

ERRATUM TO THE INSPECTION REPORT

Paragraph 8 on page 10 should read:

8. There have been three fixed term exclusions during last year for poor behaviour. There have been no exclusions this academic year. By Year 6, most pupils are mature and well-adjusted individuals who have excellent relationships with others and very good attitudes to learning.

The Exclusions Table beneath Paragraph 10 on page 10 should be:

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	233	3	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – any other Asian background	2	0	0

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

INSPECTION REPORT

All Souls' CE VC Primary School

Heywood

LEA area: Rochdale

Unique reference number: 105811

Headteacher: Ms G Rennie

Lead inspector: Anna Dawson
Dates of inspection: 28 February – 3 March 2005

Inspection number: 266300
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: 243

School address: Rye Street
Heywood
Lancashire
Postcode: OL10 4DF

Telephone number: 01706 360027
Fax number: 01706 620667

Appropriate authority: Governing body
Name of chair of governors: Mr Brian Leather

Date of previous inspection: May 4th 1999

CHARACTERISTICS OF THE SCHOOL

All Souls' Church of England Primary School is situated in Heywood near Rochdale. It is similar in size to most primary schools and includes a nursery with provision for part-time children. The nursery is currently undersubscribed but the reception class is oversubscribed. There are 206 boys and girls on roll in full-time education and 37 part-time children who attend the nursery. The school serves the immediate neighbourhood with a small minority of pupils travelling from further afield. There are 11 per cent of pupils entitled to free school meals. This is broadly average. There are 14 per cent of pupils with special educational needs, which is just below the national average of 19 per cent. Most of these pupils have moderate learning or speech and communication difficulties. The percentage of pupils with a statement of special educational needs is 1.7 per cent which is average. Overall, children's attainments on entry to the nursery are below average in language development, mathematical and personal and social skills. Just over a half transfer to the reception class with other children who enter reception from a wide variety of settings. The overall attainments of the children are below average on entry. When they go into Year 1, most children meet the expected learning goals for children of this age and a minority are exceeding them. A small minority of children work towards them. Nearly all pupils speak English as their first language. There are approximately 4 per cent of pupils from Asian backgrounds who speak mainly Urdu as a first language. None of these pupils are at an early stage of learning English. The school is similar in character to what it was like when it was inspected last in 1999.

The school achieved the Investors in People Award in 2003. It most recently received the award of Beacon status in 2003. It renewed the leading literacy status in 2004 and is currently piloting speaking and listening initiatives to raise standards in literacy. It has just achieved the Healthy Schools Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11608	Anna Dawson	Lead inspector	Mathematics; art and design; design and technology; religious education; English as an additional language; the Foundation Stage.
12536	Sylvia Bullerwell	Lay inspector	
18842	Gillian Peet	Team inspector	Science; information and communication technology; citizenship; music.
15474	John Fairclough	Team inspector	English; geography; history; physical education; special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school with many strengths and few weaknesses. It gives very good value for money.

The school's main strengths and weaknesses are:

- There is excellent leadership from the headteacher. There is very good leadership and management from the senior managers. The governing body is very effective and supports the school very well.
- The quality of teaching and learning is very good. Consequently, all pupils achieve very well. Standards in English and mathematics are well above average. Standards in science are overall above average but standards in scientific enquiry could be higher. Standards in information and communication technology (ICT) are average. Pupils' achievement is hampered in ICT by lack of access to resources during lessons.
- Pupils in the Foundation Stage¹ get a very good start to their education.
- Relationships are excellent. Pupils have very good attitudes to learning and behave very well. Their personal development is very good.
- The school is successful in meeting the needs of all groups of its pupils and parents and pupils are highly satisfied with the school.

The school has made very good improvement since the last inspection in 1999. It has successfully addressed the key issues raised at that time. Improvements have been made to the leadership, standards, the quality of education and the accommodation.

STANDARDS ACHIEVED

Throughout the school, pupils achieve very well. Children get a very good start in the nursery and reception classes and most attain and a minority exceed the nationally expected goals that children are expected to reach by the end of reception. By the end of Year 2, standards are well above average in reading, writing and mathematics.

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	D	A	C
Mathematics	A	C	A	C
Science	A	E	B	D

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

The above table shows that in 2004 National Curriculum tests, standards were well above average for the pupils in Year 6 in English and mathematics and above average in science. When compared with results in schools in similar contexts, standards were average in English and mathematics and below average in science. The present Year 6 most pupils are achieving very well and attaining well above average standards in English and mathematics and above average standards in science. Standards throughout the school are average in ICT. The lack of access to computers and ICT resources during lessons hampers pupils' application of their skills in subjects. In religious education, pupils throughout school meet the standards expected by the locally agreed syllabus.

¹ The Foundation Stage of learning refers to the children in the nursery and reception classes.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils' development in spiritual, moral and social development is very good but it is good in their cultural development. Pupils' have very good attitudes to work and behave very well in lessons and during playtimes. Pupils' attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The quality of teaching and learning is overall **very good** There are **very good** systems for tracking and assessing pupils progress and assessing their achievements which underpin the school's work. The staff work very well together as a team to share expertise to improve their teaching and provide interesting and challenging work for all pupils. Teachers employ methods designed to meet the needs of all pupils in order to accelerate pupils' learning. Relationships throughout the school between staff and pupils are excellent. There are high expectations of behaviour and work. The school provides a good curriculum. The curriculum is enhanced by a good personal social and health education and citizenship programme and by extra-curricular activities. In Years 5 and 6 it is enriched very successfully by weekly French lessons. The school takes very good care of the pupils. There is a successful partnership with parents. The school has very good links with the local community and with other nearby schools. There is inconsistency in the teaching of scientific enquiry that slows down progress in skills of scientific investigation. The school has few computers that the pupils have access to during lessons. Consequently, they don't apply sufficiently the skills they learn in ICT lessons in other subjects.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. There is excellent leadership by the headteacher and very good management of the school. The governance of the school is very good. The headteacher, deputy headteacher and the teachers work very well together. The leadership of the headteacher and the staff show excellent commitment for improving the quality of their work. The governors have a very good understanding of the strengths and weaknesses of the school and work very effectively with the school for improvement in performance and provision. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very pleased with the school. Parents are particularly appreciative of the quality of teaching and learning. Pupils are keen to learn and enjoy school.

IMPROVEMENTS NEEDED

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

- develop further pupils' skills in subjects by:
 - (i) ensuring a systematic and consistent approach to teaching investigative skills in science;
 - (ii) improving pupils' application of ICT skills across the curriculum and improving resources for ICT.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are well above average in English and mathematics and above average in science. Overall pupils achieve very well.

Main strengths and weaknesses

- Most pupils enter school with below average attainments and achieve very well to attain well above average standards in English and mathematics by the end of Year 6. In science, standards are not quite as high because there are variations in the teaching and learning of pupils' investigative skills.
- All groups achieve very well overall because of the commitment the school has to meet the pupils' individual needs.
- Children in the Foundation Stage make a very good start to their education.
- Standards in ICT are average. The pupils' learning is hindered by a lack of access to resources during lessons.

