

INSPECTION REPORT

WATERLOO PRIMARY SCHOOL

Ashton-under-Lyne

LEA area: Tameside

Unique reference number: 106211

Headteacher: Mr D Willis

Lead inspector: Dr B Blundell

Dates of inspection: 8th- 10th March 2004

Inspection number: 258318

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	442
School address:	Worthington Street Ashton-under-Lyne Tameside
Postcode:	OL7 9NA
Telephone number:	(0161) 330 1280
Fax number:	(0161) 339 1032
Appropriate authority:	The governing body
Name of chair of governors:	Ms T Buckley
Date of previous inspection:	3 rd March 1998

CHARACTERISTICS OF THE SCHOOL

Waterloo Primary school is a school for boys and girls, aged three to 11, situated in Ashton-under-Lyne; it is larger than most primary schools, with 442 on roll. There is an approximate gender balance among the pupils, although there are slightly more boys overall, most especially in Year 5. In Year 2, there are more girls. The pupils are mainly white British, with minorities of white pupils with other backgrounds and mixed white and black Caribbean, white and Asian, Asian British-Indian, Asian-British Pakistani, Chinese and other black backgrounds. A higher-than-average number of pupils are at early stages in the acquisition of English. The proportion of pupils entering or leaving the school, other than at the normal times in the school year, is above average. The proportion of pupils having special educational needs is in line with the national average; the proportion having statements of special needs is below average. Pupils' special needs include moderate and severe learning difficulties, social, emotional and behavioural difficulties, physical and speech and communication difficulties. The school, which is situated in a relatively deprived area, was awarded Investors in People status in 2002, and has received the Schools Achievement Award in 2003. Pupils' attainment on entry is well below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23868	B Blundell	Lead inspector	Mathematics Science Information and communication technology Educational inclusion
19558	M Hammond	Lay inspector	
30075	M Duggan	Team inspector	English Physical education Music
12060	P Ward	Team inspector	Foundation Stage Geography History
22113	P Peaker	Team inspector	Art and design Design and technology Religious education English as an additional language Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **very good**; teaching is very good, achievement is good, and leadership and management are excellent. The school provides **very good** value for money.

The school's main strengths and weaknesses are:

- Standards for pupils currently aged 11 match national averages in English, mathematics and science; pupils achieve well in these subjects.
- Leadership and management by the headteacher, the deputy headteacher and the senior management team are excellent; the governance of the school is excellent.
- The overall quality of teaching is good; pupils learn well throughout the school.
- Provision for information and communication technology (ICT) is very good, with very good teaching and learning.
- Pupils behave very well and have very positive attitudes to their work; relationships are very good.
- There are insufficient opportunities for writing in English lessons throughout the school and an insufficiently structured approach to language development in the Foundation Stage.
- Multiplication tables are not practised in a consistent manner through the school.
- The timing and frequency of withdrawal of pupils from class for extra support and the deployment of support staff require review.

The school is effective and has made **good** improvement since the last inspection. The school has appropriately given priority to raising standards in English, mathematics and science - and in particular to raising standards in English in the junior phase. It has developed the contribution made by work in other subjects to progress in literacy and numeracy effectively. The school has clarified and strengthened the roles of the headteacher and of the senior management team with regard to raising standards, and to ensuring consistency in the quality of teaching, by setting clear targets for progress and giving each teacher who has additional responsibilities a specific role in promoting it. Planning has improved so that there are generally demanding learning tasks. Assessment has been suitably developed. Homework makes a consistent contribution to learning in the juniors.

STANDARDS ACHIEVED

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

*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 achieve well overall. Their achievement is good in the Foundation Stage, infant and junior phases. Children in the Foundation Stage make good progress, but some will not reach all the Early Learning Goals overall, which are the nationally expected standards. Standards for pupils aged seven match national expectations in reading, writing, mathematics and science; they are above average in physical education and average in other subjects. Pupils aged 11 are currently attaining national expectations in English, mathematics and science, and above average expectations in geography and physical education. Singing is good throughout the school. In other subjects, standards match national expectations.

Pupils' personal qualities are **very good**. The pupils' spiritual, moral, social and cultural development is **good**. Pupils' attitudes are **very positive**; they are keen and eager to come to school and learn; they behave very well. Pupils' attendance is below national averages, but this figure is skewed by the poor attendance of a small number of pupils.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching is good overall; in the lessons seen during the inspection, it was good in all three phases of the school, with examples of very good teaching and learning seen in many classes in the school. The teaching of literacy, numeracy and science is effective throughout the school.

The curriculum is good, and is enriched with diverse activities, including ICT and science clubs, together with an array of sporting activities. The accommodation is good, and is now enhanced with a state-of-the-art nursery. Care for pupils is very good; pupils are supported well academically. The school works well in partnership with its parents and with the community. Links with the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher, deputy headteacher and senior management team are **excellent**. They have a very clear and appropriate vision for the school. The work of the governing body is **excellent** and very effective; the governors bring a considerable range of expertise and are highly dedicated to the school and its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are happy with the school. Parents are pleased that their children like school, and that staff expect their children to work hard. The latter is a view shared by the pupils themselves, who also feel that teachers listen to their ideas.

IMPROVEMENTS NEEDED

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

- Provide more opportunities for writing in English lessons throughout the school, and a more structured approach to language development in the Foundation Stage.
- Ensure that multiplication tables are regularly practised in a consistent manner throughout the school.
- Review the deployment of support staff, and also the timing and frequency of withdrawal of pupils from class for extra support.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement through the school is **good overall**; during the inspection, achievement was good in the Foundation Stage, and in the infant and junior phases. Girls and boys performed at a similar level overall. Standards in the core subjects of English, mathematics and science for current 11-year-old pupils match national expectations, and in information and communication technology (ICT), they are in line with national expectations and currently on course to exceed them. The school lives up to its motto "Here to learn".

Main strengths and weaknesses

- Standards in English, mathematics and science for pupils currently aged eleven match those expected nationally; in other subject areas, standards at least meet national expectations by the age of eleven, and exceed them in geography.
- By the age of seven, standards meet national expectations in reading, writing, mathematics and science, and are above expectations in physical education.
- Achievement throughout the school in the core subjects is good; children enter the school with well below average levels of attainment, and now match national levels by the time they leave.
- Standards in writing could be further improved if more time was provided for this.
- Standards of instant recall of multiplication tables are not as good as they could be, because they are not practised sufficiently regularly and in a consistent manner through the school.
- Occasionally, pupils are inappropriately withdrawn from class for extra support, and so miss important learning opportunities.

Commentary

1. In the national tests in 2003 for pupils aged seven, standards were above the national average in reading, below average in writing, and average in mathematics. They matched the national average in the science teacher assessments. Average points scores for 2003 in reading were 16.4, in writing, 13.9, and in mathematics, 16.4. Pupils' performance was well above average in reading, above average in mathematics and average in writing, when compared with the performance of pupils in similar schools. Table 1, below, shows the 2003 results. Over the last three years averaged together, pupils have left the infant phase half a term ahead of the national averages in reading and mathematics, but a little behind in writing.

Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.4(16.4)	15.9 (15.8)
writing	13.9(14.4)	14.8 (14.4)
mathematics	16.4(17.2)	16.4 (16.5)

Figures in brackets are for the previous year.

** Please note that pupils are expected nationally to go up by one point every term. It may be helpful to the reader to think of the mathematics example in the table above. In 2003, pupils nationally averaged 16.4 points and pupils at Waterloo also averaged 16.4 points, and pupils were therefore in line with pupils nationally.*

Table 2 Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.8(24.8)	27.0 (27.0)
mathematics	26.8(26.1)	27.0 (26.7)
science	28.8(27.7)	28.8 (28.3)

Figures in brackets are for the previous year.

