

# INSPECTION REPORT

## **ST ANDREW'S CofE PRIMARY SCHOOL**

Boothstown

LEA area: Salford

Unique reference number: 105933

Headteacher: Mr PT Simpson

Lead inspector: Mrs J Tracey

Dates of inspection: 6 – 8 October 2003

Inspection number: 260924

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	440
School address:	Vicars Hall Lane Boothstown Worsley Manchester
Postcode:	M28 1HS
Telephone number:	0161 790 2113
Fax number:	0161 799 2975
Appropriate authority:	Governing body
Name of chair of governors:	Mr P Shaw
Date of previous inspection:	2 November 1998

## CHARACTERISTICS OF THE SCHOOL

St Andrew's is a voluntary controlled Church of England primary school situated on the outskirts of Salford. Pupils come from a wide area and mixed backgrounds. The school is popular and much larger than most primary schools. Numbers have grown faster than the accommodation in recent years because of new housing in the local area. The school has a nursery and most children proceed through to the main school. There is an imbalance of boys and girls in some year groups. Almost all pupils are of white UK origin. There are very few pupils for whom English is not the mother tongue. The proportion of pupils with special educational needs is below average but they are not evenly distributed throughout the year groups. An average proportion of these pupils has a statement of their needs. The school is proud of its strong links with the church and the local community. It provides facilities for them well beyond school hours and at weekends. The school has been recognised nationally for its involvement with the community. The level of attainment on entry is broadly average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20270	Mrs J Tracey	Lead inspector	Mathematics Information and communication technology Design and technology
9505	Mr D Haynes	Lay inspector	
30935	Mrs K McArthur	Team inspector	Music Religious education Foundation stage Special educational needs
23204	Mrs C Wojtak	Team inspector	English Physical education English as an additional language
19709	Mrs J Fisher	Team inspector	Science Art and design Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Andrew's is a good school with some excellent features.** Its strong Christian ethos, centred on pupils' all-round personal development, results in good achievement by the time pupils leave the school. The curriculum is well balanced and relevant. It is enriched by a wide range of additional activities that broaden and develop pupils' individual talents and interests. The school provides **good** value for money.

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

- Standards are above average overall at the ages of seven and eleven. The quality of pupils' writing could be raised still further in Years 3 to 6.
- Teaching is good overall but in information and communication technology (ICT) teachers lack expertise in some aspects of the curriculum.
- Community links are outstanding. The school shares its facilities with the local community and provides very good opportunities for pupils, parents and local residents to work together cohesively.
- The school is well led and managed.
- Some of the targets in the school development plan are too open-ended. Teachers could be given more opportunities to lead the initiatives and see them through to conclusion.
- The nature of the accommodation, in size and layout, and limited resources, restrict practical work in design and technology and ICT.

The school has made **satisfactory** improvement since it was inspected in 1998. Standards have been sustained and action taken in response to the issues of the previous inspection has resulted in a sharper focus on what individual pupils, particularly the highest attainers, need to do to improve further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2000	2001	2002	2002
English	B	A	A	D
Mathematics	A*	A	A	B
Science	A*	A	A*	A

*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.*

**Overall, pupils' achievement is good.** Pupils of all abilities and backgrounds make equally good progress. Children achieve well in the nursery and make satisfactory progress in the reception classes. They are on course to achieve the goals expected of them by the end of reception. Pupils continue to achieve well in Years 1 and 2. By the time they are seven, standards are above average in reading, writing and mathematics. Pupils' good achievement in Years 3 to 6 leads to above average standards overall at the age of eleven. However, writing could be improved further. Throughout the school, standards are well above average in science, as indicated by the very high results in national tests in 2002. They are above average in English, mathematics, art and physical education. Pupils in Year 6 are satisfactorily making up the ground lost last year when building work and disruption in staffing resulted in some disturbance in their learning. Standards in ICT are below average in Year 6 because pupils' technical skills have not developed progressively in earlier years. Currently, standards in ICT are average in Year 2 and rising steadily from Year 3 upwards.

**Pupils' spiritual, moral, social and cultural development is good.** This is reflected in their good attitudes and behaviour. Attendance is also good. Pupils are keen to learn and participate enthusiastically in all the activities provided. The school positively encourages pupils to accept responsibility, which is particularly evident in the way older pupils carry out their duties as prefects. Very good relationships between pupils and adults are fostered through the distinctive nature of the school's Christian ethos and the value attached to its work at the heart of the local community.

## **QUALITY OF EDUCATION**

**The quality of the education provided by the school is good.** The broad ranging curriculum and programme of additional activities is underpinned by **good teaching** across all sections of the school. However, there are not enough opportunities for pupils to develop their writing skills in subjects other than English. In ICT, teaching is satisfactory in those aspects of the National Curriculum being taught in specific lessons but not enough use is made of ICT to widen and support learning in other subjects. The work of teaching and non-teaching staff is complemented by the specialist knowledge and support of other adults who make a significant contribution to the varied programme of activities. Pupils are motivated to learn through interesting lessons that enable them to assess their own learning against the teacher's aims for the lesson. Expectations are good and pupils respond to them.

**The school takes good care of its pupils** by meeting their individual needs in a sensitive but demanding manner. Pupils' welfare and personal development are clearly paramount. The school works in close co-operation with the community and other institutions; this is a contributory factor to pupils' good overall achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The good leadership of the headteacher and key staff ensures that the maintenance and further raising of standards remain overriding priorities. The school runs smoothly and effectively on a daily basis despite the cramped facilities. It is well managed, as indicated by the manner in which the disruption caused by building work and staffing difficulties in the past two years was handled to minimise the effect on pupils' learning. Governance is good. Governors play an active part in the life of the school.

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

**Parents are very pleased** with the quality of education provided; they feel that the school involves them in their children's education and encourages partnership between home, school and the local community. **Pupils are equally positive.** They have confidence in the teachers and show a willingness to make their own personal contributions to the life of the school.

## **IMPROVEMENTS NEEDED**

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

- Raise standards further in writing, particularly in Years 3 to 6.
- Raise standards in ICT throughout the school.
- Prioritise targets in the school development plan and provide more opportunities for teachers to lead the initiatives and see projects through to conclusion.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **good** throughout the school. Pupils with special educational needs and those for whom English is not the mother tongue make similar progress to other pupils. Overall standards are **above average** in Years 2 and 6. Standards are above average in the core subjects. Children make good progress in the Foundation Stage, particularly in the nursery. Standards are average at the end of the reception year, with most children achieving the goals expected of them in all areas of learning.

#### Main strengths and weaknesses

- Standards are above average in Years 2 and 6, but writing could be improved still further in Years 3 to 6.
- Children make good progress overall in the Foundation Stage.
- Pupils make good progress in Years 1 to 6 and achieve well.
- Standards are well above average in science and above average in English, mathematics, art and physical education.
- Standards are below average in ICT in Year 6, but are progressively improving from Year 1 upwards.

#### Commentary

1. Standards are average on entry to the Foundation Stage. Children make good progress in the nursery and satisfactory progress in the reception classes. They are on course to reach the goals set for them in all areas of learning by the end of reception.

