

INSPECTION REPORT

MANOR GREEN PRIMARY SCHOOL

Denton, Manchester

LEA area: Tameside

Unique reference number: 106220

Headteacher: Mrs J Lomas

Lead inspector: Mr G Jones

Dates of inspection: 27th – 30th June 2005

Inspection number: 267269

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior
School category: Community
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 440

School address: Mancunian Road
Haughton Green
Denton
Manchester
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Telephone number: 0161 3365864
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Appropriate authority: Governing Body
Name of chair of governors: Mr D Evans

Date of previous inspection: 14th June 1999

CHARACTERISTICS OF THE SCHOOL

Manor Green Primary School has 415 pupils in 15 classes and is above average in size for a primary school. The school includes a nursery that has places for 26 children for each of the morning and afternoon sessions. With the exception of the single nursery class there are two mixed ability classes for each year group with similar numbers of boys and girls. Pupils in Years 4 to 6 are taught in sets of pupils grouped according to their attainments in English and mathematics. Most pupils are from white British backgrounds with a very small number from minority ethnic groups. There are no pupils who are learning English as an additional language. The proportion of pupils with special educational needs is close to the national average as is the proportion of pupils with statements of special needs. These pupils have a variety of special educational needs that include specific and moderate learning difficulties, emotional and behavioural problems, autism, speech and communication difficulties and physical disabilities. The proportion of pupils who join and leave the school other than at the start and end of the school year is average. The proportion of pupils known to be eligible for free school meals is above average. The area from which the school draws its pupils is disadvantaged socially and economically and there are a growing number of pupils from unstable home backgrounds with social problems. The school has a range of prestigious awards including Healthy Schools, Investor in People, Schools Achievement Award in 2001, ECO Schools 3rd Flag, and e-Tameside ICT Award winners in 2002, 2003 and 2004. The school was also a Beacon School and has a history of supporting local schools in their development. Pupils' overall standards on entry are very low and these are now much lower than at the time of the previous inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11816	Mr G Jones	Lead inspector	Science Religious education Art and design Music Foundation Stage
9884	Mrs M Roscoe	Lay inspector	
14976	Mr P Dexter	Team inspector	Mathematics History Geography Physical education Special educational needs
2759	Mr D Sleightholme	Team inspector	English Design and technology Information and communication technology

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	10
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	20
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	
AREAS OF LEARNING IN THE FOUNDATION STAGE	22
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	38

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Manor Green Primary School provides a very good standard of education. The overall quality of teaching and learning is very good throughout the whole school, including the nursery and reception classes. Consequently, pupils' achievements in almost all classes are very good. Standards are above average by the time pupils leave the school. The leadership of the head teacher and key staff is outstanding. The management is very good and ensures that the school evaluates its performance rigorously and uses the findings to improve the work of the school. The school provides very good value for money. Pupils' attitudes towards school are excellent and their behaviour is outstanding. Pupils receive such a high degree of support and guidance that they are able to learn quickly and are encouraged to do their very best. Their views are valued and these influence many aspects of school life.

The school's main strengths and weaknesses are:

- Teaching and learning are very good enabling pupils to achieve very well.
- The energetic and determined leadership of the head teacher and key staff is outstanding.
- The management of the school is very good enabling the school to improve continuously.
- Pupils' attitudes, relationships with others and behaviour are all exemplary.
- The curriculum is innovative and ensures that all pupils have an equal opportunity to make progress in their learning.
- The school guides and supports pupils excellently, values their views and acts on them.
- Its excellent procedures for dealing with concerns and complaints and its outstanding links with other schools and the community promote highly profitable co-operative relationships;
- The school provides excellent spiritual, moral, social and cultural development of the pupils.
- The poor speaking skills of the younger pupils in the school inhibit their progress in communication and writing.

The school has become even more effective since the last inspection in 1999. Both of the key issues that were identified at that time have been addressed, ensuring a more comfortable working environment and more effective facilities for the youngest children that have resulted in an improved development. Pupils' very good achievements have been maintained in English, mathematics and science and attainments have improved in religious education, art and design in the infant classes and physical education in the juniors. There is a greater sense of teamwork amongst all staff.

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

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

Pupils currently achieve very well in the nursery and reception and very well in the infant and junior classes. Standards rise steadily as the pupils get older. Overall attainment is very low on admission to the nursery. Children begin to catch up by the end of reception, although many are still a long way from reaching the expected learning goals for their age. Progress accelerates in the infant classes so that by the end of the infant stage they attain at an average level and by the time they reach the age of eleven pupils' attainments are above average. At the end of Year 2 pupils' standards are average in reading and mathematics but below average in

writing because their skills in speaking have not yet developed sufficiently. Year 6 pupils' standards are above average in English and mathematics and well above average in science. Younger pupils' skills in speaking develop gradually and improve more rapidly in the juniors. More able pupils and pupils with special educational needs achieve very well. Standards in religious education are well above the level expected in the infant and junior classes. Pupils' personal and social development is very good throughout the whole of the school.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are excellent. Pupils are proud of their school and enjoy being there. Their attitudes to others and their behaviour are outstanding. They enjoy learning and work very hard to improve their own attainments. Pupils' cultural awareness is highly developed and results from a very well planned curriculum. Attendance is satisfactory, affected by a number of families taking term time holidays and contrasts sharply with pupils' enthusiasm for school.

QUALITY OF EDUCATION

The overall quality of education provided by the school is very good. The quality of teaching and learning is very good throughout the school. All nursery staff work very well together providing a wide range of stimulating activities that enable children to achieve well in all areas of learning. Teaching assistants throughout the school provide very good support to pupils, particularly those with learning difficulties. Teachers plan lessons well, providing activities that excite and interest pupils. Although satisfactory, a number of lessons in Years 3 and 4 did not match the level of planning and teaching competence in other year groups and the learning rate slowed in these. Detailed assessment records kept by all class teachers are used very effectively to set short-term and long-term targets for pupils. This has a significant effect on pupils' progress and improves standards. The school's excellent ethos is underpinned by the outstanding relationships between adults and pupils in the classrooms. The high quality curriculum links subjects together under themes making learning very interesting and relevant to pupils. The provision for lunchtime and after-school activities is very good and are popular and enjoyable for pupils. The care and support provided for pupils are excellent. The learning mentor provides an invaluable service for pupils and follows up every worry that individual pupils have expressed through the 'worry box' system. This increases their self-esteem and confidence and makes them feel secure and highly valued.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent and its governance is very good. The outstanding leadership of the head teacher provides the drive and expertise that have enabled the pupils to achieve so well. The senior management team provide excellent support for the head teacher and echo her dynamism and enthusiasm to improve the work of the school continuously. There is a clear and very evident sense of teamwork and a high level of commitment amongst the staff. The very clear management systems ensure that agreed procedures are carried out and these effectively make the head teacher's vision happen. The governing body is very good and now has a clear understanding of the school's strengths and weaknesses because it is better informed. This helps to shape its direction more effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a strong feeling of satisfaction with the school. They are very pleased with the way it is led and managed and with its quality of teaching. There is a clear feeling that every child is treated fairly and that all are encouraged to be independent and mature. Pupils' views show clearly that they like being at school and enjoy learning. They appreciate the way teachers show them how to make their work better and every child in the school is very clear that there is always an adult they could go to if they were worried.

IMPROVEMENTS NEEDED

The school is very successful and there is only one issue the school needs to address:

- Take steps to ensure that the poor speaking skills of many of the children when they are admitted to the nursery are improved as rapidly as possible.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall pupils' achievement is very good. Standards on entry to the nursery are very low indeed in communication, language and literacy as well as numeracy and these attainments are at a much lower level than at the time of the previous inspection. Learning is very good and children achieve very well. By the time the children have reached the end of the Foundation Stage their attainment is well below average but has improved considerably from the very low base when they were first admitted to the school. At the end of Year 2, standards have risen further and are now presently close to average. When they reach the end of the current Year 6 standards are above or well above average in English, mathematics and science but achievement in Year 3 is not as good as in the rest of the junior classes. Pupils also achieve well in other subjects and attain well above average standards, including in their personal, social, health and citizenship education.

Main strengths and weaknesses

- The school's current Foundation Stage children and its five, seven and eleven year old pupils achieve very well because all groups of pupils, including those with special educational needs, gifted and talented and boys and girls, make very good strides in attainment.
- The school's seven year olds have reached standards that are average in reading and mathematics but below average in writing and are achieving very well.
- Current standards for eleven year olds are above average in English, mathematics and science, showing that they have achieved very well.
- Pupils with special educational needs achieve very well.
- Standards in religious education have improved to a level that is above those expected for the age groups.
- Pupils' completed work indicates that standards are higher than expected in art and design and standards in physical education are above the level expected for eleven year olds.

Commentary

1. The achievement of children in the Foundation Stage is very good. Effective teaching ensures learning is good and enables children to make very good progress. Assessments of their attainments indicate that, although children have currently reached standards that are well below average, progress has been generally very good when present attainments are compared with their very low attainment on entry to the nursery a year ago. Carefully selected activities for children to choose from have focused more strongly on their initial learning needs and, coupled with very good teaching and skilful support of their learning, this approach has enabled them to improve quickly. However, progress in speaking is much slower and these skills are still at a very low level.
2. The results of national tests for seven year olds in 2004 indicated that pupils attained standards that were average in reading and writing and above average in mathematics when compared with pupils in all other schools nationally. However, when each of these standards was compared with those of similar primary schools in the country they were all well above average. Results over time have been reasonably steady over the last four years. The findings of the inspection show that the attainments of the current seven year old pupils in reading and mathematics are average but are below average for writing. Pupils' speaking skills have not yet had sufficient time to improve and this has also affected their writing performance because the two are closely connected. These results represent very good achievement from the beginning of the infant stage to when pupils reach the age of seven.

