

INSPECTION REPORT

ST PHILIP'S CofE PRIMARY SCHOOL

Salford

LEA area: Salford

Unique reference number: 105944

Headteacher: Ms L Connor

Lead inspector: Mrs J M Barnes

Dates of inspection: 29 September – 1 October 2003

Inspection number: 257947

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 – 11
Gender of pupils:	Mixed
Number on roll:	107
School address:	Barrow Street Salford
Postcode:	M3 5LF
Telephone number:	0161 832 6637
Fax number:	0161 831 7547
Appropriate authority:	Governing body
Name of chair of governors:	Mr F Jones (Acting chair)
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

St Philip's CE Primary school is a Church of England aided school, serving an inner city area of Salford that has a mix of low level and high rise housing, and commercial and industrial businesses. Included in the 107 pupils on roll aged from three to eleven years, are 12 pupils from outside the school's usual catchment area who are served by two language units with specialist staff. The language units serve pupils who have language and communication disorders which lead to learning difficulties. The school also houses a community project, funded by the Church, that provides a range of facilities for adults and children. The school has an active role as part of an Educational Action Zone. The majority of pupils live reasonably close to the school, but some travel from further away. Although there is some movement of pupils in and out of the school, this is not excessive. When they enter school in the nursery, few children are at the level expected for their age especially in language, literacy, mathematics and social skills, although there are exceptions. Indications of social and economic disadvantage are evident in the locality. About half the pupils are entitled to free school meals, which is much higher than the national average. Over one in three pupils has been identified as having special educational needs, including those in the language units. A very small number of pupils are from cultures other than white British; most speak English confidently, but special support is provided for a minority. Recently admitted have been several pupils who have a very limited command of English. The school is within reach of the university, so a small number of parents are students, often from overseas. The school has extensive links with the local community and with the church. Two Achievement Awards have been presented to the school over the last two years, for performing better than many other schools in similar circumstances.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
32073	Mrs J Barnes	Lead inspector	Science Information and communication technology Physical education
19344	Mr D Jones	Lay inspector	
22644	Ms B Hill	Team inspector	Foundation stage English as an additional language English Art and design Design and technology Music
32159	Mrs B Remond	Team inspector	Special educational needs Mathematics Geography History

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	19
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	21
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	25
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	38

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It looks after all its pupils, and makes sure they make good progress. Many pupils enter the school in the nursery with few skills, especially in communicating. By the time they leave at eleven years of age, most pupils reach the standards expected for their age group in English and mathematics, and some achieve higher standards. In lessons, the higher standards attained in tests are not often reflected in the pupils' work. Pupils with special educational needs, including those in the language units, achieve suitably high standards for their ability. The quality of teaching is good. The pupils respond positively to care and good teaching, and almost all behave well and enjoy school. The few that find good behaviour difficult to maintain are well supported. The school is provided with clear and firm leadership from the headteacher, who is effectively supported by staff and governors. The good management of the school leads to smooth daily routines and a welcoming atmosphere. The school **provides good value for money.**

The school's main strengths and weaknesses are:

- the leadership of the headteacher, which gives the school a clear direction
- the good quality of teaching, especially for the youngest and oldest year groups
- the good teaching and learning in the language units, and for other pupils with special educational needs
- the caring approach to pupils of all abilities and backgrounds, and the trusting relationships
- the strong links with the local community which support the school's work with pupils
- the standards achieved in lessons by the more able pupils should be higher in most subjects, especially in English, in science in the infants, and in information and communication technology in the older juniors
- the ways of assessing where pupils are in their learning, what they need to achieve next, and by when, are not as strong as they could be in several subjects
- the planning of pupils' learning in classes that include two year groups is not always detailed enough to take account of the differences in the pupils ages and stages of learning

The school has worked successfully to improve since the last inspection in 1998. Standards in music and in design and technology are now good; schemes of work are in place for all subjects; registers are marked early in the day, and a marking policy is in place. There remain areas, such as raising standards in information and communication technology (ICT); maintaining good behaviour and improving punctuality, where the school has improved but plans to do even better.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good. Most pupils achieve standards suitable for their age and ability, many making good gains from the low levels of attainment on entry school. Pupils in the language resource units achieve very well, although few reach the standards expected for their age. The results of national tests are significantly influenced by the number of pupils with special educational needs in the year groups tested. The results for 2003 are much better than in 2002. Results

compared with schools facing similar circumstances vary across the subjects but are generally satisfactory overall.

In the nursery and reception class, the children achieve well in all six areas of learning. By the end of the reception year, most of them are set to reach the goals that are expected for their age apart from communication, language and literacy, and mathematical development.

In Years 1 and 2, the infant pupils' progress is maintained at a steady and sometimes good rate. They achieve well in English, and overall standards are satisfactory, and in mathematics. Standards in mathematics for most pupils are close to the expectations for their age. Achievement in design and technology and science is satisfactory, except for the more able pupils, whose work in science is sometimes too easy, and almost all pupils reach the standards expected for their age. Pupils achieve well in art, music and ICT. Standards are good in these subjects. In physical education, pupils' achievement is good and most pupils reach the expected standards. There was not enough evidence in geography and history to judge achievement or standards.

In Years 3 to 6, the junior pupils' achievement varies a little between different subjects and year groups, but overall is good. Particularly good progress is made in reading and writing, which showed in the 2003 national test scores where all pupils reached the standard expected for their age, and about a third reached the higher levels. Achievement in mathematics and in science in the older year groups is also good and most pupils are reaching the expected standards for their age. By Year 6, standards for the majority of pupils are good in art and music, and satisfactory in the other subjects of the National Curriculum.

Most pupils with special educational needs in the special language units and in the mainstream school make at least good progress and attain suitably high standards for their ability, although these are often below the expectation for their age. Standards attained by the most able pupils vary considerable from subject to subject and many are capable of higher standards.

Pupils' personal qualities are developed effectively. The provision for their **social, moral, spiritual and cultural development is good.** The pupils gain much from the positive relationships with the school staff and the strong links with the Church community. They are knowledgeable about other cultures and religions across the world, and are now ready to learn more about the different cultures in British society. The school's expectations for pupils' behaviour are high and almost all pupils behave well towards each other and adults, especially in lessons. They have good attitudes to school and attendance is generally satisfactory, although a few pupils are regularly late or absent.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, teaching is good, with effective management of pupils' behaviour, supportive relationships and, in most lessons, successful efforts to maintain the pupils' interest in their work. Teaching assistants provide valuable support and guidance. Assessment, and the planning for the next stage of their learning is good for pupils with special educational needs, particularly those in the language units. However, in some subjects, the strategies for assessing the needs and planning the learning of all pupils in the mainstream classes, are not yet fully effective. The curriculum is of good quality. The expertise of a range of regular visitors helps to make school life varied and exciting. The work of the Church sponsored community project also involves a wide range of activities for adults and pupils. The partnership with parents is healthy, and provides many pupils with useful support at home. There is a strong community involvement which helps pupils' learning and encourages a respect for education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The school is led by a very good headteacher whose vision and determination are major factors in the school's success. She is well supported by an active governing body and staff with management responsibilities. However, the

subject leadership needed to plan and check the learning of pupils of all abilities in the mainstream classes, is not yet fully in place. The school's daily routines run smoothly and the atmosphere is calm and organised. Care is taken to manage the performance of staff, and to be sure that improving teachers' skills has an impact on pupils' learning. Finance is managed with due care. The governing body manages its own work well, is a critical friend to the headteacher and is alert to the school's successes and its needs. As good quality information on pupils' learning is not at present available for all subjects, the governing body is not able to check fully the effectiveness of the school's provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has a good working relationship with parents, who are very positive about the school's arrangements to involve them and keep them up to date with school activities, as well as the quality of education provided for their children. Pupils' enjoy coming to school. They are eager to talk about their favourite activities and have confidence in their relationships with staff. Parents and pupils have some reservations about the behaviour of a minority of pupils during recreation times. However, they also say that misbehaviour is dealt with quickly. The church's community worker, who is based in the school, makes a major contribution to the confidence of parents.

IMPROVEMENTS NEEDED

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

- continue to raise standards in all subjects especially for the more able pupils
- make sure the planning of the learning enables pupils of all ages and abilities in the mainstream classes to achieve their best work
- further develop assessment procedures to help teachers to plan pupils' learning in lessons
- extend the role of senior staff, especially the co-ordinators, to enable them to influence pupils' learning more directly, particularly in mainstream classes and for history and geography
- develop the governing body's role in checking the effectiveness of the school's provision for all pupils
- seek pupils' active participation in the school's decision making

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Main strengths and weaknesses

- The children's good progress in the nursery and reception years, and their high standards in the creative area of learning.
- The positive results in national tests compared with similar schools, especially in reading at Year 2 and mathematics at Year 6.
- The good standards in art and music through the school, and in information and communication technology in the infants.
- The brisk progress made by many pupils throughout the school, resulting in most reaching at least the expected for their age in national tests in English, mathematics and science.
- The very good progress and achievement of pupils with special educational needs, particularly in the language units.
- The achievement of the more able pupils should be higher in most subjects, especially in work in lessons.