Commentary

1. Children's levels of attainment on entry to both the nursery and reception classes are below that expected for their ages in personal, social and emotional development, communication, language and literacy and in their mathematical development. There is a wide range of ability. The children make a very good start in the Foundation Stage and achieve very well overall. By the end of reception, the majority of children are on course to meet the goals that are set nationally in all areas of learning. A significant minority of children are on course to exceed them and a small minority work towards them.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.7 (16.2)	15.8 (15.7)
writing	17.5 (15.1)	14.6 (14.6)
mathematics	18.7 (17.5)	16.2 (16.3)

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

2. The above table shows the results for Year 2 pupils in the 2004 National Curriculum tests and assessments. It shows that standards were high in writing and mathematics, among the top 5 per cent of schools nationally and above the national average in reading. This is also the case when these results are compared with other schools in similar contexts. Pupils are achieving very well in Years 1 and 2. The current Year 2 pupils are on course to attain well above average standards in reading, writing and mathematics by the end of the year.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.4 (26.1)	26.9 (26.8)
mathematics	28.8 (27.0)	27.0 (26.8)
science	29.4 (27.2)	28.6 (28.6)

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

3. The table above reflects the National Curriculum test results for the Year 6 pupils in 2004. The pupils attained well above average standards in English and mathematics and above average standards in science. When these results are compared with other schools in similar contexts

pupils attained average standards in English and mathematics and below average standards in science. The pupils currently achieve very well in Years 3-6. Most of the current Year 6 pupils are on course to maintain high standards and attain well above average standards in English and mathematics and above average standards in science. At present there is too much variability across the school in teaching investigative skills in science to raise standards further. The results fluctuate from one year to the next according to the overall attainment of the year group taking the tests.

4. Standards in ICT are average in all year groups and pupils' achieve satisfactorily. Pupils are reaching the expected standard in the development of their skills but have limited access to resources in order to apply what they know in lessons. The interactive whiteboards are used well by staff as a tool for teaching. Standards in religious education match the expectations of the locally agreed syllabus by the end of Years 2 and 6. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development.
5. All groups of pupils achieve very well throughout the school. This includes pupils with special educational needs (SEN), those learning English as an additional language (EAL), none of whom are at the early stage of learning English. Those who are gifted or talented are extended both within school and through additional learning such as music tuition outside of school hours. Pupils achieve so well because the school aims to ensure that all pupils are included and have access to all aspects of school life, whatever their ability or background. In the recent past, the school has been successful in raising boys' attainment in literacy to that of the girls. Boys are attaining higher standards. There is no significant difference between the attainments of boys and girls or between pupils from minority ethnic backgrounds and other pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Relationships are **excellent**. Pupils' personal development, including their spiritual, moral and social development, is **very good**. Cultural development is **good**. Attendance is **above average**.

Main strengths and weaknesses

- Relationships within school are excellent and as a result pupils have very positive attitudes to their work and behave very well.
- Pupils have very good opportunities to develop confidence and a sense of responsibility.
- Overall, pupils' spiritual, moral, social and cultural development is very good.
- Good levels of attendance contribute positively to pupils' very good achievement.

Commentary

6. The excellent relationships nurtured between adults and pupils, and amongst pupils themselves, are as one pupil said 'based on Christian values and mutual respect'. As a result, pupils try very hard to please their teachers and give their best efforts in lessons. Pupils help each other very well during group work and work effectively as a team. In the playgrounds they play happily with the equipment provided and constantly monitor the 'friendship bench' to ensure no one feels excluded.
7. Pupils gain in confidence and self esteem through planned activities, such as class assemblies. Many parents of Year 3 pupils were rightly proud of how well their children prepared and delivered their class assembly to the whole school. Pupils respond very well to the opportunities to use their initiative and show independence with their learning. For example, pupils use the traffic light colours in class to let others know how well they understand what they are working on. This enables all pupils to see who needs support with a task and which pupils can offer the help needed.

8. There have been three fixed term and two permanent exclusions during last year for poor behaviour. There have been no exclusions this academic year. By Year 6, most pupils are mature and well-adjusted individuals who have excellent relationships with others and very good attitudes to learning.
9. Overall, pupils' spiritual, moral, social and cultural development is very good. Time is allocated during lessons and assemblies for pupils' to reflect on their learning and develop their ideas and understanding. Class discussions or 'circle times' and school assemblies are used very effectively to promote pupils' understanding of the difference between right and wrong. Pupils have ample opportunities in lessons, during break times and during extra-curricular activities to cooperate in learning and to develop their social skills. Year 6 pupils benefit from a residential holiday in the summer where the development of social skills is an integral part of their experience. Year 6 pupils become 'buddies' to reception pupils, helping them to read and become part of the school community. Many of these friendships last well beyond the primary years. The school teaches pupils well about their own cultural traditions through the curriculum and the visitors from the community that speak to the pupils. Pupils have a good understanding of the major world religions and appreciate others' beliefs and traditions. The pupils have a growing awareness of diversity within society. Good links have been established with French pupils with whom pupils correspond and there are developing links with pupils in Prague.
10. Parents fully support the school's very good attendance procedures that successfully maintain an above average rate of attendance and good punctuality. Pupils are happy and enthusiastic at school and want to learn. The vast majority of parents agree that their children enjoy school. Pupils' good attendance makes a positive contribution to their achievement.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.5
National data:	5.1

Unauthorised absence	
School data :	0.0
National data:	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
233	3	2
1	0	0
1	0	0
2	0	0
4	0	0
2	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 school provides a **very good** quality of education for the pupils, consequently, they learn **very well** and attain **well above** average standards in English and mathematics. The pupils' attitudes to learning and their behaviour are **very good**. The curriculum is **well** organised and there are **good** opportunities for pupils to participate in extra-curricular activities which enriches their learning. The accommodation and learning resources are overall **very good**. Teaching and learning and the quality of assessment are **very good**. The pupils are **very well** cared for and there are **very effective** links with the parents and the community.

Teaching and learning

Teaching and learning is **very good**. Assessment is **very good**.

Major strengths and weaknesses

- Teachers have very good subject knowledge. The use of specialist teaching in Years 3-6 is working very well in raising standards.
- Teachers make excellent use of time and methods in lessons that frequently re-focus the learning of the pupils. There is excellent deployment of teaching assistants who make a considerable contribution to pupils' learning.
- High expectations of pupils' learning, together with very good challenge at appropriate levels of difficulty for all pupils, increase the learning of all pupils in English and mathematics.
- In science there is variation in teaching investigative skills that limit pupils' achievement.
- Assessment procedures are used very well in English, mathematics and science to monitor the progress of pupils and to raise standards.

Commentary

11. Teaching and learning are very good overall with some excellent features. They are strongest in English and mathematics where standards are well above average. The teachers have a very good command of their subjects which enhances their professional expertise and leadership roles. Courses undertaken to improve that quality of teaching are communicated very well to the rest of the staff so that practices move forward and effective teaching strategies become embedded in the school. For example, specialist subject teaching is used in Years 3-6 to make best use of teaching strengths especially in English and mathematics. Pupils benefit very much from the high interest levels and strength of subject knowledge. Challenge is very good in learning activities and expectations are high. This gives pupils the confidence to achieve very well as they work hard at the tasks that are matched very well to their ability. Homework is used successfully to extend learning. Tasks are constructed to involve pupils in further study of topics studied in class and extend their research and independent learning skills. The very high standards attained are very clearly linked to this provision. Good use is made of skills from English and mathematics to support learning in other subjects. But this is not yet sufficiently established in planning for the medium and longer terms.