3. Pupils with special educational needs achieve very well in English and mathematics. Gifted and talented pupils are supported very effectively so they make the progress of which they are capable and the school implements strategies to overcome the differences between boys' or girls' performances. There are very good individual education plans, with clear targets for improvement to ensure work is matched to their ability effectively. Teaching assistants maintain pupils' very good progress by focusing on individuals and small groups. The very good teaching enables all pupils to achieve very well. Lesson planning takes account of assessments of pupils' learning during lessons and every pupil, including the more able ones, is extended at his or her own level.

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

Standards in:	School results	National results
Reading	16.4 (15.9)	15.8 (15.7)
Writing	14.9 (15.3)	14.6 (14.6)
Mathematics	17.1 (16.2)	16.2 (16.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

4. When the 2004 results for Year 6 pupils are compared with those schools in which pupils achieved similar results at the end of Year 2, they were well below average in English and mathematics and close to the average in science. Although the school has received the results of the 2005 tests similar comparisons are not yet available but the good results are likely to show a considerable improvement over last year's results. Results over the last two years have gone down in English and mathematics but this has almost certainly due to the very difficult period that coincided with the problems associated with the previous head teacher leaving the school. The comparison between last year's Year 6 pupils and their results when they were in Year 2 was well below average. The current comparison for the prior attainment of the present Year 6 pupils is likely to show a considerable improvement over last year because these pupils did not perform as well as last year's Year 6 pupils when they were in Year 2 and their current standards are better than the Year 6 results of 2004. Very good assessment procedures and careful monitoring of standards ensure that pupils' specific learning needs are identified, targets are set and effective measures put in place to support their learning. These have contributed very effectively to improving standards. By the end of Year 6 pupils have achieved very well. Nevertheless, teaching is not as effective in Year 3 and progress slows for pupils at this time.

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

Standards in:	School results	National results
English	26.3 (27.0)	26.9 (26.8)
Mathematics	27.6 (27.7)	27.0 (26.8)
Science	29.8 (30.1)	28.6 (28.6)

There were 56 pupils in the year group. Figures in brackets are for the previous year

5. Year 2 and Year 6 pupils' skills in information and communication technology (ICT) have improved since the last inspection but, nevertheless, these are still close to the average. Pupils have increased their repertoire of skills and Year 6 pupils can now competently produce multi-media presentations, enter data on a spreadsheet and write simple formulae for resulting calculations. They can also research the Internet for information that they can use in their thematic work. Pupils' attainment in religious education at the end of Year 2 and Year 6 is above the levels required for both of these age groups. Pupils have developed an independence of thought and show a depth of knowledge and understanding that is well in excess of other pupils of a similar age.

6. Attainments of pupils in physical education are average for Year 2 pupils. This represents very good progress since they were admitted to the nursery class, when the physical development of every child was below average. By the end of Year 6 their skills have developed to an above average level because the school has enhanced the provision for physical education by improving the planning for all aspects and by providing extra-curricular activities such as 'Fit-Bods' during the lunch break that have enabled pupils' physical skills to develop further. The art and design work produced by pupils throughout the school is above the level expected for seven and eleven year olds and shows a developing mastery of a good range of techniques that are used imaginatively.
7. The school places a great deal of importance on pupils' personal, health and social education and in many ways this underpins the extremely well-developed sense of allegiance to the school and all it promotes and the caring attitude almost every pupil has towards others that increases as they get older.

Pupils' attitudes, values and other personal qualities

Pupils display **outstanding** attitudes to life in their school. Their behaviour, including all aspects of pastoral development, is **excellent**. Attendance levels are **satisfactory** and threatened by the recent increase in holidays taken in term-time.

Main strengths and weaknesses

- Pupils are highly motivated by their lessons and excited by the wide range of clubs provided during lunchtimes and after school.
- Teachers have very high expectations of behaviour and effort. Pupils in return respond by behaving astonishingly well and rising to all the challenges presented to them.
- The consistent and unique provision for pupils' spiritual, moral, social and cultural development empowers them to be optimistic, co-operative and very friendly towards others.
- Whilst attendance levels have slightly increased the level of unauthorised absence has increased this year.

Commentary

8. Pupils of all ages and abilities have marvellous attitudes to school and their work. They are very proud of belonging to the school and helping visitors, and thoroughly enjoy taking an active part in all the activities provided by the hard-working staff. Throughout the school, boys and girls are highly engaged in lessons because, they say, learning is "fun all the time here". This ensures they are attentive in lessons, and following the 'A is for effort' award system, listen carefully to their teachers and to each other.
9. Pupils see the need to be considerate to others and self-respecting. This, coupled with their 'can do' attitude, makes a major contribution to the standards of work they achieve. Pupils talk very positively about what the school provides for them and explain the social benefits the extra-curricular activities bring to them and others.
10. Behaviour is usually excellent during virtually all lessons and pupils can be relied upon to behave equally well at other times such as play, lunchtimes and when moving around the school. This is because all members of staff have a very consistent and effective approach to behaviour management. The outcome of this is that pupils' self-discipline is very well developed and almost a natural way of life. Bullying is not tolerated by adults or by the overwhelming majority of pupils, who, in support of anxious classmates, responsibly approach adults or 'pop a note' into the 'worry box' on their behalf. The learning mentor provides a very successful service for pupils who are worried about anything. She undertakes to follow up every one of these concerns from pupils and gives counselling sessions whenever the need arises. This helps to make pupils feel safe and secure in school.

11. Provision for pupils' personal development enables them to be confident and self-assured, and to know how to make appropriate choices and decisions. They understand the need for their community to abide by self-chosen rules to ensure harmony and order. Pupils often, for example, quietly remind others of the 'don't run' rule or to 'keep cloakrooms tidy please'. The work of the various councils, committees and pressure groups ensures pupils know their rights and also their responsibilities as present and future citizens.
12. All staff work hard to promote pupils' all-round development, usually leading by example – although subjects taught also make a very strong contribution. Members of staff ensure pupils have the chance to reflect and develop high sensitivity to each other's feelings and to things of beauty in the world. This is seen when encouraging pupils to whisper to 'talking' or 'working' partners so as not to intrude on others' thoughts, or in thought-provoking assemblies where threats to planet Earth are discussed.
13. Pupils respond openly to the obvious care and affection from staff and in turn lavish the same on their friends and classmates. This enables them to confidently meet the demands of each day, and be happy and fulfilled.
14. Constant individual recognition and personal behaviour management systems also make a very effective contribution, providing ways for pupils to improve on their own performance so they can taste success at an academic or personal level.
15. Many pupils with special educational needs have extremely low attainments on entry. However, these pupils have a high self-esteem and enjoy learning at their own level. Many reach national expectation because of the very effective well-planned support in the classroom, very good individual education plans and the extra teaching provided in the extra group work in English and mathematics.
16. Pupils' cultural awareness is highly developed by their rich range of studies on various themes and major world faiths and beliefs. Their knowledge of the wider world, although sometimes limited by experience, is very well enhanced by sporting activity, residential visits, visits to the surrounding locality and links with many other schools.
17. The table below shows the attendance figures for the school, and at this satisfactory level they contrast sharply with pupils' strong enthusiasm for school. Punctuality is good due to the efforts of parents and carers to make it to school on time. The issue facing the school, as with many other schools, is the number of families now taking unauthorised leave for holidays during term-time. This depresses attendance figures and pushes the absence figures for the current year higher than the national average. Attempts to resolve the situation have not proved successful.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.1

Unauthorised absence	
School data	0.3
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **very good**. Provision in all stages – the Foundation Stage, Key Stage 1 and Key Stage 2 – is very good overall but the quality of teaching and learning in a few lessons for younger Key Stage 2 pupils is not of the same quality as the rest of the school.

Teaching and learning

The overall quality of teaching and learning is **very good**. All teachers make very good use of assessment and use the information to plan the next steps in pupils' learning.

Main strengths and weaknesses

- The quality of teaching and learning in the school are very good with the exception of a few lessons in Years 3.
- Teachers plan lessons carefully and use resources very effectively to support pupils' learning.
- Teaching assistants are used very well to support pupils' learning.
- Assessment procedures are very good as is the way that information arising from these is used.
- All pupils have an equal opportunity to learn and make progress.
- Pupils work hard during lessons and have a very good understanding of how they can improve.

Commentary

18. Pupils achieve very well as a result of very good teaching. An analysis of pupils' questionnaires and discussions with small groups show clearly that pupils enjoy learning. They report that lessons are always interesting and make their time at school very worthwhile. This is a tribute to the teachers who successfully enable pupils to take pleasure in learning step by step. Teaching and learning in the Foundation Stage are also very good and are very clearly focused on the children's needs, enabling them to achieve well. The quality of teaching overall is very good because, as well as the high quality of the lessons observed, the work produced by pupils throughout the school is supported very well by class teachers writing helpful comments when work is marked. This factor, together with judgements arising from observations of lessons, has enabled the inspection team to evaluate the teaching as very good.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	18 (42%)	16 (38%)	6 (15%)	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.