Commentary

1. Most children enter the nursery with low attainment in all the areas of learning, although there are exceptions. The consistently good teaching, children's willingness to learn and parental support, result in children of all abilities achieving well and rapid improvement in standards. Most children are on course to meet the early learning goals by the end of the reception year in all areas except communication, language and literacy, and mathematical development, where standards are below those expected for their age even though good progress has been made during the Foundation Stage. The provision in this stage is a strength of the school, and provides a good start for continued learning.
2. Overall, the school's national tests results for seven year olds at the end of Year 2 in 2002 were below those of other schools nationally in reading and science, and well below in writing and mathematics. Improvements were evident in the percentage of pupils who succeeded in attaining the expected Level 2 for their age group in reading and science, which brought the results close to the national figures. Writing was well below the national figures despite a small increase in the percentage, and results in mathematics dipped from the previous year. A small proportion of pupils attained the higher Level 3 in all the core subjects, and in reading and writing the percentage was close to the national figures for all schools, although well below in mathematics and below in science.
3. The school's strength lies in its success when its results are compared with those of schools facing similar circumstances. St Philip's results were well above similar schools in reading, above in writing and science, and about the same in mathematics, including the percentage of pupils reaching the higher Level 3.
4. The 2002 national test results for eleven year olds at the end of Year 6 improved in all subjects from the previous year, although overall were well below the national figures. A significant percentage of more able pupils attained the higher Level 5, but this was lower than the percentage in other schools nationally. The target in English proved too ambitious, although the mathematics targets were achieved. Results compared with schools facing similar circumstances were above in mathematics, about the same in English and below in science.

5. The 2003 test results, which have not yet been confirmed, are indicating much better performance overall than the previous year, and have well exceeded the low targets set. In the tests for seven year olds, all pupils attained the expected Level 2 in science, and in reading, writing and mathematics the percentage was above the national figures. In mathematics and science the results at Level 3 are about the same as other schools nationally, although there is little improvement in results at this level for writing and a fall in reading. At Year 6, all pupils attained the expected Level 4 in English and science, and the percentage at Level 5 increased to above the national figures in English, with a small increase in mathematics, and a slight fall in science.
6. The tables below show the average of the points scored by pupils of all abilities in the school, including those who did not reach the expectations for their age group, and compare them with the national figures for all pupils. For example, the school's increase in reading points in 2002 was better than the national increase for Year 2 pupils, but a fall in the average points for Year 6 pupils in all subjects meant that scores were significantly below the national figures for that group of pupils, which included several pupils with special educational needs.

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

Standards in:	School results	National results
Reading	15.3 (14.7)	15.8 (15.7)
Writing	13.3 (13.3)	14.4 (14.3)
Mathematics	15.0 (15.5)	16.5 (16.2)

There were 16 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	24.2 (27.5)	27.0 (27.0)
Mathematics	25.6 (27.0)	26.7 (26.6)
Science	26.3 (28.1)	28.3 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

7. In other subjects of the curriculum, standards are good in information and communication technology in the infants, and throughout the school in art and design and music, and satisfactory in all other subjects. Many of the more able pupils are capable of reaching higher standards, particularly in their work in lessons, which is rarely planned to match abilities. Other pupils achieve well in relation to their abilities.
8. The school has significant provision for pupils with special educational needs, including two language units, one in the infants and one in the juniors, with a total of 12 pupils with Statements of Special Educational Need. By the end of Year 2, the majority of pupils make good, and sometimes very good progress from a low starting point, and achieve well in relation to ability, some attaining the standards expected for their age in English and science. The needs of pupils are identified at an early stage, with care taken to gather information from other agencies and schools, so targets for further achievement are usually realistic but challenging, and are checked regularly. The school responds well to the challenges presented by a large special needs register, and deploys its resources well to ensure pupils with special educational needs reach suitably high standards.
9. Currently, pupils' work in lessons indicates that in English, standards have improved, with strengths in speaking and the development of language due mainly to good teaching and an emphasis on raising pupils' self-esteem. Writing has been a focus of attention for the school

and most pupils in Years 2 and 6 now reach the standards expected for their age and achieve well. In mathematics and science, most pupils make steady progress in the infants, and achieve well in the juniors. Their enthusiasm for the subject encourages them to improve. Standards in both subjects for the majority of pupils are in line with national expectations. However, assessments are not always effectively linked to the planning of work for ability groups and standards for the most able pupils, could be higher. Especially in science, the pupils' limited use of the vocabulary of the subject and too few opportunities to undertake independent work, slows the pace of learning particularly for the most able.

10. Pupils' achievement in other subjects is generally sound but varies depending on the skills of the teacher and the management of the subject. The use of specialist teachers in music and physical education clearly demonstrates the gains pupils can make when taught well. Specialist teaching has also contributed to the good progress pupils make in art and design, but in this subject the school staff have built up their own expertise and are now able to ensure pupils achieve well in class lessons. History and geography are not well managed at present, due mainly to issues which are now resolved, and there is considerable scope to improve achievement and build on the satisfactory standards in these subjects, especially in the development of common skills and knowledge.

Pupils' attitudes, values and other personal qualities

The attitudes, behaviour and personal development of pupils are good. Attendance is satisfactory. The provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- A high level of pastoral care and guidance provided throughout their school life.
- Good quality of teaching and relationships.
- Extensive links forged with parents and the community.
- High expectation for good behaviour and consistent behaviour management.
- The successful inclusion of pupils with special educational needs through developing confidence and self-esteem in all pupils.
- Limited planning across the key stages for pupils' personal development and responsibility.
- Too few opportunities for in-depth self-evaluation by pupils.
- Not enough planned opportunities for pupils to express their views and influence decisions in school.

Commentary

11. The positive school ethos and collective commitment by staff to provide pastoral support and educational guidance for all pupils underpin the good quality of provision made. This is further enhanced by the school's success in involving parents in the partnership, and strong provision for pupils with special educational needs. This positive position makes a significant contribution to the learning environment and pupils' progress, especially in ensuring that pupils' know how to deal with the rare incidents of bullying or other personal concerns. The school deals promptly with any incidents, and works with parents to resolve problems. With the help of the Church and faith community, the school effectively promotes good relationships, equality and fairness, especially in relation to race, gender and ability.
12. The development of good behaviour and positive attitudes begins on children's arrival in school, usually in the nursery. Within a short time of starting their school life the youngest children demonstrate their independence, respond to expectations for good conduct, co-operation and sharing during activities. During a lesson involving multiple activities the young pupils were observed asking permission to change activity, and at the end of the lesson they all assisted with tidying away equipment without prompting. They are confident and secure,

and enjoy good relationships with teaching staff. Many are happy to respond to visitors and confirm their enjoyment of school.

13. These positive attitudes continue through the key stages, with pupils carrying on with their tasks, working co-operatively and enjoying their lessons. During a discussion about relationships in a mixed class of Years 1 and 2 pupils, they reflected on friendships and values and shared their thoughts. They were attentive and showed good levels of maturity in their responses and were well behaved. During a lesson for pupils in Years 5 and 6, they learned about personal, social and health issues. They were able to relate positive things about themselves and reveal personal goals and ambitions. The quality of relationships between the teacher and pupils supported and engaged their confidence and encouraged openness and lively discussion. A pupil with special educational needs, who finds relating to new circumstances difficult, was sufficiently encouraged to approach the visitor and share his work.
14. The positive attitudes and good quality of behaviour and are consistently evident throughout school activities, including recreation and lunchtime. The pupils are happy to accept responsibilities and respond well to opportunities afforded by the school. The range and consistency of provision to develop initiative, independence, leadership and responsibility is however limited and pupils are not sufficiently encouraged to evaluate their own progress.
15. Pupils with special educational needs form very effective relationships with all adults and with their peers, who often give good support within the school day. They feel perfectly secure when contributing to the discussion elements of lessons, and teachers positively encourage their contributions. The school's policy on giving all pupils appropriate opportunities to flourish is actively and successfully followed, giving the pupils good chances to learn and the personal confidence to make the best of them. Pupils' needs are recognised and other pupils and adults are sensitive to them. Pupils respond well to being given responsibility, including being consulted about the review of their individual education plans.
16. The provision for pupils' spiritual development is good. The school has strong links with its faith community and this adds considerably to the opportunities provided in subjects such as art and music. They learn to appreciate the intangible and there are sufficient planned opportunities across the curriculum to ensure spiritual development has a high priority. Pupils' moral development is supported effectively by assemblies and by the regular discussions in lessons about day-to-day dilemmas. Pupils have a good sense of right and wrong and are developing their own sense of values in areas considered right by some and wrong by others. The school clearly encourages the pupils to take responsibility for their own actions and reinforces the school's values through assemblies, lessons and displays.
17. The provision for social development is a key part of the school's aims to ensure pupils have the skills and inclination to live and work in a harmonious environment. They clearly demonstrate a sense of belonging to a community with a set of values. Pupils are generally polite and considerate to each other and to adults coming into school, and are willing to enter into conversation with adults when given the opportunity. They demonstrate a sense of empathy and compassion towards the needs of others, ensuring that all groups of pupils feel included. They know the school rules and most abide by them, with behaviour being good overall. On the occasions when pupils do not succeed in meeting the school's high expectations for behaviour, the systems are in place to minimise the problems this might cause for other pupils, and for the pupil concerned. Counselling is undertaken calmly and with privacy whenever possible, to ensure that respect for the child is maintained. Pupils have good social awareness and develop their sense of social justice within the school community. They are able to adjust to a range of social contexts by appropriate and sensitive behaviour and relate well to other people. The school intends to provide a more formal situation in which pupils can express their views. Overall, pupils' social development helps them to learn effectively, without disruption, in lessons.

18. The school provides pupils with satisfactory opportunities to explore their own cultural assumptions and values. They have experience of cultural activities such as the theatre, concerts, and museums. Regular opportunities are provided in lessons to learn about the beliefs and preferences of other cultures throughout the world. This needs to be further developed to include a greater knowledge and appreciation of the diversity and interdependence of cultures in Britain.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

19. **Attendance levels are satisfactory** being affected most significantly by absence through sickness and pupils taken on holiday during term time. There are a small number of pupils who are persistently late for the start of the school day. The school is active in monitoring records of attendance and in seeking to encourage regular and prompt attendance. A small number of parents are failing to support the school's efforts or their children's education. There have been no **exclusions** in the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good, particularly for those pupils in the nursery, reception and upper juniors, and throughout the school for those who have special educational needs.