12. Teachers make excellent use of time. They set sharp time limits for tasks and move their lessons forward with a clear sense of purpose. Pupils of all abilities, including those with special educational needs, respond well to this. For example, there has been a recent initiative to promote the principles of 'accelerated learning'² for the pupils. As a result lessons in all subjects use very good strategies to maintain the concentration of pupils. For example, 'brain gym' uses energetic physical movement to stimulate brain activity. Pupils' enjoy this challenging sequence of movements to a strong tempo.

13. The deployment and work of the teaching assistants to help pupils learn is excellent. The assistants are involved in planning and take a prominent role during lessons. The achievement of pupils with special educational needs, for instance, is improved as a result of their help.

² The principles of 'accelerated learning' stems from research into how the brain functions and promotes teachers using specific methods to stimulate pupils' thinking and learning that is matched to meet their individual learning needs.

Other groups of pupils enjoy specifically focused teaching from the teaching assistants. For example they deliver national literacy strategies for early learning, additional learning and further learning very well. In mathematics, they help pupils develop and practice basic skills in mathematics through the 'springboard' programme.

14. There are high expectation set for pupils' work and behaviour and as a result pupils learn very well in English and mathematics. Many of their tasks do not need close supervision because they concentrate so well. They have responded very well to the recent initiative on learning styles. This means that concentration and responsibility taken for their work are very high. Small group discussion opportunities are used very well to enhance speaking and listening skills and perceptive contributions are made to lessons as a result. However, in other subjects the development of learning skills is not as well developed.
15. In science, the curriculum is very well covered and teachers place emphasis on investigative work. However, there are variations between classes in approach to planning and recording investigative work. This leads to a lack of consistency in pupils' learning investigative skills. Consequently these skills are not as systematically or consistently as well developed as they could be which limits pupils' achievement.
16. Assessment procedures are very good. Regular evaluation of pupils' learning in English and mathematics maintains a clear flow of information about their progress. Tracking of individual pupils is very effective and informs decisions about future learning targets. These targets are focused well and reviewed regularly. They are used well by pupils. They refer to their copy at the beginning of most lessons and identify the target related to the task. Assessments of pupils' learning in other subjects focus mainly on broad evaluations of pupils' National Curriculum attainments. A sharper focus for subjects such as science and information and communication technology would contribute to higher standards in these subjects.

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	22 (48%)	12 (26%)	10 (22%)	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 school's curriculum is **good**. The school provides a **good** range of opportunities for enrichment. The quality and quantity of accommodation and resources are **very good**.

Main strengths and weaknesses

- The quality of the curriculum is good and meets the needs of the pupils well.
- There is good provision for pupils' personal, social and health education and citizenship.
- The arrangements for pupils to transfer to secondary schools are very good.
- Pupils benefit from participating in a good range of activities that enhance the curriculum.
- The match of teachers and support staff to the curriculum is very good.

Commentary

17. The quality of the school's curriculum is good overall. The curriculum is well monitored and the school understands the curriculum needs of the pupils well. Curriculum reviews take place regularly and so the curriculum changes frequently. The needs of the pupils in relation to the core subjects of English, mathematics and science are rightly prioritised. For example, the school has identified a current need to develop speaking, listening and writing skills across the

curriculum. As a result of initiatives being put into place standards are being raised, particularly those of the boys who were found to be underachieving. The school is receptive to new innovations and has implemented the National Literacy and Numeracy Strategies well. It is currently introducing the recommendations of the document 'Excellence and Enjoyment in Schools', seeking to make better learning links between subjects. The nationally prepared schemes of work for primary subjects are used in the school and these are well adapted to meet the needs of the school and its pupils. The development of pupils' skills in subjects other than English and mathematics is more variable. For instance, in science, pupils' skills in investigative work could be strengthened. In ICT pupils have insufficient access to resources to practise what they have learned in other subjects. The school takes into account the needs of the parents and regularly canvasses their opinions and acts upon them. For instance, the provision of a breakfast club provides a good start to the day for those pupils who take advantage of it.

18. Provision for personal, social and health education, including citizenship, is good. There is a clear policy with a comprehensive scheme of work that includes satisfactory arrangements for sex education and the attention to the misuse of alcohol and drugs. Teachers deliver personal, social and health education through other subjects and as a discrete subject. The emotional health of the pupils is considered an important part of learning. For example, classes have 'circle time' timetables so that pupils can share their joys and concerns and feel secure. Older pupils benefit from lessons in citizenship.
19. The school has good links with the two secondary schools to which the pupils transfer and the arrangements for transfer are very good. In Year 5 pupils visit the schools for taster days. Subject links include visits by Year 6 to one school to use the computer suite. At the end of Year 6 all pupils study a project that is agreed with the secondary schools and then passed up to the school with the pupil. One of the schools also sends mathematics work for the pupils to do before beginning at the secondary school. As a result of these measures and the preparation teachers do for the level of work required by the secondary schools the pupils are well prepared to move on.
20. Pupils benefit from participating in a good range of activities that enhance the curriculum. All teachers provide opportunities for pupils to take part in out of school activities, which include musical activities such as the choir and the opportunity to learn the guitar or keyboard. Other clubs include library, cookery, gardening, art, drama, design and technology and ICT. Although football coaches provide football sessions and there is an exercise club in summer the number of activities provided to develop sporting skills is limited. All classes make at least one outside visit a year to enhance their topic work and visitors are welcomed into school to enhance the pupils' experiences. Pupils in Years 5 and 6 learn French for one hour a week. Some have French pen friends with whom they regularly correspond. The school has recently made links with a school in Prague which they plan to develop.
21. There is a very good level of well qualified teachers and support staff. All make a very good contribution to the ethos of the school. The teaching assistants assist individuals and small groups of pupils needing most help. Most attend in-service training to increase their expertise in particular aspects of education appropriate to pupils' learning or take advantage of higher education courses. There is no doubt about the quality of the work of the assistants as the pupils they support are achieving very well.

Care, guidance and support

All aspects of pupils' care, welfare, health and safety are **very good**. The support and guidance available to pupils, based on the monitoring of their achievements and personal development, is **very good**. Involvement of pupils through seeking, valuing and acting on their views is **very good**.

Main strengths and weaknesses

- The staff take very good care of pupils.
- The support and guidance pupils receive is very good and enables them to achieve very well.

- Pupils are very involved in the work of the school.

Commentary

22. There is very good management of child protection procedures. All staff, including support assistants and lunchtime supervisors, receive regular training and are up to date with procedures and are clear about their responsibilities. Procedures for accidents and emergencies are very good. Four members of staff have a current certificate in first aid. The Local Education Authority (LEA) has completed an audit for health and safety in school. Policies and procedures reflect the very good level of management and care to ensure pupils and staff work in a safe environment. Risk assessments are regularly done to ensure pupils' welfare. Staff welfare is also important as seen by the 'expectant mother's risk assessment'.
23. Activities in lessons such as 'brain gym' involving some short and sharp physical exercises helps pupils to be alert, listen carefully and concentrate very well. The school provides very good support and guidance for pupils' personal development through the very good provision for their spiritual, social and moral and cultural education. Staff make very good use of assessment information, gained from the monitoring of pupils' academic achievement, to identify pupils with special educational needs or pupils who are gifted and talented to provide support for their learning.
24. The school is very good at involving pupils in its work through giving them regular opportunities to contribute their views and take responsibility. Pupils respond to questionnaires, discuss issues at class and school council level or during 'circle time' and contribute individual views via the class 'worry boxes'. Pupils work with staff to resolve issues and improve the school environment. For example, the school council were responsible for installing the 'friendship stop' benches and the plants on the patio. Staff always value pupils' opinions but since the introduction of the school council and the allocation of a budget pupils feel more involved and responsible for decision making. Pupils enjoy all the responsibilities they are given whether it is as a class monitor or a Year 6 'buddy' and paired reader with reception pupils.

