

INSPECTION REPORT

SAVIOUR CE PRIMARY SCHOOL

Manchester

LEA area: Manchester

Unique reference number: 105548

Headteacher: Mr S Callaghan

Lead inspector: Mr Clive Davies

Dates of inspection: 18-20th April 2005

Inspection number: 267630

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	132
School address:	Eggington Street Collyhurst Manchester
Postcode:	M40 7RH
Telephone number:	01612051221
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Janet Cowley
Date of previous inspection:	June 2003

CHARACTERISTICS OF THE SCHOOL

Saviour, with five classes, is a smaller than average primary schools. It serves an area which is known for hardship and material deprivation. It is a Church of England school and a religious education inspection was taking place alongside this whole-school inspection. The percentage of pupils known to be eligible for school meals free of charge is very high (more than 70 per cent). Almost one in eight pupils' speak English as an additional language with a growing number of pupils attending whose families originate in Nigeria. Approximately half the pupils come from ethnic groupings other than British white. Pupils' mobility rate is high and significant in this comparatively small school. Boys significantly outnumber girls (almost 8 to 5).

Although the official percentage of pupils on the special educational needs list is average this does not reflect a true picture as many more pupils have difficulties with their learning and behaviour. The nursery and reception classes operate as one large foundation unit with most children having at least five terms in the unit before moving to Year 1. When they first start school the vast majority of children have personal and academic skill levels that are well below that expected for their age. The school population has fluctuated over the past few years but is currently rising. The school has previously been in special measures and has had many different forms of inspection over the past few years. Many pupils join or leave the school mid way through their primary experience.

The school's headteacher has been in post for five terms and there is an acting deputy headteacher at the school. It is part of an education action zone and receives additional funding for different initiatives it is involved with through the zone. It gained a healthy schools award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	Foundation Stage of Learning, English and information and communication technology
19431	John Holmes	Lay inspector	
33225	Elizabeth Greensides	Team inspector	Mathematics, art and design, design and technology, music and physical education
32189	Yvonne Clare	Team inspector	Special educational needs, science, geography and history

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PART A: SUMMARY OF THE REPORT

Saviour CE Primary School provides a satisfactory standard of education for its pupils. Its strengths far outweigh its weaknesses with aspects of teaching, care for pupils and leadership being good. After a difficult few years, staffing stability and morale have improved with good focus now being given to raising pupils' achievement. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils who are vulnerable, including those with special educational needs, are well supported and achieve well.
- A range of programmes aimed at improving specific literacy and numeracy skills has helped mid and lower attaining pupils to make good progress.
- Effective leadership by the headteacher has helped to: improve staff morale, develop a strong sense of teamwork; and ensure that the school is continuing to improve.
- Pupils from different ethnic minority backgrounds, particularly Black African, achieve well.
- Staff manage the behaviour of pupils well.
- Teaching assistants make a significant contribution to pupils' learning.
- Pupils' limited oracy skills are hindering their ability to develop their literacy skills.
- Although the school is successfully tracking the progress of individuals more needs to be done with the information to help teachers target pupils' daily work.
- Provision in geography and history is unsatisfactory.

The school's last full inspection was in July 2001 when it was failing to give pupils an acceptable standard of education. An interim inspection in June 2003 stated that it had made significant improvement. The progress made since this time is good and building on the developments that were already happening. Standards are continuing to improve, teaching is better and the school's leadership is more focused on raising standards.

STANDARDS ACHIEVED

The vast majority of pupils achieve satisfactorily with those from a Black African families achieving well. Pupils who have difficulties either in their home life or with their learning also achieve well. National test results for Year 2 and Year 6 show that standards in mathematics are now in line with the national average but remain well below average for English and below average for science. However, there is good progress being made between Year 2 and Year 6. When compared with similar schools test results are at least satisfactory.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

When children start school many have poor personal and academic skills, especially in literacy and numeracy. They settle quickly into routines within the foundation unit and make satisfactory progress. However, by the time they finish in the reception only about half of the children are attaining the early learning goals (the level expected for their age). Boys' poor attendance in Years 1 and 2 result in there being a huge difference between the standards attained by girls and boys at this stage. Girls do much better than boys especially in writing. This trend is reversed in Years 3 to 6 mainly because of the special programmes aimed at helping pupils improve their basic skills. Eighty per cent of the pupils who have access to these programmes are boys and their attendance is also much better in Years 3 to 6. Most pupils make good progress with their reading but their lack of

confidence in using a full, descriptive vocabulary is hindering their writing. More able pupils do however write well and attain high standards. In mathematics, pupils attain slightly higher standards than they do in English and science. There has been much improvement in pupils' skills in information and communication technology (ICT) with good progress now being made. However, because older pupils missed out earlier in the school their skill levels are still slightly behind that expected for their age. Standards in history and geography are unsatisfactory but in all other subjects, pupils' standards match that expected for their age.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory. In each class there are a number of pupils who are difficult to manage. Staff work very hard and successfully to manage their behaviour but this is something they have to be on top of. On a one-to-one basis all pupils are pleasant and display good manners. Playground behaviour is mostly good and there is a generally calm atmosphere in the dining area. The school is particularly good at helping pupils to understand more about the cultures and traditions of others from different ethnic backgrounds.