Teaching and learning

The overall quality of teaching and learning is good, with consistently good teaching in the nursery, reception and Years 5 and 6.

Main strengths and weaknesses

- The proportion of good and very good lessons, using imaginative techniques to promote good learning.
- Positive staffing levels in many lessons.
- The expertise in their subject provided by specialist staff.
- Supportive relationships between pupils and with staff, which give pupils confidence.
- Pupils' eagerness to learn when lessons are well taught and managed.
- Good management of pupils' behaviour.
- The supportive team work of permanent and visiting staff.
- The effective contribution of teaching assistants to group work in lessons, especially for the lower attainers.
- The good, and sometimes very good, teaching consistently received by pupils in the language units, with good match of teaching and tasks to the pupils' needs.
- The limited assessment of individual pupils' strengths and weaknesses in many mainstream lessons.
- The limited use of assessment data to plan both teaching and learning in mainstream lessons, especially in non-core subjects and for the more able pupils.

Commentary

20. A combination of good teaching and care for pupils provides a positive environment for learning; most pupils respond well to this and apply themselves to their work. Lessons are

well prepared and most are interesting. The school's curriculum planning ensures the teachers know what to teach and that the pupils have the benefit of experiencing all the subjects of the National Curriculum on a regular basis. The planning of the curriculum is generally sound, but the guidance for teachers is not specific enough about teaching and learning in mainstream classes with two year groups. As a result, in some lessons the more able pupils are not sufficiently challenged. The means of assessing pupils' achievements provides useful information that helps the school to recognise where common improvements are needed in standards, and to track pupils' progress. Assessment is less successful in identifying the individual strengths and weaknesses of pupils in mainstream classes, and in helping teachers to plan individual pupils' learning.

21. The school relies heavily on the committed team of teachers and other staff to ensure that pupils of all abilities learn in an atmosphere that raises their confidence that they can be successful. This approach works well, and results in good learning experiences, progress and suitable standards being achieved by many pupils who enter the school with limited knowledge and skills. Behaviour is managed well and pupils are able to learn without disruption.
22. The staffing ratios are good and in many lessons this enables pupils to have regular contact with an adult. When both the teaching and learning have been planned to match the age and abilities of the pupils, the positive staffing is particularly valuable. It enables different activities to be undertaken in small groups, for example, having a group in the computer suite, and when pupils are working on specific tasks, their questions can be answered quickly and help provided to extend their understanding. However, the teachers' planning is often not precise about what different pupils are expected to learn in a lesson or cluster of lessons. Sometimes the teacher has made decisions about the learning that are not recorded in the planning, and in these circumstances the lesson is often better than the planning indicates. Frequently, the additional adults in a lesson successfully make up any gap between the tasks set and the pupils' stage of learning, by further explanation and teaching. This usually works effectively. However, the weakness in planning learning becomes evident in a minority of lessons when additional adult support is limited and pupils are expected to work independently, especially in mainstream classes.
23. Often the tasks set are very similar, and sometimes the same for all pupils, and this generates a demand for the teacher's attention that cannot always be fulfilled. Pupils are generally well behaved and many wait for attention or complete their work well, but do not have the level of challenge suited to their ability. This slows the pace of learning, particularly for the more able pupils. Without a clear view of what pupils are expected to learn in these lessons, the teacher's assessment of pupils' achievement is rarely sharply focused and so has only limited impact on the written planning for future lessons. This also reduces the effectiveness with which subject co-ordinators can assess the quality of learning by checking teachers' planning.
24. In the majority of lessons, the staff are particularly skilful in keeping pupils' interest in what is being taught, so the pace of learning is generally good. Practical work and imaginative presentations of lessons are regular features and the pupils respond well to this, often being eager to demonstrate what they can do, as well as being willing to respond in discussion groups. A minority of pupils lose patience if they cannot immediately complete their work, and again the positive staffing ratios help in these circumstances, but most pupils are willing to make the effort to achieve. They make good use of the co-operative work which is encouraged throughout the school, especially in the older year groups, and discuss their ideas or make suggestions to help one another.
25. Where staff have particular expertise in a subject the pace of learning is brisk. This is evident not only with visiting specialists for music, dance and physical education, which the school uses well to boost staff skills and provide pupils with high quality experiences, but also in the day to day lessons. For example, the children in the reception class have the benefit of their

class teacher also being the co-ordinator for science, well qualified in the subject and experienced in the age group. The art and design work in the upper juniors also benefits from the teacher's expertise, as does work in music and ICT in other classes. Overall, the staff team share their expertise effectively to provide good learning opportunities for pupils, including speech therapy and the skills of the staff in the language unit. The assessment of pupils' learning is at its best when staff are confident in their subject expertise, but this is rarely shared as effectively as other teaching techniques. Subject co-ordinators have few opportunities to observe the teaching and learning in their subject, and where testing is not appropriate, they have limited evidence about pupils' learning, progress and the quality of teachers' assessment in their subject. Teachers' marking of written work is satisfactory overall, but varies in how it enables pupils to become involved in improving their own work. At its best, it is good, with clear direction on what the pupil needs to do to improve, and comments when this is achieved. This school recognises the need to develop the assessment procedures further, which although sound in English and mathematics, are not yet well developed in other subjects.

26. For pupils with special educational needs, support is very well organised and the teaching is good and sometimes very good. The pupils from the language unit are an integral part of the school and much of their learning is undertaken, with support, in mainstream classes. There is a high level of expertise amongst the staff, who manage the learning of the pupils with special educational needs, both in lessons in the language units and elsewhere. The teaching assistants are well briefed and form a very strong, knowledgeable and dedicated team. In lessons, activities and tasks are usually well matched to the needs of the pupils. Staff know their pupils well. Targets for learning are carefully set and effectively checked, and most pupils make good progress. Assessment is a constant feature, helped by the good levels of staffing. For example, in an English lesson in the infant language resource unit, pupils were learning how to listen and take turns, using musical instruments, the voice and enhanced gestures. The teacher noticed that a pupil used two words together in response to a question, a good achievement for this pupil. However, there is often insufficient challenge for the small number of more able pupils in the language units.
27. The school has few pupils who need support with English as an additional language, but the LEA provides specialist help when needed. Until recently there has been limited need for this, but the school has very recently had a small intake of pupils who speak very little English and whose home languages are varied. The school's inclusive approach has worked well, ensuring the pupils are made welcome and are taught alongside other pupils, with particular attention to their needs. They have settled well and are learning to communicate despite the language barriers. The LEA's specialists have now assessed the pupils' needs and the school is hopeful of receiving guidance on the most effective means of ensuring that their language needs are met.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (24%)	18 (44%)	11 (27%)	1 (2%)	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.

The curriculum

The curriculum provision is of good quality, including productive opportunities for enrichment. Good use is made of accommodation and resources.

Main strengths and weaknesses

- The good provision for pupils in the nursery and reception years.
- The broad range of curricular opportunities, particularly for pupils with special educational needs.
- The extensive extra-curricular activities available through the school's programme and the community project.
- The limited guidance on matching the curriculum to pupils' needs in classes with two year groups.
- Limited space for outdoor play.

Commentary

28. The curriculum for the nursery and reception years groups is firmly based on the national guidance with clear steps, matched to the pupils' needs, which ensure pupils' make suitable progress. The curriculum for other year groups securely includes all the subjects of the National Curriculum, religious education and provision for collective worship, sex and relationships education and work on drug mis-use, as well as personal and health education. In addition, the language units provide a curriculum which, although appropriately biased towards language development, provides a suitably broad range of experiences in other subjects. There is also an element of provision for some more able pupils to experience work in advanced reading and mathematics.
29. The school recognises that its pupils need to have interesting and stimulating experiences in order to maintain their motivation, and has a lively and effective approach to curriculum provision. This includes visitors bringing skills to lessons planned by teachers, or using their expertise to teach lessons such as dance, music and physical education. The school is regularly filled with music and sounds of pupils enjoying their work, with many eager to talk about their experiences. In addition to the school's basic curriculum, activities are organised by the community project worker after school and during holidays. There are regular visits out of school, including residential provision for older pupils. The staff also provide a range of extra-curricular activities, including dance, and opportunities to complete homework for the older pupils. Resources for learning are used effectively.
30. Overall, these arrangements are complex but are well organised and managed, so the school's routines run smoothly and there are sufficient calm periods for pupils to study without disruption. The pace of learning across the curriculum is generally well balanced, with opportunities for physical activity well spaced with desk based work. Sometimes the introduction to a lesson is a little too long and pupils get restless, especially if sitting on the floor.
31. Although the curriculum generally provides well for the range of ability and interests in school, there is some scope for improvement. This is mainly related to how the two year rolling programme of work in some subjects can be best organised to ensure all pupils in the two year groups in the class are working at an appropriate level for their age and ability. There is a tendency at present to plan for these subjects with a narrow range of teaching strategies, usually class teaching, and to rely on the more able pupils to extend their learning without sufficient guidance on what they achieve. This sometimes leaves the more competent pupils working below their capabilities.

32. The school has made good use of the limited outdoor space available, and the pupils have a range of activities including sitting in the small garden area for quiet pursuits. More developments are planned to further enhance the outdoor environment.

Care, guidance and support

The quality of care, guidance and advice provided is good.