Partnership with parents, other schools and the community

The school has **very good** links with parents, the community and other schools

Main strengths and weaknesses

- Most parents think highly of the school and its work.
- Very good information from the school enables parents to give good support for pupils' learning.
- The 'Write on Target' book has promoted the sharing of ideas with other schools.
- Pupils benefit from the schools membership of the Network Learning Community³.

Commentary

25. Parents are very happy with the aims and values the school promotes and the way in which the school meets the needs of their children. The school's systems for welcoming new pupils are very good and pupils settle in quickly. Parents appreciate the opportunity to see their child's work each term after the class assembly and feel very welcome in school. The re-introduction of a Parent, Teacher and Friends Association (PTFA), by the new headteacher, is promoting a stronger partnership with home and the community, while providing social events for pupils and adults.

³ The Network Learning Community involves representatives from local schools and from other Local Education Authorities (LEA's) who meet together to share good practice, resources and ideas for their mutual benefit.

26. The school is committed to providing information to enable parents to support their child's learning. Communication diaries and news cards are used very well from nursery to Year 1 so parents know how to help their child with homework. Pupil planners, used from Years 2 to 6, contain a very good range and quality of information, such as a science glossary, literacy and numeracy key words. This information along with specific individual targets sent home each half term means parents know what is needed for pupils to improve, and enables them to help with homework. Planners also give parents and teachers the opportunity for daily communication. Annual written reports are good for English, mathematics and science telling parents what pupils know and can do and set targets for the next step of learning. Comments in other subjects tell parents what has been covered in class rather than the level they are working at, or the skills they have and whether progress has been sufficient.
27. As a leading literacy and Beacon⁴ school, the teachers from the school have worked with the LEA staff and teachers from local schools to produce the 'Write on Target' document. This document was produced to enable the sharing of good practice in promoting speaking and listening activities, spelling and writing strategies, punctuation and handwriting. Links with a local secondary school provides a specialist French teacher for Year 6 pupils. At the moment the school does not have many sporting links with other schools but links are currently being developed. For example, the school is part of the 'School Sport Coordinator Programme'. The school, with some other local schools is linked to a secondary school to promote external involvement and the development of sport within school.
28. The 'Emotional Intelligence'⁵ project and accelerated learning initiatives have been introduced to improve the quality of teaching and learning. Parents, teachers and pupils have initially been involved by completing checklists to help the school assess pupils' self-awareness, self-regulation, motivation, empathy and social skills, which are the five key areas of emotional well-being. This has enabled the school to plan appropriate support for individual pupils' personal development.

LEADERSHIP AND MANAGEMENT

Main strengths and weaknesses

- There is excellent leadership of the school by the headteacher who moves the school forward with clear and agreed understandings for targets that are set.
- The governors know the school very well and are very effective in supporting and challenging the leadership team to help the school achieve their targets.
- There is a strong culture for self-evaluation and continuous improvement.
- There is very effective professional development of the staff which makes a significant impact on school improvement.

Commentary

29. The leadership of the headteacher is outstanding. The headteacher has been in post just under two years. Under her leadership the drive for improvement is very good. The improvement since the last inspection has been very good. The headteacher has developed a strong team and works very hard with a skilled deputy headteacher and an enthusiastic staff to continually improve provision. The aims of the school reflect the school's high expectation of pupils' performance within a Christian ethos. These are shared and understood by all the school community. The aims of the school are evident in practice and the school successfully meets the needs of all groups of pupils. This is reflected in the motto for the school which states that

⁴ A 'Beacon' school is one which recognised as having good practice and has a commitment in providing support and training for other schools.

⁵ The 'Emotional Intelligence' project aims to employ teaching methods and strategies to promote pupils' emotional well-being and personal development.

the school is 'a place to grow'. There is a strong culture for self-evaluation and improvement. The school investigates new initiatives to enhance pupils' learning. For example, the school employs the principles of accelerated learning. It has successfully raised boys' attainment in literacy. It is seeking to improve the emotional well-being of pupils. As a Beacon school it provides support, in-service training and learning resources for other schools.

30. There is a very knowledgeable governing body. The governors bring a wealth of experience from different fields which aid their decision-making. They have a very good understanding of the strengths and weaknesses of the school. They hold the headteacher in high esteem and act responsibly in their role as a critical friend. They meet their statutory requirements. They monitor and evaluate the work of the school conscientiously including their policy to promote racial equality. Governors question the staff and pupils' performance as they evaluate the progress made towards the targets set on the school development plan. They carefully and wisely consider decisions before committing to expenditure. Best value for money is sought and judgements are linked to the educational planning and the priorities set for improvement. The budget is carefully monitored and internal administration is very good. Issues raised by the last financial audit have been resolved. Current priorities are to extend the resources for information and communication technology and for improvements to the accommodation.
31. The very well thought out and challenging school development plan comes from a rigorous evaluation of the work of the school as a whole. There is a very good commitment to meeting the needs of all pupils. Work is carefully planned, teaching methods considered and staff deployed so that all pupils work to their capacity. The improvement of teachers' knowledge and skills are part of a continuous process from an enthusiastic staff. The teaching assistants are very skilled. Excellent use is made of their time to provide support in small group work and in particular for the pupils with special educational needs in literacy and mathematics programmes. The staff are positive about responding to and trying out new initiatives. For example, the school is successfully piloting its new timetable for teaching and staff preparation time ahead of schedule. Where any barriers to learning or teaching are noted such as lack of expertise in music this quickly overcome as different ways of working are sought such as employing a specialist teacher.
32. The staff are skilled and knowledgeable and work very well as a team to share their expertise. There is an ethos of mutual trust and cooperation between staff where provision is constantly reviewed for improvement. The teachers carry out their management responsibilities very well especially in English, mathematics and science. The school is successfully building on its work from performance management and the 'Investors in People Award' which promote the raising of standards and the professional development of staff. Emphasis is placed on meeting staff development needs and attending in-service courses for improvement. Teachers share the results of their in-service training with others. In Key Stage 2, teachers share their expertise and teach other classes, making best use of their subject knowledge to improve pupils' attainment. The curriculum for foundation subjects is currently being reviewed for improvement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	563491	Balance from previous year	28585
Total expenditure	493477	Balance carried forward to the next	98599
Expenditure per pupil	2251		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the nursery and reception classes is **very good**. There are strengths in the provision for personal and social development and in the provision for communication, language and literacy. There is good improvement in the curriculum provision, the accommodation and leadership since the time of the last inspection.

