recorded. Pupils present their work attractively and discuss their results well, showing a good awareness of scientific methodology. Teachers are developing the use of correct scientific vocabulary well and making effective use of mathematical skills to support learning. For example in a lesson with Year 1, pupils developed a deepening understanding of 'tallying' when gathering data on the colour of pupils' hair and eyes. The work of older pupils shows good use of charts, tables and graphs.
- 58 The curriculum is carefully planned to meet the requirements of the national curriculum. Pupils cover a wide range of topics and have a sound understanding of what makes a test fair. However, not enough use is made of ICT to enhance provision.
- 59 The subject has been well managed. A new coordinator has taken over the subject since September. She is knowledgeable about science and has a good awareness of the strengths and weaknesses in the subject. She checks planning in all classes, and knows that teachers need to plan more opportunities for pupils to use ICT in science. The standard of work has improved since the previous inspection and there is now greater emphasis on the investigative aspects of science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The school benefits from a new state of the art ICT suite with interactive whiteboard.
- Good subject leadership by the coordinator.
- The contribution the subject makes to the way that pupils work with each other is good.
- Confident teaching.
- There is not enough use of computers in other subjects.

### **Commentary**

- 60 Standards in all areas of ICT match those expected nationally. All pupils take part in lessons in the new ICT suite, which is having a very positive effect in raising standards further. By the end of Year 2 pupils use the mouse and keyboard well. They log on and select a program confidently. Their word processing skills are satisfactory and they edit text and save their work prior to logging off. By Year 6, many pupils use computers confidently and competently. They use spreadsheets well to investigate data, and sift out unwanted information carefully. Pupils in Year 6 prepare individual PowerPoint presentations based on their family tree. They use their ICT skills to good effect and improve their skills in literacy by making a presentation to the whole class. Pupils make good progress in developing their basic skills, and their achievement is good.
- 61 Since the previous inspection teachers have received further training and most now teach the subject with confidence. Teaching in all the lessons observed was good. Lessons are well planned and teachers are developing satisfactory skills in the use of the interactive whiteboard to make their explanations clear. Teachers achieve a good balance between

formal instruction and giving time to allow pupils to practise skills. They make lessons interesting and tasks challenging with the result that pupils enjoy the activities. Pupils' enthusiasm for the subject is good and they maintain a good level of concentration when working at a computer. They work well individually and in pairs, more competent pupils readily giving help and advice to their peers.

- 62 The subject co-ordinator has considerable expertise that she uses to good effect in supporting other staff and in helping them to gain confidence. The evidence is that this is working well.

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

- 63 As pupils become more confident they are beginning to use computers in other subjects. For example, the Year 2 pupils used their skills to cut and paste and alter the size of images well before creating a photomontage of buildings in the area. This linked very well with their artwork on the local building site when every pupil had taken at least two photographs of the site with the school's digital camera. In general the use of computers across the curriculum is not well developed. Some use is made of ICT in English to produce written work but little use was made of computers in most of the lessons observed.

## **HUMANITIES**

Only one lesson was seen in history in Year 2 and two lessons in geography in Years 4 and 5, but inspectors looked at a sample of pupils' work, teachers' planning and interviewed pupils.

### **Geography and History**

Provision in geography and history is **satisfactory**. Pupils across the school reach expected levels and achievement is satisfactory. They make good progress in lessons despite the limited time available for these subjects. This is because the quality of teaching overall is good and worthwhile opportunities are incorporated well in planning to enrich pupils' geographical and historical knowledge.

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

- There is good exploration of the local area and visits to develop fieldwork skills and historical knowledge.
- Discussion is used effectively in lessons and cultural differences are celebrated.
- Pupils present their written work well.
- The use of ICT is not widely used.
- Subject leaders do not review pupils' learning widely enough.