Main strengths and weaknesses

- The teachers' extensive knowledge of their pupils and the high level of pastoral guidance and support they give.
- The good progress made by most pupils compared with their assessments when they enter school.
- The significant level of specialist support for special educational needs, including the deployment of teaching assistants.
- The very high quality of relationships and trust between pupils and staff.
- The limited guidance and support for the more able pupils.
- Too little information on the strengths and weaknesses of individual pupils' knowledge, skills and understanding.

Commentary

33. The school's approach is significantly supported by a strong commitment to pastoral support and care by all members of the school staff. The high quality of relationships and support is the major factor in promoting the children's enjoyment of school and their ability to progress. Throughout the school there is clear evidence of a consistent commitment to the development of trusting relationships. Within the nursery and reception class, the children quickly adjust to school and become confident with the routines for learning and expectations for behaviour and conduct. They show appropriate independence in lessons but respond readily to the teachers' prompting to change activities. They are confident and secure in their relationships with adults. Pupils who enter the school in other year groups, are supported effectively with due attention to their individual needs.
34. The school building and grounds are well managed and maintained and provide a safe, secure learning environment. There are routines to support security, and access to the school is well monitored. Policies to guide practice are in place for behaviour management, anti-bullying, harassment, and the child protection policy suitably reflects local arrangements. Other aspects of relationships and equality, including race, gender and disability are also in place. These provisions are known and understood by all staff and are consistently applied. Strong pastoral relationships and the teachers' knowledge of pupils are a strength and a safeguard. The calm ethos and well-managed environment give good support to the quality of learning and the progress pupils make. The school has a high proportion of pupils with special educational needs and has made comprehensive, effective provision to support these needs. Provision for more able pupils is not so effective and arrangements to ensure that pupils of different ages in the mixed age classes have suitably challenging experiences often lack clarity. The curriculum includes provision for teaching personal, health and social education. However this provision is not sufficiently well developed to extend opportunities for responsibility, initiative and independence. Discussion with pupils confirms that they are consulted on aspects of their school life, including opportunities to contribute to school rules and they enjoy school. However, the consultation is usually initiated by the school as there is not yet a formal arrangement for the pupils to take the initiative in influencing school decisions.

Partnership with parents, other schools and the community

The school has very good links with the community and good links with parents. Its links with other schools and colleges is satisfactory.

Main strengths and weaknesses

- The Church-funded community provision through which courses and training are offered to parents together with educational visits into the community for families.
- Outside organisations visit to support the pupils' learning.
- The school's commitment to involve parents in partnership.

Commentary

35. Those parents who responded to pre-inspection enquiry express strong levels of approval for the school's provision to involve them, inform them, and for the quality of education provided for the children. The school is isolated within a commercial area of the inner city with only a small immediate area of residence. It has nevertheless achieved a good working relationship with many parents through the dedication of the staff and the community project. In the nursery and reception class in particular has very good links with parents and the community. Parents are welcome to come into the classrooms at the beginning of the day to share in the activities with their children. The school shares its views on how parents can help their children in school. For example, the parents' notice board shows photographs of the children enjoying the various activities, with the caption, 'learn to play, play to learn'.
36. In other year groups, teachers are available regularly to deal with parents' queries, and the rare complaints are dealt with quickly. Many parents take an active interest in the children's work and help by supporting homework, visits out of school and good behaviour. The parents of the pupils who are learning English as an additional language have been closely involved with the arrangements for their children, sometimes bringing them into school each day, and the pupils have settled well.
37. Many of the pupils with special educational needs in the language units do not live locally. Nonetheless, relationships with parents are strong. They know the co-ordinators well, and are kept well informed of progress, and any concerns, and are involved in reviews of their children's programmes. There are good induction arrangements for pupils joining the school. The exchange of information with other professionals is also good and supports pupils' learning.
38. The relationships with the community are very well supported by a community centre attached to the school and funded by the Anglican Church. Courses are provided to inform and provide training for parents to enable them to better support their children's education. Tutors from local colleges attend the centre to teach skills. Informative annual reports of pupils' progress are sent to parents, and opportunities provided for them to visit school and discuss these aspects. They are welcomed into the Nursery and Reception class on a daily basis and encouraged to seek out their child's work to share.
39. Members of the Rotary club attend weekly sessions to provide reading support and through the 'Eversheds Scheme', local solicitors also attend weekly sessions to provide numeracy support. Pupils preparing for transfer to secondary school have the opportunity to visit their chosen school during the term preceding their transfer and teaching staff from the senior schools attend St Phillip's and meet with the pupils. The strong parental and community links, and the support that these provide, makes a significant contribution to the pupils' self-esteem, their achievement and progress.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. Leadership is good, with very good direction by the headteacher. Management and governance are both good.

Main strengths and weaknesses

- The leadership of the headteacher.
- The range of networks and expertise used to support the school.
- Good quality teamwork.
- The management of complex arrangements for teaching and learning in a small school.
- Co-ordinators are not fully involved in checking teaching and learning in the mainstream classes.
- Information on pupils' standards and achievements in some subjects is not yet detailed enough to assist in future planning of school priorities for development.
- The governing body's role in checking the effectiveness of the school's provision for all pupils is not sufficiently robust.

Commentary

40. The school is well led by a very good headteacher who successfully develops the team work and shared attitudes among staff that ensure the school's ethos is positive, and all pupils have care and respect. Although the number of pupils on roll is smaller than the average primary school, the provision is extensive, making good use of expertise from a wide range of sources for the benefit of the pupils and the community. The headteacher has played a major role over several years in developing this breadth of provision, to ensure that the elements of disadvantage that are evident in the school's locality do not have undue influence on the pupils' learning. This is a significant achievement recognised by national achievement awards for the school.
41. Support from the senior management team and staff is good. Each member works conscientiously within their own area of responsibility as well as contributing to the communal leadership and management needs of the school. Leadership by subject co-ordinators is clearly evident in the curriculum and improvement of staff expertise, but is less strong in promoting improvements in pupils' learning within their subjects. This is partly because most have few, if any, opportunities to observe learning directly, relying mainly on assessments, where available, and the scrutiny of pupils' work and teachers' planning. Although this is useful monitoring, it does not fully reflect pupils' learning experiences through the school in order to indicate the priorities for strategic planning in the subject.
42. The management of the school is good. Day-to-day routines run smoothly and there is a good environment for teaching and learning. This is built on regular reviews, both formal and informal, of the effectiveness of the school in order to identify issues and set priorities for improvement. The data on pupils' achievements and standards that is generated by testing is analysed and also contributes to setting strategic priorities. The annual school improvement plan reflects the findings from these reviews and has been successful in moving the school forward in recent years. The format has limitations in identifying time scales and criteria for success, these are often known but not recorded. A high priority is given to continuing staff development, which, together with the systems for improving their performance, is firmly based in enhancing teaching and learning. The impact of teachers' targets for improvement is carefully checked to ensure the effects can be seen in the work of the school. The considerable number of support staff are well deployed, and are very effective in contributing to pupils' progress.
43. The school's approach to financial management takes due care to gain best value and is well focused on the corporate priorities. The school makes good use of the additional funding gained from national and other sources to raise standards in the often difficult circumstances

of the locality. The linked Church and Diocese also provide useful guidance and support, as does the LEA in financial matters, and overall this works well.

44. The governing body fulfils its statutory duties. The governors are well informed about most aspects of the school's work, visit regularly and manage their own work well through a suitable committee structure. They successfully act as critical friends to the senior management and headteacher, and have within their membership a broad range of expertise which enables them to do this. At present the school's assessment system is not generating sufficient information in some subjects for them to be fully aware of attainment in these subjects, but those who visit regularly are well informed about the work they see the pupils undertaking. The governing body has strong links with the Church and is a major force in leading and supporting the school's policy for ensuring all pupils have suitable opportunities to make progress, and for the involvement of the community in learning. The school's policy to promote race equality is in place for all pupils and monitored by the senior staff, but an individual approach has been taken to analysing the standards and achievement of the very small number of pupils from minority ethnic groups. This is an appropriate decision.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	493,332	Balance from previous year	4,706
Total expenditure	487,159	Balance carried forward to the next	6,174
Expenditure per pupil	4,553		

45. The pupils in the two special language units within the school are funded at a higher rate than mainstream pupils, and the allocation is used appropriately. This is mainly to enhance staffing for the units, but this also has additional benefit for mainstream pupils in the level of expertise in the staff team, and the number of adults in lessons.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Provision of curricular opportunities in the Foundation Stage is good, with emphasis on learning through practical and play experiences. The teaching is at least good in all areas of learning, and very good in creative aspects. The teacher and teaching assistants have very good knowledge and understanding of the Early Learning Goals for children of this age and plan the curriculum to attain them. Improvement since the previous inspection is satisfactory in communication, language and literacy, mathematics and knowledge and understanding of the world and good in personal, social and emotional development, creative development and physical development. The requirements of the curriculum are enriched through good accommodation and resources. Assessment is thorough and constructive to ensure children make good progress in all six areas of learning. The pupils needing support with English as an additional language have only recently been admitted and are making good progress; friendships are developing and understanding of simple spoken English is emerging. Pupils with special educational needs are also achieving well and have effective support. Very good leadership and management have created a very effective team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good. Standards are satisfactory and children are on course to meet the early learning goals by the end of the reception year.

Main strengths and weaknesses

- High expectations of staff.
- Good provision for pupils with special educational needs.
- Effective development of personal independence.