33. Children enter the nursery at the age of three and attend on a part-time basis. The overall attainments of the children on starting nursery are below average in personal and social development, communication, language and literacy and in mathematical development. A significant number are identified as having speech and language difficulties. Just over a half of the children transfer to the reception class. Children enter the reception classes from other settings as well as from the nursery, which is oversubscribed. Overall, the children's attainments on entry to reception vary from year to year but are overall below average. By the time the reception children are ready to go into Year 1, most are on course to attain and a minority to exceed the expected learning goals for children of this age. A very small minority of children work towards the early learning goals. Children in both the nursery and reception classes achieve very well in relation to their prior attainment on entry to school because teaching and learning is very good overall.
34. Nursery and reception class staff work very well together and the key stage is managed very well. There is a rich curriculum planned very well for a balance of indoor and outdoor activities. There is a good balance between the activities that children choose and those that are directed by the staff. The staff assess the children's learning very well. The reception class uses the national guidance to develop assessment profiles on all children, building on the previous assessments received from the nursery and other settings. Assessments are made frequently and needs are quickly identified and catered for. All children receive a very good level of support to meet their needs. Resources for learning are good in all areas.
35. There is a very good partnership with parents who are encouraged to participate in their children's learning. There is very good induction procedures and support for day-to-day communication. Parents are very well informed about the curriculum and their children's learning and the targets that are set for them. They help their children with homework activities and write in the daily news cards and communication books. Some freely give their time to help with small groups of children in their daily activities.
36. Judgements have been made about the provision and achievements of the children in the nursery and reception classes in their personal and social development, in communication, language and literacy and mathematical development and work has been sampled in the other areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because of the high expectations of the staff and the very good teaching they receive.
- There are very good relationships between the staff and the children that help them develop positive attitudes to learning.

Commentary

37. Children achieve very well and most are on course to attain and a minority to exceed the nationally expected standards by the end of their reception year. This area of learning has a high priority and the teachers plan activities successfully to promote personal and social skills in all areas of learning. On entry to the nursery, the children soon get to know regular routines. Children quickly realise that good behaviour is expected. Relationships are very good and help to play a significant part in the children's learning. In the nursery, most are learning to take turns and share resources. A minority do not yet play cooperatively and are generally engaged in solitary play. Children follow instructions and know the nursery routines very well. For example, children participate cooperatively during snack times and get their coats on for outside activities.
38. By the time the children are in reception, their skills are developing very well. The children are confident in their attitudes to learning and happy to work independently or in small groups. Many help one another without being asked and most take turns and share resources sensibly when playing board games. The majority have a good understanding of right and wrong and know their school and class rules. Throughout the Foundation Stage, the staff hold high expectations of the children's behaviour and are good role-models. Any unacceptable behaviour is calmly and sensitively dealt with. Consequently, relationships are very good between the staff and children. This makes a significant contribution to the children's learning and their positive attitudes to their activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and the teaching assistants plan a wide range of activities to promote children's language skills.
- There are very good relationships with parents who help their children at home.

Commentary

39. The majority of children achieve very well and are on course to attain the nationally expected learning goals by the end of reception. In the nursery, children generally listen well during discussion and are keen to answer questions. Others are reluctant speakers. The speaking skills are poor for a significant minority. The majority are developing confidence in participating in action rhymes such as 'Ten Current Buns'. The children are developing good pencil control.
40. By the time children are in the reception class, they listen attentively and most are confident when speaking to adults. In discussion, most take part enthusiastically and ask and answer questions. Children in both the reception and nursery classes develop their confidence with speaking because the staff frequently question and hold conversations with them. They encourage the children to extend their knowledge and vocabulary during a wide range of activities. The quality of teaching is very good and effectively promotes the development of language skills. The children initiate their own conversations because they are interested in the well-planned activities as they play for example, in the role-play areas. The majority in the reception class enjoy, for example, retelling their favourite stories such as 'Jack and the Beanstalk' with enthusiasm and sing songs enthusiastically that they know. Most apart from a small minority recognise letters and their sounds and are learning to read some commonly used words and words from their reading scheme. The higher attaining children are beginning to read simple sentences and can write three letter words. Their writing skills are developing well as they write their own names. A small minority are beginning to write words and a sentence unaided.

41. Children use the book areas independently throughout the Foundation Stage to 'read' books and are developing a good interest in stories. This is supported through the very positive links developing with parents. Children take books home to read or share with adults. The daily nursery news cards and communication books in reception promote discussion at home as parents have the opportunity to record activities at home. These initiatives provide parents with an effective daily system of communication with the school.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- There is a wide range of well-planned activities to promote mathematical learning.
- Mathematical vocabulary is taught very well.

Commentary

42. In the nursery and reception classes children achieve very well. Most are on course to attain the nationally expected learning goals by the end of their reception year. In the nursery, the majority of children are beginning to develop an understanding of capacity as they fill and empty containers in the sand and water trays. They are learning to count to ten and beyond. Most are making a good attempt at matching number symbols and pictures. For example, the children, in their role of 'pirates', search for the hidden treasure in the sand tray. With the help of their teacher they count the items they have found and construct a simple graph of the treasure found. The teacher consistently encourages the children to use the correct mathematical vocabulary. The majority know their basic shapes and colours and complete a simple jig-saw. The teaching assistants in both the nursery and reception classes give very good support to small groups and individual children. Activities in both the nursery and reception classes are very well planned and present a wide range of opportunities for children to consolidate learning and extend their mathematical thinking.

43. In reception, the children count forwards and back from zero to twenty. The children achieve very well because of the very good teaching they receive. The teachers use successful methods and activities which build well on children's previous learning. The children are developing mathematical vocabulary very well. The staff encourage children to use mathematical terms such as 'more than' or 'less than' as they add and subtract numbers. The most able solve simple addition and subtraction problems. Children count and match the number of spots on dice to domino patterns and match the dominoes correctly. Most know two-dimensional and some three-dimensional shapes and some of their properties.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

44. In the nursery, children learn about the properties of materials such as popcorn. They carefully observe the changes that take place after heating it. Most are enjoying finding out about the properties of materials such as play dough and enjoy making cards for Mothers' Day. In reception, children are learning to operate ICT equipment independently to access simple programs. Children develop effectively mouse control, dragging and dropping items of clothes in the correct places as they work with a simple program to 'Dress Teddy'. The children understand how to make a plan of a house and build it with large building blocks. They work together very well, considering size and shape in building a basic structure incorporating windows and doors. The teacher involves children very well in the design and making process, extending their thinking and vocabulary. Children in the nursery and reception are developing a

good understanding of seasonal changes. Very good opportunities are planned for children to explore their immediate environment, for instance, to grow and plant flowers. During the recent snowfall, the children enjoyed making a snowman and snowballs outside. The children are developing a good awareness of their own and other cultures as they celebrate festivals such as the Chinese New Year, Diwali, Eid and Christmas.

PHYSICAL DEVELOPMENT

45. In the nursery, children develop a very good awareness of space when they pedal wheeled toys outside or use large apparatus to develop their sense of balance and climbing skills. Children are gaining control of small tools and apparatus as they colour, paint and glue and cut out. Many achieve a degree of accuracy with help. In reception, children are developing control well as they practice and extend their skills in sliding and climbing and pedalling outside. Most listen very well to instructions and recognise the need to use equipment and to move safely. They work very well together during a dance lesson to act out the roles of the giant and Jack from the story of 'Jack and the Beanstalk'. The majority move confidently with increasing control and coordination and listen and respond very well to instructions. Children use a range of small equipment and resources such as pencils and paintbrushes with good control.