2. In 2003, standards for pupils aged eleven were below the national average in English, and were average in mathematics and in science, as shown in Table 2, above. Compared with those of schools of a similar type, based on pupils' attainment at the end of the infant phase, standards were well below average in English and average in mathematics and science.
3. **The school sets pupils in English and mathematics in Year 6**, and this is having a positive effect on raising standards.
4. **Pupils achieve well overall** by the time they leave at the age of eleven. Children enter the school with well below average attainment generally, and make good progress through the Foundation Stage. In the inspection, no difference in achievement between boys and girls was noticed.
5. **Over the last three years averaged together, pupils have left the school** over one term behind the national average in English, and approximately in line with the national averages in mathematics and science.
6. **Standards of attainment in English** match those reported at the last inspection, with some improvement in the junior phase. Pupils make good progress overall in the subject, as a result of the good teaching and effective leadership by the subject co-ordinator. **In the infant phase and junior phase, reading, writing, speaking and listening** are consistently developed; however, at times, pupils are given insufficient opportunities to practise their writing. **In the Foundation Stage, children's literacy skills** are well developed, with children making good progress but with a narrow majority not meeting the expected standards, known as the Early Learning Goals. Standards of attainment through the school will be helped by the fact that the school now has its own state-of-the-art nursery.
7. **Standards of attainment in mathematics** for pupils currently aged eleven match those reported at the last inspection; they are broadly average. The subject is taught well, and numeracy is well developed across the curriculum, especially in science, ICT, design and technology and geography. A weakness in mathematics is that pupils' instant recall of multiplication tables is hindered by their not being practised in a consistent format throughout the school. However, **through the infant phase and on into the juniors**, pupils make good progress overall in the development of their mathematics, as a result of the good quality of leadership. **In the Foundation Stage, children's number work** is well developed as a result of the good teaching.
8. **Standards of attainment in science** mirror those reported at the last inspection. Pupils really enjoy their science; teachers have high expectations and the subject is very well led and managed by one of the Year 6 teachers. Pupils' written work is of a high standard, with generally neatly labelled diagrams. Experiments are written up in a scientific manner.
9. **In other subject areas**, standards by the age of eleven at least meet national expectations. In the infant phase, national standards are exceeded in physical education, and in the junior phase, they exceed them in geography.

10. **Pupils with special educational needs and those for whom English is an additional language** make similar progress in their learning to that of other pupils, as a result of the targeted support that they receive, although occasionally pupils are withdrawn from class for extra support inappropriately. Pupils with special educational needs make good progress in relation to their prior attainment. The good support from teaching assistants in class helps them to learn important basic skills and to develop their language. They make good progress towards the targets on their individual education plans.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, values and personal development are very good. The pupils' relationships with each other and with adults are very good. The spiritual, moral, social and cultural development of pupils is good. Punctuality is good. Attendance is unsatisfactory, even though the vast majority of pupils are keen to come to school.

Main strengths and weaknesses

- The caring ethos of the school permeates all activities, and helps to promote pupils' very good relationships, attitudes and personal development.
- The very good role models of the staff and good behaviour management ensure that pupils know the difference between right and wrong and behave well.
- The spiritual, moral, social and cultural development of pupils is good.
- Attendance in school is below the national average, despite the school's best endeavours. Unauthorised absence is in line with the national average.

Commentary

11. Pupils' attitudes, values and personal development are very good, an improvement on the last inspection. Pupils are well behaved, polite and courteous, and respond well to the caring ethos of the school. They enjoy school and take pride in their work. They are interested and involved in the lessons and out of school activities. Staff deal quickly and effectively with any incidents of inappropriate behaviour that occur. No incidents of bullying were seen during the inspection. There have been no instances of racism. One pupil has been excluded five times, as shown in Table 4 below.
12. Pupils work independently or in groups, and their attitude to learning is very good. They work well together, sharing and valuing each other's ideas, concentrating on the set task. Pupils with special educational needs have the same attitudes and values as other pupils.
13. Pupils' relationships with adults and each other are very good, and have a positive impact on their learning. The pupils are secure, enjoying an atmosphere where all are valued. They respond well to the help provided, and like being rewarded for doing their best. Pupils are supportive of each other, with 'squaddies' helping to look after younger pupils at play. Pupils of all ages mix well across the school, and pupils with special educational needs take a full and active part in lessons and activities at playtimes.
14. The residential trip for older pupils to the Robinwood Activity Centre plays an important role in the development of good relationships, and through team building helps pupils see how they can support each other at all times.
15. Pupils' personal development is good. It is fostered well by the good overall provision for their spiritual, moral, social and cultural development. They have a very good understanding of right and wrong, and benefit from the very good role models set by the adults in school. Pupils are encouraged to be honest, trustworthy and well mannered.

16. A characteristic of the school is the confidence with which pupils ask questions and are willing to express their opinions. This was amply demonstrated during an interview with the school council. In the school council, pupils said that their opinions were listened to and that this had led to the provision of new toys for outside and games for wet playtimes. They also insisted on being asked what they did not like about the school. They said that they did not like chalk boards and the lack of climbing frames for older pupils. The ECO committee members were quite clear about the importance of their role in the school, which includes encouraging everyone to take care of the environment. They spoke enthusiastically about the school ECO code, its newsletter and how they had planted a tree in the grounds.
17. The curriculum promotes a good understanding of western and other cultures through all subjects, including music and art. Displays around the school cover a diverse range of topics, including the role of the Mosque, the Chinese New Year, an Antique Toy Fair, famous artists and environmental issues. Pupils are taken on visits to museums, art galleries and the local parish church.
18. Attendance at the school, which has improved since the last inspection, is below the national average and is unsatisfactory, as shown in Table 3 below. Unauthorised absence is in line with the national average. The school puts maximum effort into improving pupils' attendance, in consultation with the local Education Welfare Officer, and attendance is beginning to improve. The number of absences is a cause of great concern to the school, because of its particular effect on the progress and achievement of a small number of pupils.
19. The great majority of pupils are keen to attend school and arrive punctually for the start of school and during lessons. Arrangements for registration and record keeping are efficient and fulfil legal requirements.
20. Work for pupils with special educational needs and those for whom English is an additional language is well matched to pupils' learning needs, so they sustain high levels of interest and commitment to their work.

Table 3 Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	0.4
National data	5.4	National data	0.4

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

Exclusions

Table 4 Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	362	5	0
White – any other White background	13	0	0
Mixed- White and Black Caribbean	1	0	0
Mixed – White and Asian	10	0	0
Mixed- any other mixed background	9	0	0
Asian or Asian British – Indian	12	0	0
Asian or Asian British-Pakistani	20	0	0
Chinese	2	0	0
Any other background	16	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Strengths include the effective teaching and good curriculum, coupled with the wide range of opportunities available to pupils outside the school day.

Teaching and learning

Main strengths and weaknesses

- The overall quality of teaching is good, with some examples of very good teaching through the school.
- The school provides very well for equality of opportunity.
- Assessment in English, mathematics and ICT is carried out well throughout the school.
- In other subjects, assessment is sound but could be developed further.

Commentary

21. The school's team of teachers and support staff are dedicated to their pupils and work hard on their behalf. This is recognised by pupils and parents alike, who recognise that teaching is a strength here. Pupils feel that teachers are particularly responsive and listen to their ideas. The school has a very happy working atmosphere, in which the teachers share ideas and plan together.
22. Table 5 below, shows the quality of teaching observed during the inspection. In nearly three quarters of lessons seen, teaching was good or very good.