Commentary

47. The children achieve well as a result of good teaching. Most children start school with very immature skills in personal and social development. The teacher and teaching assistants plan challenging but achievable activities so that the children are excited, interested and keen to learn. Very good support enables the children to join in and grow in confidence. The adults listen carefully to what the children have to say, showing that their contributions are valued. Through skilful teaching with high expectations, the children learn to listen, concentrate and sit still, whilst any slight misbehaviour is dealt with by gentle reprimands. They can work as a class, or part of a group or individually. For example, in a story lesson in the hall, the children listened to, 'when the King rides by', when they joined together, in stamping, sighing and yawning activities to match the words in the story. They took it in turns to play the part of the King and to play the drum. Good use of praise encouraged the children to join in and any mistakes were quickly forgotten. The teacher helped the children to feel secure, enabling them to communicate with others.
48. The children all know the rules of behaviour and conduct and ask permission to leave their activity and move to another. At the end of the lesson they all share, with a little prompting, in tidying away equipment and preparing for snack times. Good development of personal independence is seen in many different ways: making their own snacks, deciding to put on their coats for outdoor play and selecting their activities and resources. Most children can dress and undress independently and manage their own personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good. From a below average attainment on entry, the children make good progress and although the most able will reach the Early Learning Goals, the majority will not in this area of learning by the end of the reception year.

Main strengths and weaknesses

- Good progress made by the children due to good teaching.
- The effective use of staff expertise.
- The enthusiasm of children for learning.
- Teacher's accurate assessment which is carefully based on careful observations.

Commentary

49. In the nursery and reception class, the teaching is good and the children enjoy listening to stories and sharing books with each other and with adults. Children also take pleasure in meeting together to share their news. The more able children use spoken and written language and readily turn to it in their play, as was seen in role play at 'the clinic' when they used expressive language, weighing and bathing their baby, announcing, 'the doctor has just arrived'. The teacher and teaching assistants are skilful in extending talking and listening by joining in the play. Competent children can retell a story, ask and answer questions. The least competent have difficulty speaking about what they have learnt, but respond well to specific questions by pointing or giving single word answers.
50. Many children are beginning to link sounds to letters. They are learning the initial letters, 's' and 't' by finding objects that begin with these sounds and then reinforcing the learning by forming the letter in the sand, writing it or drawing a picture of the object. The children enjoy using the picture and sound making cards. The teacher uses observation well to assess and record what the children have learnt; for example: 'knows and can write 't' but needed help to think of objects beginning with 't'.
51. Writing is at an early stage of development, though most children can use a pencil and attempt to hold it correctly. They can all recognise their name and many can write it. Most children can copy the letters of the alphabet by using an alphabet line and write a simple sentence, such as 'it is very cold'. Higher attainers use their knowledge of letter sounds to write simple words, working independently, but require help to form a sentence in reporting 'we have grown some sunflowers' They are learning ascenders and descenders in handwriting, which is marked appreciatively ; 'lovely word spacers!'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good. From a below average attainment on entry, the children make good progress and although the most able will reach the Early Learning Goals, the majority will not in this area of learning by the end of the reception year.

Main strengths and weaknesses

- Good teaching with effective planning and a lively pace.
- Good progress by children.
- Positive staffing levels.
- Mathematical language is slow to develop.

Commentary

52. Good teaching, with effective planning and organisation enables the children to make good progress in mathematics. Lively teaching keeps a good pace so that the children are interested to learn. In the nursery they can count everyday objects to five. Apparatus for counting, sorting, ordering and sequencing is well organised in the mathematics area. The teacher develops the children's awareness of pattern through arranging colour shapes and threading beads. After listening to the story of 'The Hungry Caterpillar' they enjoyed 'planting' magnetic flowers in a pot to match numerals from 1 to 10. Working one-to-one with a teacher a child could put numbers 0-5 in the correct order on a magnetic board, laughing at his success and saying 'I know what I am doing'.
53. The children in reception can recite numbers up to 10 and use language such as 'one more', 'less', 'greater', 'smaller'. Working practically in the sand, they can understand heavier and lighter, and are beginning to realise that by putting two groups of objects together, they are adding, and by taking something away they are subtracting. They are still not able to use language to describe the shape and size of solids and flat shapes, nor develop mathematical ideas and methods to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is very good. In this area of learning the children achieve well and are on target to reach the Early Learning Goals by the end of the reception year.

Main strengths and weaknesses

- Good teaching.
- The pupils' confident use of technology.
- Rigour in scientific activities.
- A wide range of practical opportunities.

Commentary

54. The children make good progress because of the good teaching in this area. Since the previous inspection the provision for information, communication and technology has significantly improved. The children use technology with growing confidence when supported by an adult, which is evident in the display of ICT Dazzle shapes. They can find out and identify some features of living things and look at similarities and differences. For example, a display on the wall shows a pictogram of eye colour, labelled 'most children in the reception have blue eyes'. In a lesson on bones, excellent resources of a model jointed skeleton, x-rays and a floppy cuddly toy enthralled the children so that they learnt how bones helped them to walk and bend.
55. Expectations are high that the children will observe and find out about the place where they live, and the natural world. Records are kept of 'A visit to Tatton Park' and 'A Trip to the Aquatic Centre', whilst diaries tell about the past and present events in the lives of 'Sasha and Jane'. Work on natural science is seen in the display of cones and bark on the display 'God made the World and it is good'. Photographs show the children against sunflowers in the school garden.
56. The children can build and construct with a wide range of objects, selecting appropriate resources and adapting their work as in making a Pin Mill. They are given the opportunity to investigate colour using colour paddles and kaleidoscopes.

PHYSICAL DEVELOPMENT

Provision in physical development is good. Children are on course to reach the Early Learning Goals by the end of the reception year.

Main strengths and weaknesses

- Imaginative teaching catches pupils' imagination.
- Children's enthusiasm and good behaviour.
- Lack of outdoor space and safe surface restricts range of opportunities.
- Limited storage for large outdoor play equipment.

Commentary

57. Teaching and learning are good in this area of learning and progress is satisfactory. The children are aware of the effect of exercise on the body and they learn to change for physical education. They have great enthusiasm for outdoor physical activities, being eager to go outside as they know that there are many exciting things to do. Although there is a lack of space and no safe surface, the good teaching and imagination of the staff makes the best use of limited resources. The children can run, jump, slide, balance, climb and crawl using the large apparatus, which has to be put up and, later, taken down and stored inadequately in the playground. When they are using the wheeled toys, scooters and bikes, they are aware of the space around them and the need to steer clear of other children and avoid collisions. The children develop ball skills using the small games equipment. The teaching staff make very good use of the outside sheltered bay, which is an extension of the classroom. There the children handle tools, which they can use in the sand or the water. They enjoy chalking on the two wall boards and building with construction toys on the mats.
58. The children develop their manipulative skills successfully through cutting with scissors, rolling and moulding clay and drawing and painting with pencils and brushes. Small world equipment and building sets are effectively planned to improve skills in construction.

CREATIVE DEVELOPMENT

Provision in creative development is very good. Children are well on course to reach the Early Learning Goals and are likely to have exceeded them by the end of reception.

Main strengths and weaknesses

- Very good teaching.
- Very good role play opportunities with adults involved.
- Good involvement of parents.

Commentary

59. Teaching in this area of learning is very good, as a result the children learn well and make good progress. Quality work is seen in painting, drawing and collage, resulting from very good planning of stimulating resources. The collage of 'Handa's Hen' is constructed from tissue, foil, card, paint and shells and enhanced through paper sculpture. Children are encouraged to explore colour, pattern and shape, which is shown in the clay tiles decorating the classrooms. The children know many songs, which they sing tunefully with good rhythm and dynamics, showing confidence in performing before an audience. They learnt about rhythm by clapping out their names and repeating the rhythm on a drum. They understand how sounds can be made longer/shorter and louder/softer. They can dance, clap and sing in response to music.

60. A strength in this area of learning is role play, largely due to the way adults support and extend opportunities for the children, through providing exciting resources to stimulate imaginative language. For example, after dressing up for a wedding, they planned the ceremony by rearranging the furniture to make a church setting, sang 'Here Comes the Bride' and played the roles of wedding guests.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

	Infants	Juniors
Standards	Satisfactory	Satisfactory
Achievement	Good	Good
Teaching	Good	Good
Leadership	Good	Good
Management	Good	Good
Progress since the last inspection	Satisfactory	Satisfactory

Main strengths and weaknesses

- Good subject knowledge of the teachers.
- Good teaching of basic skills.
- Progress in speaking and the development of language.
- Effective guided reading.
- Good quality marking.
- Limited detail in individual pupils' assessments in both key stages.
- Lack of clarity in planning teaching and learning in mixed age classes.
- Not enough challenge and expectations for the high attainers.
- Few opportunities for independent learning.
- Limited planning of literacy across the curriculum.

Commentary

61. Standards for seven and eleven year olds are in line with the national expectations for their age groups. The school's national test results in 2002 were below the national figures for seven year olds, although well above the results of similar school. Results for eleven year olds were well below the national figures, but about the same as those of similar schools. The unconfirmed results for 2003 show a significant improvement in writing for seven year olds, and an impressive improvement in the scores for eleven year olds which are well above the unconfirmed national figures. All the eleven year olds achieved at least the Level 4 expected for their age with a third achieving the higher Level 5.
62. Attainment on entry to the school is below average in language development, with a tail of children having special educational needs and a small minority being articulate, confident four-year-olds. However, achievement is good throughout the school, mainly due to good teaching and systematic planning of the subject. Speaking and the development of language are strengths in English. Teachers value the contributions of the pupils. This builds their confidence and enables them to speak within a group. The younger pupils enjoy listening to stories and sharing in the reading of the Big Books. Teaching methods are effective in making the pupils keen to learn. For example, in Year 2, the pupils had a lively discussion on

how to play snakes and ladders. Drama was very well used to motivate pupils in Year 6, when they held a press conference on an imaginary story: 'Four Astronauts set off for Venus'. Pupils played the parts of the astronauts and the journalists. After reading the text of the newspaper article the 'journalists' decided on searching questions to ask about the trip. Good opportunities to develop vocabulary are seized upon by the teacher in explaining the meaning of sulphuric acid being hostile to life.