CREATIVE DEVELOPMENT

46. Children learn very well how to sing and join in with simple songs and action rhymes. Most explore colour and texture well as they paint. The children are learning very well to play cooperatively. For example, in small groups they act out the roles of doctor, patient and receptionist in their role-play area of a doctor's surgery. In reception, children sing tunefully songs they have learned. They choose instruments very well to create a range of sounds to match aspects of their stories. For example, the use of xylophones to portray the sound of Jack climbing up a beanstalk. The children use a wide range of media to paint, draw, and make pictures. The majority are learning very well to create bold and imaginative pictures. Children enjoy role-play activities. They cooperate well as they take on roles such as Jack and the giant as they act out stories from traditional tales.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The high levels of challenge and expectation in the teaching for pupils of all abilities gives them confidence to work at high levels and achieve very well in reaching standards that are well above average.
- Teachers make very good use of time and methods in lessons. Time limits are used well for tasks so that pupils work with a real sense of purpose.
- Teaching assistants are deployed excellently during lessons. They support lower attaining pupils and guide other pupils and so increase the effectiveness of the lesson taught.
- The subject leader is a very good role-model for the staff. There is very good improvement since the last inspection.

47. Standards are well above average at both key stages. Speaking and listening is very good at both key stages. Pupils are challenged to explain their answers and to give reasons. Reading is very good at both key stages. It is expressive and confident from most pupils and lower

attaining pupils decode effectively. Year 6 pupils identify characteristics of characters and project the plot well. They use reference books with confidence. Lower attaining pupils can use the index and average and higher attaining pupils' use skimming and scanning strategies very well. Writing is very good at both key stages. There is a wide range of style and audience. Sentences are punctuated very well in Year 2 and some use of speech marks and extended sentences was seen from higher attaining pupils. Year 6 pupils write imaginatively and lower attaining pupils produce a good quantity of writing with good vocabulary. Average and higher attaining pupils use subordinate clauses in complex sentences and use conversations and paragraphs in their stories. Cursive handwriting is used throughout the school and older pupils are developing a personal style.

48. Teaching is very good at both key stages. A broad curriculum delivers a wide range of opportunities for writing in a very good range of styles. Expectations of the pupils' success are high and they respond well to the challenge. Accelerated learning strategies have been successfully introduced and are having a very good impact on pupils' learning. Attitudes are very good as a result of this teaching and pupils produce a very good quantity and quality of writing. Time is used very well in lessons. Direct teaching has a sense of purpose and pupils are allowed limited time for tasks so that they remain interested and concentrate well. As a result achievement is very good at both key stages. Lessons are very challenging and expectations very high so pupils at the end of key stages perform very well. However, there is lower achievement in Years 3-5. Speaking and listening skills are developed very well during direct teaching when answers are challenged so that pupils need to offer reasons and explanation for their opinion. However, they are seldom asked to evaluate the views of others and to respond to other points of view.
49. Teaching assistants are deployed excellently. They support lower attaining pupils and contribute much to the very good progress of pupils with special educational needs. They support pupils in early learning strategies. They also contribute very well to the learning of other pupils as they guide their learning in lessons on further learning strategies.
50. The very good leadership and management of the subject organise the subject well and provide an excellent role model for other members of staff. The subject leader is the leading teacher for literacy throughout the school and the LEA and uses her expertise very well to help the staff and other visiting teachers. Teaching styles have benefited from the introduction of accelerated learning strategies and the quality of the provision is monitored closely. Assessment procedures are very good. Information is used to track the progress of pupils and to create individual learning targets for the pupils. These are reviewed regularly and used well by pupils to guide their learning.
51. Improvement since the previous inspection is very good. Standards have risen and teaching has improved. There is better provision for pupils with special educational needs. The school has become a leading literacy school and the co-ordinator is a leading literacy teacher for the LEA. As such support and help is given to other teachers. Teaching assistants have been trained to provide support for learning in lessons. School has been particularly successful in raising standards for all pupils and boys in particular. There is no significant difference in attainment between the boys and the girls.

Language and literacy across the curriculum

52. There is good use of literacy skills in other curriculum areas such as religious education and history. There is very good use of the skills of speaking and listening in all subjects. Pupils naturally record their observations in writing during lessons. Some particularly good written work was seen in rewritten creation stories for religious education. But this use of literacy skills is not yet fully embedded in all subjects.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in mathematics and standards are well above average because the quality of teaching and learning are very good.
- Good use is made of ICT in teaching pupils but not enough use is made of ICT by the pupils in applying their skills during lessons.
- Relationships between pupils and their teachers are excellent. Consequently, pupils enjoy learning.
- The subject is managed very well. The subject leader very effectively uses expertise to teach other classes.

Commentary

53. Standards are well above average by Years 2 and 6 and pupils achieve very well. Even though high standards have been maintained since the last inspection, improvement has been good as a greater proportion of pupils are reaching higher standards. There are strengths in number work and problem-solving activities. By Year 2, pupils have a very good understanding of place value to one hundred and work independently to solve problems involving multiplication and division. By Year 6, pupils' understanding of number and their ability to find solutions to problems quickly during class discussions is very good. Pupils are confident in using a range of strategies to answer questions. They understand mathematical patterns very well. For instance, they successfully work out problems with fractions, decimals and percentages.
54. The quality of teaching and learning is very good. Because the work is very well planned to meet the needs of all pupils, the average and the higher attaining are effectively challenged. Those with special educational needs with individual targets achieve very well at their own level. The pupils who learn English as an additional language are not at an early stage of language acquisition and achieve their potential. There were no significant differences between their achievement and that of other pupils. Resources such as the interactive whiteboards are used well to demonstrate learning points. The structure and sequence of lessons is often very good. Teachers have very good subject knowledge and use ICT very well to recap on past work and demonstrate learning objectives during initial discussions. For example, in Year 5, during a lesson about the properties of angles, the ICT program was used effectively to demonstrate estimation and accurate measurement of angles. During the lesson the pupils were gaining in confidence and their estimations became increasingly accurate in their measurements. Very good opportunities are given for pupils to work independently and solve problems. Additional help given with individual targets and informative comment through marking prevents pupils from making repetitive mistakes. Additional tuition from booster classes for the older pupils and the 'springboard' sessions led by the teaching assistants in Key Stage 2, ensure that all pupils reach their full potential by the end of Year 6.
55. There are excellent relationships between pupils and their teachers and the teaching assistants. Pupils are keen to learn and enjoy mathematics. Pupils are taught to respect the views of others and the expectations of work and behaviour are high. The pupils have high self-esteem and their very good attitudes to work contribute successfully to their very good achievement. Teachers' skills at managing and questioning pupils and using a range of methods to meet their needs are impressive. For example, techniques of accelerated learning such as 'brain breaks' keep pupils alert and focused on the learning objectives. The teaching assistants make a significant contribution to pupils' learning as they take small groups of pupils to ensure they have the range of basic skills necessary to work out solutions to their problems. Consequently, pupils are confident when answering questions and not afraid to try new methods.

56. The leadership and management of the subject are very good. The coordinator is skilled and her expertise is used to good effect in teaching classes other than her own. The curriculum is very well implemented across the school. Continual checking of test results and pupils' achievements is used very well to identify and fill any gaps in learning. Pupils have individual targets to work towards for improvement. Pupils' progress is reviewed half-termly and reports of pupils' progress are thoroughly prepared to inform the governors. There is very good improvement since the last inspection. The quality of learning resources overall is good. However, there are insufficient computers in or around classrooms for pupils to apply their knowledge and skills during lessons.