19. Teachers take great care in planning lessons. English and mathematics lessons are lively and fascinating and have activities that are aimed carefully at meeting important aims that pupils need to meet. Lessons' aims are shared at the beginning of every lesson so that pupils have a very sharp idea of what they are expected to learn. This gives a real focus to lessons and leads to pupils knowing the extent of their success in achieving the aims. Teachers draw on a whole range of learning resources to assist pupils to learn effectively. Teachers promote interest and facilitate a greater understanding by using interactive whiteboards very competently. For example, in one very good English lesson for Year 2 pupils, the teacher created speech bubbles on the interactive board to promote ideas from pupils about what different characters might be saying and thinking. This focused very importantly on the need to introduce these aspects into their own writing and was a very

good approach to improving the quality of their writing. In another good lesson the teacher brought to life a lesson on an Islamic requirement to journey to Mecca once in a Moslem's life. A prayer mat, the white clothing including the headwear and a short video clip of Moslem pilgrims walking seven times around the Kaba brought the subject to life and enabled a clear understanding.

20. Teachers are very aware of the individual difficulties of pupils with special educational needs and plan work very effectively, differentiating work to challenge them so that they make very good progress. Support assistants are a valued and valuable part of the teaching teams. Relationships are very good and as a result pupils with learning difficulties or those with physical, emotional and behavioural difficulties feel secure and enjoy school. Resources are always readily available and matched appropriately to pupils' needs. However, on some occasions in some lessons teaching assistants are not used fully when the teacher is teaching the whole class.
21. Assessment of pupils is very thorough and rigorous and is instrumental in enabling pupils to make as much progress in their learning as possible. Children in the nursery and reception classes are assessed very frequently and the results are used to plan activities that meet their needs on a daily basis. Every infant and junior pupil is assessed continuously and the class teacher sets realistic but challenging individual targets in English, mathematics and science to be reached by the end of the year. The head teacher monitors the progress of every pupil towards reaching these. Pupils are assessed by their teachers every half term and their progress is checked against the targets. As a check, members of the senior management team sample six pupils per class to predict, evaluate and compare with the class teacher's target. The special needs co-ordinator also samples the progress of pupils with special educational needs to make predictions and compare with those of the class teacher. Pupils are tested regularly to identify any trends in groups such as gifted and talented pupils, higher attaining and lower attaining pupils. A discussion between the head teacher and class teacher follows if, for example, the progress of the higher attaining pupils is dipping so that steps can be taken to get these pupils back on course. Intervention strategies are put in place for any pupils who are not on track to succeed. For example, a group of more able pupils identified as having dyslexic tendencies have specific ICT programs for half an hour per day until they have improved. Teachers keep careful records of assessments in every subject. These are used to track progress and are recorded, in writing, twice per term.
22. As well as annual National Curriculum level targets teachers provide more short-term targets that act as stepping-stones towards the annual goal. Pupils work hard at achieving these short-term objectives and teachers and teaching assistants provide very good support whenever it is needed. In this way, pupils have a very clear understanding of how they can improve. The skill of teachers setting short-term targets is not fully consistent throughout the school, particularly in Year 3. Furthermore, planning work to meet the needs of pupils is not as good in Year 3 as it is in the rest of the school. The very good attitudes and behaviour of pupils ensure that there is an atmosphere of high productivity in classrooms that results in effective acquisition of knowledge, skills and understanding. There is a very evident ethos of mutual respect between teachers and pupils that pervades the whole school that provides the base for its success in educating pupils in such a wide range of academic, social and personal skills.

The curriculum

The curriculum provision is **very good**.

The school provides a **very good** curriculum that is broad, balanced and meets statutory requirements. There is a **very good** enrichment programme. Accommodation and resources are **good** overall.

Main strengths and weaknesses

- There is an exciting mix of curriculum experiences that is very well matched to pupils of all levels of attainment.
- The provision for pupils who have special educational needs is very good.
- The curriculum is enriched through a very good range of extra-curricular activities.
- There are very good links with parents through a well-conceived homework programme.
- The school provides good opportunities to help pupils to prepare for the next phase.
- The funding for the curriculum is allocated very well and is matched to the school priorities.

Commentary

23. The head teacher has made a significant input to the development of the curriculum. Under her continued outstanding strategic leadership senior managers now work as a very effective team to plan an infectious mix of learning experiences that blend the key skills of literacy, numeracy, science and ICT with the disciplines of other subjects. Topics are very skilfully planned through a thematic approach that brings the key elements of subjects together. During the inspection, for example, Year 6 pupils were taught English through dance to the music of the composer Smetana.
24. Overall, pupils have excellent access to a very good range of learning experiences provided by teachers and visiting specialists and this helps them make very good progress towards their individual targets. Sometimes learning is planned within subject focus weeks, such as those provided for mathematics, English or art with artists and authors working with pupils. For example, a theatre group has visited the school to develop drama within the English and personal, health and social provision.
25. The different areas of learning taught in the nursery and reception classes are covered very effectively in these classes. A wide range of activities, linked together under interesting themes, is very well planned and each child is enabled to make progress in learning at an optimum rate. Literacy and numeracy are taught daily; science, ICT, physical education, music, religious education and personal, social, health and citizenship education (PSHCE) are taught weekly. Teachers draw selectively on a wide range of guidance when they group units of work in subjects such as geography and history, art and design and technology. Religious education is regularly taught in order to fully meet the requirements of the locally agreed syllabus. Curriculum planning is very effective because it has a direct impact on the very good achievement made by infant and junior pupils.
26. Individual education plans for pupils with special educational needs set clear targets so pupils, teachers and teaching assistants know what is to be learned and how. Teaching assistants give very good support to individuals and small groups that ensures pupils are given the extra help they need. The well-trained assistants withdraw some pupils for intensive individual teaching and this is very beneficial to these high need pupils. Other groups of pupils have extra 'booster' lessons in English and mathematics, most particularly in Year 6. The curriculum organisation and provision for special needs are working very well.
27. Pupils report that they enjoy the lunchtime and after-school clubs including sports. During this inspection there were 12 regular events provided including football coaching, netball, recorders, percussion band, drama, 'Fit-Bods', gardening and a friendship club. Records show this is typical of the range being provided each term in recent years. The football team takes part in regular league games and there is a netball tournament. The school has received Football Association Charter status in collaboration with the local high school. School excursions are a regular feature of the curriculum provision with pupils visiting, for example, museums and the local riverbank. In Year 6, the annual residential week provides valuable social experiences and direct learning of skills in a relevant

environment. Pupils have visited art galleries including the Lowry Museum and they have some of their own art on display in the Town Hall.

28. There are very good links with parents through a well-conceived homework programme. The literacy diaries are much more than a record about reading practice. They form an on-going dialogue between parents, their child and the class teacher on the rate of progress made and the pupil's response to learning.
29. The school provides good opportunities to help pupils to prepare for the next phase in their education. The school's priority of promoting speaking and listening helps infant pupils to gain in confidence but the very poor skills that many have when they are admitted to the nursery class results in slow progress. Nevertheless, they are better equipped to take advantage of the infant curriculum. Very good collaboration with staff in the high school has provided Year 6 pupils with the opportunity to practise skills in the secondary ICT department. Similarly the school has promoted the introduction of a modern foreign language. Pupils in Year 5 greet their teacher during registration by speaking in French, a language that is introduced at this stage in the junior years.
30. The number of staff employed at the school is good and includes some specialist staff such as a learning mentor and ICT technician. Good use is made of the staff, and well-trained teaching assistants support pupils who have special educational needs effectively as they work towards their curricular targets.
31. The funding for subject development is very carefully deployed. A check on the current subject funding allocations showed that 88 per cent of curriculum funding allocated this year to subjects matched the school improvement priorities. Resources for learning are very good for English, science, ICT, religious education, music, art, the Foundation Stage and for pupils who have special educational needs. They are good for mathematics, physical education, geography and history and satisfactory for design and technology.
32. The accommodation is overall satisfactory. Whereas there are some very good features such as provision for ICT, there are also weaknesses. For example the meeting room, used daily for teaching a set of junior pupils and a base for supporting pupils who have special educational needs, is also part of a main route through the school. This impacts negatively as there are regular interruptions.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety very effectively. It provides them with **excellent** guidance and involves pupils in its developments to the same exceptional degree.

Main strengths and weaknesses

- The school is a safe environment for its pupils because of very good attention to pupils' health and safety, effective child protection procedures and the scrupulous work of senior managers.
- Pupils receive support and guidance of such rare quality that they are enabled to learn quickly and empowered to do their very best.
- Pupils' views actively influence many aspects of school life and result in changes that benefit others. Their involvement in setting personal and learning targets plays a very strong part in lifting their confidence and their enjoyment of learning.

Commentary

33. The school has successfully created a child-centred atmosphere where pupils know they are safe from harm and valued as individuals. Very good arrangements for personal security, first aid and fire safety are well known and supported by a vigilant staff. These

factors combine effectively to promote pupils' well-being and emotional health. Very good procedures, excellently managed, ensure pupils' safety despite the challenges posed by the layout and use of the building.