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

Standards in:	School results	National results
Reading	17.1 (17.7)	15.8 (15.7)
Writing	15.2 (16.0)	14.4 (14.3)
Mathematics	16.8 (17.4)	16.5 (16.2)

*There were 61 pupils in the year group. Figures in brackets are for the previous year*

2. Pupils' results in national tests taken in Year 2 in 2002 were above average in reading and writing. They were average in mathematics. Results rose further in 2003, in all subjects, particularly with respect to the proportions of pupils exceeding the level expected for their age. The improvement in writing at the higher level was very significant (from 13 per cent to 33 per cent). National figures are not yet available for comparison. The upward trend in results over time reflects the school's focus on intensifying the development of pupils' literacy and numerical skills. The school pinpointed specific aspects of the work that needed improvement and targeted them in teachers' training and through new initiatives. Currently, standards in Year 2 are above average in reading, writing, mathematics, art and physical education. Standards are well above average in science. They are average in ICT, which represents an improvement since the previous inspection, when they were below average.



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

Standards in:	School results	National results
English	28.5 (28.9)	27.0 (27.0)
Mathematics	29.4 (29.3)	26.7 (26.6)
Science	31.4 (30.8)	28.3 (28.3)

*There were 64 pupils in the year group. Figures in brackets are for the previous year*

3. Pupils' results in national tests taken in Year 6 in 2002 were well above average in English and mathematics and very high in science. Over time, the trend in results is broadly similar to the national trend. Results were not expected to be as good in 2003, nor were they, more particularly in English, because of the imbalance of pupils' abilities within the year group. In addition, pupils' progress in Years 5 and 6 was affected by building work and discontinuity in staffing. Despite this, analysis of the results shows that the school added value to pupils' prior attainment when they were in Year 2. The difference between boys' and girls' achievement varies from year to year in relation to the balance of genders in the year group and the proportion of each on the register of special educational need.
4. The school had already identified the need to improve writing further, which it is doing through specific initiatives. Progressive improvement in standards is noticeable as pupils work their way up the school, but it is not yet as obvious in the older year groups. Standards in the current Year 6 are above average in English and mathematics, and well above average in science. Pupils are making good progress and making up for the ground lost when they were in Year 5. The school has sustained its standards in science since the previous inspection because it has recognised and acted upon the requirement to consolidate pupils' understanding through an independent investigative approach. Good teaching overall is the single most important factor in the maintenance of standards.
5. In Year 6, standards are above average in art and physical education. They are below average in ICT because pupils have not made sufficient progress year-on-year in the development of the relevant technical skills. This is due to inadequate resources and the lateness of teachers' training. Pupils start to study French in Year 6. They have made good progress in spoken French and early writing in the language in the first few weeks of term because they are taught by highly experienced teachers from a local high school.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **good**. Attendance is **above average**. Provision for pupils' spiritual, moral, social and cultural education is **good**. The school has maintained the quality of its work in these areas since the previous inspection and has also provided many more opportunities for pupils to show initiative and to take responsibility within the school.

### **Main strengths and weaknesses**

- Behaviour is good; pupils respond well to the school's high expectations.
- The school promotes good relationships, including racial harmony.
- Pupils are pointed towards spirituality through the corporate life and work of the school.
- Pupils' moral and social development are very good.
- Older pupils undertake their duties responsibly and encourage younger pupils to have pride in the school.
- There is very little provision for structured play at lunchtime; some pupils find it difficult to keep themselves fully occupied during this session.

- Very few opportunities are provided for pupils to meet with representatives of non-Christian major faiths.

**Commentary**

6. Pupils like school and attend regularly. They are punctual and quickly settle into the daily school routine. Both teaching and non-teaching staff apply the behaviour policy consistently, and there are very high expectations of good behaviour in all year groups. Pupils live up to these expectations most of the time. Behaviour in class reflects closely the pace and interest of the lesson. Pupils are well supervised during playtimes but they are not stimulated to engage in imaginative activities. Bullying is not considered to be a problem because pupils and parents say that alleged incidents are dealt with fairly and sensitively. No incidents of bullying or other oppressive behaviour were seen during the inspection. Attendance is good but there are no systematic procedures in place for analysing the reasons for absence or contacting parents on the first day of any unexplained absence.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.2
National data	NA	National data	NA

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

7. Pupils' personal and social development is fully integrated into all aspects of school life. The house system promotes healthy competition and encourages pupils to work not only for themselves but for the house too. This generates a sense of corporate commitment. Relationships between pupils and adults are very good, as is clearly demonstrated when pupils move about the school and when groups are observed working together in class. It is evident that teachers, and the school as whole, make a conscious effort to provide many opportunities for pupils to express their feelings and to consider the values and beliefs of others. Pupils' response, for instance in role-play in drama, shows how sensitive they are to situations when looked at from different viewpoints.
8. Pupils eagerly accept responsibility for elements of the day-to-day running of the school. In Years 5 and 6 they have the opportunity to become prefects. Pupils take their responsibilities very seriously; these include assisting office staff and lunchtime supervisors. The school and parents run a very good range of well-attended after-school and holiday clubs that are open to pupils of all abilities.
9. Provision for pupils' personal development is good. It reflects the school's aim of creating a Christian family-learning ethos. Spiritual development is good and enhanced well by the positive climate for learning, reflective assemblies and close links with the church. Pupils have a good understanding of their place in the school and church communities, and value the fact that their achievements are celebrated.
10. Moral and social development are very good. Pupils have good attitudes and a very good understanding of right and wrong. They quickly learn how to make sensible decisions about their own lives and to be responsible members of the school community. These qualities are reinforced well through personal, social, health and citizenship lessons and the wide range of educational visits. Parents' close involvement with the school adds support to this fundamental aspect its work.
11. Pupils' cultural development is satisfactory. Pupils understand and accept that other people have different beliefs and cultures. They talk about these at levels that match their growing maturity and awareness of national and international events. Pupils listen to a range of music,

including music from other cultures, such as songs from Chile and African drumming music. They visit the Lowry Art Gallery to experience inspirational art and accomplished visitors are used well to demonstrate their talents, for example textile printing and weaving. Other visitors provide good backgrounds to their particular cultures, such as through Chinese dancing. Pupils are developing a sound understanding of life in a multicultural society.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	434	2	0
White – Irish	1	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Chinese	5	0	0
No ethnic group recorded	7	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 is **good**. It promotes pupils' personal development and is driven by the school's aim to help each pupil attain their optimum potential. Outstandingly good links with the community provide very good opportunities for pupils and parents to engage in joint activities. These succeed in reinforcing the school's mission to extend learning beyond the parameters of school and the school day.

### Teaching and learning

Teaching and learning are **good** overall. All the teaching observed during the inspection was at least satisfactory. It was good or better in the majority of lessons and excellent in one. Pupils progressively gain in knowledge and learn to put it to good use. Evidence from scrutiny of pupils' work this term and last year indicates that the teaching seen is a fair reflection of the work that goes on throughout the year. It marks an improvement in some aspects of teaching since the previous inspection, when higher-attaining pupils were not challenged sufficiently and reading records were not used systematically to promote progress in reading. Teachers' subject knowledge and expertise in ICT have increased since the previous inspection but some are still not fully conversant with all aspects of the National Curriculum requirements.