QUALITY OF EDUCATION

The quality of education is satisfactory. There has been very good attention to help develop pupils' literacy and numeracy skills over the past few years. However, this has meant that provision in geography and history has not been strong enough. The school's provision for ICT has improved significantly but its use across the curriculum remains weak because of a lack of resources available in each class. The provision for the performing arts has been enhanced by support provided by a range of outside agencies. **The quality of teaching is good overall.** There is good management of pupils' behaviour. However, the added attention required to ensure that all pupils remain focused on a lesson-by-lesson basis results in pupils' learning only being satisfactory. Teachers are very enthusiastic and work very well with teaching assistants, who make a significant contribution to pupils' learning. This is particularly helping the achievement of lower and average ability pupils. Assessment arrangements are improving but more needs to be done to make sure that day-to-day work matches the pupils' level of ability.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory with good features evident in aspects of the headteacher's leadership. The governors know the school well and are very supportive. Governors meet most of their statutory requirements although there are a few important omissions from the school's prospectus. The school is in a difficult financial position and this is restricting the improvement of resourcing for ICT. The headteacher has been successful in keeping a momentum of improvement going and in raising staff morale. The leadership of special educational needs, literacy and ICT is good and making a positive impact on these aspects of the school's work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are mostly positive about the way the school supports their children. However, a small but significant group is unhappy about the school's homework arrangements, its approach to discipline and the way it deals with bullying. Pupils enjoy coming to school and, through the school council, feel as though they have a voice in the way playtimes are organised.

IMPROVEMENTS NEEDED

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

- Ensure consistency in the way pupils' speaking and listening skills are being developed.
- Make greater use of the information about the progress pupils are making to ensure that their work is targeted more effectively.
- Improve provision for geography and history.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The vast majority of pupils achieve satisfactorily with those from a Black African families achieving well.

Main strengths and weaknesses

- The school's National Curriculum test results are below average when compared with all schools but are at least satisfactory when compared with similar schools.
- Vulnerable pupils, including those with special educational needs, achieve well.
- Pupils from a Black African background achieve well.
- There is a great variation between boys and girls' attainment.
- Pupils lack confidence in using oral descriptive language and this is hindering their achievement in writing.
- Standards in geography and history are low but pupils' standards in the performing arts are good.
- There has been significant improvement in standards in information and communication technology (ICT).

Commentary

- 1 The national test results for Year 2 and Year 6 pupils have been consistently well below the national average for writing and English respectively and below average for reading at Year 2 and for mathematics at both Years 2 and 6. However, when compared to similar schools the results are much more favourable to the school. Comparative results for Year 6 pupils show that pupils attain well above average in mathematics; above average for science and average for English. In Year 2 the comparative results are well above average for reading and mathematics and above average for writing. There is good improvement with steady rise in the number of pupils attaining at the expected level for their age. The main stumbling block for the school is that comparatively few are attaining at the higher level (level 5) in English. The present Year 2 and Year 6 cohorts are attaining at levels that match their predecessors. The tables below reflect that the school's results are steadily getting closer to the national averages, although there is still some way to go in English.

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

Standards in:	School results	National results
reading	15.0 (14.8)	15.8 (15.7)
writing	13.4 (14.8)	14.6 (14.6)
mathematics	15.4 (15.5)	16.2 (16.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	24.7 (25.3)	26.9 (26.8)
mathematics	26.7 (26.6)	27.0 (26.8)
science	27.7 (27.0)	28.6 (28.6)

There were 18 pupils in the year group. Figures in brackets are for the previous year

- 2 Throughout the school pupils with special educational needs, when supported, make good progress. Their needs are identified early and appropriate action is taken. This means that the gap between their attainment and that of others is not growing as they move through the school. There are many pupils in school who have considerable difficulties with their behaviour. The school works well with these pupils and receive good support from a range of outside agencies. The positive impact of this support results in these pupils doing well in relation to their capabilities. Classroom assistants provide good support for pupils, including those with behavioural difficulties. Teachers work effectively to direct the work of the classroom assistants, enabling the support to be highly focused on pupil achievement. The tasks presented to pupils are appropriately planned to meet pupils' specific needs, particular emphasis being placed on developing their numeracy and literacy skills. The good range of intervention skills is helping pupils with lower attainment to do as well as they can. As a result of the effective intervention boys, in particular, do well in Years 3 to 6. Again, the impressive work carried out by classroom assistants makes a good contribution to the progress pupils make.
- 3 The school has had a growing number of pupils from a Black African background arrive at school. Most of these are from Nigerian families. Many of the pupils arrive at different stages, that is, midway through the infant or junior phase. It is noticeable how quickly these pupils settle into the school routines. By the time they reach Years 5 and 6 several are in the most able groups in their classes and make confident and valuable contributions during class discussions. The improvement in their written work is very impressive. All these pupils have English as an additional language and they cope very well with the more technical language associated with subjects like mathematics and science.
- 4 There is considerable difference in the attainment of boys and girls. Girls do much better than boys in the early part of the school but this is reversed as they move through Years 3 to 6. Boys outnumber girls by a ratio of 8 to 5 and this is significant especially when looking at the attendance rates. In Years 1 and 2 boys' attendance is much lower than that of girls. This is hindering the progress and achievement of boys in the early part of the school. The large number of intervention strategies (small group support for literacy and numeracy) introduced in Years 3 to 6, aimed at lower attaining pupils, is another significant feature. Over 80 per cent of the pupils receiving intervention support are boys and this is making a big difference to the progress they make and their achievement in Years 3 to 6. As a result boys catch up with girls and in mathematics and science attain higher standards than them.
- 5 Standards in writing are still relatively low despite some good examples of writing being produced by more able pupils. One of the main issues is that pupils' oral language is weak. Their descriptive language lacks depth as they are not confident in expressing themselves orally. More able pupils often come up with good ideas. For example, when considering characterisations associated with super-heroes one pupil developed an idea that saw her main character steal its power from a 'Turassic' tree. Another described a super hero living in an underground castle with intricate tunnels for ease of escape. By contrast, when it comes to write the ideas out they lack the impact that they would otherwise have because of the simple descriptive language used. Rarely are powerful verbs or adjectives used. Year 4 pupils, for example, tend to use the adjectives 'thin' or 'fat' repeatedly rather than look for more expressive and interesting examples. More able pupils do occasionally use exciting imagery as was noted in one pupil's written work when using descriptions such as, 'his eyes rolled back in boredom'.
- 6 Standards in geography and history are unsatisfactory. This is mainly because the provision for both subjects is inadequate. The school has put a great deal of emphasis on raising pupils' achievement and standards in English but it has been at the expense of the humanities curriculum. Pupils' books reveal relatively little amounts covered over the year. In Years 3 to 6 there is a lack of development of pupils' geographical skills or historical enquiry skills. Too much of the completed work is in the form of worksheets that do not give pupils ample opportunities to develop their literacy skills. In Year 1 and 2 the same issues are

