

# INSPECTION REPORT

## **CHAPELFIELD PRIMARY SCHOOL**

Radcliffe, Manchester

LEA area: Bury

Unique reference number: 105313

Headteacher: Mr M Gate

Lead inspector: Mr C Smith

Dates of inspection: 27<sup>th</sup> – 30<sup>th</sup> June 2005

Inspection number: 266587

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4 –11  
Gender of pupils: Mixed  
Number on roll: 282

School address: Clough Street  
Manchester  
Lancashire  
Postcode: M26 1LH

Telephone number: 0161 7235519  
Fax number: 0161 7232685

Appropriate authority: The governing body  
Name of chair of governors: Mr D Binks

Date of previous inspection: June 1999

## CHARACTERISTICS OF THE SCHOOL

Chapelfield is a larger than average primary school on the northern edge of Manchester. Two hundred and sixty children attend the school full time, 131 boys and 129 girls. In addition, the school has Nursery with 12 children attending full time and 21 part-time. Most of the children are of white British heritage but there are 13 children with non-British family histories. Three children are from refugee families, six children are from travelling backgrounds and there is one child in public care. Only two children speak English as an additional language and they have only just joined the school. The number of pupils on roll has declined a little since the time of the last inspection, largely reflecting the lower birth rate in the area. The number of children entitled to free school meals is 23 per cent and 53 children have special educational needs (19 per cent). Both of these figures are towards the upper end of the average range. Children's special educational needs are mainly related to learning and emotional difficulties. Four children have statements of special educational need. The school gained an achievement award for improving standards in 2000 and achieved the Healthy School's Award in 2004. The community served by the school is more deprived than the free school meal figure suggests and Family Learning programmes have been established to help parents to support their children in school. When children enter the Nursery, their attainment is wide ranging but for most it is well below the levels expected for their age.

The school has been through a difficult period and was without a permanent headteacher or deputy headteacher for two years following an unfortunate incident that gave the school some bad press. Many of the teachers left and staff turnover has been high. However, a new dawn is breaking. A new headteacher was appointed in September 2004, together with some new teachers.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2521 1	Mr Colin Smith	Lead inspector	Mathematics
			Science
			Music
			Physical education
			English as an additional language
1136 8	Mrs Kate Lee	Lay inspector	
2388 7	Mr Peter Nettleship	Team inspector	English
			Religious education
			Art and design
			Design and technology
			Special educational needs
2041	Mrs Val Reid	Team inspector	Foundation Stage
			Information and communication technology
			History
			Geography

The inspection contractor was:

Eclipse Education (UK) Limited  
 14 Enterprise House  
 Kingsway  
 Team Valley  
 Gateshead  
 Tyne & Wear  
 NE11 0SR

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The overall effectiveness of the school is satisfactory and the school provides sound value for money. Teaching and learning are satisfactory. Pupils' personal development is good. They have positive attitudes to learning and behave well. Leadership and management are satisfactory. The recently appointed headteacher is having a very positive effect on the school's work.

The school's main strengths and weaknesses are:

- Children underachieve in the Nursery but make good progress in the Reception classes.
- Pupils achieve well in information and communication technology (ICT), religious education, art and design and music.
- Pupils with special educational needs make good progress but some of the more able pupils are not achieving their potential, particularly in Year 2.
- Pupils are very well cared for and their learning is enhanced by the school's very good partnership with parents.
- There are weaknesses in pupils' written work.

At the time of the last inspection teaching, learning and the standards achieved were good and there were no issues for improvement. Subsequently, the loss of the headteacher and deputy headteacher left the school without leadership at a time when staff turnover was high. The school drifted. Standards declined, as did the school's reputation. One year ago, a new headteacher was appointed. Improvements began. These were much appreciated by governors, staff, pupils and parents. The headteacher is successfully turning the school around. Although there is some way to go to recapture the former successes, the school's capacity and determination to improve are very evident in the planning and in the strategies that have been implemented.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is satisfactory overall.** Children are underachieving in the Nursery, despite the headteacher's best efforts. Children begin to achieve well and catch up in the Reception classes, although by the end of the Reception year their attainment is still below the levels expected in all areas of learning. Most infant pupils achieve satisfactorily, apart from the more able ones in Year 2. National test results for Year 2 pupils in 2004 were well below average and lower than similar schools in reading, writing, mathematics and science. Standards are similar this year except for reading, which is moving closer to the levels expected because of successful improvement initiatives. Junior pupils' achievement is satisfactory but they accelerate in Years 3 and 4. The chart above shows considerable fluctuations in standards. In 2004 the Year 6 results were average in English, above

average in mathematics and below average in science, and closely matched those of similar schools. Standards in Year 6, currently, are below the levels expected in English and science and broadly average in mathematics because in this year group more pupils have learning difficulties. Pupils with special educational needs are well supported and achieve well throughout the school. More-able pupils do not always fulfil their potential because the level of challenge in the work provided does not sufficiently extend their learning. The progress made by other groups of pupils, including those from travelling and minority ethnic backgrounds is equal to, and in some cases better than, their classmates. Children achieve well in ICT, religious education, art and design and music but there are weaknesses in their writing skills.

**Pupils' personal qualities, including their spiritual, moral, social and cultural awareness develop successfully.** Pupils enjoy the school, have good attitudes to learning and behave well. Attendance last year was well below average. There has been a two per cent improvement this year.

## **QUALITY OF EDUCATION**

**The quality of education provided, including teaching and learning is satisfactory overall.** Teaching in the infant and junior classes is broadly satisfactory, apart from the weaknesses in the Year 5/6, where pupils do not always give of their best for the supply teacher. Teaching is consistently good in the Year 1/2, 3 and 3/4 classes where teachers' expectations are high and the work provided is very well matched to pupils' different learning needs. In other classes, although teaching of the whole class is good, in the group tasks, pupils are often given the same activities to complete irrespective of their different learning needs. As a result, the learning of the more able pupils is not extended enough. Weaknesses in teaching and in the uninspiring atmosphere in the Nursery limit children's learning. Reception children, however, respond enthusiastically to the many stimulating activities provided and their learning increases. The teaching of pupils who need additional support, particularly those with special educational needs, is good. They are able to learn successfully because the activities are carefully adapted to their needs. The teaching of the problem-solving and investigation aspects of mathematics and science is improving well. In writing, however, pupils too often write answers on worksheets or copy sentences from the board instead of being taught to write fluently and imaginatively.

The curriculum provided is satisfactory. Pupils are included in all activities and their learning and personal development is enriched well through the good range of out-of-school activities. Pupils are very well cared for and encouraged to participate in school in decision-making. The very good relationship between parents and teachers makes an important contribution to pupils' education.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school including the work of senior staff and governors are satisfactory. The new headteacher is providing very good leadership.** Governors manage finances well and ensure that all statutory requirements are met. The headteacher has made a very effective start in identifying where the school needs to improve and putting in place the strategies to enable it. Staff and governors are beginning to work as a team. Checking the work of the school is becoming rigorous. Weaknesses are well understood and are receiving attention. Given the short time that the headteacher has been in post, significant improvements have been made, particularly in setting such a positive climate for learning.