34. A good range of risk assessments is already in place and meets all legal requirements. These include, amongst others, safe Internet practice and off-site visits. An accomplished senior manager, who is poised to assess in greater detail how pupils, throughout the day, use their work and recreation spaces, oversees this important aspect of the school's work with vigour.
35. All adults are caring and eagerly supportive in their dealings with the children and this ensures that systems and procedures for child protection and first aid are very effective and sensitive to pupils' needs and wishes. Pupils with special educational needs are included in school life very well. The personal support from teachers and assistants is very empathetic, well organised and very successful. As a result pupils have good trusting relationships with several adults at different times during the school day.
36. The school has superb procedures for monitoring pupils' academic and personal development. Pupils' all-round development is closely monitored and rewarded at every opportunity by teaching, support and midday staff. This creates a situation where adults can respond effectively to problems as they arise and also keeps parents informed about these high-profile aspects of their children's development.
37. The climate of mutual respect between staff and pupils facilitates open and easy communication. This in turn enables well-informed staff to support and guide each pupil according to his or her needs. The learning mentor plays an extremely important role in helping children overcome any barriers that might pose a threat to their learning. In addition, classroom assistants guide pupils very well, build self-esteem, and promote successful independent learning.
38. Teachers keep detailed records that enable them to track pupils' progress in order to establish new educational goals that skilfully address the exact difficulty pupils are experiencing. This results in pupils understanding exactly what they need to do next in order to improve their work, and consistently promoted good achievement. This means that no pupil, including those with special educational needs, is left behind.
39. Pupils discover real democracy for themselves through involvement in decision-making opportunities involved in school and in class council ECO committee work and the healthy action team. Pupils' views are always actively sought and taken up whenever financially possible. This results in authentic meaningful involvement in individual target setting and with staff appointments. This creditable approach brings a rare dimension to pupils' sense of themselves as important and active members of their school community.

Partnership with parents, other schools and the community

Links with parents are **very good**. The school enjoys **excellent** links with other schools and with the community.

Main strengths and weaknesses

- Very good links produce a partnership with parents that supports almost all children in their learning and personal development. More innovative ways need to be found to enlist parents' help in reducing unauthorised absences.
- Parents are highly satisfied with the school and with the quality and the range of information provided for them.
- The school and its pupils benefit from its considerable and active links with other schools, training institutions and other establishments.

Commentary

40. The school has used numerous creative strategies to build an effective partnership with parents that involves them in their children's education, and promotes stronger links between home and school. Parents hold the school and its staff in very high regard and praise the friendly 'child centred' environment it provides. They have many positive things to say about the way they are involved in the decision-making processes and the quality of the assemblies and productions they attend.
41. The school values the high involvement of many parents in their children's learning at home. Teachers are particularly impressed with the thoughtful comments most parents write in their children's literacy diaries. These provide an excellent communication tool and are a bridge between pupils' learning at home and at school. There are a variety of initiatives designed to promote effective parental participation in school life, and this creates good levels of co-operation and mutual trust. The head teacher strongly promotes the view that parents are real partners, along with staff. She has high aspirations that in the light of this view parents will adopt a more supportive role to increase levels of attendance and help to make social events held at school more successful.
42. Parents are thrilled with the quality of teaching their children receive and the lengths the school goes to in order to settle children into school each September. They also appreciate the opportunities provided 'to have their say' via questionnaires, and the improvements that quickly follow. Parents last year, for example, requested a greater range of information. This has resulted in 96 per cent of parents now being happy with the increase in curriculum information and how this all weaves into the trips their children undertake into the locality. The quality of information is judged to be very good. There are some omissions however in the prospectus which otherwise meets requirements. These omissions are regarding parents' right to withdraw their children from acts of worship and from sex education. This document also fails to inform parents of the policy the school follows regarding child protection.
43. Teachers are accessible to parents and provide frequent feedback on both effort and progress at various times during the year. Annual reports on progress are very well written and include targets that are designed to appeal to both children and their parents. This entire approach entices parental interest in their children's learning and increases their knowledge of the education their children receive.
44. The school plays a very active role in the local primary and secondary liaison group and maintains an enviable reputation for its work. These links serve to support the acceptance and transfer of pupils at all ages, but particularly so at age eleven. Mutually beneficial links have also been established with other schools, both near and far. This extends pupils' horizons and deepens their awareness of lifestyles different from their own.
45. All in all, community links make an exceptional contribution to pupils' all-round achievement. Work with other schools supports pupils' learning in physical education and the performing arts to name but two, and lessons benefit from student helpers from various colleges. Representatives from the police, school governors, the church and charitable organisations help to extend pupils' knowledge of citizenship, build their self-esteem and therefore help to combat negative external influences that can affect young people.

LEADERSHIP AND MANAGEMENT

The leadership of the school by the head teacher and senior management team is **excellent**. The work of the governing body is **very effective**. The management of the school is **very good**.

Main strengths and weaknesses

- The leadership of the head teacher is outstanding; she is supported in her work by an excellent senior management team.
- The governing body has a very good understanding of the school's strengths and weaknesses and helps to shape a clear vision for further improvements.
- The whole school shares the head teacher's commitment to inclusion and all work very hard to achieve this.
- Finance is managed very well; best value is always sought.
- More could still be done to develop and use the leadership and management skills of some staff in the wider curriculum.

Commentary

46. The leadership of the head teacher is outstanding. She leads the school with energy and determination, making sure everyone's contributions are recognised and valued, whether it be ancillary staff, teachers, pupils, parents or governors. As a result she has built very successful working partnerships throughout the school, and beyond, during a long period of considerable turbulence connected with the previous head teacher leaving the school. This left the school with a long period with no substantive head teacher. The present head teacher's main focus is always to raise standards in all areas of school life. She works closely with teachers to bring this about, making sure they have the extra adult support and resources to translate the very good planning successfully into everyday lessons. The head teacher is supported in this by a hardworking acting deputy head teacher, both of whom are excellent role models in all that they do. The senior management team gives excellent support to help drive the school forward.
47. There is a very strong commitment to inclusion because many pupils enter school with low levels of attainment. Consequently everyone works extremely hard to make sure pupils make very good progress and are fully involved in school life. The school works very hard to ensure that the more able pupils make good progress and takes active steps frequently to minimise any differences between the academic performances of boys and girls. The leadership of special educational needs is very good. All requirements of the Code of Practice are met to a high standard because of the very well organised management of the day-to-day processes. The very good individual education plans are at the heart of these pupils' learning. The special needs co-ordinator works very closely with the assessment co-ordinator and the rest of the senior management team; it is a very successful whole-school approach.
48. The head teacher has developed a very effective consultation process, which includes pupils, parents, governors and school staff to identify what is working well and what the school needs to do to improve further. Data is analysed very closely to see how each individual and year group is progressing, and how these results compare to other schools nationally. The head teacher and senior management team monitor teaching in every classroom, identify ways to improve it and provide the extra help and training to bring this about. Support assistants are a very important part of the teaching teams in each year. They have begun to develop individual development plans in a more formal way. There is a very good structure for this, but it is new and has yet to be fully implemented. All of this feeds into a very well organised school development plan, which is finally agreed after in-depth discussions with the governing body and its sub-committees. It is a comprehensive and thoughtful document that plays an important part in ensuring the school achieves its aims and values.

49. The school is very successful in its leadership and management of the major subjects of English, mathematics and science as well as the Foundation Stage. It has a very good thematic organisation for the rest of the curriculum and is seeking to develop the leadership roles of the other subject co-ordinators further. A very good structure for this has been established, where these are partnerships between two members of staff for each of several subjects, working under the guidance of the acting deputy head teacher. All of these subjects have very clear action plans for development. However, this process is new and more still needs to be done to develop it further from its very good beginning.
50. The governing body works closely with the head teacher and staff of the school to make sure all statutory requirements are met. There is a very good committee structure, which gives individual governors a chance to chair meetings and to use their expertise in, for example, finance, personnel, health and safety, buildings and curriculum. Their regular visits to the school, together with their wide local knowledge, help them to identify the strengths and weakness of the school and to subsequently help plan its strategic development. The governors recognise they have made considerable progress in their roles during a recent critical period of stressful change. Their support to the school during this time was excellent. They are beginning to question the school more closely about what it is planning to do because the partnerships between everyone are now so strong, and they now have the knowledge and confidence to do this.
51. The school manages its finances very well. Issues arising from the very recent auditors' report have already been tackled. The bursar keeps meticulous records and analyses developing costs so that a close eye is kept on expenditure. She makes sure the finance committee has the fullest information and attends meetings to explain changes in the budget as they occur. The balance carried forward from the financial year 2003–04 included a sum to cover improvements to the outside area for the youngest children, initial improvements to the pupils' toilets and the refurbishment of the library. This accounts for the apparent fall in the balance taken forward to the year 2005-06 shown in the table below. The school has good support from the local authority's financial consultant. Best value is always looked for in goods and services through these well-organised procedures. As a result the school provides very good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	1,078,250.00
Total expenditure	1,143,059.65
Expenditure per pupil	2,597.86

Balances (£)	
Balance from previous year	103,765.73
Balance carried forward to the next	38,956.08

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good** and has improved since the last inspection. Attainment on entry to the nursery is very low with four out of five children being well below average in numeracy, communication, language and literacy. A significant number of children have extremely poor speaking skills and find it very difficult to communicate. The children achieve very well because of very good teaching and planning of the curriculum. Children's attainments are assessed very frequently in all the areas of learning and the results are used to plan the next steps in their learning. Classroom accommodation is good and the outside play area has been improved considerably since the last inspection and is now very good. Teachers and learning assistants work closely together as a team ensuring that all children make very good progress. The Foundation Stage is led and managed very well and ensures that the quality of teaching is maintained at a high level and the various agreed processes necessary to maintain children's very good level of progress are being carried out.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development of children is **very good**.

Main strengths and weaknesses

- Children are encouraged to take turns, share and work together.
- Supportive relationships promote mutual respect in a secure and happy environment.