### Main strengths and weaknesses

- Teaching is good overall in the Foundation Stage, English, mathematics, science, art and physical education.
- Teachers plan lessons well and use a variety of effective methods to sustain pupils' interest.
- Pupils know what they are expected to achieve in each lesson.
- Teaching assistants provide good support for lower-attaining pupils, which enables them to take an active part in lessons.
- Pupils benefit from the expertise of specialist teachers and experienced coaches in French, drama, music, dance and physical education.
- Teachers gain pupils' respect and instil them with confidence to try things out for themselves.
- Teaching is unsatisfactory in ICT.
- Teachers do not make enough provision to include writing and the use of ICT in work in other subjects.
- The marking of pupils' work does not always indicate how it could be improved.

## Commentary

12. Teaching for children in the nursery is particularly good. Teachers and their assistants have high expectations of the children, who are enthusiastic learners. Children had only been in school a few weeks at the time of the inspection. Good organisation and sensitive but firm discipline have enabled them to make a quick start to their learning.
13. Teachers plan effectively and make good use of the resources available to them. They use a good range of teaching methods to make lessons interesting, and engage pupils' interest. Time is used well in most lessons. Pupils produce a plentiful amount of work that shows they have gained subject knowledge and put it to good use. Activities and written work are usually pitched at different levels for groups of pupils in the class, sustaining motivation and providing challenge for the faster working and more able pupils. This is an improvement since the previous inspection. Pupils' work is marked regularly but comments do not always make clear to pupils how they can improve. Teachers go out of their way to provide additional help for pupils, for example by giving one-to-one support at break times. The school engages a number of specialist teachers and coaches for French, music, dance, drama and physical education. Pupils benefit from their expertise and respond very well to the challenges that are set.
14. Teachers' training in recent years has focused on the development of pupils' literacy and numeracy skills. This, combined with action resulting from detailed analysis of pupils' progress, is continuing to raise standards. As a direct consequence, in 2003, Year 2 pupils' performance in national tests improved further in reading, writing and mathematics. In Years 3-6, the initiatives had a greater effect on progress in mathematics than in writing. Teachers' expectations and insistence on quality and accuracy in written work were inconsistent, mainly due to disruption in staffing and the employment in some junior classes of a succession of temporary teachers. The situation is much improved this year and there is evidence of steady progress in these year groups.
15. Teaching in ICT is satisfactory in Years 1 and 2, but not in Years 3 to 6. Difficulties are linked to the provision, particularly in Years 5 and 6. Technical skills in ICT are taught satisfactorily in specific lessons, but pupils rarely have the opportunity to put them into practice on a regular basis because only a few classrooms have computers. Consequently, teachers are unable to incorporate ICT into teaching in other subjects as much as they should.
16. The collection and analysis of information relating to pupils' attainment and progress is thorough and detailed. It enables the leadership group and teachers to identify whether pupils are making sufficient progress from year to year and, if not, what action to take. The system has evolved well since the previous inspection but the school is aware that it needs refining to make it manageable and 'user friendly'. It has been used very recently to set personal targets for pupils in literacy and numeracy but it is too soon to know how effective these are in focusing pupils' attention on what they need to do to improve.

17. Pupils with special educational needs are well supported. Teachers and teaching assistants have detailed knowledge of their needs, particularly in relation to language and numerical skills. Work is targeted accordingly, and sensitively, to enable pupils to take a full part in lessons.

### **Summary of teaching observed during the inspection in 51 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	9 (18%)	21 (41%)	20 (39%)	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.*

### **The curriculum**

The curriculum is **satisfactory** overall. It is rich in opportunities in many aspects but provision for information and communication technology (ICT) is unsatisfactory. There has been an improvement since the previous inspection in the provision for pupils with special educational needs and for pupils' personal, social and health education.

### **Main strengths and weaknesses**

- The curriculum in the nursery is particularly well planned to meet the children's specific needs at the start of their education.
- There are good cross-curricular links across some subjects. These could be extended further, especially in writing and ICT.
- Provision for pupils with special educational needs is good.
- The curriculum is enriched by the addition of French in Year 6. A wide range of extra-curricular activities is available for all pupils, including a residential weekend.
- There are weaknesses in ICT and design and technology due to a shortfall in resources and limitations imposed by the accommodation in the practical aspects of these subjects.
- Some classrooms are very small and there is no separate outdoor play provision for the reception classes.

### **Commentary**

18. The curriculum is stronger for the nursery age children than for those in the reception classes because it consistently provides interest and a high level of challenge, particularly in communication, language and literacy, mathematical development, and personal, social and emotional development. The school provides a full curriculum for the children's physical development but the reception classes do not have the same access to a well-furnished outside area as that dedicated to children in the nursery.
19. The strong emphasis on the development of language and numerical skills throughout the school is continuing to raise standards in English and mathematics, although pupils' writing could still be improved further in Years 3 to 6. Subject leaders are aware that planning in other subjects could be more highly focused on promoting the use of literacy and numeracy skills. Some of the practical subjects suffer from the limitations of the accommodation but teachers do their best to see that all pupils have an equal opportunity to work through practical exercises linked to the schemes of work. The ICT suites are too small for some of the large classes and most of the computers are still not linked to the Internet. Consequently, pupils are not making progress as fast as they should in learning the basic skills, nor can they use ICT to a sufficient extent to research and support work in other subjects. A number of good quality laptop computers supplement the provision in Years 5 and 6 but there are organisational issues in setting the system up for class use on a regular basis. The curricula for music and physical education are strengthened by additional activities such as the choir,

the peripatetic instrumental teaching and the after-school clubs. The involvement of the school nurse and staff of the local education authority's Life Education caravan in the personal, social and health education course has added a new dimension to pupils' perception of responsibility for their own well being.

20. Pupils with special educational needs have full and equal access to the curriculum and receive well-targeted support. This fulfils the school's mission and commitment to every pupil. Individual education plans are appropriate. They have suitable targets, usually linked to literacy and numeracy, which are reviewed regularly.
21. The strength of the staff team can be seen in the way it pulls together. For example, staff gave freely of their time at the end of the summer to make classrooms ready for occupation after building work and renovation. The good number of teaching assistants provides valuable support for lower-attaining pupils. They make a significant contribution to pupils' progress. All pupils have the same opportunities to participate in the curriculum and the wide range of activities on offer. The exceptions are instrumental teaching and extra-curricular French in the infant stage, for which fees are charged.

### **Care, guidance and support**

Provision is **good**. Parents are very happy with the level of care and welfare provided for their children.

### **Main strengths and weaknesses**

- Staff know children and families very well.
- There is a high level of support for individuals.
- Induction procedures to the nursery and reception classes are good.
- Some of the procedures for monitoring attendance and welfare lack rigour.