evident although there is more evidence that pupils are being supported to use research to find out information. By contrast the standards attained in the performing arts are good. The use of outside experts such as a dance specialist and a peripatetic music teacher is helping to raise standards. Pupils perform dance with enthusiasm showing very good control of their bodies. They are able to refine a dance movement and work at improving on their original efforts. Similarly, in music pupils are able to make music using a range of instruments and have a good understanding of tempo and rhythm.

7 At the time of the previous inspection pupils' standards in ICT were poor. There has been much improvement, mainly due to the very effective work of the ICT subject leader and the enhancement in the resources available to the pupils. Pupils' skill levels are still not in line with that expected for their age but they are making good progress and 'catching up' quickly. However, the use of ICT across the curriculum remains a concern.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory. Their spiritual, moral, social and cultural development is satisfactory. Attendance and punctuality are both unsatisfactory.

Main strengths and weaknesses

- Teachers employ a range of strategies to successfully manage challenging behaviour
- Vulnerable pupils are well supported
- Attendance levels are below expectations despite the efforts of the school
- Pupils are not always comfortable when working collaboratively with each other or in new situations
- Pupils have a good understanding about the cultures and traditions of others from different ethnic backgrounds.

Commentary

8 Most pupils approach their work with enthusiasm and this helps them to learn appropriately. However, a minority of pupils display very challenging behaviour which has the potential to disrupt lessons and the learning of others. The school has responded well to this, introducing a strong system of rewards and sanctions which are used consistently by staff throughout the school. These are clearly displayed in all classrooms. Within lessons teachers successfully employ these and a wider range of strategies, including positive comments, praise, and reminders. Teaching assistants have been trained in intervention strategies, and are a very good support, ensuring that problems do not escalate out of control.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British		1	nil

9 Most pupils are polite to visitors, but many display a lack of confidence and are not always forthcoming when talking to adults other than their teachers. Relationships between pupils themselves can quickly become tense, and this can have an impact on learning, and on the quality of social interaction at play times. An effective 'peer mediation' scheme has recently been interrupted, but this had a significant impact in reducing unacceptable behaviour and bullying when it was implemented fully.

10 Vulnerable pupils are well supported both in and out of class, and often have one-to-one support. The school, through 'Excellence in Cities' money, employs a part-time mentor who

works with many of these children. In addition, parents have good opportunities to be fully involved in any discussions. The mentor is having a significant impact on the confidence and self-esteem of many of these pupils, because of the time and effort put into forming and developing relationships. He takes part in school trips and residential weekends and promotes the work of the school with parents. Pupils with special educational needs show satisfactory attitudes to school and to their work. Pupils respond well to the extra support given by teachers and support staff.

- 11 The majority of pupils are punctual, enabling lessons to start promptly. Attendance levels, especially for younger pupils, are below expectations, despite the good efforts of the school to promote an awareness of the need to attend. First day phone calls to parents of absent pupils has slightly improved absence figures, but a minority of families have yet to respond to this and other measures such as termly awards and certificates.

Attendance

Attendance in the latest complete reporting year (92.5%)

Authorised absence		Unauthorised absence	
School data	6.6	School data	0.9
National data	5.1	National data	0.4

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

- 12 The school is successfully promoting pupils' cultural development and makes good use of the cultural traditions of pupils from different ethnic backgrounds. Pupils from a Black African background speak with pride about their traditions and there are many positive images displayed across the school representing people from different backgrounds. In music and dance lessons the school ensures that the music and dances used is representative of different ethnic cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory.

Teaching and learning

The quality of teaching is good overall. However, the added attention required to ensure that all pupils remain focused on a lesson-by-lesson basis results in pupils' learning only being satisfactory.