Table 5 Summary of teaching observed during the inspection in 61 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0(%)	20(32%)	25(40 %)	16(28%)	0 (0%)	0 (0%)	0 (0%)

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

23. Strengths in teaching include the clarity with which learning objectives are shared with pupils, the high quality of the planning, class management, the degree of challenge in the vast majority of lessons, the manner in which teachers encourage their pupils, the provision of extension work for the higher attaining pupils, and the promotion of equality of opportunity.
24. Teachers plan very well and share their expertise, according to their strengths. For example, in Year 6, one of the teachers plans all the literacy and the other reciprocates with the numeracy planning. Setting in mathematics and English in Year 6 is helping to raise standards, and the school could give thought to extending this to other years.
25. Assessment procedures are of a good standard in English, mathematics and ICT; pupils' learning is monitored conscientiously, targets are set and the pupils' work is well tracked in these subjects. In the foundation subjects, assessment and tracking, whilst sound, are less well developed. This is recognised by the school.
26. In a very good mathematics lesson for pupils in Year 2, the teacher conducted the session at a brisk pace and motivated the pupils very well indeed. There was plenty of challenge, and, by the end of the lesson, the pupils were able to carry out division competently.
27. Year 6 pupils worked well in a very good science lesson, in which they cultured yeast and collected the carbon dioxide evolved in the process. The teacher ensured that they worked safely and were familiar with the role that these micro-organisms play in bread making and brewing.
28. In a very small minority of lessons in the middle junior phase, the pace was a little too slow, and the pupils could have been challenged more. This was seen in a physical education lesson in the juniors, for example, where time could have been better used, and in a mathematics lesson where pupils spent time, unsatisfactorily, colouring in.
29. The climate for learning is greatly helped by the cleanliness of the school, which is due to the conscientious work of the caretaker and the cleaning staff. The provision of a new, on-site nursery should help learning, as pupils will now generally spend an extra year at the school.
30. The quality of teaching and learning for pupils with special educational needs is good. Teaching is well focused on pupils' needs, and the targets on their individual education plans are clear and realistic. Pupils are helped well by knowledgeable teaching assistants, who explain to pupils in their group what they have to do and often support them through the small steps of learning these pupils require. Consequently, their learning is good. The impact of good teaching is evident in the interest that the pupils show in their work and in their behaviour.
31. Arrangements for the full inclusion of the very few pupils who are at an early stage of learning English as an additional language are good.

The curriculum

Good curricular opportunities engage the interests of all pupils and help to create a good atmosphere for learning. The quality and range of experiences outside the school day are **very good** and the many activities enrich pupils' learning. Accommodation and resources are **good** overall.

Main strengths and weaknesses

- The curriculum is much broader and richer than at the last inspection.
- There is good provision for special educational needs overall, but the deployment of support teaching is not as effective as it could be.
- There is a good range of activities to enhance the curriculum.
- Accommodation is good.

Commentary

32. The curriculum features strongly in the school improvement plan and is constantly being re-evaluated. The school has worked hard since the last inspection to produce a well-balanced and relevant curriculum, which meets the needs of all its pupils. Appropriate schemes of work are in place for all subjects. Good use has been made of national guidelines to help develop the planning. There is a good focus on developing basic skills in literacy and numeracy. There are occasions when pupils use their writing skills in other subjects, and this good practice should be developed further so that they have the optimum opportunities to see themselves as writers. Children in the Foundation Stage benefit from a broad curriculum that covers all the recommended areas of learning.
33. The school's commitment to ensuring equality of access and opportunity for all its pupils is achieved through 'catch up' programmes, such as the additional literacy strategy, grouping by prior attainment in English and mathematics at Year 6, and the good support provided by teachers and teaching assistants. There is now good provision throughout the school for pupils with special educational needs, which is an improvement since the last inspection. Pupils' individual targets are precise, and are reviewed termly with the pupil and the parents. They include goals for literacy, mathematics and behaviour, as appropriate. However, the management of withdrawing the younger pupils from lessons for additional support in literacy, and the size and composition of such groups, need to be reviewed. The school needs to consider the effect of withdrawing pupils carefully, and to take steps to ensure that they are not disadvantaged in the curriculum offered to them. In mathematics, lower-attaining pupils are taught within the class and this arrangement works successfully. Older pupils with special educational needs also benefit from being taught alongside their peers. Where work is well matched to their needs and with the support of teaching assistants, they achieve well.
34. The curriculum is especially well enriched by a very extensive range of lunchtime and after-school clubs and activities. Pupils can develop their skills in team games, music, French and chess, and further pursue their interests in science and information and communication technology. For those in Years 5 and 6, there is an annual three-day residential visit to North Wales where, in addition to experiencing a variety of outdoor pursuits, they develop self-confidence and learn the importance of teamwork.
35. Accommodation is good. It is spacious, clean and welcoming, and provides an attractive learning environment. There are many interesting displays of pupils' work around the school that celebrate their achievements and reinforce the atmosphere for learning. Since the last inspection, a purpose-built nursery has been added, and the school has reorganised classrooms effectively, so that children in the Foundation Stage are located close to the nursery. Older pupils now benefit from classrooms that are more appropriate to their age. All pupils benefit from the well-resourced, dedicated computer suite.

Care, guidance and support

The school's provisions for the care, welfare, and health and safety for pupils are very good. The guidance and support for pupils is good. The involvement of pupils through seeking and valuing their views is very good. This is a real strength of the school.

Main strengths and weaknesses

- The school is a safe and secure environment where pupils are very well cared for.
- Each pupil has a good and trusting relationship with one or more adults in the school.
- There is a strong emphasis on pupils' personal development and each one is clearly valued.
- Pupils are positively encouraged to express themselves about school.
- Pupils with special educational needs are very well supported.

Commentary

36. The school's procedures for ensuring the safety and wellbeing of pupils are very good. Members of staff are well aware of the welfare and medical needs of each of the pupils. Health and safety procedures fully comply with local authority and statutory requirements, and members of school management and governors have a very high level of awareness of this issue.
37. The school has a very good child protection policy and its procedures meet the requirements of the local area committee; the school exercises its responsibilities with vigilance and care.
38. Part of the Healthy School initiative involves distributing a different type of fruit, each day, to every pupil. The parent volunteers who distribute the fruit reported that other parents have said how pleased they were that their children were now eating fruit, which in the past they had refused to do.
39. The very well run 'Wendy's Watch over' offers a very good programme of care for children both before and after school, in addition to the wide range of extra-curricular activities available to pupils.
40. Induction arrangements are very good, as are the transfer arrangements to the local secondary schools.
41. The friendliness and courtesy of the staff and pupils is a strong characteristic of the school. The very good and trusting relationships between all members of staff and the pupils contribute to the quality of the pupils' experiences, and to the calm atmosphere felt in the school during the inspection.
42. In their questionnaires, the vast majority of pupils indicated that they have the confidence to seek support and guidance when they have concerns about their work, or a personal problem. Members of staff do provide good responses to such requests and, through their good knowledge of pupils as individuals and monitoring of pupils' personal development, provide well-informed support, advice and guidance.
43. Pupils are encouraged to ask questions and to express their opinions, particularly in the developing use of Circle Time, where pupils are encouraged to discuss social issues and matters of importance to them, and to spend time listening to each other. This was also demonstrated during an interview with the School Council, where pupils expressed their very positive opinions about the school with great confidence, and said that their opinions had helped to improve the school they clearly valued.
44. The systems in place for monitoring pupils' academic development are effective and play a crucial role in the development of pupils' achievement and attainment.
45. The care and support for pupils having English as an additional language and those with special educational needs is good. Teachers and teaching assistants know the pupils they work with well. The school's values are well reflected in the way that pupils with special educational needs are given opportunities to take part in all school activities. Their contributions are valued highly, and their achievements recognised. The teachers with responsibility for special educational needs keep good records of pupils' progress as they move through the school.