### **Commentary**

22. Child protection and health and safety procedures are sound; teaching and non-teaching staff are aware of their responsibilities in this respect. Pupils with special educational needs are well supported, as are those for whom English is not the mother tongue. Lunchtime supervision is good but there is no quiet area, nor is there play equipment for pupils to engage in play of their own choosing. The school is organised well through a team approach that involves the caretaker, office staff and all other adults employed by the school. This leads to very good standards of maintenance and cleanliness that instil high values in the pupils and encourage respect for property and resources.
23. Teachers and other staff know the pupils and families well and provide a good level of personal support for all pupils. However, the recording of minor accidents lacks rigour. The monitoring of attendance is satisfactory but there is no first day of absence contact for any unexplained absence. Pupils feel confident when approaching adults in the school and there is a reward system that provides pupils with regular feedback of success and effort. The school has recently started to set personal targets for pupils. These have not been in use long enough for pupils to work out for themselves how well they have achieved.
24. Induction arrangements for pupils entering the nursery and reception are good and foster a good home-school relationship. Parents receive good guidance about the curriculum and what to expect of their children at the start of Year 1, and also part way through the infant stage (Years 1 and 2). Pupils are encouraged to take responsibility for themselves and a healthy eating policy is promoted. There is no school council but pupils' views are sought through discussion in class and taken into consideration when decisions are made. There are good opportunities for pupils to take on responsibilities in the classroom and about the school.

## Partnership with parents, other schools and the community

The school has an **excellent** partnership with the community and **very good** links with parents and other schools and colleges.

### Main strengths and weaknesses

- The school is the centre for activities in the local community.
- The school premises become 'the church' on Sundays.
- Many family and community learning opportunities are provided.
- There is a strong and active parent teacher association.
- Links with other schools and providers in education are very good.

### Commentary

25. Parents' responses to the questionnaire sent out before the inspection indicate that they are well satisfied with all the school has to offer, and value its caring Christian ethos. Parents are provided with a very good level of information about the school's activities and their children's achievement. The annual written report on pupils' progress is good and contains details of work undertaken in all subjects. However, it does not contain specific measurable targets for improvement. Parents are welcome in school and they appreciate the open access to staff. Good opportunities are provided for family learning, both during and after the school day. These cover parts of the curriculum, basic computer skills and other topics relevant to pupils' welfare. Parents support the school very well and there is an active parent teacher association that organises social events and raises valuable funds for the school. Satisfactory procedures are in place for dealing with any concerns or complaints parents may have, but they seldom have to be used.

### Outstanding practice

**Community links are excellent. The school and the local community benefit equally from the high level of co-operation between them.**

The school's aims embrace the community. One of the governing body's committees is specifically dedicated to community work. The school development plan also incorporates the ongoing development of community links. The church of St Andrew's is actually one of the school halls and is used for family services on Sundays. The school premises are used by a wide variety of organisations every day of the week, including evenings and weekends, making the school a focal point in the community. Independent pre-school and after-school clubs are encouraged and the school actively supports events organised by local organisations. The school recently co-operated in canvassing local opinion before deciding what sports to offer during the autumn half term. Local businesses support the school with specialist visitors, for example in a 'World of Work' project.

26. Effective links with the local high schools help to ensure that pupils are well prepared for the next stage of their education. For example, the school works well in liaison with one of the local high schools to incorporate French in the curriculum in Year 6. This provides a good introduction to oral and written aspects of a modern foreign language at an early stage and prepares pupils well for the follow-up when they transfer to high school.
27. The school has very good internal systems for guiding parents and pupils at times of transfer between the Foundation, infant and junior stages, and also to secondary school. This is particularly relevant now because parents are concerned about the availability of places in the local high school. The school is making sure that parents are kept fully informed about the situation. Links with local colleges are very strong and the school provides good support for trainee teachers.

## LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. Leadership by the headteacher and key staff is **good**. Management and governance are **good**.

### Main strengths and weaknesses

- Good, steady leadership promotes confidence in the school and ensures that the maintenance of good standards remains a high priority.
- There is a good team spirit amongst the staff. Teaching and non-teaching staff work hard and earn the respect of pupils and parents. The school gives equal consideration and support to pupils of all abilities, races and background.
- The school is well managed on a day-to-day basis, as was particularly evident during periods of building work and staffing difficulties in the last two years.
- The governors are well informed and give due consideration to strategic planning when making financial decisions.
- There is a very close partnership between the school, the community and the church. Parents are appreciative of the caring, Christian family ethos.
- Some of the targets in the school development plan are too open-ended. Teachers (other than key staff) are not given enough opportunities to share in leading the initiatives or to see them through to completion.

### Commentary

28. The leadership and management of the headteacher and key staff have been successful in bringing about satisfactory improvement in the issues identified in the previous inspection. Some are ongoing, mainly where there are implications for resources and staffing.
29. The headteacher has a high profile about the school. He generates an atmosphere of calm in which pupils know what is expected of them. Teachers and other staff are equally committed. They give very individual support to every pupil. The school puts into practice its mission to provide equally for all pupils whatever their ability, race or background. This is carried out in an atmosphere of genuine concern for each individual. Parents appreciate this. The management of special educational needs is good. The provision is well organised; procedures are understood and followed consistently by all staff.
30. Management systems are good in respect to the monitoring of teaching and the analysis and assessment of pupils' performance. In 2003, the resultant action led to a rise in standards in mathematics throughout the school, and in reading and writing in Year 2. The school is making good use of self-evaluation procedures to identify areas for improvement within each subject area. Subject leaders do this well, linking their findings to the school's overall development plan. This thorough, but lengthy, document embraces appropriate targets for further improvement. However, these are not listed in order of priority and many are not linked to fixed time scales. Teachers indicate that they would like more opportunities to lead initiatives and see projects through to conclusion. Performance management is effective in focusing attention on raising achievement and identifying where professional development is needed. The school recognises that still more is required in ICT.
31. Governors have developed beneficial links with the school. They actively promote the close relationship between the school, the church and the community. Governors ask questions of the school and challenge its thinking on contentious issues. Hence, the governing body has a good working knowledge of the school's strengths and knows where improvements are needed. Financial control is good; the budget is closely linked to strategic planning. A



substantial part of the large financial surplus in 2002/03 was held in hand for contribution to the recent building work. The projected surplus for the current year is smaller, but sufficient to maintain the breadth of the curriculum and to provide for some necessary improvements, such as in ICT. The headteacher and governors are very resourceful in seeking out additional funds.

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

Income and expenditure (£)		Balances (£)	
Total income	1,015,746	Balance from previous year	-7,411
Total expenditure	887,548	Balance carried forward to the next	120,787
Expenditure per pupil	1,888		

32. Parents trust the school and have confidence in its leadership and management. They feel that the staff create a warm and caring environment in which children are well nurtured in their educational development and general well being. Taking into account the good provision, pupils' achievement and the relatively low expenditure per pupil, the school gives good value for money.

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

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

Provision in the Foundation Stage is **good**, similar to that at the time of the previous inspection.

The quality of teaching and learning is good overall and in each of the separate areas of learning. Very good teaching was observed in the nursery class, where the children had been in school for just a few weeks. Standards were satisfactory in the limited amount of work seen. Children's achievement is good overall, being good in the nursery and satisfactory in the reception classes. Most children are on course to meet the expected levels in all areas of learning by the end of reception. Children with special educational needs are supported well, and fully included in the wide range of activities offered. Leadership and management are good. The staff form a strong team, all contributing to the well-planned learning activities. There is no separate outdoor learning area for children in the reception classes. This restricts the learning opportunities available to them. They have limited use of the nursery outdoor area. One reception class is accommodated in a small area away from the other classes, which limits children's access to some practical activities.