Main strengths and weaknesses

- There is very effective use of teaching assistants to support vulnerable pupils
- Staff manage pupils' behaviour well.
- Too many pupils do not come to school ready to learn.
- There are examples of very good teaching in Years 1, 2, 5 and 6.
- The use made of assessment information is not consistent enough to enable pupils to make maximum progress in their learning.
- Staff in foundation stage of learning work effectively at improving children basic skills in communication, language, literacy and mathematics.

Commentary

- 13 Overall the quality of teaching is good but due to a significant number of pupils not being receptive to learning the quality of learning is only satisfactory. In the 15 lessons sampled during the inspection teaching was good or better in 60 per cent.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	7	5	1	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.

- 14 There is very good support provided for pupils who are vulnerable, including those who have special educational needs. A special room known as the 'Rainbow Room' has been set up to enable small groups of pupils or individuals to have support from teaching assistants. This is particularly supportive of pupils who find it difficult to settle to their work or tasks during any lesson. There is good team work happening to ensure that the support of these pupils is well organised and focused. For example, individual education plans for pupils with special educational needs are drawn up by the special educational needs co-ordinator, in collaboration with the class teacher and the classroom support assistant. Pupils' tasks are linked to basic numeracy and literacy skills and work is appropriately planned to match pupils' specific needs. The many classroom assistants work hard and give high quality support and as a result pupils who are vulnerable make good progress.
- 15 Throughout the school staff manage the behaviour of pupils well. The school has received good levels of support from a range of agencies to help it consider the best way of dealing with pupils who have the potential to be disruptive. The teaching and support staff apply consistent strategies that have been agreed to enable this to occur. There are a few pupils in each class who do not find it easy to settle to their tasks. In some cases the decision has been made to ignore low level disruption so as to avoid confrontation. This causes difficulty for the class teacher because this low level disruption can easily distract others who want to work from doing so. However, because of the patience and consideration shown by the staff the number of major disruptive outbursts is being reduced. Staff have spent a great deal of staff meeting time discussing the best ways of dealing with individuals and this has resulted in a consistent approach in each class. All pupils know what is expected of them and what the consequences are when they fail to work within the parameters that are set for them. As a result of the attitudes that many pupils bring with them to school staff have to work exceptionally hard to ensure that they are ready to learn. For a significant number this is a daily process which results in them not being able to take full advantage of the good teaching that is provided for them.
- 16 There are several examples of good teaching throughout the school with very good features evident in Years 1, 2, 5 and 6. In Year 5/6 the teacher's good subject knowledge is making an effective contribution to pupils' learning. In one literacy lesson, for example, the teacher had captured pupils' interest in a difficult text (Macbeth) and was engaging pupils in a debate about different scenarios that might have occurred if the story had taken a different direction. All the pupils were fully involved and came up with interesting and compelling examples. The lesson moved at a challenging pace and pupils were achieving well because their ideas were not being accepted immediately but the teacher was directing them to rethink or revisit aspects of their ideas. The pupils from different ethnic backgrounds, particularly the Black African pupils, were very prominent in offering ideas and they provided others in their group with good examples that were used to move on their thinking. In Year 1 and 2 the teacher successfully provided challenge for all pupils of different ability during a numeracy lesson because of the way she organised the work. The challenging pace was also a feature of this lesson with the teacher making appropriate demands on the more able as well as providing effective support for the least able pupils. A consistent feature of the teaching is the variation

of teaching methods according to the task or subject. Teachers are quick to change from whole class situations to small groups if the learning demands it. In the best lessons, there is also good attention to maximising opportunities for pupils to talk with effective use of 'talk partners' in most classes.

- 17 The use of assessment to help inform learning is something that is having a great deal of attention in the school at the moment. However, at present there is an inconsistent application of assessment across the school and this is resulting in learning not being as effective as it could be. Targets are being used in most classes to help pupils understand what it is they need to do next in order to improve. However, the writing targets often give too much attention to the secretarial skills of writing at the expense of helping pupils to develop their composition. There is also an inconsistent approach with some classes using targets effectively and others not. Similarly, the marking of pupils' work is inconsistent. There are examples of teachers using carefully chosen points to help pupils understand how they can improve which contrast to other examples when very little attention is given to this aspect of pupils' learning. The school is presently giving consideration to this area of its work and there is training being planned.
- 18 The staff that work with the youngest children in the school are effective in ensuring that they give good consideration to helping them develop their communication and numeracy skills. Many children first arrive in the nursery with poor communication, language, literacy and numeracy skills. The staff work effectively together to help maximise opportunities for children to engage in talk and to express themselves. In one very good example the teacher had set up a train set to match that in a story that the children had just had read to them. Children were then encouraged to 'play out' the story using the train set to help them. The level of talk was being well promoted by the teacher who insisted on children using appropriate language and would not allow children to get away with using phrases when sentences were more appropriate. Similarly, the teaching assistant was insistent that children counted correctly when matching the number thrown on a dice to the objects being counted out. The care given to developing children's skills in both situations is typical of the challenge being provided for these young children on a daily basis and is helping to improve their skill levels.