Mathematics across the curriculum

57. There is good use of mathematics in many subjects. In Years 1 and 2, pupils use tables to record their work in science such as the reversible and irreversible changes on materials after heating. In art and design, building on their knowledge and understanding of pattern, pupils in Year 4 use ICT to create symmetrical patterns. In geography, Year 4 pupils search databases to record contrasting temperatures of the Sahara desert and Alaska. In design and technology, pupils sort and measure materials they need to make their artefacts such as the slippers in Year 6. In Years 3-6 pupils gain confidence and expertise in using graphs to show their findings in science. By Year 5, for instance, pupils construct a line graph to show the rate of temperature change as ice-cubes are added to water.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school and at the end of both Year 2 and Year 6 attainment is above the national average.
- Teaching and learning of knowledge and understanding are very good but the teaching of skills lacks consistency throughout the school. This results in attainment in this aspect of science being lower than in knowledge and understanding.
- Pupils enjoy science lessons and are keen to learn.
- The leadership and management frequently assess and evaluate pupils' achievements.

Commentary

58. All pupils, including those with SEN and EAL achieve well and standards are above average in Years 2 and 6.

59. Teaching and learning is good overall although some very good teaching was observed in several lessons. Pupils experience a wide range of practical activities. Science topics are covered in depth and work is well matched to the individual needs of pupils. Pupils are encouraged to think scientifically and not just learn facts. One of the ways they do this is to express their ideas using mind maps, which help pupils, identify not only what they understand but also what they don't. The reason why attainment in the skills aspect of the subject is lower than in knowledge and understanding is because of the inconsistency in approach to the teaching of this throughout the school. All teachers put an appropriate emphasis on the need for a fair test and pupils quickly understand this. Weaknesses are in the development of understanding of what pupils should be measuring and how they are going to record it and in how to plan their own investigations. Each teacher approaches this in a slightly different way and because inconsistencies exist, pupils' skills are not developed as systematically as they could be.

60. Pupils have very good attitudes to learning and enjoy their work. There is a good balance between pupils' independent work and their work in small groups. This encourages pupils to learn from one another as well as taking some responsibility for their learning. Teachers and support staff work together very well and give pupils with special educational needs the help they need to achieve as well as others.
61. Subject leadership and management are very good. Pupils' work and planning are rigorously checked every half term. The quality of assessment is very good and pupils are set individual targets for further improvement. The subject leader has recognised that the teaching and learning of skills is an area requiring improvement and has already arranged for the teachers to have training. There is good improvement since the last inspection. The topics in the scheme of work have been identified where practical work can be presented in an investigative manner and skills developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The curriculum is well planned and pupils' progress is effectively monitored but there are insufficient opportunities for pupils to practise the skills learnt or use ICT to support their own learning.
- Although resources in the subject have improved since the last inspection there are still insufficient computers to give pupils the ready access they need in lessons.
- The subject leader works effectively to improve provision.

Commentary

62. The curriculum is well planned to ensure satisfactory coverage of all aspects of ICT and pupils are systematically taught and assessed in the skills of the subject. Standards by the end of Years 2 and 6 are in line with national expectations and all pupils achieve satisfactorily. However there is insufficient time allowed to provide pupils with the opportunities to practise the skills learnt. Pupils only receive thirty minutes of direct ICT teaching each week and the lack of conveniently available computers mean that in some weeks for some pupils this is the only computer experience they receive. Learning has been supplemented for Year 6 by the use of the local secondary school facilities for control technology and there is also a computer club for Year 6 pupils. These extra facilities support the curriculum well and help pupils attain the required standards.
63. The quality of teaching and learning in the few lessons observed was satisfactory. Pupils are keen to learn and listen well to their teachers who demonstrate learning points on the white board in the computer suite. Pupils learn satisfactorily the skills that are expected nationally by the end of both key stages. For example, by the end of Year 2 pupils with help combine text and graphics, by Year 3 pupils use a simple database to produce a bar chart such as that of their favourite potato dish. By the end of Year 6 pupils are efficient users of text and graphics and use spreadsheets. They are developing multi-media presentations. Using a control programme, pupils devise programs to control a sequence of events to set of an alarm. The interactive white boards have been provided in each classroom giving the pupils a good understanding of the value of ICT in everyday life. The teachers use the interactive white boards well as a regular feature of their teaching. However, there are insufficient opportunities and resources for pupils in lessons to apply the skills they have learned in the ICT suite.
64. The subject leader provides effective leadership and management. The subject leader is aware of the difficulties in resourcing and an order has already been placed to purchase laptops and

small hand held 'palm' computers to provide pupils with more ready access. A technician provides effective technical support to allow maximum use of the resources available. Improvement since the last inspection is satisfactory overall with good improvement in resources. A computer suite has been installed. However, the suite is small and has only room to accommodate half a class. This reduces the time available for pupils to spend having hands on experience. There are limited computers available out of the computer suite for pupils to use at other times. This is insufficient to allow them to use ICT as a learning resource in other subjects. Other ICT resources are satisfactory. For example the school has a digital camera for use by pupils, a scanner and a microscope.

Information and communication technology across the curriculum

65. Limited examples of ICT being used in their work in different subjects were seen during the inspection. For instance, some work of symmetrical patterns was observed in Year 4. In Year 5, pupils' used a mathematical program to develop their skills in estimation of angles. In geography pupils' have researched the contrasting temperatures of the world climate zones. However, there are too few opportunities to use the Internet as a research tool and insufficient resources for pupils to apply their ICT skills during lessons.

HUMANITIES

No lessons were observed in geography during the inspection and so judgements cannot be made about provision, standards or teaching.

66. In **geography** pupils speak about a recent study of rivers and the water cycle. Classroom display shows topics on the local area, world weather, and planning travel options to New York. Year 4 pupils used geography skills of location well in a study about community needs as they studied photographs of local people. They located services and support agencies that might be needed. The work seen was broadly in line with the national expectations. Discussion with the co-ordinator indicates that a satisfactory curriculum is delivered to pupils. Subject management is sound.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Good use of information and communication technology resources such as whiteboards and video give greater impact to the images used in pupils' learning.
- The pupils' skills of literacy are used well in history for note taking, factual observations, explanation and comparison.
- Challenging questions are used well in the better teaching to develop pupils' skills of interpretation and so deepen their understanding of the lesson.
- Curriculum time allocation is not sufficient to develop higher standards in the subject.

Commentary

67. Pupils achieve standards that are broadly in line with expectations at the end of the key stages. The impact from the strong visual aids of video and interactive whiteboard holds their attention well and gives them powerful images at times. For example, when learning about the work of Florence Nightingale, Year 2 pupils offer perceptive explanations about lack of care and limited equipment in the field hospital and make comparisons with modern hospitals and the availability of medicines and modern equipment. This was in response to questions from the teacher such

as 'Why?' 'How do you know?' and 'What do you think?' This illustrates the use of the accelerated learning techniques that the school has adopted to raise the performance of the pupils. Improvement since the previous inspection is satisfactory.

68. Teaching and learning is satisfactory overall at both key stages. Analysis of pupils' books and work on display shows that the programme of study for history is taught. There is good use of literacy in the subject. Year 6 pupils write perceptive explanations of exploration in Tudor times. They draw similarities between the exploration of the seas and the exploration of space. Pupils naturally use writing skills during lessons to record their observations. Teachers provide good opportunities for pupils to write in a variety of styles. The leadership and management of the subject are satisfactory.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There are good links with pupils' personal and social education.
- There are few links with faith communities and there are limited library resources.