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

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

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

- Good procedures help children to start school and move on confidently to the next stage of their education.
- A warm, secure atmosphere is generated in which the children feel valued, and enjoy coming to school.
- Children share and satisfactorily learn to take turns.
- Children get themselves ready independently for physical education lessons.

#### **Commentary**

33. Teachers and their assistants have very good relationships with the children, and make them feel valued. Nursery snack-time is a pleasant social occasion when children sit quietly to discuss their activities and news. They quickly learn to say *'please'* and *'thank you'* for their fruit and milk. Reception children showed that they understood the difference between right and wrong when they retold the story of *The Little Red Hen* using finger puppets. They commented that *"we should all help each other"*. Many children in the reception classes are already close to the expected level in this area of learning, due to the good teaching and example of the staff.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Many good opportunities are provided for language development.
- The majority of children in the reception class write their name clearly.
- Regular practice helps children to recognise letters and sounds.
- There are not enough opportunities for independent writing.

## Commentary

34. Children are encouraged to talk about their activities, which promotes good expression of ideas and widens their vocabulary. A nursery child confidently explained to the class why the leaves fall from the trees in autumn. Children enjoy listening to, and retelling, stories. In reception, they adapt their voices well for the different characters. Most children in reception recognise and say the sounds of each letter when they read but, as yet, only the more able children can find words that rhyme. Children need to use the writing area in each class more regularly to experiment, develop and practise their skills.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- In the reception class, most children count to 10 and back.
- Good equipment, activities and displays of numbers help children to learn.
- Lively mental warm-up games make learning fun.
- Children do not have enough opportunities to work on number problems.

## Commentary

35. Many children will reach the goals expected of them well before the end of their time in reception. Children in the nursery are already counting how many bottles of milk are needed at snack-time and they can name a square and a circle. A good variety of practical activities reinforces understanding. Children in the reception classes are successfully learning to use simple mathematical vocabulary, for example when making shapes with dough, they say "*This is a long worm,*" and compare the '*longer*' or '*shorter*' tails made for their paper mice. Lively games help children to put numbers in order but they have less experience of calculating and manipulating numbers and problems.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- A wide variety of activities is used to broaden the children's experiences.
- Good use is made of visitors and visits out of school.
- Some of the activities designed to give children free choice lack focus in the reception classes.

## Commentary

36. The school grounds are used well to extend children's learning beyond the classroom, such as when children observed changes over time by studying the trees in autumn. They recognise the usefulness of a magnifying glass when examining leaves, pine needles and conkers. Children acknowledge the existence of a Christian higher being through simple prayers at the end of the day, and learn about festivals in the major world religions. There is a good supply of simple programs for the computer. Children in the reception classes manipulate the mouse well to create coloured autumn pictures, and are beginning to access commands including 'print'.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Children regularly use the large space in the school hall for physical education lessons.
- Children's movements are well co-ordinated and controlled.
- There are no large-wheeled toys, or a separate outdoor area, to provide greater physical challenge for the reception classes.

### Commentary

37. Children move confidently, with good control and co-ordination, move to music, and use the large hall space well. They listen carefully and respond to the sound of the teacher's tambourine by stopping, starting and changing direction. They can hop, tip-toe and skip. Children manipulate tools and small equipment well. Nursery children use the wheeled toys in their outdoor area regularly. However, there is no separate outdoor area for reception children and they have very limited access to the nursery area. Consequently, they have too few opportunities to experience challenge and develop balance and co-ordination on large toys and apparatus.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children have regular lessons with the specialist music teacher.
- Good opportunities are provided for children to express ideas using a variety of materials, media and colours.
- Role-play areas encourage imaginative activities and language development.

### Commentary

38. The children enjoy singing with the specialist teacher. Their voices are clear and bright. Most join in the 'Hello' song, and some nursery children are confident enough to respond individually. They use a variety of small percussion instruments, but are not encouraged to name them. Well-displayed artwork brightens the rooms. Children use paint and modelling materials boldly. In reception, children gathered natural materials from the school grounds and made a collage face after studying how the artist Joachim Archimbaldi created faces from fruit and vegetables. The role-play areas are used well for imaginative play, and the 'hibernation' area is linked well to the study of autumn.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH AND MODERN FOREIGN LANGUAGES

Pupils learn French in Year 6. They have only had a few lessons this term but are clearly enjoying the new experience. In the one lesson observed, the teacher conducted most of the lesson in French. Pupils answered spontaneously and were not afraid to make mistakes or have their pronunciation corrected. Many pupils are already writing simple sentences and engaging in dialogue with a partner. The teaching of French is organised through liaison with the local high school. Pupils are benefiting from high quality teaching and are being prepared well for the next phase in their education.

## English

Provision is **satisfactory**, as is improvement since the previous inspection. The work that the school has put into raising standards is having a good effect on attainment in Year 2. Standards have remained above average in all aspects and achievement is good because of the high expectations of the teachers. Achievement at the age of 11 is satisfactory. Standards are above average in speaking and listening and reading, but average in writing.

### Main strengths and weaknesses

- Standards in all aspects of English are above average in Year 2, due to imaginative teaching strategies and thorough assessment procedures.
- Standards in Year 6 are above average overall but the quality of writing could be raised still further in Years 3 to 6.
- Teaching is good. Good use is made of stimulating drama techniques.
- Pupils are well managed and relationships between staff and pupils are good.
- There are too few opportunities for pupils to use ICT in English lessons.
- Leadership of the subject is good but there are aspects of management that could be further improved.

### Commentary

39. Pupils' results in the national tests taken in Year 2 in 2002 were above average in reading and writing. They were comparable with those in similar schools. Results rose further in 2003. Higher proportions of pupils exceeded the level expected for their age in both reading and writing. Pupils' results in Year 6 in 2002 were well above average, but the proportion of pupils exceeding the level expected for their age was below the average for similar schools (based on pupils' prior attainment in Year 2). Results in 2003 were not as good as in 2002 because of the staffing situation in Year 6 and the disruption wrought by the building construction during last year. The subject leader is very aware of the need to ensure greater consistency in each class. Although she has only recently broadened the scope of her role to include the junior classes, she has a clear grasp of the issues.
40. Pupils' speaking and listening skills are above average throughout the school. The majority of pupils are confident speakers and active, attentive listeners. Pupils in Year 1 are learning that they are expected to listen to each other, although they can be inattentive and interrupt each other at times. In Year 2, pupils show a readiness to collaborate and express their thoughts and feelings, often in sophisticated language. There are some excellent planned opportunities for 'pupil talk' throughout the curriculum. In a well-planned lesson in Year 4, pupils reinforced their knowledge of the skeleton whilst learning about the layout and conventions used in non-fiction material. The beauty of this lesson was that all the pupils had a good starting point of previous knowledge and lower-attaining pupils took a full part in the discussion. Every hand was shooting up to answer questions.
41. Reading standards are high because pupils read regularly to adults. Good records of progress are kept and parents share in their children's learning. Younger pupils are taught clear strategies to help them to decipher words. Group reading sessions are very well organised so that a good level of attention is paid to each group. This enables pupils to act out plays on a regular basis. Higher-attaining pupils in Year 5 show they are capable of high levels of analytical thought, for example when they observed that the theme of revenge ran through two poems - 'Lord Lovelace' and 'The Bully Asleep' - and that there was a twist in both poems.
42. Standards in writing are above average in Year 2 because the teachers have high expectations and do not accept work that is not good enough. This accelerates pupils'

progress. Standards of handwriting are good. All teachers do not, however, insist on the same standards in other subjects and marking does not always offer enough help to encourage pupils to improve. This is more evident in the junior classes, where there has been the most disruption and change of staffing. Examples of autobiographical writing in Year 6 revealed that some pupils had been taught by a succession of temporary staff last year. This had a negative effect on the pace of pupils' learning. The inconsistent expectations of different teachers led to some casual editing of work by pupils. Writing is now being taught well, and standards are average. This year's work reflects better progress for most pupils, and expectations are higher. There are too few opportunities, however, for pupils to edit their work using ICT.