The curriculum

The curriculum is satisfactory overall. The school provides a satisfactory range of curriculum opportunities. Planned enrichment activities are good and the accommodation and resources are a satisfactory support to the curriculum

Main strengths and weaknesses

- Curriculum development is at an early stage and does not yet take enough account of key skills and creativity
- The curriculum is strengthened by a variety of enrichment days and activities
- The school provides a good range of activities outside of the normal school day
- Intervention programmes help to raise achievement in English and mathematics but there is an inconsistent approach to the use of speaking and listening across the curriculum
- Further resources need to be developed and used in some areas of the curriculum

Commentary

- 19 For pupils in Years 1 to 6 all National Curriculum subjects and religious education are taught and the curriculum meets statutory requirements.
- 20 As a result of the school's recent focus on literacy and numeracy, development of the curriculum and of individual subjects within the curriculum, has been limited. Leaders of most subjects have correctly identified ways to move forward but developments are at an early

stage. In ICT improvements have been good and leaders of other subjects such as physical education, music and dance make good use of outside expertise. Schemes of work are limited and rigid and do not take enough account of key skills which pupils need to develop. As a result, opportunities for creativity are minimal, limiting opportunities for greater achievement. The provision for history and geography has also suffered and is presently unsatisfactory.

- 21 The school welcomes a variety of visitors to enrich the curriculum. These include drama groups, visiting dancers and artists and people from the local community. Many pupils have a limited first hand experiences and the school seeks to redress this with art days, thematic days and visits to a local farm and zoo. The quality of work undertaken by the visiting dance and music teachers greatly enriches the curriculum for the pupils. They participate with excitement and enjoyment in these activities and attain high standards.
- 22 There are good opportunities for pupils to participate in a range of activities at lunch time and after school. Sporting activities include football, hockey and squash and there is a range of arts and crafts sessions for younger pupils. Older pupils have the opportunity to visit a residential centre each year, which has been specifically chosen for the opportunities it offers for pupils to meet new and exciting challenges in a safe and controlled environment.
- 23 A range of intervention programmes have been introduced which have been successful in helping to raise achievement in English and mathematics. However, there is still insufficient attention paid to adapting the curriculum to address the needs of the pupils in raising their attainment in speaking and listening. Pupils with special educational needs are encouraged to take advantage of all extra curricular activities available and school has taken account of this by ensuring that all pupils are offered the opportunity to join in these events. A special friendship group has been formed to work with pupils with behavioural difficulties or pupils who perceive themselves to be without friends.
- 24 The accommodation and resources are satisfactory, but space is limited and some parts of the school are difficult to access when the hall is being used. Resources for different subjects have not been well managed in the past and budget limitations pose restrictions on new purchases, or replacement of older resources in some subjects. Teaching assistants provide very good support across the whole range of subjects. The accommodation is effectively enhanced by colourful and attractive displays that celebrate pupils' work and stimulate their learning and personal development.

Care, guidance and support

Provision for pupils' care welfare, health and safety is good. The school provides the pupils with satisfactory support, advice and guidance. The school involves the pupils satisfactorily in its work and development.

Main strengths and weaknesses

- The headteacher and staff show good levels of care about pupils' welfare
- Good support for pupils with special educational needs and English as an additional language results in good progress being made by these pupils
- Good induction arrangements are in place.
- Pupil tracking needs to result in more effective action to impact positively on standards

Commentary

- 25 The school cares well for its pupils and wants them to succeed. The curriculum is presently being enhanced by the local secondary schools who offer taster lessons, sports events and modern foreign languages throughout the year to the older pupils. Pupils with special educational needs are well supported. Their needs are identified early and the appropriate extra help is planned to make sure they make progress towards their individual education plans. Their work is regularly monitored and assessed and their individual education plans are updated regularly to take account of their rates of progress. External help is sought where and when necessary and the statements of pupils with special educational needs are reviewed annually in accordance with statutory requirements.
- 26 There are good arrangements for health and safety. The headteacher, who is the designated person responsible for child protection, ensures that procedures are well established, responsibly carried out and are clearly understood by all staff. There are good relationships between staff and pupils and all pupils have good relationships with one or more adults in the school. Many teachers know the pupils well as individuals and respond to their personal and academic needs. Learning and classroom support staff work hard to ensure that those who need additional support and guidance as they progress through school achieve well. The pupils also receive guidance and support through the personal, health and social education lessons, in addition to Circle time activities.
- 27 When needs are identified by the class teacher, extra help is planned, where possible, to make sure the pupils make progress towards their individual education plans. This may be through the work of a teaching assistant or a specialist intervention programme. The work is monitored by the class teacher and support assistants, and individual education plans are updated regularly to take account of progress made. The SENCO (special education needs co-ordinator) has only been in post since September, but has worked hard to establish new systems and improve existing arrangements. This has been managed to great effect. External help is sought where and when necessary and the statements of pupils with special educational needs are reviewed annually in accordance with statutory requirements.
28. Pupils are consulted about their views through the school council and through pupil surveys. Pupils put great store on being chosen to be one of the School Council members and take their responsibilities seriously. They meet regularly and have had an impact on the way playtimes and lunchtimes are organised. They enjoy their additional responsibilities and ensure that they listen to the views of others in their class and represent their ideas well during meetings.
29. Induction arrangements are effective at all stages through the school. Pupils with English as an additional language receive specialist help from personnel from the Ethnic Minority Achievement department in the LEA and these persons are also on hand to work with families, initially to help them settle. School has good, positive relationships with all outside agencies.