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

Parents are delighted with the improvements made this year. Pupils greatly appreciate opportunities to express their views and feel that they now have some influence over what happens.

### **IMPROVEMENTS NEEDED**

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

- Improve the provision in the Nursery.
- Raise the challenge for the more able pupils to enable them to achieve their potential.
- Improve pupils' written work.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Standards are currently well below average in Year 2 in writing, mathematics and science and broadly average in reading. Standards in Year 6 are currently below average in English and science and average in mathematics. Assessments show that pupils have been achieving satisfactorily in relation to where they started. Achievement was good at time of the last inspection. However, since then the school has gone through a difficult period during which standards declined. Under the guidance of the new headteacher, standards are beginning to improve.

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

- Children underachieve in the Nursery but achieve well in the Reception classes.
- Most infant pupils achieve satisfactorily, apart from the more able ones in the Year 2 class.
- Good achievement in Years 3 and 4 does not continue as strongly in Years 5 and 6.
- Pupils with special educational needs achieve well and better than more able ones.
- Pupils achieve well in ICT, religious education and music but not well enough in writing.

#### **Commentary**

1 Children's attainments on entering school are usually well below the levels expected for their age. The efforts of the headteacher and Nursery assistant have improved Nursery children's achievement a little. However, weaknesses in organisation and teaching means that some children are making little progress. The climate changes entirely in the Reception classes. Children begin to achieve well and catch up. By the end of the year, their attainment is still below the learning goals expected in literacy, numeracy and in their personal development but they moved up the ladder.

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

Standards in:	School results	National results
reading	14.2 (14.3)	15.8 (15.7)
writing	12.7 (13.2)	14.6 (14.6)
mathematics	15.0 (14.4)	16.2 (16.3)

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

2 Most infant pupils achieve satisfactorily and there is some good achievement in the Year 1/2 class. In Year 2, however, the progress made by more able pupils is not good enough and expectations of what they are capable of achieving are too low. This is why standards have been well below average and lower than similar schools over recent years. The declining trends have been halted. Teachers' concentration on improving pupils' phonic skills has paid dividends and standards in reading are reaching the levels expected. Standards in mathematics, writing and science have not yet changed significantly and are well below average again this year.

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

Standards in:	School results	National results
English	26.8 (24.9)	26.9 (26.8)
mathematics	27.9 (25.9)	27.0 (26.8)
science	28.2 (27.8)	28.6 (28.6)

*There were 39 pupils in the year group. Figures in brackets are for the previous year*

3 Pupils' achievement accelerates in Years 3 and 3/4. In these classes, pupils complete a lot of work to a good standard. Pupils in Years 5 and 6 do not fall back but their progress levels out because the work provided is not as well matched to their different learning needs, as in Years 3 and 4.

4 Pupils with special educational needs make good progress throughout the school because their learning needs are carefully considered and they receive good support from teachers and classroom assistants. Pupils from travelling families also make good progress because of the additional help provided in school and the extra work supervised by their parents at home. The small numbers of pupils from minority ethnic groups make progress at almost exactly the same rate as their peers. Girls have been performing better than boys over recent years. A few years ago, for every three boys in the school, there were four girls. Now four boys are entering school for every three girls. This is having a negative impact on standards because boys on, average, start school with lower attainment than girls. Pupils with emotional difficulties, which affect their learning, are mainly boys. This is why the school has introduced measures to raise their self-esteem. The few pupils who have been identified as gifted and talented also make progress in line with that of other pupils. However, given their high abilities, with the right support, they could do better.

5 Pupils achieve well in religious education because teachers help them to make important links between their own experiences and values and those of other faith communities. Pupils are now achieving well in most aspects of ICT, particularly in using computers a tool for learning in other subjects. Pupils achieve well in music largely because of the subject leader's dedication. After a number of years when achievement has fallen, the tide is turning. For example, pupil's achievement in reading is accelerating and their problem-solving and investigations skills in mathematics and science are developing strongly. There is still more to do to improve achievement in writing. The overuse of worksheets restricts pupils' writing to short phrase answers and Year 6 pupils often copy teacher's notes from the blackboard. Not enough attention is given to developing, redrafting and improving pupils' written work and this is holding back improvements in English and other subjects.

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

Pupils' attitudes, behaviour and personal development are good. Good provision is made for their spiritual, moral, social and cultural development. Attendance is now satisfactory.

### **Main strengths and weaknesses**

- The new headteacher has already improved the ethos of the school.
- The important school values are beginning to shape pupils' attitudes.
- Pupils' emotional difficulties are being managed effectively.

### **Commentary**

6 Prior to the appointment of the current headteacher in September 2004, there had been 18 exclusions and attendance was well below average. Sweeping changes were made by bringing staff and governors together to agree the school's mission for the future

and how it was to be achieved. Pupils and parents were centrally involved in the process. There have been dramatic improvements. Attendance this year has risen by two per cent and is now in line with the national average and this year there have only been three exclusions.

7 The school values of respect, honesty, caring for each other and commitment are constantly reiterated in assemblies. Pupils recite them to the letter. More importantly, they have become the code of communication throughout the school. Pupils are frequently encouraged to reflect on the consequences of their actions and the likely effect on themselves and others. The words, “Are you making a good choice?” are frequently spoken in school. These strategies are having a very positive impact and improvements are evident in the good behaviour and positive attitudes in the vast majority of lessons and around school. Parents are impressed with the changes and talk of the school being rejuvenated. The school has a very clear policy on racial equality. The small number of minority ethnic and pupils from travelling backgrounds are very well integrated into the life of the school. Their differences are respected and celebrated.

8 The promotion of school values is at the core of the very good provision for pupils’ moral and social development. For example, assemblies reinforce the school’s commitment to the individual through the school song ‘Everybody can be somebody’. The school feels like a community with adults and pupils all working towards this aim. Music contributes significantly to pupils’ spiritual and cultural development. Many pupils develop a love of music and their lessons provide valuable insights into the music of other cultures.

9 In a small number of lessons, the inattention of a minority of pupils, mainly boys, causes low levels of disruption. This can disturb the learning of others. The pupils concerned have emotional and behavioural difficulties and senior staff meet weekly to check how well any improvement strategies are working. Pupils’ lack of confidence and low self-esteem has been rightly identified as critical factors preventing them from achieving their potential. Consequently, weekly class discussion sessions (SEAL time) are used well to probe these underlying issues. For example, when discussing empathy towards a family tragedy in school, one pupil explained, “It is trying to understand how people feel when they are hurting on the inside.”