43. Teaching is good and the consistency of marking and feedback given to pupils is much improved from last year. Pupils are aware of higher expectations and their work habits are improving. The good relationships and instinctive understanding of how pupils learn are encouraging a confident approach to language. This was seen in a very good drama lesson based on *Macbeth*, in which pupils in Year 5 participated fully in exploring feelings such as the shock that might be experienced on meeting the three witches. This was a risk-taking lesson that paid off in animated debate and reflective acting out of feelings. Similarly, pupils in Year 2 were enthralled by a very topical lesson, which took as its starting point a newspaper article with the headline, 'Red October.' This was a skilled literacy lesson about the colour of autumnal leaves, which gave rise to some wonderful poetry. The teacher skilfully adapted the learning to the pupils, and also went beyond the bounds of the subject by exploring how the sugar composition in the leaves affects their colour. She built up such a feeling of anticipation before reading a related poem that pupils were captivated by it.
44. Staff contribute well to the detailed records kept of pupils' progress. They analyse assessment information and identify new priorities. The new assessment strategies are useful and relevant but they are too new to ensure proven success as yet. The co-ordinator provides a good role model for staff and pupils. The development work in writing is having a very good effect. Its impact was lessened last year because of the difficult circumstances in some of the junior classes. The school libraries are adequately stocked but, whilst the school has bought a lot of new books, there are still a number of very old, dated ones that are falling to pieces.

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

English skills are used frequently and effectively across the curriculum to extend learning in subjects such as history or science. However, the use of these learned skills sometimes tends to be incidental rather than planned from the outset.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are above average at the ages of seven and eleven.
- Pupils' numerical skills are above average.
- There is a good focus on developing pupils' mental agility, also on the presentation of written work.
- Teaching is good overall so pupils of all abilities achieve well.
- Not enough use is made of ICT to aid pupils' learning in mathematics.
- There is scope for more open-ended questioning; also for opportunities for pupils to tackle investigative work independently before seeking the teacher's help.

## Commentary

45. Pupils make good progress throughout the school and achieve well.
46. Results in national tests taken in Year 2 in 2002 were average. They improved in 2003, with a very significant rise in the proportion exceeding the level expected for their age. Currently, standards of work in Year 2 are above average. Pupils' results in national tests taken in Year 6 were consistently well above average from 1999-2002. They were not quite as good in 2003. The continuity of work in the two oldest year groups was disrupted through building work and staffing difficulties last year. The current Year 6 is making up the lost ground and additional staffing is being provided to enable pupils to be taught in smaller groups. Standards of work in Year 6 are above average. The school has sustained the standard of work in mathematics since the previous inspection through the successful introduction of the National Numeracy Strategy, and innovative teaching.
47. Pupils enjoy working with numbers. They 'think aloud' and demonstrate increasing mental agility and flexibility of thought as they progress through the school. Pupils respond quickly in oral sessions, particularly when teachers build the work up in steps based on previous learning. There is a good focus on number work and the development of good practices in the basic operations of addition, subtraction, multiplication and division. Most pupils are confident in their use, at the appropriate level, because they have a good grasp of fundamental number concepts. They are not as confident when working with problems written in words because they are often uncertain about how to convert the meaning to its numerical equivalent. Pupils are taught in classes grouped by ability in Years 3 to 6. This is beneficial. The more able pupils work faster on more demanding work whilst lower-attaining pupils receive the additional support they need to consolidate fundamental principles.
48. The quality of teaching and learning is good. Teachers have a good knowledge of the subject, which they use well to pitch lessons at a suitable level. In most of the lessons observed a number of different tasks were set to cater for the range of abilities in the group. Very occasionally, insufficient work was set to keep the fastest working pupils fully occupied - they did 'more of the same' rather than work that moved them on. Good attention is paid to the correct use of mathematical vocabulary, which pupils use well to explain and discuss their work. For example, in Year 6, pupils used their understanding of ratio and proportion to work out the percentage content of ingredients in crisp bars of different sizes. Pupils' written work is well marked and teachers use the information to modify future lesson plans. Pupils record their work through various means, for example on worksheets or through independent written methods. From an early stage they learn the importance of good presentation and its contribution to accuracy. Homework is set regularly. It complements classwork and enables teachers to test pupils' recall and ability to apply their learning independently. The resources available to staff are used well but only a few classrooms have computers, so not enough use can be made of ICT. However, a small number of pupils in Year 1 are working on good individual programs that boost their confidence in handling number.
49. The subject is well led and managed, which is promoting pupils' greater enjoyment of the subject and inspiring teachers to be more adventurous in their teaching methods. Improvement since the previous inspection is satisfactory.

## Mathematics across the curriculum

50. Pupils' numerical and mathematical skills are well used in other subjects but there is no overall plan to ensure consistency in the use of units, forms of presentation etc. However, this does not detract from pupils' understanding or ability to apply the mathematical skills required. Pupils successfully learn to estimate whether answers are reasonable and most pupils can interpret bar charts and use graphs, even if only at a simple level.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Standards are well above average in Year 2 and Year 6.
- Teaching is good and pupils achieve well.
- Leadership is strong and innovative.
- There is a good focus on teaching scientific skills, which pupils then apply in different circumstances.
- Work is planned well to build on pupils' prior learning, but sometimes the tasks set are not graduated to provide appropriate challenge for the range of abilities in the group.
- Pupils have positive attitudes towards their work; written work is well presented.
- The marking of pupils' work is inconsistent. It does not always provide them with enough information about how the work could be improved.
- Not enough use is made of ICT, for example to measure and record variables in experiments.