Partnership with parents, other schools and the community

The school's work with parents is satisfactory. The school has good links with other schools, colleges and the local community.

Main strengths and weaknesses

- The school's work with parents is satisfactory.
- The school has good links with other school and community partnerships.
- The school has good arrangements for the transfer of pupils to the local secondary school.

Commentary

30. The parental questionnaire indicated that the school enjoyed good support from parents but there were however some concerns indicated from a minority of parents. From those parents who returned the questionnaire a minority indicated that they had concerns over homework, bullying and behaviour. The school has a clear homework policy and talking to pupils they confirmed that they did receive homework on a regular weekly basis. The inspection team felt that homework was not a major issue. Pupils did indicate that there were incidents of bullying that were dealt with when reported. Pupils did feel that the peer mediators that are to be reintroduced did help with the issue. Behaviour of some pupils is seen to be a problem by fellow pupils and although staff address the problems it was perceived by pupils that there are inconsistencies in the way this was done. The pupils' felt that all pupils should be subject to the same disciplinary sanctions and those who are repeat offenders not treated differently. Parents of children with special educational needs are involved in their child's education. Parents are kept informed of their progress throughout the year, attending the meetings as appropriate.
31. The school provides parents with good information on what is being studied in the curriculum, which enables them to understand what their child is doing and hence be able to help learning. Courses for parents have been held with activity sessions in the foundation stage, which gives parents the opportunity to work along side of their child. There is a satisfactory report on progress each summer term. The reports give a clear picture of the pupil but the targets are not specific and do not give clear information on what needs to be done next to improve. Parents have the opportunity to attend a consultation evening twice each year. Targets are discussed and recorded at the consultation evenings; the evenings are well supported by parents.
32. The school prospectus and annual report to parents are helpful and informative although the prospectus has some minor omissions. Parents are generally happy to approach the school to discuss any issues of concern. The school has a home school agreement and the use of a home/school diary to facilitate communication. The parents are invited to a coffee morning every Friday where there is an opportunity to discuss any issues with the head teacher. The teachers are available in the morning for urgent concerns with an open door policy at the end of the day.
33. Good links exist with the receiving secondary school, which helps to promote a smooth transition and minimise disruption to the pupils' education. Teachers come into school to teach lessons and pupils enjoy an induction day at the receiving school. The school has good links with other primary schools with which they enjoy interschool sports. The school also has good links with the community with visitors coming into the school including the police, and fire brigade; the pupils last year won a quiz on fire safety in which 66 schools took part. The school has coaches in from local football clubs in Manchester. The school also provides places for students on teaching practice and work experience.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school, and the governance of the school, are satisfactory.

Main strengths and weaknesses

- The ethos of the school is promoted well by the headteacher
- The headteacher has been effective in maintaining standards during a period of staffing instability
- Leadership of special educational needs, ICT and literacy is good
- Strategic planning lacks focus because information from monitoring of provision is not used effectively enough

- The governing body has a clear understanding of the strengths and weaknesses of the school

Commentary

34. The headteacher has been effective in promoting an ethos which ensures a caring approach to the welfare and development of pupils. All staff use the school behaviour code consistently, and teaching assistants have been well trained in supporting pupils inside and outside of lessons. There is a strong sense of teamwork across all the staff. Standards in English, mathematics and science have fluctuated over the last four years, but have shown an overall trend in improvement. This has been achieved despite a period of significant staffing instability. The headteacher has worked hard and successfully to improve staff morale in order to halt the high turnover of staff in recent years. As a result, the school now has a team of staff who work well with each other towards their vision for improvement. There is a good sense of teamwork throughout the school and an open ethos which encourages colleagues to support each other.
35. The headteacher is quick to notice and promote emerging leadership qualities of others, and this has had a significant impact in some areas of the school, such as ICT, special educational needs and art. The headteacher has also built up an effective team of teaching assistants, and the impact of their work is evident in many aspects and subjects of the school. The leadership and management of special educational needs is good. He is a knowledgeable co-ordinator who has a comprehensive overview of the work being done, despite only being in post for two terms. He has detailed records of the provision made for pupils on the special educational needs list and meets regularly with both support assistants and class teachers to share information and discuss progress. Personnel from outside agencies who may be involved with the pupils are used well to help pupils address specific weaknesses in their learning and behaviour. This effective partnership between the co-ordinator and all other adults involved in supporting the pupils with special education needs contributes well to the good progress that pupils make and has a positive impact on their attitudes, behaviour and learning throughout the school. There are good links in place with the High school and support assistants work hard to ensure that transition for the pupils is smooth. All statutory requirements for pupils with special educational needs are fully met.
36. The school's plans for development give a satisfactory view of how the school will improve. However, they do not focus enough on the main necessary areas for improvement, and miss some important elements. For example, the current assessment arrangements, although satisfactory, are not helping the school to set realistic targets for individual and group improvement in standards in English, mathematics and science. This is because the school has not yet implemented a full and effective schedule of monitoring and evaluation of its work in different areas. The performance of staff is assessed through the staff appraisal process, but this is not rigorous enough to address less effective areas or inconsistencies in provision.
37. The governing body fulfils its statutory duties. The governors know the school well, are supportive, and understand the main priorities for development. However, they rely too heavily on the headteacher for information, which means that they sometimes too readily accept reports and suggested innovations. Expenditure per pupil is very high, but with the rising trend in standards represents satisfactory value for money. The approach to reducing an inherited and somewhat hefty budget deficit is beginning to show results, but has a negative impact on the funding of staffing and resources for the curriculum.