63. The improvement in reading standards is impressive, especially the results of boys in Year 2, who exceeded the girls in the 2002 National Tests, due partly to parental involvement in reading. Average and below average pupils aged six and seven have a good grasp of letter sounds, can recognise key words and read repeated phrases. They use picture clues and the sense of the story to help them. Above average pupils enjoy reading the books in the graded boxes and can explain why they like them. They keep book reviews and write about their favourite characters. Older pupils' reading is good overall. The few pupils having difficulty choose a wide variety of texts, preferring funny and exciting books. In guided reading, teachers choose books that will interest the pupils, such as play scripts in which all the pupils can play a part. Confident readers in Year 6 read fluently, with expression and attention to punctuation. They can read silently with good recall, understanding and at speed. Higher order skills are seen in using evidence from the text to justify a view point, skimming and using contents page or index to get information.
64. Writing is mainly sound, showing satisfactory progress for the majority of pupils and good progress for higher attainers. The most able seven-year-olds' writing is structured, imaginative and clear, using the main features of various writing forms appropriately. For example, in planning a list of things for 'My Holiday...what shall I need?', the priority was 'I shall need my jewellery'. Spelling is phonetically correct, with a few misspellings, such as 'colored'. The pupils can delineate sentences using capital letters, commas and full stops. Words are used for effect and are imaginative and expressive. For example, in writing about 'After Dark', the pupil explained, 'I hear fireworks banging, cars splashing, people walking in the puddles'. Most of the pupils in Year 6 have the writing skills they need. Their writing is varied and interesting to different audiences. These skills are seen in the very good work on poems, with titles such as 'Shades of Meaning'. High quality marking is a strength of English, both being appreciative and constructive, for example, 'Wow! Some excellent vocabulary here!' and, 'Don't forget your apostrophes'.
65. Strategic planning in upper juniors ensures that pupils' needs are well catered for by setting tasks that have sufficient challenge to keep them working independently and productively. In lessons, where teachers adhere too closely to the guidelines in the National Literacy Strategy, there is a lack of challenge and low expectations. Occasionally the needs of the higher attainers in mixed age classes are not met by the work and this limits their achievement.
66. The management of English is sound; the work is evaluated and the pupils' books are monitored. Writing across the school is assessed for continuity and progression and records are kept and passed on to the receiving class. Group objectives are written up and displayed, together with writing targets set in the pupils' books to be self-evaluated. Leadership has been focused on writing through the school and is good, with improvements in the attainment of both infants and juniors.

Language and literacy across the curriculum

67. The use of language and literacy across the curriculum is developing well in practice, including opportunities for drama and increased focus on oral work. For example, there is evidence of the positive use of literacy skills in history, when the pupils, studying the Victorians, wrote letters to Queen Victoria. However, the planning systems for supporting this work are at an early stage, and there remain many opportunities to increase the amount and improve the quality of cross-curricular work in English.

MATHEMATICS

Overall, the quality of provision in mathematics is good.

Mathematics	Infants	Juniors
Standards	Satisfactory	Satisfactory
Achievement	Satisfactory	Good
Teaching	Satisfactory	Good
Leadership	Good	Good
Management	Good	Good
Progress since the last inspection	Satisfactory	Satisfactory

Main strengths and weaknesses

- Teachers' knowledge and understanding of the National Numeracy Strategy effectively contributes to the standards attained by pupils.
- Teaching in the oldest year groups is good and ensures that overall learning is good.
- Attitudes and behaviour are good and enable all pupils to learn well.
- Leadership and management of the subject is good.
- Assessment, including marking, is not used sufficiently to inform planning, both short term and long term.

Commentary

68. By the end of Year 2, standards in the 2002 national tests for mathematics were well below the national average, and average compared with the performance of similar schools. Improvement in this performance over the past few years has mirrored the national trend. Many pupils enter school at a level below that of the national average and therefore make significant progress. By the end of Year 6, standards in the 2002 national tests were well below the national average but above the performance of similar schools. The percentage of pupils attaining the higher Level 5 is above the average for similar schools. When compared with the performance from the beginning of Year 3, progress is above that for pupils in similar schools and this progress is supported by the internal testing carried out by the school.
69. Throughout the school there is no significant difference between the performance of boys and girls. The trend over time is erratic compared to the national trend mainly because the school's cohorts are small and the numbers of pupils with special needs from the language unit differ each year, causing considerable year to year variation.
70. By the end of Year 2, standards of attainment in lessons and pupils' work are broadly in line with those expected for pupils of this age. Achievement is satisfactory with most pupils making steady progress in lessons, counting in number patterns to one hundred and investigating which coins are required to reach specified totals. Pupils with special educational needs receive support when undertaking their tasks such as the recognition of coins and achieve well. Higher attaining pupils use a range of efficient strategies to carry out calculations but are not sufficiently challenged, completing their work quickly and accurately with little effort.
71. By the end of Year 6, the majority of pupils attain standards broadly in line with those expected for their age. All pupils are included and make good progress in lessons. For example, many pupils understand the term 'equivalent' in the context of vulgar and decimal fractions and percentages, and are able to use this knowledge and understanding in problem solving.

72. Since the previous inspection there have been satisfactory improvements in the provision for mathematics, especially the school's effective implementation of the Numeracy Strategy and, in some instances, modifying it well to meet the needs of individual pupils. The role of teaching assistants has been developed and they make a very significant contribution to the progress of pupils, ensuring understanding and contributing significantly to the good progress they make.
73. Teaching and learning are satisfactory at Year 2 and good at Year 6. Planning is variable, not always focusing on the learning needs of individual pupils. In the best lessons, the pace was brisk and pupils constantly challenged to explain how they arrived at their answers. This promoted confidence effectively, as well as developing knowledge and understanding. Assessments are not always analysed to monitor the progress of pupils over time and to inform future planning. The level of challenge for the able pupils is rarely high enough. The marking of pupils' work is inconsistent and not fully in line with school policy on marking.
74. The subject leader manages and leads the subject effectively, having a very clear understanding of the role, and the strengths and weaknesses of the subject. Pupils experiences and progress are monitored satisfactorily through the scrutiny of planning and the analysis of pupils' work, although the co-ordinator rarely observes the teaching and learning in lessons. The action plan is clearly linked to the school improvement plan and budgeting is well managed ensuring satisfactory resources. The school is in a good position to raise standards further.

Mathematics across the curriculum

75. The planning of mathematics across the curriculum is at an early stage and not yet fully effective. There are many examples of the use of number, lists and graphs, especially in science, but also in other subjects. However, few of these use mathematics at the level the pupils are working in their mathematics lessons. The school has plans to improve this area of planning.

SCIENCE

Provision in science is satisfactory.

SCIENCE	Infants	Juniors
Standards	Satisfactory	Satisfactory
Achievement	Satisfactory	Good
Teaching	Satisfactory	Satisfactory with good features
Leadership	Satisfactory	Satisfactory
Management	Good	Good
Progress since the last inspection	Satisfactory	Good

Main strengths and weaknesses

- Teaching in Years 5 and 6 that captures pupils' interest.
- Pupils' enthusiasm for the subject which sustains their concentration.
- The use of ICT in the lower juniors to illustrate teaching points.
- The limited assessment of individual pupils' skills and knowledge and the planning of suitable work in lessons, especially for the more able pupils.

Commentary

76. National test results indicate that the school's standards in science are improving. Although Year 6 results were below the national figures in 2002, the gap is closing. The school has been particularly successful in improving the proportion of pupils who attain the level expected for their age, to the point that in the unconfirmed results of teacher-assessment in 2003 all Year 2 pupils attained the expected Level 2, and in the tests all Year 6 pupils attained the expected Level 4. This was better than 2002 when results for Year 6 pupils were well below those of other schools nationally. Results for the more able pupils in Year 2 also improved significantly in 2003, although results at the end of both infants and juniors, they were a little below the national figures. Overall, Year 2 results for 2002 compared well with similar schools, but were below similar schools for Year 6, although the results for the more able pupils compared well.
77. Standards achieved in lessons and teaching were satisfactory overall in both the infants and juniors. The pupils in the infant class, which includes two year groups, had the benefit of carefully planned teaching, and the adults leading groups in lessons knew what was expected of them. The teaching was satisfactory because the activities were practical and interested the pupils, the class was well organised and the adults followed up the teacher's introduction to lessons by further explanations to their groups where necessary. Most pupils reached the standards expected for their age, but the pace of learning for some pupils was too slow. This was mainly due to similar tasks being provided for almost all pupils, with only limited possibilities to challenge the oldest, most able pupils in Year 2. There is room for higher expectations of pupils' ability to achieve and to explore science topics through more demanding activities.
78. The pupils' enthusiasm for science continues into the lower junior classes, and they gain much from the teacher's interesting presentations at the beginning of the lesson, especially when technology is involved; for example, when an electronic microscope was connected to the computerised display board to demonstrate the effects of corrosive liquids such as vinegar on eggshells, as part of a study of teeth. Where adults were leading the ability groups within the class, lower junior pupils made reasonable attempts to complete their follow-up activities, but when working independently their interest was often lost. This was partly due to the uninspiring methods of recording their findings in the second part of the science lesson. Nonetheless, most pupils can talk knowledgeable about the topics they have studied, although they rarely use the scientific language. They also know what to consider in order to make a test fair, but most of the testing and experimenting is designed either by the teacher or as a class, with much less evidence of pupils exploring their own ideas.
79. In the upper junior year groups, both the pace of learning and the level of challenge was accelerated during the teacher's presentation of the lesson, and particularly in the long but effective introduction. During this time, the teacher checked pupils' understanding of previous work through questions that were well matched to each pupil's age and abilities. Later, further exploration and new ideas were skilfully promoted through more open questions such as "How would the result have been different if one of the circumstances had varied?" The pupils were keen to participate and used their knowledge to consider wider implications of the exploration that had been undertaken. A variety of ways of recording results also helped their inquisitive learning, such as using a transparent grid to cover bread that had grown mouldy in various pre-arranged circumstances; then using felt tips to colour the parts of the grid covering different areas of mould in order to collect the data to estimate and compare the percentage of mould on each of the samples. This worked well, even though the graphical work was basic, in ensuring that pupils of all abilities could extend their understanding as they drew conclusions from their work.
80. Overall, the provision for science is satisfactory, with the exception of assessment procedures. The school is aware of this, and has already planned to incorporate the new national recommendations as soon as they are published. This is intended to help the planning of work across the two year groups in each class to be more accurately matched to the pupils' competence, especially the work of the second part of lessons. The subject is

effectively managed by a capable and suitably qualified co-ordinator who has used the time and opportunities available very well to support the planning and teaching of science. The limited evidence of the quality of pupils' learning in lessons reduces the co-ordinator's ability to plan the priorities for improvement in the science through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good. The pupils make good progress through the school, and this shows in the good standards achieved in the younger classes. The junior pupils are capable of higher standards and are well placed to achieve these in the near future.