### Commentary

51. Standards of work are well above average in Years 2 and 6. Throughout the school, pupils of all abilities, including those with special educational needs, achieve well because of good teaching. In Year 2, standards are similar to those at the time of the previous inspection. In 2002, pupils' results in national tests taken in Year 6 were very high. They declined slightly in 2003. This is explained by the different ability spread in the year group and discontinuity in staffing during the year. Overall, improvement since the previous inspection is satisfactory. Provision for experimental and investigative science has improved and some very good teaching was observed. One lesson was outstanding.
52. In Year 2, pupils plan their own investigations, make predictions and observe carefully. They have very positive attitudes to learning and thoroughly enjoy the many opportunities to explore and investigate independently. They develop a good understanding of how to conduct a fair scientific test and record their findings. They learn to think and act like scientists, which has a significant effect on their progress. By Year 6, pupils predict well, carry out fair experiments to test their ideas and record their work carefully and neatly. They collaborate very well in groups to solve problems, and draw sensible conclusions from their investigations.
53. Overall, teaching is good. Pupils throughout the school make good gains in their learning. Teachers encourage pupils to record their work independently, with minimal reliance on worksheets. They plan interesting lessons that progressively build up pupils' knowledge and skills. Occasionally there is imbalance between the teacher's exposition and pupils' activity, causing lack of interest on the part of some pupils. Teachers focus very well on ensuring that pupils understand scientific terminology and use it accurately. Good opportunities are provided for pupils to develop skills in the recording of work, such as writing reports and presenting scientific data in charts and graphs. However, more emphasis could be placed on promoting writing skills, which is an identified priority for the school. Mathematical skills are applied well in measurements and the collection of data. Pupils present this in a variety of appropriate ways, sometimes using computers. Overall, however, there are not enough opportunities for pupils to use ICT in science.
54. The subject supports very well the school's curriculum for personal, social and health education. Pupils learn about the importance of a healthy diet, personal hygiene and the care necessary when using medicine and other drugs. Links with other subjects, such as design and technology, and art and design, are used effectively to enrich pupils' knowledge, skills and understanding.



55. The subject leader provides strong professional leadership for class teachers and more innovations are ready to be implemented. Marking in some classes does not help pupils to understand how the work could be improved. Visits to scientific centres, such as Manchester Science Museum, engage pupils' interest. They stimulate discussion on the historical background to scientific discoveries and their impact on life today.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **unsatisfactory**. This is mainly due to the fact that there are not enough up-to-date and serviced computers, positioned in strategic places about the school, for pupils to practise and apply the skills required in the National Curriculum.

### **Main strengths and weaknesses**

- Standards are below average in Year 6. Pupils are underachieving.
- Teachers do not have sufficient expertise in some aspects of the work required in the National Curriculum.
- There is no overall plan for the integration of ICT into other subjects of the curriculum.
- There are not enough computers for pupils to practise their skills regularly.
- There is hardly any access to the Internet so opportunities for pupils to research in other subjects are much reduced.

### **Commentary**

56. Standards are average and achievement is satisfactory in Year 2. In the infants (Years 1 and 2), pupils build progressively on the skills they learn in the Foundation Stage. One of the computer suites is sited close to the infant classrooms so it is relatively easy for teachers to organise for the whole class or groups of pupils to use the computers. Consequently, pupils are gaining in confidence. They respect the equipment, know their way round the keyboard and understand the value of being able to file and save their work. Pupils understand that events can be controlled using technology and they are gaining satisfactory experience of working with text and images. However, they frequently miss out on seeing their work in print because the printers are unreliable and not robust enough for regular use.
57. Standards are below average in Year 6. Achievement is unsatisfactory, except in word-processing where pupils satisfactorily prepare, draft, edit, save and retrieve text. Pupils in the two older year groups missed out on a consolidated programme of study in earlier years and currently only receive superficial coverage of the National Curriculum. There are significant gaps in the provision, for example in the use of sensing and monitoring devices, interpreting and exchanging information, producing instructions to control an event and generally making pupils aware of the versatility of ICT. Provision for the teaching of the actual skills in Years 5 and 6 is through the use of a mobile laptop suite, which has to be connected up in the classroom each lesson. This is time consuming and leads to frustration on the part of pupils and teachers. No printing facilities are available in this set up. Provision is better in Years 3 and 4 because the second computer suite is situated close to the classrooms. Classes are large, so pupils have to work in pairs, but teachers manage them well so that all have the opportunity to tackle the practical task. These pupils are making satisfactory progress within the limit of the available resources but it is still not possible to access the Internet or use electronic mail.
58. Teaching and learning are satisfactory in Years 1 and 2. They are unsatisfactory overall in Years 3 to 6 for the reasons mentioned above. Teachers are anxious to promote the use of ICT but are constrained by the inadequate facilities for a school of this size.
59. Despite the fact that standards are not high enough, there has been satisfactory improvement since the previous inspection. The computer suites have been installed and

teachers have undertaken some training. Standards are rising progressively from Year 1 upwards. Accurate self-evaluation of the situation by the subject leaders has identified the main barriers to progression of learning in ICT. One of these is imminently due to be resolved when systems are linked to the Internet. Others, including co-ordination of the use of ICT across the curriculum, are organisational matters for the school to resolve.

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

60. The school has not conducted an audit of the use of ICT. Not enough use is made of ICT across the curriculum because very few classes have computers in their classrooms and access to the computer suites is difficult for other than specific ICT lessons. Pupils enjoy using the computers and are reasonably competent. They made good progress in the few instances when they were observed preparing for other subjects. In Year 3, pupils manipulated font, colour and text well to produce imaginative posters to advertise their work in design and technology. In Year 1, pupils backed up their work in literacy by successfully manipulating text and introducing 'line breaks' to produce meaningful sentences.

### **HUMANITIES**

Insufficient work was seen in history and geography to form overall judgements about the current quality of provision and standards because the inspection took place early in the school year. Teaching and learning in the five lessons observed in history and geography were good overall. Pupils achieved a satisfactory standard of work in both subjects. Pupils' attitudes are good and the curriculum is complemented through a wide range of visits. Procedures have been developed for measuring pupils' progress on a regular basis but they are not yet in practice. Scrutiny of pupils' work from the previous year showed that standards were average in both Years 2 and 6 and that pupils' achievement was satisfactory. However, marking did not always provide pupils with enough information about how to improve their work. There are not enough Ordnance Survey maps, nor is enough use made of ICT to add depth to the quality of pupils' learning.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils successfully learn about Christianity and other major world faiths.
- The daily act of collective worship broadens pupils' understanding of values, and knowledge of and response to Christianity.
- Resources for some aspects of the curriculum, such as the study of Islam, are limited.
- There is no subject leader for religious education.

### **Commentary**

61. Standards of work are average for pupils' age at seven and eleven. The quality of teaching and the progress it promotes in pupils' work are satisfactory. Younger pupils begin to understand that people pray in different ways and may worship different Gods when they compare Hindu festivals and customs with Christian festivals. They satisfactorily learn about customs in different faiths first hand, such as when a Hindu parent talked about her religion and helped pupils to make a 'rakhi' bracelet. Older pupils showed some knowledge of Islam when they considered the Five Pillars on which the faith is based but, in the lesson observed, the worksheets were too difficult for most of the class to understand fully, and so their interest was not sustained. The school does not have many resources or artefacts to aid religious studies.

62. Pupils attend a daily act of collective worship that is broadly Christian in character. The reasons for the bringing of gifts of food at Harvest were skilfully linked with the giving and sharing of personal qualities and talents. This made a valuable contribution to pupils' personal, social and cultural development. Pupils' moral development is promoted well by consideration of issues and values through the parables of Jesus. Pupils' awareness of spirituality and a Higher being is carefully nurtured through opportunities to experience times of quiet reflection and join in prayer.
63. The headteacher oversees religious education because there is currently no subject leader. All pupils receive regular lessons that follow the scheme of work adopted by the school. It was possible to observe only two lessons during the inspection.