Partnership with parents, other schools and the community

The effectiveness of the school's links with parents is **good**.

Main strengths and weaknesses

- The overwhelming majority of parents are very happy with the school and the education it provides. The partnerships between school and home, other schools and the community are good, and have a positive role in supporting pupils' learning.
- Parents are happy with what the school provides for their children.
- The school has an open door policy.
- The quality of information provided for parents is good.
- Parents are welcomed as volunteers in the school.
- The school has effective links with the community.
- There is a small minority of parents reluctant to become involved in the school and in their own children's learning.

Commentary

46. The vast majority of parents see this as a good school where the staff are very committed and care deeply for their children. There are two parents' meetings each year, and a well-written annual report that includes details of progress and achievement, and targets to be met.
47. Parents appreciate the open door policy of the school and the accessibility and approachability of the staff if they have any concerns or suggestions.
48. The general information provided for parents is good. This includes half-termly newsletters, which contain articles written by pupils, and regular updating weekly letters. There is a comprehensive school prospectus and an informative Annual Governors' Report to Parents
49. Parents regularly support school functions and celebrations. A number of parents also help in the school as volunteers and on educational visits. On a visit by Year 1, 16 parents helped to escort the children to the local church and then encouraged the children to gain as much as possible from the visit as they looked around the building.
50. The Waterloo Parents and Friends Association successfully raises funds to provide additional resources and learning opportunities for pupils. Through social events and fundraising, they have been able to enhance the school's provision and contribute to the community generally.
51. Links with the community are good and include contact with the local churches, the police and fire services, litter wardens, football coaches from Manchester City and Manchester United, the local Technical College and 6th Form College, secondary schools, businesses and the local Garden Centre! Visits and visitors provide good enrichment of the curriculum, and support pupils' personal and social development.
52. Parents of pupils having English as an additional language and those having special educational needs are kept well informed of their child's progress. They are invited to reviews of the pupil's individual education plan. Parents are encouraged to support their child's learning and strategies are shared with them. Systems are in place to maintain close links with all parents, such as the 'drop in' sessions after school, to which any parent is welcome to discuss concerns they have regarding their child.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **excellent**.

Main strengths and weaknesses

- Leadership and management by the headteacher, deputy headteacher and senior management team are both very effective indeed; the headteacher is utterly committed to leading his school.
- The governing body is fully involved in the school's initiatives, and fulfils its statutory duties extremely well; it encompasses a very wide range of expertise and is extremely conscientious.

Commentary

53. The headteacher is a strong, inspirational figure, whose leadership and management of the school leave nothing to chance. He is most meticulous in his attention to detail, as in his close monitoring of the planning in all subject areas, but he retains the perspective of the "big picture". He is a very capable leader, guiding the school in a very clear educational direction. The recently appointed deputy headteacher, who is responsible for behaviour management and the induction of new staff, is a most able teacher. The senior management team (SMT), which also comprises the very effective co-ordinators for the Foundation Stage, infant and junior phases, is providing high quality leadership for the school and its pupils. The senior management team meets weekly with an agenda that all staff can subscribe to; the minutes of the meetings are provided for all staff, and meetings are attended by the other teachers at the school on a rota basis. The aims of these worthwhile initiatives are to make management transparent to all, and to ensure that once decisions are reached, there is a consensual, corporate responsibility to adhere to them.
54. The headteacher manages the school's budget very well. The current under-spend in the budget will be removed in the evolution of the school's three-year plan. The school improvement plan is an exceptionally comprehensive working document, which prioritises the school's needs very clearly. All staff contribute to its make-up via highly structured questionnaires devised by the headteacher.
55. Performance management is fully on course, with appropriate whole-school targets. Pupils are included very well, and procedures for the induction of new staff are very effective indeed. The school regularly takes in student Nursery nurses as part of their training, but is not a centre for initial teacher training.
56. The headteacher, deputy headteacher and senior management team regularly monitor and evaluate teaching, formally and informally, throughout the school. They target particular aspects of the curriculum on a regular cycle. The headteacher, additionally, thoroughly monitors the teaching of the senior management team. Subject co-ordinators monitor planning and marking, but are not yet involved in monitoring teaching.
57. Governors fulfil their duties extremely well. The chair of governors keeps well abreast of pupils' progress at the school, and meets with the headteacher on a very regular basis. She is very committed to the school and its future. Governors liaise well with subject leaders, who report to the governing body annually. They act well as critical friends of the school. The governing body has a particularly wide range of expertise.
58. The co-ordinators for special educational needs and for teaching pupils who have English as an additional language carry out their responsibilities effectively and efficiently. Trained teaching assistants have a significant role to play in pupils' progress. There is a good range of resources to support the learning of pupils with special educational needs. The school is developing systems that reflect good, inclusive practice, but now needs to give consideration to the effect on pupils of long sessions of withdrawal, particularly for the younger pupils.

Table 6 Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	890,660
Total expenditure	921,919
Expenditure per pupil	2,085

Balances (£)	
Balance from previous year	-31,259
Balance carried forward to the next	94,962

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

A new nursery was established in September, 2002. Adjacent teaching areas in the Foundation Stage have been successfully adapted, and the outside area extensively developed. This phase of the school is well managed. There are good arrangements to ensure that children settle into the nursery and reception classes with ease. The teachers, nursery nurses and teaching assistant work as a very effective team. The good curriculum provides a wide range of challenging and stimulating activities, which are well matched to the children's needs. Children with special educational needs and those for whom English is a second language are well provided for.

The greater majority of children entered the Nursery class with very low attainment. Not all the children in the present reception classes attended the school nursery. There are a significant number of children who have come from other pre-school provision, and a small minority of children who have had no pre-school experience.

Detailed records of assessment show that when children entered the reception classes, the vast majority were still well below the levels usually expected for their age. Teaching is good and children achieve well, but because they have had such a lot of ground to make up, children are still unlikely to attain the Early Learning Goals in communication, language and literacy, mathematical development and knowledge and understanding of the world by the end of the reception year. In personal and social education and creative and physical development, children have made very good gains, and are likely to attain the expected standards.

PERSONAL AND SOCIAL DEVELOPMENT

Provision in personal and social development is **good**.

Main strengths and weaknesses

- Children achieve well and are on course to achieve the Early Learning Goals.
- The quality of teaching in this area is of a very good standard.

Commentary

59. In the nursery, children know the daily routines. They respond well to the challenge to find their name and match it to a picture on the registration board. During snack time, they behave well, have satisfactory table manners and show pleasure when given praise for successfully collecting and returning toys and for washing their hands. However, a significant minority of children still find it difficult to share their toys and to await their turn when they are not supervised. Reception children show increasing independence. Almost all change quickly for their physical education lesson. The vast majority of children are well behaved, show respect for each other and adults, and demonstrate good understanding of the difference between right and wrong.
60. The quality of teaching in this area is of a very good standard. Relationships between adults and children are friendly. Staff act as positive role models, and the expectation that children will grow in independence and behave well is made abundantly clear. There are well-planned sessions for discussing a wide range of incidents and feelings, such as talking about how to welcome a new member of the class. All such activities promote self-esteem and encourage children to form good relationships.

COMMUNICATION LANGUAGE AND LITERACY

Provision is **good**.