Commentary

52. Most children enter the nursery with skills in personal, social and emotional development that are well below average. By the time they leave the reception classes the majority will have met the early learning goals they are expected to reach but a small proportion will not achieve them. This is very good progress from the children that results from very good teaching. Teachers and teaching assistants work very well together to make sure that children develop self-confidence through the regular use of praise and encouragement. They also provide a very wide range of opportunities to enable children to work together in small groups in role-play and other activities and support them strongly during these occasions by acting as very good role models. Children with special educational needs are supported particularly well and are treated with sensitivity and as a result also make very good progress.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for the development of communication, language and literacy is **very good**.

Main strengths and weaknesses

- Although children's speaking skills are very low on entry they are developed very well.
- A wide range of opportunities for reading and writing enables very good achievement.

Commentary

53. By the end of the reception year most children are still well below the goals set nationally but achieve very well in the context of the low attainments on entry to the nursery class. Progress in speaking is very slow initially for many of the nursery children because of the level of their skills when they are first admitted to the class. Every opportunity is taken to encourage them to listen carefully to adults' speech patterns and to encourage them to

communicate using more than just a few words. Role-play activities, very good support during collaborative tasks, provision of a range of occasions for simple conversations are all carried out very well by teachers and learning assistants. After a period of time very good teaching and support help children to begin successfully developing familiarity with vocabulary and word usage in different situations and to build confidence in conveying what they need to say. Writing is allowed to emerge naturally in the nursery class but only a very small number of children are able to recognise the shapes of letters. By the time children leave the reception class a small number are familiar with initial and final sounds in words and some identify the middle sounds. However, their writing standard is still well below the goals expected for this age group. Large storybooks such as 'The Three Billy Goats Gruff' are used effectively in the reception classes to enable children to learn that when reading they must follow words in a left to right direction. Again, reading is well below average for most of the children at this stage.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teachers use questioning well and use a good range of activities to support learning.
- Teachers plan opportunities across the curriculum to develop children's mathematical thinking.

Commentary

54. Children's achievement is very good because they have made very good progress in their learning since they were admitted to the nursery class when the mathematical attainments of most children were extremely low. By the end of their time in the nursery class most children have begun to count objects and at the end of the reception class they can count accurately to nine. Their learning is supported by games, challenges for the more able and reinforcement of the children's counting skills through the regular use of relevant computer programs. Children are given opportunities to compare the lengths of objects and say which ones are longer or shorter as well as activities involving the recognition of two-dimensional shapes. Teachers use resources very well to promote children's learning and use good questioning to enable them to draw their own conclusions and to build their understanding of mathematical ideas gradually. By the end of the Foundation Stage the children's mathematical development is well below average but their achievement has been very good because the quality of teaching provided for them by teachers and teaching assistants has been very good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan a wide range of interesting activities for the children.
- Children use ICT well.

Commentary

55. Teaching and learning are very good and children achieve very well. Most children will reach the early learning goals by the end of the school year. They are aware of and predict changes that occur. For example, nursery children were aware of what would happen when beans were put in moist soil. They carried out an experiment to discover where they would grow best and also planted flowering plants in the garden outside their

classroom. Reception children made bread and noted the changes that occurred as they made it. They become fascinated with the properties of water as they note what happens when they fill bottles, transfer water from one to another and activate water wheels. Children are skilled at constructing with a range of objects. They build well-designed bridges and find out, for example, ways of raising the bridge above ground level so that it can go over a river. Their ICT skills have developed well due to regular access to the ICT suite and have received very good support from skilled teachers, support teachers and the school's ICT technician. Nursery children are familiar with ICT devices and use the mouse to select objects as they count them on the screen. Reception children changed the colour of the font they were using to enter words on to the computer, knew how to make spaces between words and could delete when they made an error.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children have made very good improvements in their physical skills during the Foundation Stage.
- Opportunities for developing manipulative skills are good.

Commentary

56. Teaching and learning are very good. Most children will still be below average in terms of the expected goals for this area of learning by the end of the reception year. Children in the nursery choose from a wide range of activities in the classroom and in the outdoor activity area. They have improved their manipulative skills well by handling and using small tools such as scissors, crayons, pencils, paintbrushes and implements for applying glue. Their major physical skills have been developed very successfully through activities provided in the outdoor activity area. The climbing frames and other large apparatus have provided an excellent means of developing balance and building skills that require co-ordination and enable them to go under, over and through the equipment. They move quickly by pedalling tricycles and cars and learn to go backwards as well as forwards and to steer a path accurately and confidently. Children use construction kits to build bridges and other structures showing they have developed good creativity as well as the physical skills to accomplish the building.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children work with a wide range of materials and achieve standards that are average.
- Creative play and artwork are integrated into themes together with aspects of other areas of learning.

Commentary

57. Most children achieve well in their creative development because they have a wide variety of opportunities to take part in relevant activities and because they are supported well by teachers or learning assistants. Nursery children sing simple songs, tap rhythms and a small number are beginning to introduce a narrative aspect to their play. Reception children play with soft toy goats and a troll to re-enact the story of 'The Three Billy Goats Gruff'. They use imaginary dialogue to represent the different characters in the story and take turns to operate each of the three characters. They also produce careful paintings of

people who work in the school such as the school secretary, teaching assistants and the head teacher. Themes are well planned and children enjoy participating in activities that are linked to a theme. For example, children constructed bridges using plastic construction kits to link with the theme of 'The Three Billy Goats Gruff' as well as drawing colourful pictures to represent the Troll.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well to reach average standards in Year 2 and above average standards in Year 6.
- Teaching is very good, pupils responding very well to the lively lessons.
- Assessment practices are very good.
- Subject leadership is very good.

Commentary

58. In recent years Year 2 pupils have attained average standards in reading and writing. The inspection has found that, although writing standards are just below average, this continues to be true for reading. Standards in speaking and listening are below what is expected for Year 2 pupils and this has affected their ability to express themselves in writing. Their speaking skills are improving quickly compared with the very poor skills most had on entry to the nursery. More time is needed before their speaking skills are good enough to enable them to express themselves fluently in writing.
59. Although English standards in Year 6 have dipped in recent years and fell below average in 2004 they have now been much improved. At that time, in 2004, girls were clearly outperforming boys in the national tests. The inspection has shown that this decline has been arrested and overall standards are now much better and above average. This is similar to the findings of the previous inspection.
60. Unconfirmed data from the school's 2005 tests results for eleven year olds indicates the percentage of pupils attaining average and above average standards is likely to be much better than in recent years. The factors contributing to this are:
 - The very good teaching that is rooted in very good assessment practices.
 - The setting arrangements allowing teaching to match pupils' needs well.
 - The excellent school ethos that promotes very good pupil attitudes.
 - The very good range of learning experiences in all aspects of this subject.
 - The positive impact of actions promoted by the two very good subject co-ordinators.
61. Most of these pupils have made the expected rate of progress since Year 2; the gap between boys' and girls' attainment has closed considerably and the difference is no longer significant. Pupils who have special educational needs achieve very well because they are provided with carefully planned work during literacy lessons that is closely matched to their needs. They receive very good support from trained assistants who focus help on individual pupils' needs and the targets they have been set. Both boys and girls achieve very well because:
 - Pupils find lessons interesting and engaging.
 - They know clearly the targets they are working towards achieving.

- The work rate of pupils is very good; most produce a substantial quantity of work that is well presented.
62. Many pupils enter the school with very limited communication and language skills. Nevertheless, by Year 2, many can hold simple conversations about topics that interest them and they listen to each other when questions are being answered. However, the quality of pupils' speaking is affected by lack of vocabulary and their skills are below average. This represents a marked improvement over their speaking skills when they were first admitted to the school. The school is addressing this very successfully in a variety of ways. For example, in a Year 2 lesson with a history setting, pupils were encouraged to hold a question and answer session with a child pretending to be a member of a Victorian family. By Year 6 pupils are much more confident in expressing their views. Observations of pupils representing the full attainment range confirmed they are keen to offer opinions. In a Year 6 lesson, where pupils read and responded to an 'imaginary letter' that had 'arrived from a local councillor', a more able pupil was quick to respond, "I want to meet him and have an argument about this!"
 63. When reading, Year 2 pupils draw on a range of strategies such as sounding out letters, to help them succeed with words they find difficult. Most read accurately and confidently at a level of competence that is expected for their age. By Year 6 pupils have achieved very well. More able pupils confidently select a book by first reading the blurb about the story and can give clear reasons for their choice. They read confidently, fluently and with expression. Lower attaining pupils are more hesitant but nevertheless persevere when they find the text challenging. Year 6 pupils write stories specifically for Year 1 pupils. During the inspection, both year groups met in the infant hall. The infant pupils were enthralled by the stories read to them, with the Year 6 pupils clearly feeling their efforts had been worthwhile. This practice had an excellent impact on promoting reading and listening skills.
 64. When Year 2 pupils write they are able to follow a plan that helps them write stories. Most pupils attain good standards of presentation when they use a print style to construct words and sentences. More able pupils can write instructions, a report of a day out and an invitation that incorporates headings. They use simple punctuation well. Lower attaining pupils are not yet secure in applying punctuation correctly. However, their work shows very good effort at a level appropriate to their understanding. Progress of some of the pupils in Year 3 slows because there is variation in the quality of teaching between the two classes. One teacher is much more secure in setting short-term targets and is less evaluative, resulting in pupils not being challenged as much. By Year 6 most pupils are using a legible form of handwriting and some are achieving very good standards of presentation. At this age pupils typically write an account of a theatre group who performed *Macbeth* in school, a letter to parents from an evacuee and very precise instructions to complete a task such as making a cup of tea. Pupils make good preparations for the next phase by learning to take notes. They assess their own work carefully against clear criteria provided by the teacher and in some cases by the children themselves.
 65. Lesson evidence, data that tracks pupils' progress, discussions with pupils and a scrutiny of their work confirmed that teaching is overall very good. The starting point for lessons is very good planning that recognises the range of pupil needs and successfully challenges them whatever the level of their prior attainment. The very good quality of pupils' work confirms the quality of the teaching and the content of the lessons. These are very consistent for infant pupils taught in parallel classes. Junior classes are taught in sets; here expectations are high, but appropriate to the level of pupils' understanding. Past work confirms very good achievement. Teachers make very good use of resources especially the interactive ICT boards. They are used very effectively to help make lessons appealing, retain pupils' interest and ensure learning builds progressively.