Commentary

69. Through their study of major world faiths and reflection on their values and beliefs, pupils' achievement is satisfactory and standards match the expectations of the locally agreed syllabus by the end of Years 2 and 6. In lessons pupils learn about religious celebrations of the major world faiths such as Christmas and Eid ul Fitr, Diwali and Shabbat and hear stories from the Bible. In Years 1 and 2, pupils mainly study Christianity and Islam. By Year 2, pupils reflect on similarities and differences between Christianity and Islam and share their own experiences in appreciating other celebrations and beliefs. Pupils, for instance, have visited a local church and know and understand its main features. In contrast, pupils find out about Islam and learn the story of Muhammad and understand the purpose of Ramadan. By Year 6, pupils have a more mature understanding of the similarities and differences between their beliefs and those of others in the major world faiths. Pupils respect that different groups of people have different beliefs, traditions and interests. Pupils understand that faith is a very personal issue and reflect on their own beliefs. For example, Year 6 pupils consider how Christian values affect their school. The pupils emphasise, for example, such qualities as perseverance, determination, generosity and love as important. The subject makes a good contribution to pupils' moral, spiritual and cultural development and raises pupils' awareness of diversity. Moral values such as taking responsibilities for actions are taught suitably through stories and reinforced through the curriculum for personal, social and health education and citizenship. Teachers encourage pupils from an Islamic heritage to share their religious beliefs and experiences with others.

70. The quality of teaching and learning is satisfactory overall. It was good in the few lessons observed. During lessons, pupils were motivated by effective questioning in discussion to develop their religious attitudes and values as well as extending their knowledge and understanding. The staff have good subject knowledge. They are supported effectively in their lesson planning by a comprehensive scheme of work. There are high expectations of pupils to develop their speaking and listening skills and show respect for others' beliefs. The teachers make good use of the resources at their disposal.

71. The leadership and management of the subject are satisfactory. Standards and provision were similar at the time of the last inspection. Teaching and learning and the quality of pupils' work are monitored regularly. The quantity and quality of religious artefacts are satisfactory but there are limited library books to support pupils' learning. There are some good links with the local church for the celebration of major Christian festivals, but few links with other faith communities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgements on provision are made in art and design, design and technology or physical education as too few lessons were observed in these subjects. These subjects were sampled during the inspection. Evidence was gathered from observations of pupils' work and discussions with staff and pupils.

72. In **art and design** it is evident from pupils' past work that they have experienced using a wide range of materials. Pupils' work indicates that they attain average standards and achieve satisfactorily. Their work is at times successfully linked to other subjects such as religious education or ICT. For example, pupils in Year 4 use computers when making symmetrical patterns. Pupils say they enjoy art and design. Pupils benefit from an after school art club. The work on display about the creation stories creates an attractive learning environment, reflecting a range of cultures and styles. For example, pupils have painted pictures reflecting aboriginal culture. The subject makes a positive contribution to the pupils' spiritual, social and particularly their cultural development.
73. In **design and technology** by the end of Year 2, pupils are developing a good knowledge of the key processes of planning, making and evaluating. They work with a range of materials and identify the sequence of the making process as they investigate and make hand puppets. By the end of Year 6, pupils develop their designing and making skills and their evaluation skills have become more considered as they design and make slippers. The curriculum is planned to build on pupils' knowledge, skills and understanding as they become older. Pupils feel that designing and making their products are challenging but interesting and fun.
74. In **physical education** the teaching and learning observed were satisfactory and standards were broadly in line with the national expectations. The new co-ordinator for the subject is enthusiastic and has clear priorities for development of the subject. Her good leadership has introduced a new scheme and is looking to develop extra curricular sport. The full curriculum is provided for the pupils. A residential visit provides big challenges in adventure and outdoor activities. In Years 3-6, pupils attend swimming lessons and the majority of pupils achieve the minimum standard expected nationally. Pupils who have been identified as gifted and talented are challenged to swim using a wide range of strokes and greater distance.

MUSIC

Provision in music is **very good**.

Main Strengths and weaknesses

- Very good teaching results in very good attitudes to learning music by the pupils and very good achievement in lessons.
- The standard of singing in the school is very good.
- Leadership is enthusiastic and facilitates very good teaching.

Commentary

75. Teaching is very good and has improved from the time of the last inspection when it was judged to be good. The school has bought in the services of a specialist music teacher who has worked in the school for one day each week for the last two years. All classes benefit from her very good teaching. Her enthusiasm, high level of expertise and well planned lessons motivate the pupils well. They look forward to and enjoy their music lessons and try hard to learn and perform well. This results in good achievement in lessons and attainment that is above that expected at the end of Year 2 and in line with expectations at the end of Year 6. Pupils with special educational needs are fully included and also achieve very well.

76. The standard of singing is a particular strength of the school. All pupils join in well when singing in assembly and in lessons. Their enjoyment is evident on their faces and in their concentration on what they are doing. Words of songs are articulated clearly and pauses are used effectively for good effect. The choir sings to a high standard and last year won the Rochdale Youth Festival competition.
77. The subject leader has a very good overview of standards in music across the school. She has monitored teaching and attitudes to the subject. She has facilitated the very good teaching by ensuring that the subject is well resourced and has plans to introduce new assessment and recording strategies. Pupils who are talented in music have opportunities to extend their skills outside of school hours.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good because it is well taught.
- There are good opportunities for pupils to learn about citizenship.
- Health education is promoted well.
- Good opportunities are provided for pupils' personal development.

Commentary

78. Teaching and learning of personal, social and health education is good. The subject is taught well. Consequently, pupils achieve well and attain the expected standards. Pupils are required to think about their lessons and become fully involved. Discussions are well led and encouraged by the good use of resources such as stories and photographs. For example, activities such as role-play help pupils empathise with the situations being discussed. In a Year 2 lesson, sharing was very well exemplified when pupils were asked to share pieces of playground equipment. They realised that not everything can be shared easily, for example, one hoop. Lessons follow a well thought through scheme of work but also provide opportunities for pupils to discuss their own problems. This is made possible by giving pupils the opportunity to write their concerns and place them in a worry box for discussion by the whole class.
79. A clear scheme of work related to citizenship is followed and time is put aside for this within the curriculum. It is distinct from personal, social and health education. Issues such as why we need to respect the possessions of others and how to consider the needs of the community are considered. There is good improvement in the provision since the last inspection.
80. Pupils' health education is covered well. The school has gained the 'Healthy Schools' award. Sex education is taught in accordance with the school policy and drugs education is well covered when the Life Education Caravan visits the school.
81. Pupils have many opportunities to develop their social skills and awareness. In lessons pupils respond well to the high expectations of the teacher for them to think and learn independently. Pupils are required to reflect on their own performance and make their own decisions. They are encouraged to consider each other, for example, through the 'buddy system' or through the 'friendship stop' benches in the playground. They respect the views and beliefs of others and are developing well an awareness of diversity within society. There is a forum for their views through the school council. The council was responsible for the introduction of the 'friendship stop' benches. They have improved the quality of the environment outside by planting flowers. Council members are currently producing a school newspaper.

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

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