#### **Commentary**

- 64 Teachers at all stages of the school make good use of the local area and places of geographical and historical interest. For example the regeneration of the area has provided building sites to visit and opportunities for pupils to see changes in the environment at first hand. Both young and older pupils have considered the effects of change and understand that the increase in traffic affects subsequent pollution. Pupils in Year 4 used some of this knowledge when comparing life in an Indian village with their own. Visits have enriched pupils' understanding of daily life between 1700 and 1900 as well as life in industrial Britain after the 1930s. Past visits and visitors celebrated Black History month through dance, drama and music, and work on significant people regularly includes Martin Luther King and Mary Seacole.
- 65 Teachers give good opportunities for pupils to talk about geographical and historical features. In Year 4 pupils had a worthwhile discussion in groups considering the positive and negative aspects of life in Chembakolli. Pupils were encouraged to stop and reflect on matters of opinion before coming to decisions. This strategy was very effective in drawing out individual opinions on the value of children working in the fields. One pupil felt quite strongly that she

would prefer her children “to have an education”. In a very good history lesson in Year 2, pupils’ oral skills were developed well when they acted as eye witnesses in the *Great Fire of London*. Their understanding of the event was deepened by the way in which they got into role and this generated lots of enthusiastic accounts – one pupil saying, “You won’t believe this – but when I got back my house had burnt down!” The activity also successfully developed pupils confidence - one reluctant speaker expressing his delight by saying, “I’m glad I didn’t have stage fright!”

- 66 Although written work is low in volume, pupils record neatly and clearly. Simple maps and charts in infant work are well coloured and completed carefully. This shows equally well when older pupils map the climates of the world. Letters written to a local authority council member on how to improve the environment are clear and to the point. Good factual knowledge in history is clear in well-completed worksheets showing changes in fashion and styles over time. As a result, Year 6 pupils could readily place different periods in the correct order and their recall over time was good. The use of ICT in recording is not high. Directional resources are used more in infant work but less so further up the school. Whilst junior pupils can use grid referencing on maps they are not particularly confident in placing and locating areas with points of the compass.
- 67 Subject coordinators share information with staff regularly and evaluate planning but they do not share a common system for recording the skills pupils have attained. Consequently, whilst valuing the commitment of colleagues, they do not have a reliable picture of the attainment of pupils in history and geography overall.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

No lessons were seen in design and technology, but inspectors looked at a sample of pupils’ work. Two lessons were seen in each of art and design, music and physical education.

### **Art and design**

Provision in art and design is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are average at the end of Year 2 and Year 6.
- Pupils’ achievement across the school is good.
- Teaching is good.
- Links between art and other subjects are a particular strength.

### **Commentary**

- 68 Standards reach national expectations because the skills, techniques and opportunities to appreciate the work of a range of artists are carefully built into a systematic programme.
- 69 The effective teaching results in good learning. The qualities that epitomise good teaching are:
- The emphasis on skills and techniques, which are introduced and practised systematically.
  - The exploration of colour through different media - pastels, watercolour, textiles, ICT and collage materials.
  - The exploration of artists’ work is used as a jumping off point for individual work. For example, pupils’ good work in the style of Paul Klee, Kandinsky, Delaunay and Van Gogh were very well displayed around the school and helped support spirituality and the good ethos in the school. Pupils also visit art galleries and return to school inspired by what they have seen and experienced.

- Group work, to help pupils of all nationalities to work amicably together. This was particularly noticeable in Year 2 when pupils worked together in groups to arrange their photomontages.

70 The leadership and management of the subject are satisfactory. Although the school's focus has been on the core subjects of English, mathematics and science, art has played a leading part in giving the school's curriculum depth and balance. Assessment is in the early stages of development but the coordinator has plans to develop this in the coming year. Resources are good and carefully used by staff and pupils.

### **Design and technology**

Provision in design and technology is **satisfactory**.

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

- All pupils achieve well.
- Teachers give pupils a wide range of experiences to develop their skills.
- There is a good range of resources to support pupils' learning.

#### **Commentary**

71 By both Year 2 and Year 6, most pupils reach standards that average compared to those expected nationally. All pupils, including those with special educational needs and those with English as an additional language, achieve well. Pupils are taught the full design process and making skills are being developed satisfactorily.

72 Design briefs and models on display show pupils are given a wide range of experiences to develop their skills. Pupils have a satisfactory grasp of subject specific vocabulary. They show a sound understanding of design process in work in their design books. They are aware of the importance of evaluating the finished product, reflecting on the finished outcome and suggesting possible improvements. Progress throughout the school is satisfactory and by Year 6, pupils are generating ideas and working with a variety of materials with some accuracy.