**Attendance in the latest complete reporting year (93.6%)**

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.0
National data	5.1	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**

**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	279	18	0
White - Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black African	2	0	0

Mixed – Whit and Asian	1	0	0
Asian or Asian British - Indian	1	0	0
Black or Black British - Caribbean	1	0	0
Black or Black British – African	1	0	0
Chinese	3	0	0
Any other ethnic group	1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory. A well-planned curriculum is provided and pupils benefit from good levels of personal support. Curriculum provision is similar to the last inspection.

### Teaching and learning

Teaching and learning is satisfactory overall. The way that pupils' learning is assessed is also satisfactory. Teaching in lessons observed during the inspection was often good. However, the work in pupils' books suggests that teaching over the year is satisfactory in most classes but is consistently good in Reception classes, Year 1/2, Year 3 and Year 3/4.

### Main strengths and weaknesses

- The new headteacher is making significant improvements to teaching and learning.
- Teaching is unsatisfactory in the Nursery but strong in the Reception classes.
- Good teaching of middle infant and lower junior pupils ensures success in learning.
- Whole class teaching is more effective than in the group tasks that follow.
- The teaching of pupils who need extra help with their learning is good.

### Commentary

10 Teaching at the time of the last inspection was good. During a period of change, the quality of teaching and learning declined. The recently appointed headteacher has made a significant difference. In particular, the links between assessing pupils' learning and using the information to set targets and cater for their different learning requirements have been considerably strengthened. The task is not yet complete but the road to improvement is well established.

#### *Summary of teaching observed during the inspection in 40 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (20%)	12 (30%)	17 (43%)	3 (7%)	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.*

11 The weaknesses in the Nursery are well understood by school managers. The headteacher has monitored, supported, guided and insisted on improvements. To some extent the good work of the Nursery assistant, has improved the range and quality of the activities provided. However, the responsibilities that lie with the teacher have not been fulfilled. For example, no coherent assessments have been made of children's learning on which to base future planning. Changes in personnel in a few weeks time will hopefully

resolve these issues. When children move into Reception their learning accelerates. The Reception teachers and support staff have a good understanding of young children's needs. A good range of stimulating and challenging activities is provided. Children respond positively. The careful assessments made of their learning are used effectively to cater for their different levels of understanding.

12 Consistently good teaching in the middle infant and lower junior classes is reflected in the quantity of well presented work completed over the year. Teachers in these classes, have high expectations of what pupils can achieve. This is evident in their lesson plans and in their teaching. Consequently pupils of all different abilities learn successfully.

13 Teaching is often good when the whole class is taught together. Good relationships and the positive climate for learning are key factors. The only exception is in the Year 5/6 class, taught by a supply teacher, where some pupils are easily distracted and do not give of their best. The headteacher has worked hard to ensure that the purpose of each lesson is made clear to pupils. Consequently, pupils are frequently reminded of what it is they are trying to learn and they are trying harder to achieve their targets and goals. Teachers explain new ideas well and ensure that key skills are taught thoroughly. This is evident in improvements in reading and in the way pupils are learning to solve mathematics and scientific problems. Similarly, pupils are gaining important skills in ICT, which are helping them with their learning in other subjects. The use of ICT projections on to a large screen make learning very visual and increase interest levels. Teachers use questioning successfully to extend pupils' learning. Pupils are usually well prepared to tackle the group tasks that follow.

14 During the group tasks, however, pupils' learning is more variable. This is because some teachers make more effective use of assessment than others. During the inspection, teachers invariably provided different tasks for the average, more able and less able pupils. When examining pupils' work in their books, however, there have been times when pupils have been given the same tasks to complete, irrespective of their different learning needs. This has resulted in some pupils finding the work too difficult and making errors. More commonly, more-able pupils have not received sufficiently challenging work to extend their learning. This is particularly the case in Year 2, where more-able infant children are not given enough access to junior type activities, even though they are capable of handling them. There is still more to do to achieve consistency in providing activities that are both challenging and well matched to pupils' different learning needs.

15 Quite a number of pupils in the school have to overcome barriers to learning. This is where the school is most successful. Pupils with special educational needs are carefully assessed and provided with specific activities aimed to increase their learning. Classroom assistants play an important part in raising their confidence and enabling them to succeed. Parents of travellers' children are most appreciative of the efforts made to provide additional work when their children are not present at the school. Pupils from minority ethnic groups are very well integrated into the classes and teachers ensure that they understand the tasks provided. These factors play an important part in removing barriers and promoting positive learning. The two new pupils with English as an additional language are already being supported well by school and outside staff. For example, books are provided in their first language, so that they can follow the texts being read in the literacy lessons.

### **The curriculum**

The school provides a satisfactory curriculum and is successful in including pupils from a diversity of backgrounds. Pupils' learning and personal development is enriched well

through the wide range of additional activities. Accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- Sessions to raise pupils' self-esteem are opening the way to better learning.
- Pupils' benefit from activities designed to promote their personal, social, and health education.
- Pupils' musical and sporting talents are fostered well through in and out of school activities.
- More-able and gifted pupils are not sufficiently challenged.

### **Commentary**

16 The school has recently amended its curriculum to better prepare pupils for learning. More emphasis is placed on emotional health and physical fitness. The 'Social and Emotional Attitudes to Learning' project (SEAL) is now established in each class. The outcomes are very encouraging with regard to pupils' understanding themselves and others. The curriculum has also been changed to make learning more enjoyable. The results are already evident, for example, in the greater use of the local environment, the increasing opportunities for pupils to investigate and solve problems and to use ICT to extend learning in other subjects. In addition, French is now taught in Years 3 and 4 and pupils' involvement in the Community Arts project enables them to enrich their learning in conjunction with neighbouring schools and local artists.

17 Pupils' differing academic and personal needs are being increasingly taken into account when the curriculum is planned. Pupils with learning difficulties or faltering progress are brought into specific catch up programmes, such as additional literacy sessions. The gaps in learning, typical of children from travelling backgrounds, are closed by effective home-school assignments. Pupils with special educational needs are well supported, particularly in the group sessions undertaken by well-trained classroom assistants. Similarly the needs of minority ethnic pupils, particularly those seeking asylum, are quickly assessed and outside support is often provided to help them to adjust. Some pupils have been identified as having particular gifts or talents. Talented pupils have good opportunities to extend their skills in art and design, sport and music through the good range of out of school activities. Those identified as gifted are not catered for as consistently. Their learning needs are planned for better in some classes than others. The school does not place them with higher age groups, for example, in the split-aged classes, where their academic needs could be more easily met.