ICT	Infants	Juniors
Standards	Good	Satisfactory
Achievement	Satisfactory	Good
Teaching	Good	Good
Leadership	Satisfactory	Satisfactory
Management	Good	Good
Progress since the last inspection	Satisfactory	Good

Main strengths and weaknesses

- The good standards achieved by many infant pupils.
- Sufficient staff to enable the pupils to work in small groups in the ICT suite, which allows pupils to have regular individual attention.
- The clear guidance for planning pupils' experiences, which helps to ensure their expertise is built up steadily.
- The effective means of recording pupils' achievements, which also acts as a check that they have had the necessary opportunities to develop their skills.
- The local community using facilities in the school building as part of the community project to develop their skills in ICT, mainly using computers.
- The subject leader is rarely being able to check pupils' learning directly.
- The variable quality of planning the use of ICT in other subjects.

Commentary

81. Two ICT lessons were seen, one in each key stage, and pupils' work was scrutinised for evidence of the use of ICT in other subjects. Overall, the teaching in the lessons seen was good. The lessons took place with small groups of pupils in the ICT suite, so each pupil had the use of a computer. This was very effective in making good use of the time, especially as the staff could take the whole group through new routines at the beginning of the lesson, and then work with individual pupils at their own level of expertise. Other adults also helped with the teaching, and in one lesson a technician, provided by the educational action zone, was on hand to support both the adults and the pupils' technical needs which helped confidence and the pace of learning. All staff had sufficient expertise to teach the planned lessons, and the pace of learning was brisk. Pupils in both key stages were confident in the basic skills of using computers and printers, and the older pupils could explain how to use the internet for research. Standards in the lessons seen were good for many pupils in Year 2. They have achieved well, mainly due to the regular teaching of ICT from nursery and also because they are able to work in small groups with an adult. Their competence in loading and saving their work, and in using the mouse and basic icons, helped them to grasp quickly the potential of a program that enabled them to flood sections of their geometric patterns with colour.

82. Junior pupils working on adapting a standard word processing format to a style suitable for a newspaper, took full advantage of the positive staffing to gain the techniques needed to change fonts, text size and style. They also had valuable time to discuss their individual ideas about what they wanted with each other and adults. This enabled them to modify and develop their work, and in a short time, there were many different outcomes which they had the opportunity to consider and compare. The planning for ICT is well supported by the scheme of work, and pupils' have had the opportunity to develop their skills systematically in the early years and infant classes. In the older junior year groups, standards are satisfactory although pupils' achievement is good. Many pupils, especially the more able, are striving effectively to catch up on the skills and knowledge they were unable to develop when the school was less well placed to teach ICT. Most are making suitable progress towards higher standards.
83. The subject is well managed despite the co-ordinator rarely seeing other staff teach. The written and informal guidance provided has effectively supported the efforts of staff to increase their own expertise, and to encourage the use of ICT through the school. The use of an individual booklet to record the progress of individual pupils is a helpful tool for assessment and also reminds staff of the experiences which the pupils need in order to support their achievement. The school's open-plan nature also helps to provide a constant presence of pupils using ICT as an integral part of their work and raises the profile of the subject.

Information and communication technology across the curriculum

84. There is regular evidence of the use of ICT in most other subjects of the curriculum, particularly in art. At present this is planned mainly to allow pupils to apply their skills in areas such as word processing or producing graphs to illustrate text. The older pupils also have opportunities to research topics using the Internet. This works well in enabling pupils to see the practical opportunities for using ICT. The full integration of ICT and subject planning through the school is not yet in place, so at present pupils are often using only basic ICT procedures, especially in word processing, when working in other subjects. There are examples of a specific skill or technique being developed in order to enhance the work in another subject, but these are not yet a regular feature.

HUMANITIES

HISTORY AND GEOGRAPHY

Overall, the quality of provision in history and geography is satisfactory. This judgement is based on the observation of one history and one geography lesson, a discussion with pupils, a review of displays around school, a review of the coordinator's file for geography and a discussion with the coordinator for history.

	Infants	Juniors
Standards	Satisfactory	Satisfactory
Achievement	Satisfactory	Satisfactory
Teaching	Limited evidence	Satisfactory
Leadership	Unsatisfactory	Unsatisfactory
Management	Unsatisfactory	Unsatisfactory
Progress since the previous inspection	Unsatisfactory	Unsatisfactory

Main strengths and weaknesses

- The effective monitoring by the subject leaders of teachers' planning, and analysing pupils' work effectively.
- The purposeful school visits and use of research material enhance learning.
- The assessments of pupils' competence have too little influence on the planning for developing their skills, knowledge and understanding.
- Cross-curricular links between the two subjects are not used often enough to reinforcing pupils' learning.
- The limited overview of pupils' standards and progress in either subject, which restricts the planning for further developments.

Commentary

85. Standards in both subjects are judged to be satisfactory on the evidence available. Achievement in the lessons seen was satisfactory, with pupils of all abilities well supported by staff, although too little evidence available to judge achievement through the school. Pupils are more confident in expressing their knowledge and understanding orally rather than in written form. The teaching of geography in both language units was good, with pupils making good progress in their understanding of different places and people. Pupils in the infants have a sense of place and are able to co-operate in using simple geographical skills to create a picture map and follow their route from home to school. In Years 3 and 4 the quality of teaching in history is satisfactory with pupils demonstrating some understanding about the lives and culture of people during Roman times. They are able to use words like 'toga', and 'mosaics' in the correct context. They are unable however, to relate ancient Rome geographically with the modern city of Rome. Pupils' learning has been enhanced by visits to places such as Salford Art Gallery and Museum.
86. The subject coordinators provide unsatisfactory leadership. Neither the history nor geography policies have been updated recently and therefore, do not incorporate the curriculum changes introduced in 2000. For both subjects, the school does have a rolling programme of topics, but there is no planned skill development within these plans. Teachers' planning is reviewed and pupils' work analysed at the end of each academic year, but there is no evidence to suggest that this impacts on pupils' learning. The assessment of history is carried out informally, on an on-going basis, but this does not address what a pupil knows, understands and can do. History and geography have been identified as priorities in the present school development plan, although as yet there is no evidence in either subject, of an audit to identify need, or an action plan to inform the development plan. Staff absence has contributed to a slower pace than intended in developing these subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in art and none in design and technology Pupils' work was examined, as well as teachers' planning. Four lessons were seen in music.

ART AND DESIGN

Provision in art and design is very good. The subject is now a strength of the school.

	Infants	Juniors
Standards	Good	Good
Achievement	Good	Good
Teaching	Good	Good
Leadership	Good	Good
Management	Good	Good
Progress since the previous inspection	Good	Good

Main strengths and weaknesses

- The positive contribution of specialist teaching to improving the quality of work.
- The use of ICT in design.
- Work involving printing and textiles.
- The positive recognition of multi-cultural art in the curriculum.
- Cultural development through visits to art galleries.

Commentary

87. At the previous inspection, standards were typical of seven and eleven –year-olds. Specialist teachers, working in the Education Action Zone, conducted a major evaluation in order to plan strategically for continuity and progression of skills. Good practice was shared and further developments planned. Standards are now above expectations in Year 2 and Year 6, and achievement, teaching and learning are good.
88. A visiting artist, with expertise in textiles, worked with the pupils to create a multi- cultural display in the entrance hall. Very good relationships with the teachers give the pupils the enthusiasm and confidence to explore and experiment. Pupils in Year 2 were proud to display their still life pencil sketches of pineapples and selections of fruit, with explanations of their technique, such as ‘we used the side and the tip of the pencil’.
89. The quality of teaching is good because the teachers’ knowledge and understanding of the subject is secure. Teachers use a variety of methods to challenge the pupils. The older pupils use sketch books to plan work and make designs. For example, when making card tiles for printing on materials, they sketched their ideas before copying them on to the cards. Clear guidelines on methods of working are given by the teachers so that the pupils handle materials confidently. Very good teaching points on making collages, such as ‘start with the background, add the mid-ground, then the foreground’ enable the pupils to improve their work.
90. Good use is made of ICT by teachers in looking closely at pattern through using and exploring line in the ‘Draw’ program. With adult help, pupils in Year 2 used computers to make line-work compositions of colour, shape and two-dimensional space on the computers. Very good follow up design work was organised by the teacher when the pupils used this knowledge to build up collages of coloured shapes.
91. Pupils enjoy studying multi-cultural art. Year 2 followed up their geography work on Australia by learning about Aboriginal art in order to make decorated didgeridoos. Year 6 researched Aztec design on the Internet before creating an Aztec tile print. Pupils also study the work of famous artists and sculptors and make good use of this knowledge to improve the quality of their own work. They made good quality chalk pastel drawings in the style of Monet, collages of coloured cut papers in the style of Van Gogh and sculpture drawings on themes such as ‘happiness, loneliness’. Visits to the Salford Art Gallery and the Lowry Centre provide further opportunities for cultural development.
92. Leadership and management are good. Programmes of study follow a two-year rolling programme. The co-ordinator monitors the teachers’ plans and the pupils’ work in order to check that pupils have an appropriate range of experiences and to check where standards need improving. A portfolio of work showing progression is in the process of being developed to help staff to recognise the sequence of skills that can be developed and the quality of work produced by pupils of different ages and abilities.