66. In a very good Year 2 lesson the teacher used ICT effectively to promote writing by using the visual appeal of electronic speech bubbles. In Year 5, where pupils were encouraged to write an alternative version of a story, the teacher intervened very skilfully through constant monitoring of pupils' questions or misconceptions. When the teacher asked pupils to discuss with another as a 'talking partner' this was a practical example of how the school is promoting better speaking and listening. Pupils in Year 6 had interviewed a governor about his recollections of the history of Haughton Green. The teacher had recorded this as a media clip that was played back as a starting point for a very successful lesson on presenting views for and against improvements to the facilities for the local community at the expense of losing the school football field.
67. Assessment practices are very good. Pupils' work shows teachers using marking effectively to help them address areas for improvement. All pupils are set targets so that they know the extent of the progress they are making towards reaching them. Regular writing assessments of all aspects of English are made and records are kept methodically. Communication with parents through the English diaries is very good.
68. An infant and a junior teacher provide subject co-ordination. Working as a very effective team they provide very good leadership because they have:
- scrutinised planning to ensure coverage of the English programme is thorough;
 - regularly analysed pupil performance data and provided staff with an overview of trends in pupils' performance;
 - regularly observed teaching, identified areas for development and provided advice and support to their colleagues;
 - checked pupils' work to ensure consistency between classes.
69. The co-ordinators have an accurate understanding of standards and have used evaluation to identify improving speaking and listening skills as an ongoing priority for the school. The senior management team carry out effective check-ups on the progress pupils are making towards reaching their targets and the governing body is kept well-informed about standards in English.

Language and literacy across the curriculum

70. Pupils have very good opportunities to develop their literacy skills in other subjects because the school's curriculum is based on a thematic approach. This provides a wealth of highly relevant opportunities for pupils to write in different styles, to discuss or enter into role-play activities and to read passages or books relevant to the current themes. A small number of the opportunities provided for pupils follow. In themes involving religious education Year 6 pupils recorded factual information using numbered paragraphs. They used bullet points and headings and made comparisons between the similarities and differences in verses from the books of Matthew and Luke in the Bible that described the Christmas story. In a science topic entitled 'Move It' pupils wrote up an experiment based on Newton's Law, and in 'That's Life' pupils wrote glossaries explaining new scientific terms they had recently learned on the subject of plants. They labelled diagrams carefully and they compiled tables of scientific data. In history pupils produced replica ration books and constructed family trees following research on the Internet. The school recognises that pupils' speaking skills are a priority and has built this in to the curriculum planning. Opportunities for role-play, pupils assuming the part of a religious or historical character and being put in the 'hot seat' for questioning by the rest of the class, class discussions and working with a 'talking partner' to clarify their thoughts on issues with another pupil have all played an important part in developing pupils' spoken language. However, the very poor speaking skills of many of the nursery children inhibit the rate of progress in literacy in the Foundation Stage and infants.

MATHEMATICS

The provision for mathematics is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good.
- Pupils achieve very well because they work hard at all times.
- Pupils with special educational needs have very good support.
- Planning is consistently very good, based securely on the National Numeracy Strategy.
- The leadership and management of the subject are very good.
- More could still be done to raise pupils' achievements in Year 3.

Commentary

71. Standards in mathematics are in line with those expected nationally for Year 2 pupils. By Year 6 standards have risen further to an above average level when compared to all schools nationally. Pupils' achievements in lessons and over time are very good, because many pupils enter school with very low levels of mathematical knowledge and understanding.
72. Pupils in Year 1 continue this very good progress, because of a very well planned approach and very lively, imaginative teaching, supported very effectively by well-qualified teaching assistants. A particular strength is the joint planning, which makes sure lessons are of the same high quality, seen in two very good Year 1 lessons about time. This very good teaching continues in Year 2 where, again, pupils in both classes have high quality mathematical experiences. In both year groups, where teaching is class based, relationships are very strong and consequently pupils' behaviour is excellent; they work hard and are always ready to respond to the teachers' thoughtful questioning. Resources are prepared very carefully, matched both to the lesson content and to pupils' age and experience, often in a cross-curricular way to other subjects. A very good example was seen in a Year 2 lesson when pupils used the priced items from a seaside stall, arising from a geography lesson, to solve money problems in a subsequent numeracy lesson. Very good assessments are the basis of this very successful teaching; teachers know each pupil's progress in detail and constantly seek to drive up standards.
73. The quality of teaching is very good in Years 4, 5 and 6. In Years 4, 5 and 6 teaching is organised into 'sets', classes of pupils of similar ability. All teachers again assess pupils' abilities very carefully, set targets for improvement and plan work to challenge them, basing the work very securely on the National Numeracy Strategy. They maintain very good relationships at all times, and as a result pupils enjoy mathematics lessons, behave very well, and try very hard. Learning support assistants work alongside individuals and small groups of pupils with special needs; this makes sure pupils get the extra help they need to make very good progress in lessons. Other pupils make very good progress because each set is divided into smaller ability groups to make sure work is matched better to the range of ability in each set. A particular strength of this organisation is the addition of an extra set in Year 6, where some very good progress was seen during the inspection when pupils learned how to solve problems in pounds, shillings and pence, linked to their history work.
74. However, in Year 3 progress slows because pupils are not being set focused short-term targets that enable them to address the next step in their learning. Furthermore, planning of work to meet the needs of all groups of pupils is not as good in Year 3 as it is in the rest of the school. The use of ICT in learning is less effective in this year group and there are no support assistants. The school is aware of the need to improve this and plans to change this situation in September are well advanced.

75. Leadership and management are very good. The subject co-ordinator works closely with a teacher from the younger classes, and is both knowledgeable and experienced. With the support of the head teacher and governors pupils make very good progress and achieve very well in mathematics. Data is analysed very carefully, pupils' work is scrutinised and teaching is observed in other classrooms. From this a clear, well-organised action plan has been produced, identifying the way ahead. Most of this has been completed and it has had a positive impact on teaching and learning. A very good feature of this is the homework book, introduced in autumn 2004, which is not only helping to raise standards, it is also involving parents in their children's learning very successfully.

Mathematics across the curriculum

76. Pupils have good opportunities to use mathematics linked to other subjects across the curriculum. Because of the school's thematic curriculum approach, mathematics is planned into other subjects. For example in a geography topic in Year 2 pupils priced things used at the seaside such as umbrellas and fishing nets; at other times ICT is used very well in teaching and pupils control the class whiteboard. There are graphs and charts in science, and data handling and representing data in ICT. Improved use of ICT in the wider curriculum and the development of mathematics skills in other subjects are part of the co-ordinator's current action plan. Good progress has been made in both of the targets.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The school's very good focus on investigation and experimentation has enabled pupils to enjoy learning and make very good progress.
- Pupils' current attainment at the end of Year 2 is average and at the end of Year 6 is well above average, demonstrating very good achievement.
- Teaching and learning are very good, resulting in very good achievement.
- There is good provision for ensuring that all pupils receive an equal opportunity to learn science.
- The leadership and management of science are good.

Commentary

77. Pupils are provided with a very wide range of first-hand opportunities to investigate the world around them. Discussions with pupils reveal that they enjoy science lessons very much because they are consistently interesting and enjoyable. Not only this but science is made even more relevant to pupils because the whole of the science curriculum is carefully linked with the study of fascinating themes that are good fun for the pupils and cover a whole range of subjects. These factors have made learning new scientific ideas easily understandable for pupils because they gain much from repeated first hand experiences. For example, in one of the half-term topics entitled 'Get up and Go', seven year olds learned about speed and momentum by testing how far toy cars travelled after being released at different points on a ramp. In another topic, 'Move It', the eleven year olds carried out experiments on flight and sinking and designed a wind-powered machine.
78. The 2004 test results in science for eleven year old pupils were well above the national average. This good result was due mainly to the large percentage of pupils achieving higher levels than those expected for their age. Standards among pupils currently in Year 2 are average and in Year 6 are well above average. At the time of the previous inspection standards in science were above average at the end of Year 6. The improvement in standards since then and the very low level of attainment of the children

when they are admitted to the school illustrates clearly that pupils are achieving very well. Pupils have a very good understanding of how to test scientific ideas in a fair way and use scientific vocabulary to explain what and why things happen.