Main strengths and weaknesses

- Few children are likely to achieve the Early Learning Goals in this area.
- Children require a more structured approach to listening and speaking.
- Teaching of reading is good, enabling children to achieve well in their knowledge of letter sounds.

Commentary

61. In the nursery, although a small number of higher-attaining children are beginning to initiate conversation, most have difficulty in listening and talking about what they are doing. They prefer to nod or point to show they understand the adults' questions, rather than giving spoken answers. Reception children are more confident in speaking, but they have poor diction and speak in very short phrases rather than extended sentences. Many have difficulty listening for a sustained period of time. Teachers place great emphasis on developing the children's knowledge of letter sounds, which they use to write their name and captions. A small number of higher-attaining children are able to write simple sentences with very little assistance. They are beginning to use capital letters and full stops in their work. Average-attaining children are able to sequence pictures from a story. Lower-attaining children rely more on adult help in the correct formation of letters, and write underneath the teacher's script. They are growing in understanding of how to make a list of the characters they identify in the story of 'Mrs Wishy Washy'.
62. The carefully planned opportunities to listen, talk, share books and develop writing skills enable children to learn and achieve well. There is a strong emphasis on developing children's listening and speaking skills, through constantly chatting with them and challenging them to explain what they are doing and what they will do next. However, because of the difficulty children have in expressing their thoughts, a much more structured approach is needed to extend their speaking skills further, particularly when they are engaged in play activities. Staff ensure that all children, including those with special educational needs and children for whom English is not their first language, are fully included in activities.

MATHEMATICAL DEVELOPMENT

Provision is **good** in this area of learning.

Main strengths and weaknesses

- When involved in practical activities with their teacher, children achieve well.
- The greater majority are unlikely to achieve the Early Learning Goals by the end of the Foundation Stage, because their communication skills are poor and this hinders their mathematical development.

Commentary

63. When children enter the nursery class, many are in the very early stages of developing a mathematical vocabulary. They learn well and are now beginning to use number names correctly in play. Most reception children can count from 1 to 10, and a small number of higher-attaining children can count to 20 and beyond. They are able to sort shapes and discuss their similarities and differences. Lower-attaining children, when making play dough models, are able to count to 5. When being taught directly, children demonstrate a satisfactory understanding of positional words, such as 'on', 'below' and 'behind'. However, during follow-up

activities, when they are expected to play with their friends, children find it difficult to discuss their mathematical tasks and soon lose interest, because their communication skills are so poor.

64. The opportunities for children to count, sort, match, weigh and use money, as well as the provision of stimulating resources and the effective use of computers, enable good increases in the children's mathematical language and the development of their mathematical skills. Stories such as 'Rosie's Walk' are used effectively to increase children's understanding of directional language. A small but significant number of children who are immature for their age find it difficult to engage in play. They require adult intervention to develop their thinking. Where there is no teaching assistance, children do not achieve as well as they could. For this reason, the school is considering ways to increase staffing, as well as a more structured approach to mathematical play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **good** and children learn well.

Main strengths and weaknesses

- There are good opportunities for children to explore and investigate for themselves.
- Children's range of vocabulary is low. This hinders their understanding.
- Few children are on course to achieve the Early Learning Goals in this area.

Commentary

65. Nursery children check the growth of the seeds they have planted and show growing understanding of parts of a daffodil. They try out a range of tools, and build railway tracks and bridges out of building bricks. Reception children, who also use the nursery facilities, build more sophisticated bridges to allow room for the vehicles to pass through. They identify where eggs and milk come from, and talk about farm animals and which vegetables they will find in a farm shop. Their earlier investigations include finding out about the life cycle of a chicken, which materials are best to make teddy a waterproof coat, and how to make pancakes. When asked about their work, a great number of children have difficulty in explaining what they have done and what they have found out. This hinders their knowledge and understanding.
66. Teaching is good. Interesting and attractive resources are provided to stimulate the children's curiosity. Good opportunities are provided for investigation. Children's knowledge and understanding about other people's cultures are increased. Teaching also supports children's spiritual development well, enabling children to celebrate and to grow in awareness of others' beliefs. Exciting and interesting visits, as well as visitors to the school, who include the policeman and the nurse, are used to extend children's knowledge even further.

PHYSICAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- Children make good progress in their physical development and are on course to achieve the Early Learning Goals.
- Good attention is given to safety during physical and practical activities.
- The improvements in the outdoor provision has extended the range of activities for the development of children's physical skills.

Commentary

67. In the nursery, children's skills in building with construction toys and modelling materials are developing well. A significant minority ride tricycles with satisfactory control. However, many have not yet developed the skills to pedal and control their vehicle. Others are still lacking in confidence in climbing on the frame and sliding down the slide. Because they are provided with a wide range of activities, and reassurance and encouragement, children make good progress in their physical development. Most children in the reception classes are more confident. They follow the teacher's instructions to work with their partner well, and run around the hall with good agility. They are able to climb, pull themselves up the benches and jump off the apparatus with increasing confidence. Nearly all demonstrate good use of the space and awareness of others. Children use a good range of small equipment and are growing in confidence in handling tools and objects such as the mouse, which they use with increasing control to find and move information on the computer. Some children find it difficult to cut out shapes with scissors, but they persevere and help each other.
68. Teaching in this area is good. The teachers and teaching assistants encourage children to try new experiences. Children are taught to move and play safely. Demonstrations of how to use equipment safely, for example, carrying the large mats in the hall, increase their skills.

CREATIVE DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children make good progress in their creative skills.
- The greater majority are likely to achieve the Early Learning Goals in this area.

Commentary

69. When making their paper daffodils, and when playing with bricks, nursery children demonstrate developing techniques and skills in building, constructing and joining materials together. Reception children join in singing the animal sounds in rhymes such as 'Old Macdonald'. They also play their boom whackers with a growing sense of rhythm. Children are encouraged to explore use of paint, pencils, crayons and collage. Their print patterns on their kites show that they apply paint carefully, and their weaving is of a satisfactory standard. They had good fun dramatising the characters in the story of 'Mrs Wishy Washy' and also when playing in the farm shop.
70. Teaching is good. A wide variety of activities are provided for children to develop their creative skills, including art, music and imaginative play. Nursery nurses talk to children about their work, at the same time teaching and encouraging them to try new techniques. Their constant praise makes children aware that their efforts are highly valued.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Teaching is good overall and sometimes very good.
- All pupils throughout the school achieve well.
- Setting in Year 6 according to capabilities is having a positive impact.

- Provision for pupils with special educational needs is good.
- Literacy is used effectively in other subjects.
- Limited time is made available for actual writing in many classes.
- Leadership and management of the subject are very good.