18 Pupils' personal, social and health education is well taken care of through discussion sessions where pupils focus on real issues such as bullying or the plight of starving children. The school has identified vulnerable pupils and has a range of support strategies, for example, making staff aware of such pupils during staff briefings. Where appropriate, these pupils have individual Pastoral Support Plans. All the relevant aspects of drug awareness, sex education and personal development are attended to along with a good programme of citizenship. Pupils are keen to take responsibility. For example, Year 6 pupils act as mentors for younger pupils at playtimes.

19 The Foundation Stage curriculum is satisfactory overall. Within this there are, however, clear differences. The curriculum for Nursery children is not satisfactory, whereas that for the Reception classes is good. The school is aware of this and is taking decisive and effective action.

20 The accommodation is satisfactory, safe and secure. The recent addition of the ICT suite has enriched curriculum opportunities for teaching and learning. The barriers to a full outdoor curriculum for children in the Foundation Stage are to be resolved for the next intake. Resources adequately support learning and are good for science, art and design and music. Ample outdoor spaces are used well for physical education and sports activities and include a football pitch and netball court. Classroom and corridor displays celebrate pupils' achievements well.

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

There are very good procedures for the care and welfare of pupils and good provision for their support and guidance. The school involves pupils very well in its work.

### **Main strengths and weaknesses**

- Involving pupils in decision making is proving to be very successful.
- Rewarding pupils for achieving school expectations is shaping their responses well.
- Improvements in target setting and marking work helps pupils to move forward.
- The school is health and safety conscious.

### **Commentary**

21 The School Council, which began this year, is already making an important contribution to the development of the school. The Council meets fortnightly and is consulted over a wide range of school matters. For example, the results of a pupil questionnaire were analysed and discussions centred on suggestions of how the Council could help to address any concerns raised. All classes have a School Council Box in which all pupils have the opportunity to give their views and suggestions. As a result, pupils feel that their views matter and this increases their understanding of the responsibilities of living in a community.

22 Pupils benefit from very secure relationships with adults in school. Most pupils respect their teachers and helpers and feel that they are well supported and treated fairly. Pupils and parents appreciate the new reward system, particularly the Headteacher's Award, which is earned by living up to the school's values. Pupils who experience difficulties with learning or behaviour are watched and supported effectively. Good procedures to introduce the children into the Nursery and the Reception classes enable them to have confidence in settling into the routine. The way that teachers provide individual help and extra work is greatly appreciated by the traveller families.

23 Pupils are beginning to understand more about their progress and what they need to do to improve. Most teachers mark pupils' work constructively and targets are now being set in writing to give pupils a clear idea of where they are and how to move to the next level. Target setting in reading and mathematics is yet to be established throughout the school.

24 Very clear policies and practice ensure that pupils are safe in school and are becoming increasingly aware of healthy lifestyles. For example, healthier eating is being well promoted through the school dinners. These achievements have been recognised in gaining the 'Healthy Schools Award'. Minor improvements to the current routine in the Nursery were discussed. Child protection arrangements are fully in place. All staff are involved in the care and support of any pupil who may be feeling vulnerable for any reason. Parents are quick to agree that their children are safe in school.

### **Partnership with parents, other schools and the community**

The school is actively promoting very good partnerships with parents. Overall, links with other schools and the community are satisfactory.

### **Main strengths and weaknesses**

- Strengthening home school links are greatly appreciated by parents and staff.
- Some links with the community are used well to extend pupils' learning.

### **Commentary**

25 Many parents feel that the new headteacher is successfully restoring the school's former good reputation. Parents explain that they now feel very welcome in school and that relationships have improved greatly over the last year. They appreciate the seriousness with which their views are received and acted upon.

26 Since September 2004, parents' views have been regularly sought on specific school matters. For example, parents have been consulted on homework and the new school values. The good quality of the annual report to parents on their children's progress is partly attributable to taking account of parents' views. Questionnaires, newsletters and the monthly forum meeting are very effectively keeping parents informed. Moreover, parents are strongly encouraged to express their ideas and air any concerns. Their views are then reported back to parents in the weekly newsletter. This also contains lots of useful curriculum information. Parents say that they are much more confident to approach the school and class teachers if they have a problem and are convinced that it will be dealt with sensitively. The school secretary is regarded as 'exceptional' in the way she keeps parents in touch with staff. Through the school's determined efforts, parents are getting more involved in their children's learning.

27 The school is beginning to be more involved in the community to enhance pupils' learning and experiences. Visits and visitors are used to support the curriculum. For example, after a visit to a wildfowl centre, Year 3 pupils worked hard in an ICT lesson to make posters about the centre. Year 6 pupils talk enthusiastically about their work with an artist in producing a class mural depicting their journey through education.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management, including the contribution made by key staff and governors, are satisfactory. The new headteacher's leadership is already proving to be very good. The headteacher has overcome some significant barriers to pupils' learning. Staff morale and has been raised and pupils now have a more positive view of what they can achieve.

### **Main strengths and weaknesses**

- The headteacher has transformed the school in a very short time.
- Governors are gaining valuable insights in to what pupils think and how the school works.
- The teamwork established has raised staff commitment towards improvement.
- Senior staff and subject leaders are beginning to have impact on school performance.

### **Commentary**



28 The leadership and management provided by the new headteacher are very good. He arrived at the school after it had experienced two very turbulent years. Although attempts had been made to maintain continuity, there had been many staff changes; few new initiatives and standards had been declining. In less than a year, the school has been transformed. A positive, 'can do' atmosphere now pervades almost all areas of school life. It is a caring, sharing, aspiring community. The thrust of the many initiatives has a unity – the drive to empower people and to focus upon improvement. Preparing pupils for their futures is the over-arching goal. This vision is shared and permeates the school's decision-making. The views of all stakeholders are sought, carefully considered and acted upon. The headteacher's organisation and documentation are of the highest order, ensuring clear channels of communication are maintained. His inspirational and inclusive approach is greatly appreciated by governors and staff, parents and pupils alike.

29 The governorship of the school is satisfactory. Close monitoring of spending has ensured that the school has always been financially stable. However, until recently, governors were not kept sufficiently aware of how the school was functioning. They now have a much clearer understanding of its strengths and weaknesses. They are becoming increasingly involved in monitoring the teaching and learning. One way in which this is being done is by asking their clients, the pupils, to comment on their learning! So far, governors have interviewed older boys, to try to discover why they think their standards often fall below those of the girls. They have also spoken to a group of gifted pupils to find out how well their talents are being nurtured by the school. Governors are enlightened by these experiences and are in a stronger position to fulfil their statutory duties and make decisions with greater knowledge and understanding.

30 On balance the leadership and management of other key staff is satisfactory. A School Leadership Team has been formed and its members trained to take on their new responsibilities. It is becoming a strong vehicle for change in the school. For example, all lessons are now planned with greater structure. Members of the School Leadership Team have begun to go into lessons to see how well pupils are being taught. Some subject leaders also check how well pupils' completed work complies with the new requirements in lesson planning. For the first time, those in leadership roles are being empowered to take responsibility for their subjects across the school. This is improving provision.