73 Teachers' planning and evaluations show that work follows closely national guidelines and that they make provision for all pupils to have the opportunity to succeed. As each topic is finished, class teachers complete an effective evaluation sheet on the skills and knowledge pupils have acquired and this helps them to plan for the next stages in learning.

74 There is good leadership and a good range of resources both of which support well pupils' learning.

### **Music**

Provision is **satisfactory** overall. There are, however, good features demonstrated within the subject. Whilst few lessons were observed, it is clear that music is celebrated across the school. The implementation of a new music programme has effectively sustained pupils' attainment at expected levels and increased teacher confidence in delivering music.

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

- There are good opportunities for pupils to perform outside school and with professional musicians.
- There is good appreciation of cultural diversity in music.
- The use of ICT is not well developed.
- Leadership of the subject is well focused and enthusiastic.
- Assessment and evaluation is not yet active to identify the skills pupils have attained.

## Commentary

- 75 The exuberance of pupils' singing in assembly indicates that the school values this aspect of performance. Pupils know their songs well, particularly those in preparation for harvest festival. They sing them with gusto particularly in their weekly 'come and praise' sessions with the headteacher. There has been a regular input from a wide variety of musical sources into the school, for example a secondary school teacher has previously led sessions of music and drama with Year 6. Pupils in Year 5 have performed at the Royal College of Music in a performance of *Beowulf*. Younger pupils singing skills are developed by regularly participating in a 'singalong' with pupils from other schools.
- 76 A wide range of learning experiences develops pupils' skills and enthusiasm for the subject well. Their ability to play a range of instruments and perform in public is developed well. For example, pupils in the steel band have played in a number of nearby venues and Year 6 pupils have also played Indonesian percussion instruments with members of the Halle Orchestra. Pupils' appreciation of music is developed well when professional musicians visit the school.
- 77 The teaching of skills in Years 1 and 2 are very good. Despite some aspects of challenging behaviour, which were managed very well, pupils gained well-rehearsed skills in patting out a beat to songs such as *Jelly on a plate*. This developed well into rhythmic notation in Year 2, where simple sound patterns were performed exceptionally well and practiced collaboratively with simple musical instruments. The inclusion of excerpts from the *Nutcracker Suite* gave a very good start for pupils in appreciating and performing these patterns to orchestral music. Assessment of skills is not yet in place.
- 78 The enthusiasm of the subject coordinator contributes well to the improvement of music provision. It was clear in discussion with pupils that their musical encounters had been memorable and clearly enjoyed.

## Physical Education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Pupils have good attitudes to the subject and put a good degree of effort into their activities.
- Pupils' achievement and standards in swimming are good.
- Good links with the community improve provision for games.

## Commentary

- 79 In the limited number of lessons observed the standards being attained by pupils were average. This maintains the position at the previous inspection. Pupils in Year 1 develop controlled movements when running, hopping and skipping round the hall. They participate enthusiastically, putting effort into their activities and show a good awareness of the use of space. In a lesson with Year 6, pupils showed satisfactory hockey skills.
- 80 In the two lessons observed teaching was good. Lessons were well planned and teachers showed good subject knowledge when demonstrating and explaining skills. Teachers ensure that pupils start the lesson with a warm up activity and finish with a cool down. The pace of lessons is good and pupils are made to work hard. Teachers give good attention to safety and have effective strategies for ensuring good discipline. They make effective use of individual pupils to demonstrate good practice to others and continually circulate and comment on pupils work in order to develop their learning. As a result pupils strive to improve and their achievement is good.
- 81 The curriculum is well planned and covers all aspects of the national curriculum. Pupils participate in swimming lessons in Year 3 and by the end of the year virtually all achieve the

standard expected and can swim 25metres. Good use is made of external agencies to enhance the curriculum. For example older pupils have had coaching in football, cricket and rugby. Pupils have been involved in productions at the nearby Zion arts centre, Year 5 pupils performing a dance at the opening ceremony.

- 82 Leadership and management of the subject are effective. The coordinator monitors teachers planning to ensure that the curriculum covers requirements. She has a clear awareness of the strengths and weaknesses in the subject. Resources are well organised and the school has adequate outside areas and a field.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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