79. The improvement in standards since the last inspection is because teaching and learning are more effective, resulting in very good pupil achievement. Science lessons are lively and well planned with a systematic step-by-step approach. Teachers manage pupils' behaviour very well and this results in pupils working hard, concentrating carefully during lessons and being eager to please. Teachers often arrange for pupils to discuss their ideas in small groups or to plan an experiment in pairs. This contributes much to building pupils' self-esteem and helps to clarify possible misunderstandings about scientific knowledge and understanding. Teachers start every lesson by informing pupils about the specific aims for developing science skills, knowledge and understanding and end by finding out the extent to which these have been successful. Sometimes teachers find out the level of success pupils have had by questioning them and evaluating their answers or by providing an assessment task for completion. The strengths and difficulties pupils may have encountered during lessons are recorded for future use and to make sure that pupils have a good level of understanding.
80. The school makes very good provision to ensure that all pupils are extended according to their abilities. Higher attaining pupils are extended effectively because teachers know the pupils in their class well. They pitch questions with differing levels of challenge according to the degree of each pupil's understanding. Pupils with special educational needs are supported very effectively by support assistants or by the class teacher. Gifted and talented pupils in science are extended even further than the other pupils because they are given more difficult challenges to tackle. This allows all pupils to make good progress in science.
81. Although the co-ordinator for science was appointed fairly recently, good leadership and management have ensured that there has been a clear focus on maintaining high standards or improving them even further. Every infant and junior pupil is assigned a science National Curriculum attainment level at the end of each half term. This enables the school to keep a useful overview of pupils' progress over time. A projection of each pupil's attainment is made and this is checked regularly against the record of progress to ensure every pupil is progressing successfully towards meeting the target. If not, steps are taken to ensure that the pupil is back on track as soon as possible. Such effective initiatives have helped ensure that all pupils continue to make good progress. The co-ordinator's effective leadership of further staff training has ensured a greater consistency in the approach pupils use in planning experiments and investigations and enabled pupils to develop a firm understanding of how to ensure that the conclusions they draw from a scientific experiment are completely valid. As yet, the monitoring of teaching by the co-ordinator is informal but this is counter-balanced by a number of science lessons being formally observed as part of the performance management process. There are no written feedbacks so that strengths and areas for development are not recorded in writing. As a result, there is no way of following these up subsequently to ensure that the strengths have been maintained and the weaker areas improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are average in Year 2 and Year 6, showing good achievement.
- Pupils enjoy ICT experiences and achieve well.
- Teaching is good.
- Resources for learning are very good.
- The leadership of ICT is good.

Commentary

82. Standards are broadly in line with what is expected for seven and eleven year olds showing that they have achieved well since they were admitted to the school. This is similar to the findings of the previous inspection.
83. Observations made in classrooms and the ICT suite confirm pupils are keen to use ICT; they enjoy the lessons, make good progress and achieve well. Pupils in Year 3 enjoyed using software that allowed them to select ten sounds made by musical instruments that they then 'played' as a simple composition. The more able pupils' needs were met well because they could access a sub-menu that allowed them to make more complex patterns in the sound sequences they produced. Pupils in Year 1 enthusiastically watched their classmates program a floor turtle to see if its journey matched their predictions.
84. This inspection has confirmed that the teaching of ICT is good in both infant and junior classes. This is similar to the findings of the previous inspection. Teachers confidently use the interactive boards to engage pupils' interest. In a Year 6 lesson the teacher captured pupils' attention at the start of a lesson by playing a media clip of two pupils interviewing a school governor on his knowledge of how Haughton Green has changed over time. In a Year 4 lesson the teacher's careful explanation and demonstration helped the pupils to make good progress. Here they practised inserting and resizing images to fit text boxes that were the basis of an information leaflet about Greece.
85. Since the previous inspection there have been good improvements to ICT resources throughout the school. This subject continues to have high priority within the school development plan with most of the funds allocated to curriculum development being allocated to ICT. The very well equipped suite provides workstations for 30 pupils with a wide-ranging selection of appealing software. The decision by the head teacher and governors to appoint a full-time technician has had a good impact on pupils' progress because the hardware and software are very well maintained, problems can be resolved quickly and good advice is readily available.
86. Subject leadership is good with co-ordination currently shared between two staff in the absence of the permanent post-holder. The co-ordinators monitor the planning of lessons, provide advice on teaching approaches and hold regular meetings with the technician. The head teacher monitors the progress of planned developments and the governing body keeps a close eye on how ICT is improving. Members of staff have welcomed the opportunity both to be formally trained within the school and to be able to 'drop in' to open sessions for practical help and advice.

Information and communication technology across the curriculum

87. The contribution of ICT is recognised when plans are drawn up for the thematic topics and it is used very well across the curriculum. This means that pupils are often accessing ICT experiences through many subjects. For example, in a Year 2 English lesson with clear

historical links pupils looked at photographs of themselves posing as Victorian families. The monochrome photographs, possible through digital imaging, captured the mood of the period and helped to improve pupils' understanding. In a lesson based in the ICT suite Year 6 pupils illustrated their geographical knowledge of a local river by preparing slides for a multi-media presentation. Infant and junior pupils use ICT to write and amend their factual and fiction writing. They use computers to produce artwork in the style of different artists, utilising different colours and shapes. Foundation Stage children use ICT to illustrate their knowledge and understanding of the world when they locate letters on the keyboard and type in the names of countries associated with different flags.

HUMANITIES

Geography and history

88. Insufficient lessons were seen in either geography or history to make judgements about the provision in these subjects, the standards achieved by pupils or the quality of teaching. However, a scrutiny of pupils' current work, planning and discussions with pupils shows there is a very good curriculum for both subjects.
89. The reason for this very good curriculum is the high quality of the planning, which the school refers to as 'the thematic curriculum'. Subjects are linked together so pupils enjoy the work they are doing, and the same time they have a better understanding of life in the past and the world around them. Many pupils begin school with little experience of the world beyond their immediate home and family. The school's approach widens and deepens pupils' knowledge and understanding very well as they move through the school.
90. In Year 2, for example, pupils compare hospitals, schools and houses in the past to those in the present. They produce a 'Manor Museum' brochure containing writings and drawings about artefacts from early in the 1900s. In geography they look at aerial photographs of the locality and identify geographical features that are natural or man made. By Year 6 pupils have built on these good beginnings well. They study the River Tame, map its route in detail, write about the people who live there and then compare this with the River Amazon and its people. There is some very good historical work from pupils in the topic 'We'll meet again', a study of World War 2. This contains a reproduction ration book and some very good examples of research and pupils writing at length in their own words, both very good opportunities for them to use their literacy skills. For example, pupils write letters as evacuees to their parents at home, which are imaginative and touching.
91. The leadership and management of both subjects are developing well under the guidance of the acting deputy head teacher. The co-ordinators have clear action plans that clearly set out the improvements necessary for each subject and how they are to be tackled. Most of their targets have been completed and a new action plan will be agreed in September. This process is helping to raise standards and at the same time develop the leadership and management skills of the co-ordinators.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- The very good curriculum ensures that pupils build progressively on their learning.
- Pupils make very good progress to reach standards that are higher than in most schools.
- The leadership and management of the subject are very good.

Commentary

92. The religious education curriculum is planned meticulously and provides a rich range of activities linked carefully to other subjects, enabling pupils' learning to be lively and relevant to the world around them. The high standards of Year 2 pupils reported at the time of the last inspection have been maintained. Standards in Year 6 are now well above average and have improved since the last inspection. The school has links with schools in various parts of the world and pupils communicate with these regularly. A link to a local school serving a more multi-cultural area provides an effective way of enabling Manor Green pupils to meet other children whose families have different religions and ways of life from their own. Amongst the international links with other schools are ones with Zimbabwe and China and these are useful, not least in teaching pupils about totally unfamiliar environments, religions and religious interpretations. Pupils' learning of different religions in school is reinforced strongly by associating it with a number of art activities. Pupils make Christian icons by painting on blocks of wood, draw mosques, create displays about Hindu gods and make observational drawings of items seen during their visits to the local Anglican church. Visitors to the school answer prepared questions from the pupils about their religious beliefs and children partake in a Seder meal to celebrate the Jewish Passover. At this time they discuss the reasons for the different parts of the meal and what these mean to a Jewish person. Throughout their time at the school pupils learn systematically about Christianity, Islam, Judaism and Hinduism. They learn step by step, consolidating their knowledge about religions over time and learning from them as they go.
93. Very good teaching ensures pupils, including those with special educational needs, achieve very well. For example, with very effective use of learning resources, Year 2 pupils' attainments are above the level expected for their age. They know and understand about the daily and long-term aspects of the lives of Moslems. The use of a Moslem prayer mat served to demonstrate Islamic symmetrical patterns and the compass incorporated in the mat reminded pupils about the importance to Moslems of facing Mecca when they pray. Role-play by pupils is used effectively to illustrate Islamic practices such as the requirement to walk round the Kaba seven times during a pilgrimage. They know what part each feature plays in the Christian place of worship by visiting a local church. The attainments of pupils in Year 6 are also well above the level expected for their age. They have covered a wide range of topics and their discussions demonstrate a sensitivity and empathy for others. They understand the main beliefs of Christianity, Islam, Hinduism and Judaism at a higher level than expected for their age, and explore the similarities between them. Lively discussions, when pupils feel able to speak frankly, help to promote a high level of interest in religious education amongst the older pupils.
94. The co-ordinator, who has provided a valuable input into the re-development of the locally agreed syllabus for religious education, provides a consistent drive and direction for raising pupils' achievements. The aim of the school is to enable pupils to develop an open mind about the basic beliefs of different religions and succeeds very well in this respect. Lessons are monitored when religious education is one of the priorities on the school and feedback given in order to maintain the good level of teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

95. In art and design, there was insufficient evidence to make overall judgements about provision. No lessons were observed. The work produced by pupils this year was scrutinised and, in addition, a discussion was held with the co-ordinator.
96. Art and design is used successfully in pupils' thematic work to raise their interest in the topic, improve their skills in art and design and enhance the learning in different subjects. For example, pupils produced good quality designs based on Islamic patterns and

consolidated their understanding of pollination in science by creating stylised three-dimensional flowers containing all of the different parts such as the stamens, stigma, nectaries and ovules that are necessary for the process.