31 The pupils, themselves, have also been given greater leadership roles. The newly formed School Council meets fortnightly and its members take their responsibilities very seriously. They have met the local MP to discuss their roles and duties; have led an anti-bullying campaign, and interviewed the candidates for the post of deputy headteacher with questions of their own devising.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)		Balances (£)	
Total income	694.512	Balance from previous year	11,448
Total expenditure	698.507	Balance carried forward to the next	7,453
Expenditure per pupil	2,538		

32 The school is going through a steep learning curve in its leadership and management. However, everyone is confident that the school is moving forward and all wish to be a part of its success.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**

#### Main strengths and weaknesses

- Some children are underachieving because of weak provision in the Nursery.
- Strong teaching in Reception helps children to achieve well and catch up.
- The lack of a secure outdoor area limits children's achievement in some areas.

#### Commentary

33 When children enter the Nursery, their skills and understanding are usually well below the levels expected for their age in literacy and numeracy and below the levels expected in their social learning. The number of children with speech difficulties has increased over recent years and this year represents a fifth of the intake. Despite the best efforts of the headteacher and teaching assistant, too many opportunities are missed, in all six areas, to move children's learning on. As a result, many children do not make the progress they should. Provision in the Nursery is unsatisfactory because of insufficient understanding of how young children learn and the lack of structure and purpose in the activities provided. The headteacher has taken decisive action to instigate changes, although improvements have been very limited. The work of the Nursery assistant is helping. By working alongside children, talking to them and encouraging them to engage in play activities, progress is being made.

34 In the Reception classes, the picture is totally different. The two teachers and the teaching assistant work very well as a team. The curriculum is thoroughly planned with a good balance of child-selected and teacher-led activities. Teaching is consistently good because activities are well matched to children's needs. They are encouraged to become independent by exploring and learning for themselves. Careful observations are made and are used well to plan the next learning steps. Children with special educational needs are well supported and activities are well matched to their individual needs. Although children achieve well in the Reception classes they are unlikely to reach the goals expected by the end of the Reception year. They have a lot of catching up to do and only a quarter of them reach the levels expected in their language and personal development and a third do so in mathematics. With better achievement in the Nursery, these proportions would improve.

35 The provision in the Foundation Stage has changed since the last inspection when it was judged to be good in the Nursery and satisfactory in the Reception classes. The leadership of Foundation Stage is sound. Although the leader is new to the responsibility, she has already shown the necessary knowledge, understanding and commitment to improvement. The only area in Reception that requires attention is outdoor learning. Plans and funding for a combined Foundation Unit with outdoor provision and a new staffing structure will be in place for the next intake of children.

36 In their **personal, social and emotional development** children make a slow start in the Nursery. Although the Nursery assistant works closely with the children, the class teacher does not form sufficiently strong relationships with them to develop their confidence and extend their social skills. In the Reception classes, the atmosphere is warm and trusting. Children respond enthusiastically and gain a very positive view of themselves as members of the school family. Children begin to show curiosity, try new things and share ideas and feelings with others. The boundaries of right and wrong are constantly reinforced in a secure environment with clear routines. This enables children to behave well. Some

find it hard to concentrate for more than short periods but, with patient teaching, they learn to follow instructions and share equipment sensibly. They are beginning to show independence when selecting activities. In Reception, children of all abilities achieve well from a low start but their attainment by the end of the year is still likely to be below the levels expected.

37 In **communication, language and literacy**, children make very limited progress in the Nursery. Insufficient interactions take place between the class teacher and children and opportunities are missed to develop their spoken language and their reading and writing skills. Reception children respond enthusiastically to the exciting stories told and learn to enjoy language. They are very keen to answer teachers' questions and derive great satisfaction from reading words and writing their names correctly. The activities provided are closely matched to their different learning needs. This helps them to learn letter sounds and how to blend them together to make words. Reception children achieve well in speaking and listening and reading, although they do not make as much progress in writing. By the end of the Reception year, children's attainment is still likely to be below the levels expected for their age but they have made up some ground.

38 Children's **mathematical development** is satisfactory overall. The weaknesses in the Nursery are compensated for, to some extent, by good teaching in Reception, though many children are unlikely to reach the goals expected by the end of the year. No teaching of mathematics was observed in the Nursery but class records show that children's improvement over the year has been minimal. In the Reception classes, pupils learn to count, write numbers and use mathematical language correctly. Learning is often made interesting through the use of stories. For example, reading the story of 'The Bad Tempered Ladybird' helped children to learn what 10 o'clock looks like on a clock face. Reception teachers assess children's learning well and use the information effectively to provide activities at the right level.

39 Many children start school with very limited **knowledge and understanding of the world**. Achievement in the Nursery is weak because the classroom itself is not stimulating enough to spark children's curiosity. The Reception classes are more imaginatively organised and teachers are successful in guiding children to enquire, investigate and explore the world around them. For example, Reception children watch carefully as snails move in the tank. They grow beans and use the digital photographs of their observations to talk about the changes that occur. Such experiences lay the foundation well for learning science, history, geography and ICT further up the school. Reception children use a programmable toy well to give instructions for changes in direction and distances to be travelled.

40 Children's **physical development** is satisfactory in the Nursery and good in the Reception classes. Smaller skills are well developed through such activities as moulding dough, painting and writing. Children handle tools and control materials safely. Although there is no outdoor area for Reception children, satisfactory use is made of the school hall and grounds for gymnastics, dance and games. After running, jumping, dodging, throwing and catching activities, children talk about what happens to their bodies. They already know how to check their pulse rate before and after exercise. Nursery children decided on ingredients for healthy sandwiches and later went on to make them.

41 Children's **creative development** is satisfactory overall and good in the Reception classes. Children's imaginative play is promoted well through role-play, dressing up and encouraging expressive language, for example, when playing pirates. Through well-organised art and craft activities, children learn about line, colour, texture and shape and

express their ideas through paintings and drawings. Musical instruments are always available in the classrooms, including 'rain makers' made by the children themselves. Nursery children bought tickets from the 'travel agent' and collected items to take on the camping holiday set up by the 'beach' in the garden. In these activities, they made good progress in learning to paint and draw, and manipulate dough to make three-dimensional images.

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

Provision in English is **satisfactory**

### **Main strengths and weaknesses**

- Teaching is very good in the Year 1/2, 3 and 3/4 classes.
- Pupils reading skills are improving well throughout the school.
- Pupils are not achieving as well as they could in writing.
- There are elements of underachievement that the school has identified and are tackling.

### **Commentary**

42 Standards in English are lower now than they were at the time of the last inspection. A contributory factor is a significant fall in the proportion of girls in the school over recent years. Many pupils have also experienced a fractured provision, with many changes of staff during their time in school.