Commentary

71. Attainment at the end of Years 2 and 6 in speaking, listening, reading and writing is broadly in line with the national average. This is an appreciable improvement since the previous inspection, when attainment at the end of Year 6 was below national expectations. Since 1999, the pupils' scores in reading and writing in the Year 2 National Curriculum tests have been close to the national average. During the same period, the Year 6 results have fluctuated, but have been either below or well below national expectations. High pupil mobility was the main factor contributing to these results. Inspection findings indicate that the trend is now upwards, with all classes reaching the national expectations for their age groups.
72. This pleasing picture is due mainly to good professional classroom practice and effective contributions by the support staff. As a result of this overall good teaching and the pupils' own desire to succeed, learning for all, including those with special educational needs is good, and all pupils achieve well. Learning is further enhanced by the numerous booster classes, and in Year 6, setting according to prior attainment is having a positive impact. There is no significant difference in the performance of boys and girls.
73. The pupils start in Year 1 with skills in communication, language and literacy that are below national expectations for their age. Due to the good teaching in the infant phase, they make good progress, and by the end of Year 2, many are confident communicators. Higher-attaining pupils respond quickly to teachers' questions, as was observed in a very good Year 2 lesson discussing the effectiveness of a writer's use of adjectives. The average and lower-attaining pupils explain their work satisfactorily, and give reasons why words are listed in alphabetical order in the dictionary. Good foundations are laid in Year 1 where, for example, they are encouraged to speak about the order of content in non-fiction texts. Reading aloud in assemblies increases their confidence, and the other pupils listen attentively. In the junior phase, higher-attaining pupils express their preferences or dislikes for characters in books such as 'Lord of the Rings' or Jacqueline Wilson's 'The Suitcase Kid' with confidence. Nearly all are attentive and eager to contribute to class discussion, and they articulate well and venture opinions about the use of tension, figurative and impersonal language, as observed in a good Year 6 lesson on structuring stories.
74. Reading is promoted strongly in the school. The effective link between home and school through reading diaries ensures that the pupils' enthusiasm begins at an early age. Pupils discuss the meaning of words relating to events or character traits, in texts such as 'The Kidnappers' or 'My Sloppy Tiger goes to School', with obvious eagerness. By the time they leave school, higher and average-attaining pupils read texts such as Philippa Pearce's 'Tom's Midnight Garden' fluently and with expression. Lower-attaining pupils are less fluent, but use their knowledge of sounds well to pronounce unfamiliar words and then get the meaning from the text. The very well organised and extensive library is used beneficially by all classes and is administered well by teachers, learning support assistants and volunteer members from the community, most notably the Soroptomists.
75. The school's strong focus on writing is beginning to have a positive impact. As pupils get older, the quality of descriptive and creative writing improves significantly. In Years 5 and 6, a good depth of reading experience is reflected in their written work. By Year 6, many use exciting language to develop ideas, convey meaning and hold the reader's interest. Pupils throughout the school enjoy composing poems, due to good, enthusiastic teacher input. The standard of writing in all classes is improving and is satisfactory overall. In some lessons, insufficient time is allocated for actual writing, which means that the benefits of good, and often very good,

introductions to the lesson are not fully realised. The standard of writing and presentation is satisfactory overall, and by Year 6, most pupils write in a neat, cursive style of which they are proud.

76. In all the lessons observed, the teaching was good overall, and the pupils behaved well and displayed a good disposition to learn. The best features of teaching included:
- Very good, probing questioning skills, as a result of which pupils' thinking deepened.
 - A good match of work to individual needs, which led to pupils learning at a good pace.
 - Good adjustment of the task in hand to meet learning needs as they became evident.
77. The subject is led and managed very well. The co-ordinator ensures that test results are analysed, appropriate targets are set and pupils' progress is tracked, as well as monitoring teaching and learning. Issues raised at the last inspection have been dealt with successfully. She is well aware of the strengths and weaknesses in the subject, and is determined to raise standards higher, especially in writing.

Language and literacy across the curriculum

78. Language and literacy skills are being used well in other subjects throughout the school. Following instructions in games and gymnastics lessons, using specific vocabulary in science and using note-taking skills during geography trips are just three examples which reflect the school's awareness of the need to promote language skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve well by the age of 11, and attainment matches national expectations, despite attainment on entry to the school being well below average.
- Teaching and learning are good throughout the school; assessment is good.
- Multiplication tables are not practised sufficiently regularly and consistently.
- The subject is now well led and managed.

Commentary

79. Children enter the school with standards that are generally well below average in mathematics; they are on course to leave in 2004 with standards that mirror results nationally. Over the years 2001 to 2003 taken together, pupils have left the school with attainment matching that of pupils nationally. National test results in 2003 for pupils aged 11 show standards matching the national average, and also matching those of similar schools. The school is on course to meet its target for 2004. Between 2001 and 2003, boys performed less well than girls, but no discernible difference in performance between the genders was seen during the inspection. Pupils' achievement is good.
80. Pupils' learning is good as a result of the good quality of teaching. No differences were observed between the learning of boys and girls.
81. In the best lessons, the pace was brisk and appropriate, with pupils given short time spans to complete their tasks. The degree of challenge was high, and the pupils were very well managed. In one very good lesson, which was for Year 2 pupils on the concept of division, pupils were taught very well by a knowledgeable, newly qualified teacher. Year 6 pupils were skilfully taught the pitfalls involved in the accurate use of a protractor. In Year 4, the pace set by the teacher was too slow at times, and insufficient learning took place.

82. A weakness in mathematics provision is that no consistency is imposed on the way pupils learn their multiplication tables. This reduces pupils' competence and confidence in other areas of mathematics. However, the school is now in the process of eliminating this flaw. ICT is used appropriately to support learning.
83. The subject is well led and managed by two enthusiastic and skilful subject co-ordinators. They are very good mathematics teachers, and can lead by example. They monitor the planning and marking, providing colleagues with helpful feedback. Standards match those reported at the last inspection. The use of ICT is effective.

Mathematics across the curriculum

84. Mathematics is developed well across the curriculum in subjects such as geography, ICT, design and technology, and science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards by the age of seven and 11 meet national expectations.
- Pupils' achievement in science is good.
- Teaching is good.
- The subject is effectively led and managed.

Commentary

85. In the 2003 national teacher assessments for seven-year-old pupils, the proportion of pupils reaching Level 2 and the higher Level 3 matched the national average. In the 2003 national tests, the 11-year-old pupils reached average standards. Over the three years 2001 to 2003 taken together, performance in science matched national expectations.
86. Inspection findings are that pupils throughout the school make good progress in their scientific knowledge and skills. By the end of the summer term 2004, standards at the age of seven are likely to meet those usually expected. At the age of 11, the percentage of pupils expected to achieve the higher Level 5 may be slightly lower than in the 2003 National tests. However, standards are still likely to meet national averages.
87. Pupils throughout the school achieve well because they are given many opportunities to develop their skills of observation. Year 2 pupils successfully investigate the conditions necessary for plants to grow, and record what they see accurately and well. In discussion, they show good knowledge and understanding. During their investigations of the difference between living and non-living things, Year 3 pupils' use of scientific language is good. They also have good knowledge of the factors needed for plant growth.
88. By Year 6, pupils have covered a wide range of scientific enquiry, including an experiment to culture a micro-organism such as yeast. Pupils make thoughtful predictions and describe their methods, results and conclusions with appropriate technical terms. Good use is made of graphs, tables, charts and measurements. Pupils are also making more use of information and communication technology to communicate their findings, an improvement since the last inspection. All pupils in Year 6 use appropriate scientific terms and language. Pupils in Year 5 make good use of links to ICT when using sensors to investigate light and sound.

89. Teaching and learning are good. Teachers use a practical approach to teaching science, and are currently developing investigative work well. Achievement is good. Lessons are planned in very good detail, providing additional support for pupils identified as lower-attaining and challenge for higher-attaining pupils. Resources are used imaginatively to increase pupils' understanding. Pupils who are at an early stage in the acquisition of English as an additional language are helped to succeed in science by being given extra explanations, as needed.
90. Co-ordination of the subject is good and assessment is of a sound standard. Standards have been maintained since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards of attainment match national expectations; pupils' achievement is good.
- Teaching and learning are very good.
- The subject leader is very committed and capable, and she is skilfully aided by an ICT consultant and ICT assistant.
- There is a state-of-the-art ICT suite that is used well.