DESIGN AND TECHNOLOGY

Provision in design and technology is satisfactory.

	Infants	Juniors
Standards	Satisfactory	Satisfactory
Achievement	Limited evidence	Limited evidence
Teaching	Limited evidence	Limited evidence
Leadership	Satisfactory	Satisfactory
Management	Satisfactory	Satisfactory
Progress since the previous inspection	Good	Good

Main strengths and weaknesses

- Good planning in sketch books.
- Pupils' regular evaluation of their own work.
- The wide variety of materials used.
- The pace of pupils learning, especially the development of skills, is not yet tracked effectively.

Commentary

93. No lessons were observed in this subject, as design and technology are blocked half termly with art and design. As a result there was not enough evidence to make secure judgements on teaching, learning and achievement. Work saved by the teachers and displays in the classrooms show that standards are in line with national expectations for pupils aged seven and eleven. This is a good improvement since the previous inspection, when standards for pupils aged eleven were below those expected, skills were poor, and design and construction were unsatisfactory. A key issue was to raise the profile of the subject and improve standards.
94. Pupils in the juniors use sketch books well to plan their work and draw their designs. Year 4 held a Design and Technology Day and recorded their work with signed comments in a class book, such as 'I really enjoyed the day.' A display of the work, including moving cars and various buildings showed that the pupils worked with a variety of materials, including cardboard, wood, plastic and textiles. The teacher had given the pupils guidelines for their work. For example 'design an object that will light up'. Evaluation sheets helped the pupils consider the next stage of their work by asking 'what could you have done to improve your work?'
95. A portfolio of work, including photographs, is being built up to record progression in pupils' work. Year 6 had worked with textiles, including weaving with hessian and metals. A project on building a shelter showed them studying structure. Year 2 pupils, when designing circles, used card, scissors and glue and assessed 'which do you think is the easiest method to use?' They were proud to show the puppets they had made in the previous half-term. They had used their skills effectively, and applied some of the techniques they had learned in order to produce an attractive and versatile puppet. For example, working with felt they had cut, used a running stitch to join the material, glued or stitched on felt shapes and adorned their puppets with buttons and earrings, using tinsel threads.
96. Leadership and management are sound. The co-ordinator is planning to add work relevant to the school in the schemes of work. Planning and pupils' work are monitored and assessed by a tick-off system, recording skills, which helps to establish which topics in design and technology are most, and least, successful. The monitoring is less successful in ensuring

the pupils' skills are developed at an appropriate rate. Resources are good, including work benches and a large selection of tools that are centrally stored.

MUSIC

Provision for music is very good. Standards for seven and eleven-year-olds are above those expected nationally.

	Infants	Juniors
Standards	Good	Good
Achievement	Good	Very good
Teaching	Good	Very good with excellent features
Leadership	Very good	Very good
Management	Good	Good
Progress since the previous inspection	Good	Good

Main strengths and weaknesses

- The strong commitment to music throughout the school.
- Specialist teaching resulting in high quality lessons.
- The pupils' willingness and competence when singing.
- The regular inclusion of composition in the pupils' activities.
- Provision for pupils with special educational needs.
- The range and quantity of multi-cultural percussion instruments is limited.

Commentary

97. Music is a strength of the school and the pupils enjoy their music making, which is often of a high standard. Attainment is good in both the infant and junior year groups, and achievement is very good in the juniors, where pupils work hard to improve their skills. Teaching is good overall, with examples of very good and excellent teaching. A specialist teacher from the Performing Arts Service visits the school to develop general singing skills. The quality of this teaching is excellent, planning of the lessons is very good and resources are imaginatively used so that learning is very good. Lively, stimulating teaching makes the lessons fun.
98. Pupils learn to control sounds through singing and to use their voice expressively by learning to breathe properly, clearly articulating words and emphasising important words. The older pupils, including those in the junior language unit and other pupils with special educational needs, worked successfully with the teacher to develop rhythm patterns. They achieved well in understanding rhythm and structure in music by progressing from an early echo response to the teacher's voice, to keeping time with taped music by clapping, stamping and playing un-tuned instruments, including pausing as directed or picking up only one beat in a bar. Younger pupils learn about rhythm by repeating patterns on a drum. They respond well to the teacher's high expectations by thinking of ways to describe the rhythm; for example, three beats in a bar as 'walk, walk, walk'. They learned that some African drums were called 'talking drums'.
99. The profile of music is raised by working with outside agencies. A specialist teacher from the Education Action Zone project works with the pupils on composition. The Northern Chamber Orchestra visits the school and develops composition, involving all junior pupils.
100. Older pupils in the language unit learned about different aspects of a piece of music, by listening to four pieces and recording the differing features, whether singing, instrumental,

loud or soft, fast or slow. The teacher ensured all the pupils make a contribution in discussing other types of music such as pop, chamber music, opera or a piano recital.

101. The management of the subject is good. There have been significant improvements in standards and teaching since the last inspection. The co-ordinator has musical expertise, playing the French horn, teaching recorder and being a member of an orchestra, and provides very good leadership through practical demonstration, and setting high expectations. Cultural development is enhanced by visiting the Healthy Living Centre to experience sessions of African drums. Future plans include buying more instruments used in various cultures to supplement the present limited stock. Music has good cross-curricular links with literacy through sound stories and with ICT in using the program, 'Musical Leaps and Bounds'.

PHYSICAL EDUCATION

Provision in physical education is satisfactory.

	Infants	Juniors
Standards	Satisfactory	Satisfactory
Achievement	Good	Good
Teaching	Good	Good
Leadership	Satisfactory	Satisfactory
Management	Satisfactory	Satisfactory
Progress since the previous inspection	Satisfactory	Satisfactory

Main strengths and weaknesses

- The expertise provided by visiting specialists.
- Lively lessons which maintain pupils' interest and involvement.
- The number of adults in lessons to support and encourage pupils.
- The willingness and enthusiasm of pupils.
- The inclusion of pupils of all abilities even in challenging lessons.
- The monitoring of individual learning and talent, which is limited at present.

Commentary

102. Three of the four lessons seen during the inspection were taught by visiting specialists. The teaching in these lessons was good and standards satisfactory in both the infants and juniors, with most pupils making good gains in their skills. Stimulating activities were provided with a brisk pace and very good use of body movements. Pupils with special educational needs were included and achieved well, especially as staff from the class and the language unit were involved in the lesson. This good staffing ratio was very successful in providing help, example and encouragement to pupils who needed it. Although there was only limited opportunity for the pupils to comment on what they were doing, there was no doubt that many were attempting and achieving movements, sequences and responses to music that they had not achieved previously. For example, in a challenging dance lesson with junior pupils, many struggled at first to link the teacher's instructions about movements such as squatting, to their own actions. However, the constant repetition of the sequence linked to the rhythm of the music, and the teacher's techniques of demonstrating with barely a pause in the lessons, gave the pupils opportunity to practice and improve.
103. The most able pupils responded well to the challenges of these lessons and they also achieved well during them. A lesson with pupils from the infant language unit was taught by school staff, who skilfully encouraged them to improve the control of their movements and develop their skills. For example, bowling at skittles using over and under-arm techniques, and left and right handed catching of bean bags, which helped pupils with limited physical abilities. Opportunities to reinforce numeracy were used well. Overall standards are

satisfactory for the majority of pupils, but the level of challenge planned for the standard PE lessons does not often reflect that in the lessons taught by specialist teachers and in the extra-curricular dance club.

104. The co-ordinator's management of the subject is satisfactory. The school has recognised that the subject needs boosting, hence the successful use of visiting specialists and the inclusion of an outward bound residential course for pupils in Years 5 and 6. The co-ordinator's direct leadership is low key at present, while the specialist staff, senior management and Educational Action Zone provide the main impetus for development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

The school has made good provision for the teaching of personal and health education. Provision in personal, social and health education is good. Provision for the teaching of citizenship and personal responsibility is less well developed.

The subject is well supported by:

- The school's policy and curriculum planning for PSHE.
- The regular opportunities in lessons for the delivery of personal and health education.

The following aspect of the school's provision is not well developed:

- The teaching of citizenship and personal responsibility.

Commentary

105. Three PSHE lessons were seen, mainly involving circle time discussions in which the teaching was generally good. There is clear evidence within weekly planning of the regular teaching of personal, health and social education. In lessons, pupils benefit from opportunities to discuss feelings, to reflect on self-worth and to learn how to keep safe and healthy. These opportunities are enhanced by work in other subjects, especially science. There is less emphasis on introducing the pupils to the wider implications of citizenship and responsibility. Many of the pupils live in a locality which is striving to overcome significant factors of social and economic disadvantage, and where experience of high achievement is often limited. The school recognises that this an area of learning suitable for development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	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	4
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).