43 The 2004 results in Year 2 were well below average, both in reading and writing. Given their low starting points, pupils' achievement is satisfactory. Standards in Year 2 are improving in reading. Standards in writing, however, are still well below average because some of the more able pupils are not achieving the higher levels of which they are capable. The 2004 results in Year 6 were average. This year standards in Year 6 are below average but this reflects the higher numbers of pupils with special educational needs rather than any deterioration in teaching. Here again, standards in reading are higher than in writing, which is the area in most need of improvement.

44 The quality of teaching and learning are satisfactory. The teaching of pupils with special educational needs is very good in English. Teachers and support staff assess their progress rigorously and plan activities very carefully to match their specific learning needs. Teaching is very good in the Year 1/2, 3 and 3/4 classes where teachers' expectations are very high and pupils develop their literacy skills across many subjects. Teaching elsewhere is broadly satisfactory. The use of ICT projection screens is increasingly improving pupils' skills and understanding. Leadership and management of the subject are satisfactory. The teacher sets a very good example of how to teach English well and is exerting an increasingly strong influence over reading standards. Assessment in writing has also much improved. However, the best practice that exists in the school is not shared sufficiently to raise the quality of teaching to be consistently good.

45 Achievement in speaking and listening is satisfactory. Most pupils listen well to instructions and join in class discussions. However, some teachers select the enthusiastic volunteers, often the girls, to speak, allowing the silent few to remain anonymous leaving their communication skills underdeveloped. A successful innovation is the use of 'talking partners', where pairs of pupils discuss their ideas together. This improves their speaking and listening skills, helps them to extend their vocabularies and clarifies their thinking.

46 Achievement in reading is satisfactory and is improving. Resources have been expanded and are being very well used in guided reading sessions where teachers coach small groups. Pupils with special educational needs achieve very well. Teaching assistants are effective in helping them to reach their learning goals. Pupils who have been given specific group support with 'catch up' programmes have made rapid progress. Pupils' research skills develop successfully in the junior classes. Close links with home also ensure that pupils benefit from regular practice that improves their reading further.

47 Achievement in writing is slow in the infant classes and satisfactory in the juniors. By the end of Year 2, many pupils still have difficulty in forming letters properly. Very rapid strides are made in Years 3 and 4. In these classes, pupils enjoy writing because it is linked to other studies, such as visits or investigations. In other classes, greater emphasis is placed on exercises, worksheets and copying teachers' sentences. Consequently, pupils' imagination and creativity are not developed as well as they should be. Pupils rarely improve upon their first attempts and often the work they do produce is not celebrated in displays. However, their work is now well marked, they have individual targets and they know clearly what they need to do to improve.

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

48 The development of literacy and language across the curriculum is satisfactory. Pupils' speaking and listening skills are being increasingly developed in class discussions in many different subjects. For example, pupils in Year 4/5 prepared class presentations on Sikh rituals. Reading in books or on screens is used for studies in different subjects. Superb class dictionaries were researched and produced in Years 3 and 4 on 'Pond Animals', prior to a trip to a nearby nature reserve. Pupils took notes in Year 5/6 when a Muslim student gave a talk to the class. The school is rightly looking closely at how literacy skills can be more regularly developed through other subjects in such ways.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**

### **Main strengths and weaknesses**

- Teaching is consistently good in the Years 1/2, 3 and 3/4 classes.
- In other classes, pupils' different learning needs are not as well catered for.
- Pupils' weaknesses in solving mathematical problems are improving.

### **Commentary**

49 Most pupils achieve satisfactorily in relation to their starting points, the exception being the more able infant pupils in Year 2 who do not fulfil their potential. This is largely why standards by the end of Year 2 are well below average and lower than similar schools. Junior pupils also achieve satisfactorily. The 2004 Year 6 tests results were above average and much higher than similar schools but standards are broadly average this year. These variations reflect the nature of different groups of pupils moving through school. Pupils with special educational needs make good progress because they are taught well in small groups under the watchful eye of classroom assistants.

50 Teaching is most effective in middle infant and lower junior classes. This is because teachers provide a good level of challenge and match the work provided very carefully to pupils' different learning needs. This was reflected in the lessons observed during the inspection and in the work in pupils' books over the year. In these classes, more able pupils, and those who find learning difficult, make equally good progress in acquiring knowledge and skills and organising and presenting their work carefully.

51 In other classes, teaching is broadly satisfactory and there are some good features. The exception is in the mixed age Year 5 and 6 class, where the supply teacher has difficulty in holding pupils' attention and unsatisfactory learning results. In almost all lessons, the introductory part is effective. Particularly good use is made of ICT projection screens to illustrate new ideas. Fruitful discussions ensue about, for example, different

ways to subtract. All teachers ensure that pupils know exactly what they are expected to learn. At the end of the lesson, pupils are encouraged to assess their progress. When marking pupils' work, most teachers write constructive comments to enable pupils to see how well they are reaching their goals. These improvements are attributable to the new headteacher's drive to raise the quality of teaching. The early signs are that teaching is improving and pupils are taking more responsibility for their own learning.

52 In the second part of the lesson, pupils are given tasks to help them to practice and improve their skills and understanding. This is where some inconsistencies arise. During the inspection, teachers' planning was always good because pupils' different learning needs were fully taken into account. In the lessons observed, more able pupils responded positively to the greater demands made upon them and less able pupils benefited from good levels of support. However, pupils' work in their books indicates that earlier in the year, some teachers have not extended the learning of the more able pupils sufficiently. This is particularly true in the Year 2 class, where teachers' expectations are too low and the tasks provided are not challenging enough.

53 Leadership and management of the subject are satisfactory. The recently appointed subject leader already sets a good example of how mathematics should be taught. The difficulty experienced by many pupils in solving mathematical problems has rightly been identified as the area requiring most improvement. The subject leader has begun to improve teaching in this area. Pupils are now learning effectively how to separate the different strands of the problem and tackle each part systematically. Pupils are enjoying the challenge and are beginning to understand that making mistakes is a natural part of the learning process. A distinct 'I can do' attitude is emerging and standards are rising.

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

54 Satisfactory links are made between mathematics and other areas of the curriculum. In science, for example, pupils develop their skills of measuring when collecting the results of experiments. This information is then sorted into tables and charts and converted into graphs. The data handling aspects of mathematics are developing well. Links between mathematics and ICT are not as strong, particularly in helping pupils to understand the potential in using spreadsheets.

### **SCIENCE**

Provision in science is **satisfactory**

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

- Pupils with special educational needs achieve well, although not enough is expected of the more able pupils.
- Pupils' skills of investigation are improving as a result of better teaching.
- Teaching pupils how to write scientific reports could be much better.