Commentary

91. Standards in all areas of ICT match national expectations. The suite for ICT houses 30 computers and is a hub of activity throughout the day. There are additional computers in each classroom, but, unlike the suite, they are not networked.
92. Pupils usually take part in one ICT lesson each week. This involves the direct teaching of ICT skills. ICT is increasingly used to support other subjects across the curriculum; this represents good practice.
93. Pupils want to learn because they really enjoy their ICT lessons. In the lessons observed, the teaching was very good. Pupils in Year 6 competently create and control their own mini fair grounds, devising and implementing their own idea of a fun-packed entertainment area. They select exactly what they want to happen, from the moment when the visitors go through the turnstiles, with appropriate musical accompaniment. Some of them even devise 'Big Wheels' that will alternate direction in back and forth motion, to produce truly sick-making rides! They thoroughly enjoy their work, taking pride in it and with full awareness of their potential audiences. Year 2 pupils interrogate data-bases on CD-Roms to research topics they are interested in. They save and retrieve their work, and use ICT routinely to support learning in other subject areas. Standards in ICT are set to exceed those expected nationally in the near future.
94. ICT provision is greatly enhanced by the work of the ICT consultant and assistant. The former is a parent who is self-trained in computer maintenance. The usual problem in schools, of inoperative computers, is minimised here by her repair skills in the adjacent workshop, in which hard-drives can be heard whirring back to life! This consultant is now successfully devising software for pupils and has links with software houses, so that Waterloo pupils trial new software. The ICT assistant is present in all lessons, and her skills further enhance learning.
95. The subject is very well led and managed by the subject co-ordinator, who has produced a useful and detailed portfolio of work marked at nationally expected levels, against which teachers check their own pupils' levels of attainment. Assessment and tracking procedures are good; pupils have an ICT "passport" which they keep throughout their school career to the end

of secondary school. There are thriving ICT clubs, including one for parents. Also, pupils have access to an “on line” assessment program, which indicates the level at which they are currently working; this gives them excellent motivation to raise their standards and log on themselves to see if they have improved.

Information and communication technology across the curriculum

96. ICT is used well to support pupils’ work across the curriculum, in areas such as science, English and mathematics.

HUMANITIES

GEOGRAPHY

Provision is **good**.

Main strengths and weaknesses

- Standards by the age of seven match national expectations. By the age of eleven, standards are above what is usually expected.
- Pupils achieve well.
- Very good opportunities for fieldwork are presented.
- The quality of teaching is good.

Commentary

97. It was not possible to see a geography lesson in Years 1 and 2. An analysis of pupils’ written work, scrutiny of teachers’ planning and discussion with pupils and teachers about earlier work all demonstrate that children are attaining standards in line with national expectations for pupils of seven years of age. Their work clearly shows that they are growing in knowledge of where places are, the physical nature of the location, and the lifestyles of people who live there, as was seen in their comparative study of their local environment with that of an island in Scotland. Standards of work by the end of the junior phase are above the level usually expected. In a Year 3 lesson, pupils identify features of landscapes. They think of questions to ask about the views they are presented with. When communicating their findings, they use appropriate vocabulary, such as ‘valleys’ and ‘mountain range’. Year 5 have good knowledge of the main features of mountain environments. They use the atlas to identify mountainous areas, making good use of the key. However, a significant minority of pupils, because of poorly developed writing skills, find it difficult to write about their enquiries. Higher-attaining pupils respond to the challenge to use their knowledge from previous work on climates to think about and explain why deserts are where they are. Year 6 pupils have studied water and its effects on landscapes and people. They know what happens to the size of a river after a tributary has joined it, and show growing knowledge and understanding of erosion, transportation and deposition.
98. Good teaching and learning are evident from the lessons observed and the analysis of pupils’ work in books and on display. The breadth of study allows enquiry skills to develop progressively. A full range of skills and experiences is taught. During one lesson in Year 3, the quick pace of the lesson and the challenging questions kept pupils on their toes and enabled them to achieve very well. The very good use of an interactive whiteboard ensured their sustained attention. Skills of observing, recording, and the use of maps and keys are developed well. Very good opportunities for fieldwork enable pupils to have first-hand experience of seaside, mountains and caves. The co-ordinator is knowledgeable and is providing sound leadership. She is aware that tracking of pupils’ development and progress are areas for further development.

HISTORY

Provision for history is **good**, enabling pupils to acquire knowledge and understanding of people, periods and events in times past.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- There is a wide range of opportunities for first-hand historical enquiry.

Commentary

99. By the end of Year 2, pupils attain average standards. Pupils' sense of time is developing well. Their work shows a growing knowledge of the life and times of famous people of the past, including Florence Nightingale. Their studies enable them to recognise that life was different in those times when compared with life today, and they develop a sound sense of chronology through the sequencing of events and objects. They show good understanding of the purpose of a biography, and, when answering questions, they show good knowledge of relevant facts and record relevant information. In each class, covering such topics as the Anglo-Saxons, Henry VIII and the Ancient Greeks, evidence suggests that pupils have researched information well using ICT. By the end of Year 6, pupils attain average standards, achieving particularly well in their research into Tudor exploration.
100. The quality of teaching is very good. In the three lessons observed, the very good relationships that exist between the pupils and their teacher, the teachers' enthusiasm for the subject and the good pace of teaching kept pupils interested and motivated them to respond. The challenging questions were cleverly targeted to pupils of differing attainments, ensuring that all pupils were fully included in learning. Exciting methods and resources, such as the provision of range of spices, promoted discussion well and increased understanding.
101. The subject manager provides effective leadership. There has been good improvement since the last inspection. An increased range of visitors and visits and the greater use of the website have broadened pupils' knowledge and have made learning more meaningful.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- The curriculum provides a broad range of experiences that enables pupils to achieve appropriately.
- Pupils across the school have many opportunities to develop knowledge and understanding of other faiths.
- The subject makes a positive contribution to the pupils' spiritual, moral, social and cultural development.

Commentary

102. By the end of Year 6, the standards that pupils attain are generally in line with the expectations of the locally agreed syllabus. Although pupils' achievement overall is judged to be satisfactory, there are some lessons in which pupils achieve well due to good teaching. The pupils with special educational needs and those for whom English is not their home language are well supported by work that matches their needs, and so they achieve as well as the other pupils.
103. Teachers' planning shows good coverage of the requirements of the locally agreed syllabus,

developing the pupils' knowledge and understanding of Christianity and other world faiths appropriately. There is a good balance of oral work and recording of knowledge, which makes a good contribution to pupils' literacy skills. Teachers value pupils' oral contributions, and their speaking and listening skills are well developed in such lessons. There are good relationships in the lessons between pupils and teachers, so boys and girls of all attainment levels are confident about sharing their ideas, secure in the knowledge that their peers will value and respect what they have to say. In this way, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

104. In a Year 5 lesson, pupils showed sensitivity as they explored the feelings of those surrounding Jesus as he approached his crucifixion. Good teaching in Year 4 encouraged pupils to consider the reasons for Peter's denial of Christ, and the guilt that Judas experienced after his betrayal of Jesus in the Garden of Gethsemane. By Year 6, pupils are using the Internet confidently to acquire information on Islam. They know that Lent is a time that Christians use for reflection, and they compare it with Ramadan and the ten days of repentance practised by Jews between Rosh Hashanah and Yom Kippur.
105. The work done by pupils in the infant phase shows that they have explored the idea of belonging to a family, a school and a wider community. They have some knowledge of the festivals celebrated by other world faiths. Year 1's visit to a nearby Christian church during the inspection made real the learning about a place of worship done previously in class.
106. Leadership and management of this subject are satisfactory, as are the procedures for assessment and tracking of pupils' progress and the monitoring of planning. Resources are good, and good improvement has been made overall since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Pupils have good attitudes to their work.
- Pupils show good observational and drawing skills.
- There are good opportunities for pupils to consider the work of famous artists and use their techniques.