Financial information

Income and expenditure (£)		Balances (£)	
Total income	429736.24	Balance from previous year	64,950.73
Total expenditure	526248.41	Balance carried forward	-31561.44
Expenditure per pupil	4079.44		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. The nursery and reception classes operate as one. This is known as the Foundation Unit and all children have at least five terms experience in this area before moving on to Year 1. Two large rooms are well set out to support children's learning and there is also good access to a suitable outside play area. The staff that work with these children have appropriate expertise and know the children well. Each member of staff works with small groups at any given time and have clearly identified roles within the unit. They know the children well and have involved parents in all aspects of their children's learning.
39. When they first start school the vast majority of children have poorly developed communication, language, literacy and numeracy skills. In addition, their personal and social skills are poor. A few of the Black African children when they first arrive sometimes find the classroom too stimulating and are overawed by the provision. However, they do settle quickly and usually make good progress, especially in creativity. By the time they leave the foundation unit about half the children have met the early learning goals in each of the six areas of learning but very few move beyond this. A large number of children are well behind the expected skill level for their age at the end of their foundation stage of learning. As a result the Year 1 class has many of the features that are prominent in the foundation stage unit. There is effective liaison between the foundation unit staff and the Year 1 teacher.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Children from a Black African background settle to nursery routines quickly
- Children who have social and emotional difficulties are well supported
- Staff put a great deal of emphasis on modelling appropriate behaviour

Commentary

40. When children start in the foundation unit many have poor personal, social and emotional skills. This is particularly the case for many of the Black African children who can find the first few days overawing. However, all children make good progress during their time in the foundation unit and just over half attain the early learning goals for this area of learning by the time they move to Year 1. Year 1's curriculum is organised so as to support this aspect of children's work and this is adding to the positive experiences children have early on at school. Good teaching for this area of the curriculum is mostly responsible for the good progress with very good intervention happening to support vulnerable children.
41. Children are taught to respect each other's space and during snack times they are given responsibilities which helps them to appreciate that they are living and working together. However, some still find it difficult to sit still and listen appropriately. Children from a Black African background are often quite nervous and overawed early on but settle quickly to the routines and contribute equally as well as others in discussions and during play. Similarly, the support, usually through targeted intervention, that is given to children with special educational needs helps these children to settle quickly into life at school. Good modelling of behaviour by staff is helping children to settle. The staff often have to model washing hands and sharing.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- The children's skills on entry are very poor, especially in listening and communicating
- There is good concentration on developing specific communication skills

Commentary

42. The vast majority of children start school with limited experiences of reading and handling books. Very few know the letter their name starts with and very few recognise any well known stories. Good progress during their time in the unit results in children improving their skill levels at a good rate. However, only about half the group is able to attain the early learning goals by the end of reception and hardly any exceed them.
43. Teaching is good with effective attention given to helping children to use full sentences. In a very good example of this happening at its best the teacher had set up a train set which was similar to the one that was in a story she had just read to the children. The children worked in small groups re-telling the story as they played with the train set. There was good encouragement for children to use full sentences and they had to listen intently. The foundation unit has a very good range of books available to the children and they are used well to support children learning. Staff are very vigilant about ensuring that children turn and look at them as they use full sentences and individual words. In this way the staff are modelling good use of language and this is helping the children to pick up good habits. This is particularly helpful for those children who have speech impairment and for those with English as an additional language. There are writing books in all areas across the unit and are used well in areas such as the garage.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Number is given a high prominence in the classroom
- Very few children are familiar with number rhymes when they start school

Commentary

44. Just as with communication, language and literacy there is a high prominence given to children's mathematical development. Children start school with very little knowledge of familiar number rhymes and most have little understanding of the value of numbers. There are a few who cannot count to three. During their time in the unit they make good progress with strong emphasis placed on helping children to count and to relate their counting to objects. However, by the end of reception only about half the children are meeting the early learning goals for this area of learning. Very few ever exceed the learning goals and many are at very early stages of developing mathematical skills.
45. The teaching is good with very good use made of practical equipment to help ensure that children have a concrete understanding of what they are doing. Mathematics is often presented in a game format and children thrive on this. There is good attention to ensuring that children check their counting, matching and sorting. Staff are insisting that children do not just count without giving due care and attention and this is helping to raise the challenge. When introducing a new number rhyme the staff keep with the same number rhyme for at least a week to ensure that children have continuity in their understanding and that there is good re-reinforcement of new learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is satisfactory.