#### **Commentary**

55 Overall, pupils' achievement is satisfactory throughout the school. There is some underachievement in the Year 5/6 class where the supply teacher cannot always ensure that pupils concentrate on their learning. In Year 2, although many interesting science topics are covered, they are not taught in sufficient depth to extend the learning of the more able pupils. This is partly why standards by the end of Year 2 are well below average and lower than similar schools. The 2004 test results in Year 6 were below average but equal to

those of similar schools. Standards in Year 6 are currently below average because of the high number of pupils with special educational needs.

56 Assessments of pupils' learning show weaknesses in their capacity to explain ideas and interpret scientific data correctly. The senior leadership team has rightly identified the root cause to be pupils' lack of previous experience in investigating ideas and drawing conclusions. Staff training has raised confidence in teaching the practical aspects of science. Science topics have been carefully re-planned to include regular opportunities for pupils to investigate and find out for themselves. Pupils are responding positively. They enjoy making predictions and finding ways to prove whether their theories are correct. Infant pupils are learning to make links between what they predict and what they observe. This is helping them to understand how plants grow and how materials change. In the junior classes pupils' skills of investigation are building well. Year 4 pupils have developed a good understanding of what it means to plan a fair test. Many of the pupils in Years 5 and 6 are now capable of planning and carrying out their own fair tests and are beginning to understand and explain cause and effect. Pupils' investigation skills have improved and are now at the levels expected throughout the school.

57 Overall, the teaching of science is satisfactory. Teaching in the Year 3/4 class is very good. These pupils are encouraged to draw diagrams to show what they understand. The teacher uses this to assess their learning and provide work at just the right level for different pupils. Practical activities are well organised and safely managed throughout the school. Teachers explain new ideas clearly and use questioning well to make pupils think. Pupils usually work co-operatively and often become totally absorbed in their work. In science lessons, the effective support provided for pupils with special educational needs enables them to achieve well. In contrast, not enough attention is given to extending the learning of the more able pupils. They often complete the same tasks as their classmates, which is too easy for them and holds their learning back.

58 There are weaknesses in the way pupils record their findings. Report writing is developing well in Year 5, where pupils are learning to record their findings using the scientific method. This is not the practice in all classes. Some teachers use worksheets exclusively and pupils are only required to write single words or short phrase answers. Year 6 pupils copy the teachers' sentences from the blackboard. Such approaches do not improve pupils' writing skills or increase their enthusiasm for science. Leadership and management of the subject are satisfactory. The subject leader has promoted investigations well and checked that they are happening throughout the school. However, not enough attention is given to observing teaching and learning in other classes to provide a clear understanding of what further improvements are needed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Better facilities are helping to raise standards.
- The use of ICT across the curriculum is improving teaching and learning.

### **Commentary**

59 ICT has been a whole school focus for improvement this year. Good leadership and management are reflected in the purposeful use of the ICT suite, laptop computers and large projection screens. As a result, pupils are now reaching the levels expected in most



aspects of the ICT. This represents good achievement overall in relation to pupils' limited home experiences and where they had started when they entered school. Many of the good features were present at the time of the last inspection. For two or three years, developments in ICT stood still but now pupils' progress is taking off again.

60 Infant pupils' achievement is satisfactory and they reach the levels expected by the end of Year 2. By Year 6, pupils are competent in using CD-ROM and the Internet to search for, select and download information for their work in other subjects. In control technology they sequence instructions correctly to stop, start, move and rotate images on the screen, for example, to operate the features of a clown's face. They use graphics programs competently to create pictures and posters. They understand how to combine text and illustrations to plan presentations, for example, about life in India. They enter data correctly into a database and know how to frame questions to provide the answer they are looking for. In a very good Year 6 lesson, pupils achieved well in organising, refining and presenting information for their 'Passport to the High School' booklets. Working with partners, they used the skills learnt in previous lessons confidently to add drawings and actions to their presentation of 'travelling to school'.

61 Teaching and learning are good. Most teachers are confident in ICT and lessons are well prepared. Pupils are always clear about what they are expected to learn. New skills and techniques are well explained and teachers use questioning effectively to broaden pupils understanding. For example, when Year 1/2 pupils ran into difficulties operating a programmable toy, through the teacher's astute questioning, they were able to correct it themselves.

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

62 The use of ICT to enhance teaching and learning in other subjects is good. In Year 6, for example, pupils use databases confidently in geography and religious education to research life in India or find out about places of worship. In science, they work their way through 'virtual' experiments and predict what will happen. The links between ICT and mathematics are more limited. Pupils are acquiring skills in interrogating data but the use of spreadsheets has not been taught. Pupils' use their word-processing skills well to enliven and improve their writing in English. Teachers make effective use of ICT in their teaching and pupils are increasingly using ICT as a tool for learning in other subjects.

#### **HUMANITIES**

63 Only one geography lesson and no history lesson were observed, there is insufficient evidence to make a judgement on the quality of provision. In religious education there was much to see and talk about from which judgements in provision have been made. In addition, teachers' planning and examples of pupils' work were examined and discussions were held with pupils in all subjects.

64 In **geography**, the headteacher's good leadership in providing ICT resources specifically related to the locality ensures that pupils become familiar with the geographical features of their area. Some teachers are successful in injecting fun into learning. For example, in a Year 1 lesson about Mexico, the teacher's very effective demonstration, using a vinegar and bicarbonate of soda volcano, resulted in a foaming eruption, which fired pupils' imagination. This led to them to want to talk, write and draw about the experience. One child wrote, 'A volcano is when lava tries to squeeze out of the earth'. A good lesson in Year 1/2 successfully linked ICT as pupils compared Australia to Great Britain by following the visits of 'Barnaby Bear'. Using a previously created database, they found the information needed to answer questions about key features and places.

65 In **history**, the topics covered, such as the Victorians are often adapted to include local history and the use of CD-ROM. Work in books shows satisfactory learning, but marking is not always constructive in helping pupils to improve their skills and understanding. Infant work is more practical and more productive. Work displayed shows a wide range of experiences, from comparing old and new toys in the infant classes, to completing a project on Romans in Years 3 and 4, which included homework over the holiday period. Pupils use ICT effectively to retrieve information. The subject leader is encouraging a more practical approach and trying to develop pupils' writing skills by writing historical accounts, rather than completing worksheets.

### **Religious education**

Provision in religious education is **good**

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

- Pupils have a good knowledge and understanding of a range of faiths.
- Pupils' learning is enriched well by linking religious education with their own experiences.
- Effective leadership and management of the subject are driving up standards.

### **Commentary**

66 Pupils achieve well to reach standards that are higher than the levels outlined in the Syllabus for Bury schools. Throughout the school, pupils produce much written work in their books, though too much is copied in the upper juniors. Pupils have developed a good awareness and appreciation of the beliefs and practices of Christians, Jews, Muslims and Sikhs. There are regular contacts with a Christian minister through school assemblies. A lesson was observed In Year 5/6 where a former student, who is a Muslim, answered a wide range of questions about her faith and how it impacted on her life. This was a very rich opportunity for pupils to gain insights into the thoughts and feelings of a Muslim believer who they knew. It brought their studies to life. Such first-hand opportunities are, as yet, limited but plans have already been made to experience them more frequently.