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

Provision is **satisfactory** overall. Insufficient work was seen in design and technology to make overall judgements about standards and teaching. Evidence from the small amount of practical activity observed, and from samples of previous work, indicates that there is better coverage of topics relating to food and textiles than those involving construction. The school has very limited resources for the latter. Pupils do understand that the process of design involves preliminary research, the collection of materials, knowledge of the skills needed to make the product and, ultimately, evaluation of the extent to which the end product fulfils its purpose. Pupils in Year 3 had great fun in sampling the 'designer sandwiches' they had made. They produced good written records of content, texture and taste for each of the samples.

### **Art and design**

Provision for art and design is **good**.

### **Main strengths and weaknesses**

- Standards are above average in Years 2 and 6.
- Pupils of all abilities have positive attitudes and achieve well.
- Pupils' work develops well, with increasing control over tools, media and form.
- Displays are attractive and reflect a wide range of skills and techniques.
- The subject is well led and managed.
- There is a flourishing art club that enriches provision.
- Procedures for assessing pupils' progress are only just being put into place.

### **Commentary**

64. Standards of work are above average in Years 2 and 6. Pupils achieve well. There is a new and effective scheme of work, which gives detailed guidance on planning so that pupils' knowledge and skills are developed progressively. Hence, very good opportunities are provided for pupils to use appropriate techniques, and to explore and investigate their feelings. They work creatively using different media. Pupils of all abilities enjoy their work. The key elements of art and design are taught well and cross-curricular links, such as with science and history, are used effectively to enrich pupils' knowledge, skills and understanding. However, not enough use is made of ICT to add a wider dimension to the work.
65. The quality of teaching and learning is good overall. Teaching was particularly good in one of the lessons observed. The teacher's in-depth knowledge of the subject and enthusiasm were infectious. Pupils' work flourished through the use of rich provision of resources in a calm and orderly atmosphere conducive to learning. Teachers celebrate pupils' success in the School's Art Forum and other displays. They reflect a wide and interesting curriculum and promote pupils' self-esteem.

66. The subject is well led and managed. There is a clear understanding of what the school does well and where improvements can still be made, for example in the regular assessment of pupils' progress. Improvement since the previous inspection is good. Resources are used very well, but the lack of a colour printer for ICT in Years 3 to 6 is a disadvantage. Pupils are missing out on this form of presentation of art. Pupils' creative work is stimulated well by visits to the Lowry Art Gallery, where they experience inspirational art. They also benefit from workshops with accomplished artists, for example in textile printing and weaving.

## Music

The provision for music is **good**.

### Main strengths and weaknesses

- Most music lessons are taught by a well-qualified specialist teacher.
- The curriculum provides for a wide range of musical activities.
- Pupils sing well.
- A considerable number of pupils participate in the extra-curricular activities provided in music.
- Some music lessons, such as those in which classes join together, involve too many pupils to develop musical skills successfully.

### Commentary

67. Pupils who participate in extra-curricular activities love their music and achieve well. Overall, pupils achieve satisfactorily in class music lessons and standards are average. Some class teachers plan additional music to complement those of the specialist teacher. The broad curriculum provides a good range of musical activities, including singing, composition, performance and listening to music. Pupils 'feel' mood and express it sensitively, such as when younger pupils described Mussorsky's *Night on a Bare mountain* as "scary music". Music contributes well to pupils' social and cultural development when they work together and sing Caribbean calypsos, and listen to a Tudor Pavane. Pupils with special educational needs participate fully in music lessons and gain satisfaction from them.
68. Most pupils enjoy singing. They vary their voices to hum and alter pitch and volume. However, the large numbers of younger pupils in some lessons limits the development of personal skills in music. Older pupils did not watch the conductor carefully when playing chime bars in simple rounds, and their performance lacked rhythm. However, they handled their instruments well, and could maintain their part within the round.
69. Teaching and learning in class music lessons are satisfactory overall, sometimes good. The specialist teacher plans all activities, based on a good quality commercial scheme. Some lessons involve movement, for example when pupils respond to African drumming. This is an imaginative approach but some pupils find the rhythm difficult and consequently their movements are not relaxed.
70. All pupils have the opportunity to participate in performances at different times of the year. These are popular and well attended. Instrumental tuition in string and wind instruments is provided by peripatetic staff. Many of the pupils reach high standards on their instruments and perform well to audiences, for example in assemblies. The school hosts a 'satellite' choir, open to other local schools and organised by the local music service. The choir is popular and performs to a high standard in locally organised festivals of music.

## Physical education

Provision in physical education is **good** because of the good teaching and range of activities on offer. Improvement since the previous inspection is good.

### **Main strengths and weaknesses**

- Standards at age seven and 11 are above average and pupils achieve well.
- Pupils are enthusiastic, interested and disciplined team members in their approach to the subject; and enjoy full participation and success in local league competitions and events.
- Teachers have high expectations for success, which is enhanced by the use of specialist coaching staff.
- There is no effective assessment of skills in games, gymnastics and dance.

### **Commentary**

71. Standards at the end of Year 2 are above those expected and better than seen in many schools. By the end of Year 6, standards in swimming, games and gymnastics exceed the national expectations. Dance is less developed in the junior classes but the infant classes have a good grounding in the subject.
72. Pupils' enthusiasm and disciplined approach to the subject are directly linked to high expectations of performance and behaviour. All pupils dress in school kit, and throw themselves energetically into lessons, even when it rains. Pupils in Year 1 were expected to organise equipment and to put it away safely, and so they did. Parents play a key role in the support they give to participation in local league competitions and events. Although pupils like to win, the underpinning mission of the school is evident in the commitment to working for the team.
73. Good teaching consistently stresses independence, self control, no time-wasting and prompt, constructive feedback to pupils, which links to positive attitudes. Teaching staff seldom accept work that is not good enough. The specialist coaching staff provide an excellent range of games lessons, which gives all the junior pupils the chance to learn a range of skills at a good level. The best lessons go even further and creatively transform pupils' experience. The infant hall came alive with fast, busy squirrels and slow, inquisitive, shuffling hedgehogs in an autumnal dance sequence! This very good lesson ended powerfully as the teacher hit the tambour and the hedgehogs screamed at the sound of the predator, and immediately curled into tiny balls of spikes.
74. Leadership and management of the subject are sound. Although the scheme of work covers most elements well there is no effective assessment of skills in games, gymnastics and dance.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

Evidence from the programme of work and teachers' planning shows that the school is in the process of introducing a good curriculum to support pupils in their personal development. It includes sex education and education of the dangers of drug misuse, and provides pupils with good information to help them make decisions about their own lives. Specific lessons and focused assemblies are now regular features in the curriculum, and are used effectively. They are based largely on oral work; pupils are given good opportunities to listen, think, and speak as they explore a variety of issues relevant to their own lives. They consider how to develop ideas about themselves and the way they live their lives, and how to deal with difficult situations that might arise, such as the consequences of aggressive behaviour.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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