97. The work examined showed that the work produced by pupils in both Year 2 and 6 is above the level expected for these ages. Pupils have developed a range of artistic and design skills in textiles, drawing, printing, painting, collage and sculpture. They have studied the work of a range of artists such as Van Gogh, Matisse, Mondrian and Warhol and have a good working knowledge of the styles and techniques used by each of them. The work done on different cultures incorporated very good designs in Aboriginal style and carefully produced Aboriginal pottery as well as striking African masks. All age groups have used ICT to produce patterns, for example, in the style of different artists, symmetrical patterns and abstract designs on a theme of the four seasons of the year.
98. Every pupil in the school has a visual diary in which they carefully record examples of art and design techniques they have acquired. The co-ordinator has built a portfolio of art and design work containing examples of different levels of attainment which is used by teachers to assign levels to pupils' work regularly throughout the year. This enables teachers to keep track of pupils' progress. The quality and quantity of learning resources for use in art and design are very good enabling pupils to reach above average levels.

Design and technology

99. Only two lessons in design and technology were observed during this inspection so it has not been possible to make secure judgments of standards, teaching, learning and pupils' achievement.
100. In a Year 1 lesson pupils used construction equipment to build a model of play equipment that was stable, safe and interesting to climb. They worked together very sensibly in small groups sharing ideas and taking decisions how to construct the play equipment. The pupils showed a high degree of interest in the activity. Following construction the pupils were involved in a class discussion where they evaluated the products of each group before suggesting how improvements could be made. Pupils in Year 1 have incorporated movement into illustrations of well-known nursery rhymes. They made and inserted a slide to create a moving image that moved across the scene.
101. In a Year 3 food technology lesson pupils enjoyed tasting sandwiches to make judgements about appearance, smell, taste and texture. Pupils compared these products before planning to make their own sandwiches. In Year 4 pupils used their knowledge of electric circuits to build into games a buzzing prompt as an alert signal.
102. By Year 6 pupils are capable of designing and making a wind-powered chassis. At the planning stage they produced sketches of the finished model, illustrations of how it would be constructed and a parts list. Finished models were performance tested on the playground.
103. The recently appointed co-ordinator, who provides satisfactory subject leadership, checks progress against National Curriculum levels through discussions with pupils and scrutiny of their products. The co-ordinator has identified promoting computer-assisted design as a logical extension of current provision.

Music

104. No music lessons were observed during the inspection. However, during the collective acts of worship seen the quality of singing and instrumental performances was good. The choir produced a very controlled tone and work hard to interpret songs musically under the direction of the head teacher. Music has a very strong tradition in the school and is another way the school builds self-esteem in pupils. All pupils take part in musical

productions such as the annual Christmas production, the Easter Concert and the Harvest Festival production. Pupils also sing at Retirement Homes and at the Community Centre. Pupils have a choice of learning to play a whole range of musical instruments and have regular opportunities to perform in front of the whole school during some of the assemblies when the occasion is relevant. The music co-ordinator provides good leadership and management. She monitors teaching in music lessons informally and supports teachers who feel less secure in teaching this subject. She ensures that every pupil is assessed according National Curriculum levels at the end of each half term using the same school system devised for all non-core subjects.

Physical education

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

Main strengths and weaknesses

- There is a very good range of activities after school and in competition against other schools.
- Pupils are very enthusiastic learners.
- Lessons are planned very well.
- The leadership and management of the subject are good.
- Pupils wear a variety of clothing for physical education, some of which is unsuitable.

Commentary

105. Pupils in Year 2 reach an average level in games, which is good progress, because many pupils begin school with well below average developments in physical skills. In Year 6, games skills are above average because of a well-planned programme of extra-curricular activities, which includes netball, basketball, rugby, dance, rounders and cricket. These add to the well-planned day-to-day lessons very effectively and help to raise standards. 'Fit-Bods', a well-organised series of lunchtime activities, is very popular with all pupils, and these too help to keep them fit, as well as improving their skills.
106. A residential visit gives pupils good opportunities to work with others to meet new challenges in an unfamiliar setting. Swimming records show good developments in swimming. For example, 75 per cent of pupils in Year 4 are able to swim 25 metres, whilst by the time they leave the school at the age of eleven, 90 per cent of pupils can swim this distance. Achievements are good in gymnastics and dance. Thus in a Year 6 dance lesson groups of pupils developed a short linked sequence of movements, with contrasts in level, speed and direction, which were imaginative and sensitive interpretations of poems about rivers, written by a group of pupils with special educational needs earlier in the week.
107. Progress in the subject since the last inspection has been good. There are now new lesson plans for all aspects of physical education in every year, which provide a very good progressive programme. 'Fit-Bods' has become very successful at lunchtimes. Links with the local secondary and primary schools have helped to develop teaching skills and improve competition. However, little progress has been made in improving the cluttered hall space, and this remains outstanding from the last report.
108. The good teaching shares many of the same features. All lessons are well prepared using the whole-school lesson plans so everyone knows exactly what to do. Consequently lessons develop at a brisk pace, building progressively from warm-up through to well-chosen skills activities. Pupils behave impressively; they are enthusiastic and hardworking. They enjoy lessons because teachers manage them very skilfully, and maintain very good relationships, so that everyone works productively. Resources are plentiful, accessible and set out in advance of each lesson. Teachers use pupils'

performances regularly both to illustrate that which pupils should aim towards and to encourage them to identify ways they can achieve this. These good teaching skills were seen in a Year 5 gymnastics lesson when pupils developed a sequence of symmetrical movements working together in pairs. Each pair created an imaginative and different sequence. However, in this, and in other lessons, pupils are dressed in a variety of clothing and footwear, some of which is not suitable for the activity and affects the quality of their performance.

109. The subject co-ordinator works closely with another teacher from a younger age group. They monitor teaching and from this provide extra in-service training for the staff. There is a very good action plan, most of which has been completed. This has improved the organisation and teaching of the subject during the last year. The school is to trial a new computerised method of assessing pupils' performance in the near future for the local authority as part of its ongoing development. The leadership and management of the subject are good; the co-ordinators are forward looking and enthusiastic.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education (PSHCE) provision is **very good**.

Main strengths and weaknesses

- PSHCE has a high profile at this school.
- The school is very successful in helping pupils to become good citizens.
- Pupils have a very good awareness of ecological and environmental issues.

Commentary

110. When the school was previously inspected the PSHCE provision was very well planned. This continues to be true; the school has maintained very good provision and has developed some aspects further enabling Year 2 and Year 6 pupils to attain at a level that is above average. Lessons in PSHCE are formally timetabled in all infant and junior classes. These are used to promote very effectively the importance of good relationships, the concept of being a good citizen and the acquisition of personal life skills within the context of wide cultural diversity. The quality of teaching and learning is very good and has a very marked impact on the way in which pupils learn how to treat others, how to make informed decisions and how to conduct their lives. This area of the curriculum is led and managed very well and has resulted in a consistent approach throughout the school.
111. The constant reminder that appears every time a class interactive board or workstation is accessed typifies the excellent ethos through which these themes are promoted. Pupils and teachers see the Manor Green screen wallpaper 'We are the future' as a very strong image of the importance of achievement at this school.
112. The very effective subject and topic planning incorporates many opportunities for PSHCE themes to be promoted. In very effective Year 6 literacy lessons, where teachers pretended a letter had been received about the loss of the school playing field, pupils considered the impact of new buildings and the arrival of new citizens from a culturally diverse background into the local area. They were encouraged to present their opinions in a convincing way. Similarly, school assemblies are used very well to encourage pupils to think about social themes including environmental awareness. Pupils had grown radishes and a variety of other vegetables on the school vegetable plot; these were used to promote the value of organic produce during a school assembly.
113. Pupils respond well to opportunities to take initiative and teachers have very good class organisational systems to encourage them to take responsibility. For example, infant classes include a chart that allocates monitor duties to pairs of pupils through a three-

week cycle. This helps them to understand the importance of contributing fairly, helping their teacher and each other and being part of a team.

114. The governors have agreed that sex education will be provided. Visiting specialists, including the school nurse, provide a formal programme for pupils in Years 5 and 6. Although parents are invited to preview the materials and join lessons they have not formally been told about the right to withdraw their child from these lessons. Drugs education is provided through a six-week lesson programme delivered in collaboration with the police and a local education authority specialist officer. Pupils in Year 6 take part in a one-day national multi-agency initiative covering life skills training.
115. The well-established school council provides a strong framework for drawing together pupils' views about their school and the local community. Pupils expressed concern about the condition of a local park. They wrote to the local council to express their views. This started a local campaign that has resulted in an injection of substantial funding to improve this public facility for the local community. The school council members were elected through a class voting system; they present the views of those they represent regularly and they report back on a fortnightly schedule. School council members took up the concerns expressed by many pupils about the poor condition of school toilets and they visited another school where new toilets had been installed. They are proud of their efforts in helping to ensure improvements have now been made in their own school.
116. The school has successfully maintained its status as an Eco School. The programme of activities is extensive and the Eco flag flies prominently at the school entrance. The very good reputation of the school has spread to other schools. Consequently, pupils at Manor Green showed others from a visiting school how they had promoted recycling consumables such as paper and printer cartridges, saving power and water, planting trees and litter picking. The range of activities was celebrated in a moving pupil-led whole-school assembly where pupils described their efforts against a backdrop 'Our World, Our Life, Our Future'.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities (Ethos)	1
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1

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	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	1

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	1
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).