67 When a Year 6 girl was asked why religious education was one of her favourite subjects, she said, "I like finding out about others." Through these studies, pupils are also encouraged to find out more about themselves. The headteacher, who also leads the subject, places great importance on encouraging everyone to think, behave and make decisions according to clear, moral principles. Developing pupils' self-awareness contributes strongly to this.

68 Leadership in the subject is good. Work in every class has been observed and the headteacher has provided individual, positive feedback. This has also included many incisive comments for further possible improvement, such as, 'Show how our School Values are reflected in these faiths'.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69 No design and technology lessons were seen and only two physical education part lessons were observed, which is not enough to judge the quality of provision in these subjects. However, two music lessons and two art and design lessons were observed, along with part lessons and a full scrutiny of pupils' work, in order to evaluate the provision in these subjects. In addition, teachers' planning and records of pupils' progress were examined and discussions were held with pupils in all subjects.

70 In **design and technology**, discussions with pupils indicate that they participate in a typical range of experiences for their age. They gain skills by working in different materials and using the techniques required in such areas as model making, needlework and baking. However, pupils are not always given sufficient opportunity to develop their own ideas through their designs. For example, in Year 6, pupils copy the same planning sheets before making fairground models. This limits their creativity, a key area that the subject should be developing.

71 Almost all pupils find **physical education** rewarding and fulfilling. The well thought out programme of work for each year group ensures that pupils benefit from a wide range of physical activities, in and out of school. Although younger pupils can become overexcited in lessons, older pupils show good self-control and awareness of safety. Year 6 pupils respond positively to good coaching interspersed with opportunities to practise and reflect on their work. This enables them to develop skills successfully. Standards of swimming are good. All of the current Year 5 pupils are able to swim 25 metres and half of them achieve advanced distance and proficiency awards. A good range of well-attended extra curricular activities is provided. Playing competitive football, netball and rounders, nurtures pupils' talents well and develops their understanding of teamwork and sportsmanship successfully. Residential experiences, involving outdoor pursuits, make a valuable contribution to pupils' personal and social development. In response to national concerns about children's health, a fitness regime has been introduced. This involves circuit training, with pupils taking their pulse rates before and after vigorous exercise. Pupils are getting fitter and they are gaining important insights into healthy lifestyles.

### Art and design

Provision in art and design is **good**

#### Main strengths and weaknesses

- The school offers pupils a good range of creative experiences.
- ICT is being increasingly well used as a stimulus and for information.

#### Commentary

72 Pupils achieve well. Standards are above the levels expected throughout the school and are higher than at the time of the last inspection. Infant pupils study, and replicate well, the styles of a range of 20<sup>th</sup> Century artists. Sketchbooks are very effectively used, especially in the Year 1/2 class, to develop pupils' visual and drawing skills. There are also multi-cultural aspects to the learning in this class, such as the investigations into the art forms of Australian Aborigines. Intellectual and creative challenges increase in the juniors. By Year 6, pupils have good knowledge of artists such as Paul Cezanne, allowing them to use bold colours to stamp their own personalities on their landscape designs. Artists have visited the school several times over recent years. Working with the pupils, they have produced a series of large, wall-hung murals and collages. The work, in a range of media, is visually exciting and of a very high quality. Pupils speak with much pride and enjoyment in their achievements.

73 The subject is well led and managed. The subject leader's enterprise is reflected in arranging workshops where pupils can learn from different artists. Art and design techniques are taught well using ICT projections of artist's work for close scrutiny. Pupils also benefit from access to graphics programs to enable them to experiment with line, tone and colour.

## Music

Provision in music is **good**

### Main strengths and weaknesses

- Interesting lessons capture pupils' imagination and promote enjoyment in learning.
- Music greatly enriches pupils' learning experiences and the life of the school.

### Commentary

74 Good teaching enables pupils to achieve well and reach standards that are higher than expected throughout the school. There are many good features in the teaching, not least the teachers' vast experience and rich subject knowledge. Lessons are action packed and interesting. They include good opportunities for pupils to listen to different pieces of music, sing, play and perform together. As a result, they sing very well, develop an acute sense of timing and pitch and a good understanding of musical symbols. Pupils thoroughly enjoy composing their own musical pieces, often using ICT programmes to record and edit their work. Pupils are encouraged to comment on what they would like to be included in lessons. The teacher does her best to accommodate their preferences, which increases their interest. In addition, pupils who play instruments such as recorders, guitars, flute, drums and cornet are encouraged to bring them along and accompany other pupils singing and playing percussion instruments. Whilst this makes for a rich musical experience, it is rather like an orchestra tuning up. It takes time. Unfortunately, there are occasions when some pupils tire of waiting, lose concentration and their learning suffers.

75 Music plays a very important part in the life of the school. It provides a colourful background to school assemblies and valuable opportunities for pupils to perform for audiences, inside and outside school. Many pupils have developed a love of music, which greatly enriches their lives. The music room is an 'Aladdin's Cave' of experience. The subject leader, who also teaches music to every class, has painstakingly collected and displayed a vast range of interesting resources. These include videos, cassettes, illustrations and a fascinating assortment of musical instruments from all over the world. Topics in music are planned meticulously to reinforce and extend pupils' learning in other subjects, such as history, geography and religious education. Consequently, pupils listen to, and experiment with, music from Australia, Africa, India and from past historical periods. This provides pupils with valuable insights into other cultures.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

76 Only one **PSHE and citizenship** lesson was observed along with some short class discussions during which pupils were encouraged to share their feelings and anxieties. In addition several discussions took place with pupils and staff to help evaluate the impact that PSHCE is having on pupils' development.

77 The school programme for personal, social and health education is comprehensive. It appropriately links together social, physical and mental well being. Clear schemes of work cover personal safety, exercise and healthy eating, sex and relationships and drugs education under the management and leadership of one co-ordinator. This provides a very firm basis for developing pupils' self-esteem and strategies to help them grow into responsible community members. PSHCE provides the basis for raising standards by developing pupils' positive attitudes to learning and so is firmly linked to recently agreed revised school aims and values and headteacher awards. The school is leading the way in the local education authority using the SEAL (Social, Emotional Attitudes to Learning)

initiative. Pupils and children in the Foundation Stage have sessions once a week based on 'Circle Time' principles. The School Council plays an important part in school decision-making and pupils are frequently involved in conducting interviews, electing representatives, casting their votes and participating in class and school discussions. These experiences make a valuable contribution to their understanding of what it means to be a good citizen.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
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>4</b>
The quality of teaching	4
How well pupils learn	4
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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