Commentary

107. Although few lessons were seen, the analysis of the pupils' work on display and in their sketch books, together with discussions as pupils worked, confirm that standards are in line with national expectations at the end of Year 6, similar to the findings at the previous inspection. The pupils' achievement is enhanced by the enjoyable and interesting tasks that are presented to them. They display good attitudes and in a Year 5 class, were observed offering encouragement to each other.
108. The pupils in Year 5 painted previously prepared work, colour mixing carefully from the two primary colours given to them. In Year 6, pupils sketched carefully from a photograph taken in the school grounds. Pupils were encouraged to talk about how they could improve their work, using target vocabulary such as 'texture' and 'focal point'. Others built up a collage composition based on the same photograph and their original sketch. Pupils' sketch books and work on display indicate that pupils have many opportunities to develop and refine their observational and drawing skills. No lessons were on the timetable for Years 1 and 2 during the inspection.

109. Teachers make good use of the work of renowned artists. This not only provides pupils with an opportunity to try out the techniques that these painters used, but makes a good contribution to pupils' cultural development. Linked to their study of myths, pupils in Year 3 made three-dimensional masks from papier-mâché. The work of Monet and of Van Gogh was used to inspire the work of Year 4 and Year 5 respectively. Teachers make good links with information and communication technology. Pupils in Year 2 have used software to 'paint' in the style of Jackson Pollock and Mondrian. Year 5 pupils used the computer very successfully to recreate the picture of the snail by Matisse.
110. Good improvement has been made since the last inspection, with leadership and management and the assessment and tracking of pupils' progress both judged to be satisfactory.

Design and Technology

Provision is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of the purpose of design.
- They evaluate their work effectively.

Commentary

111. By Year 6, standards of attainment meet national expectations and achievement is satisfactory overall. These judgements are based on the few lessons seen and the scrutiny of completed work still available in Years 5 and 6. Some good teaching has ensured that pupils have a sound understanding of the design purpose. In a good Year 3 lesson, pupils labelled their initial designs for a moving monster clearly, giving thought to the materials available. Pupils in Year 2 appreciated the need for clear instructions and a diagram for their vehicle design. These pupils showed good recollection of earlier teaching, recollecting specific vocabulary such as 'axle' and 'chassis' without difficulty. The lesson developed their ability to speak concisely, because they had the appropriate vocabulary to explain how the wheels would move on their finished work.
112. All pupils have design books; right from Year 1, they form the habit of using these correctly and evaluating their finished product. Some good work had been accomplished by Year 5. They had made a variety of musical instruments to their own designs, with close attention to detail. Each pupil made a short presentation to the class, and all pupils had carried out evaluations of work based on a previously designed grid sheet, which identified specific criteria. Pupils in Year 6 had a real focus for their work when they studied a variety of shelters and their use. A Tame Valley Nature Warden worked with the pupils to produce bird-nesting boxes, the majority of which are now attached to trees in the school grounds.
113. Good improvement has been made in this subject since the last inspection; leadership and management are good, and effective use is made of the good resources. Assessment and tracking of pupils' progress and the monitoring of planning are satisfactory.

MUSIC

The provision in music is **good**.

Main strengths and weaknesses

- Singing by the end of Years 2 and 6 is good.
- Teaching and learning are good.
- Pupils achieve well.
- Pupils listen with concentration.

Commentary

114. During the inspection, only two lessons were observed, one in the infant phase and one in the junior. Other evidence for inspection findings includes observation of singing in assembly and in the singing club, discussions with the co-ordinator and pupils, and an analysis of pupils' music books. All these indicate that attainment in singing, performing and composing is above national expectations by the end of Year 2. Singing is also good by the end of Year 6, but it is not possible to make a judgement on other aspects of music.
115. In the lessons observed, pupils, including those with special educational needs and those for whom English is an additional language, make very good progress and achieve well, due to the very good teaching and the pupils' own very good attitudes and persistence in the quest for improvement. This was exemplified well in a Year 3 lesson, where pupils chose appropriate instruments to accompany music from 'Little Train of the Caipira'. The Year 1 lesson observed was another good example of the promotion of collaborative working that inspired the pupils to respond positively to variations of pitch. Singing is joyful, tuneful and enthusiastic in assemblies and in singing club.
116. The co-ordinator, who is knowledgeable and conscientious, leads and manages the subject well. She has organised whole-school in-service training, which is impacting positively in all classes. Planning is detailed and covers all aspects of the subject. Resources are adequate and used well.

PHYSICAL EDUCATION

The provision for physical education is **good**.

Main strengths and weaknesses

- Ball skills by the end of Year 2 are good.
- The importance of communication in team games is well understood by the end of Year 6.
- Pupils enjoy physical education and their attitudes are good.
- Overall teaching and coaching are good.
- Outside coaches make an effective contribution.
- Some lessons place limited emphasis on coaching skills.
- There is a good range of extra-curricular activities

Commentary

117. During the inspection, the focus in physical education was mainly on ball skills, games activities and gymnastics. Attainment at the end of Year 2 is above national expectations, which is an improvement since the last inspection. By the end of Year 6, attainment is broadly in line with national expectations. Pupils, including those with special educational needs, make good progress overall. When prior attainment is considered, achievement is also good, due mainly to good teaching and the pupils' own eagerness to improve.
118. All lessons and coaching sessions commence and end with appropriate warm-up and cool-down exercises. Pupils, especially in the junior phase, know and understand the importance of these activities in relation to heart-beat, breathing and muscle relaxation. A pleasing feature is the good levels of ball skills acquired by the younger pupils. For example, during a good Year 2 lesson, passing, receiving, controlling and shooting skills were being improved constantly, as a result of well-organised drills and high teacher expectations. Teachers use the more skilful pupils well to demonstrate best practice, which moves learning on. This was seen to very good effect in a Year 3 outdoor hockey lesson, where pupils improved stick handling, dribbling, and offensive and defensive skills. During team games, pupils are becoming aware of the importance of pace and accuracy whilst passing the balls, marking opponents, awareness of

space and communication, all illustrated well during a football club session. On the other hand, in some lessons, the pupils' acquisition of skills was limited, mainly due to lack of challenge. In gymnastics, pupils execute a range of balances, stretches and movements. They show increasing control and use of speed and tension to express feelings and moods, as observed in a Year 5 lesson where pupils created fluent balancing sequences. Some pupils added poise and elevation while linking the separate phases of the sequence. By the time they leave school, 90 per cent of pupils swim the expected 25 metres unaided, with many swimming 400 metres or more.

119. Pupils enjoy physical activities and adopt a positive and enthusiastic approach. They benefit greatly from the regular, organised coaching sessions in football, hockey and netball run by members of the local authority's Sports Academy. They participate in the local schools' football and netball leagues, and recently won the local area schools' sports quiz competition.
120. The school places strong emphasis on physical development, healthy lifestyles and positive attitudes. Among a wide range of extra-curricular activities is an annual residential course, which focuses on outward-bound activities, including hill-walking, canoeing and abseiling. Systems are in place to assess and record pupils' swimming attainments. The subject co-ordinator, who has been in post for just over a year, is enthusiastic and generous with her time. She is supported well by a team of teachers and outside helpers who are willing to devote time to the promotion of these clubs. Overall, she leads and manages the subject satisfactorily.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

121. Owing to timetable constraints, it is not possible to make a judgement on this provision. Nonetheless, the school provides a regular programme and is developing the use of Circle Time, where pupils are encouraged to discuss social issues and matters of importance to them, and to spend time listening to each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	1
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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