Main strengths and weaknesses

- Children lack experiences of life outside school when they start
- The school gives appropriate emphasis to first hand experiences

Commentary

46. When children start school most have very limited knowledge of the outside world. They seldom visit places of educational interest before they start school and find it difficult to name a place other than Manchester. Similarly, they have very limited knowledge of how things grow and their concept of old and new is very shaky. During their time in the unit they make satisfactory progress in this area with few attaining the early learning goals by the time they finish in the unit. They are helped to develop their computer skills with most being able to move a cursor on screen. They can also move a toy robot forwards, backwards, to the right and left with some confidence. There is also good attention to provide children with as many first hand experiences as possible. Staff place a high emphasis on baking and using a camera to record things in the immediate environment. Satisfactory teaching for this area is helping children to develop their skills. However, much needs to be done to provide children with the appropriate skills required to enable them to take on the National Curriculum requirements by the time they start Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- The outdoor environment provides children with good opportunities to develop their physical skills
- Children generally make good progress in this area

Commentary

47. When children start school their physical skill levels are slightly better than most other areas. However, they still have difficulty with their fine motor skills and in this area they make slower progress than other aspects of their physical development. The outdoor area provides ample opportunities for children to develop their physical skills. There is a good range of wheeled vehicles available for the children to use and they grow in confidence as children move through the foundation stage unit. Staff also make good use of the school hall and older children are able to have regular games sessions in a large hall. There is always a table set for enabling children to work with malleable materials and this is often a favourite area for the children. Good progress results in approximately 70 per cent of the children meeting the early learning goals for physical development by the end of reception.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory.

Main strengths and weaknesses

- Many children lack confidence to develop creativity as effectively as they could
- There is good attention to helping children play appropriately when they are in the foundation unit

Commentary

48. Children's general lack of confidence in speaking and communicating results in their progress in creative areas only being satisfactory. The staff work hard at setting up purposeful play environments to support children's learning but they lack the confidence or self-esteem to take full advantage. The garage area set up in the unit is well used but children mostly play alongside others rather than with them. This makes it difficult for them to spark off each other. There are good examples of staff modelling the play but children still do not take full advantage of this. Good use is made of the listening area to enable children to make music and to experience a full range of musical instruments. There is also a very accessible painting area which children take full advantage of. However, the advancement of children's skills in this area is slower than many other areas. Overall only about half the children attain the early learning goals in this area with very few exceeding them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- National Curriculum test results show that standards are well below national averages but about average when compared with similar schools
- Standards in writing are being hindered by pupils' speaking skills
- Pupils from a Black African background make good progress and gain in confidence during class discussions
- Teaching is mostly good
- There is good leadership of the subject
- There is limited use of literacy across the curriculum

Commentary

49. When compared with all schools nationally the school's Year 2 and Year 6 test results for reading, writing and English respectively are mostly well below average. This has been the case for several years. However, when compared with similar schools the results are at least average and there is a good sense of improvement happening. Girls do much better than boys in Years 1 and 2 but the trend is reversed in Years 3 to 6. As explained earlier in this report the main reasons for this is down to the levels of boys' attendance early on in the school and that boys are having particularly good support later in the school. Standards in writing are generally more worrying than those for reading although the school is continually looking at ways of making reading more interesting and meaningful for pupils. Reading class stories is one successful way in which the school has helped more pupils to be excited about reading. The example of Year 5 and 6 pupils being excited about having Macbeth read to them underlines this fact.
50. Most pupils read regularly at school and although the picture is more mixed when it comes to reading at home there is none-the-less a positive feel about reading across the school. Most pupils can name a favourite author and these range across several authors with different styles of writing. The school is looking at different ways of supporting pupils' reading and the ideas suggested by the literacy leader are likely to have a positive impact on pupils' attitudes to reading as well as their reading skills. It is standards of writing that is giving most concern to the school. Pupils' lack of fluency in expressing themselves orally is spilling over to their lack of confidence to write with expression and excitement. For example, in Year 1 pupils struggle with words like 'information' and 'facts'. More able pupils have good creative ideas but too frequently even their descriptive imagery is a concern. There are examples of pupils writing very interesting descriptive phrases but this is not often sustained through a long piece of text. Pupils' oral skills are generally poor and they find it difficult to express themselves as well as they would like during lessons. Pupils frequently use the word 'like' as punctuation when describing something to the whole class. This lack of fluency certainly prevents them from developing their ideas as well they would like. The subject leader is very aware of this and is looking to develop training ideas around this area.
51. Pupils from a Black African background do well in this school, especially in literacy. They are often members of the most able group in each class and contribute keenly in class discussions. They often have excellent ideas that spark off other pupils. In one example one pupil described an underground cave system that had secret passages. The creative idea was further embroidered with a character who lived in the underground world.
52. Much of the teaching of literacy is good and sometimes has very good features. In a Year 5/6 lesson the teacher's use of Macbeth was engaging all the pupils and certainly challenging the most able. The pace of the lesson was brisk and pupils were expected to think quickly and respond to different scenarios at speed. The tasks that followed the teacher's introduction were extremely well organised and helped the most able pupils to

develop interesting ideas. Less able pupils were very well supported by a teaching assistant and this is a prominent feature in many literacy lessons. In another class the Year 1/2 teacher is equally as knowledgeable of her subject and therefore able to challenge pupils. In this lesson there were very effective methods used to ensure that pupils developed their oral skills before writing. The use of ideas such as the 'VIP cushion' helped in this respect. There is also good use of photographs taken within the school to help and aid pupils' writing. Teachers have to work hard to engage the pupils because in each class there are pupils who can easily be disruptive.

53. The subject is well led by a committed and keen individual who knows the school's strengths and weaknesses well. The subject leader has recognised the need to develop pupils' writing through giving greater consideration to pupils' oracy skills. There is also good recognition of the need to keep reading exciting and interesting for the pupils. Assessment and making use of assessment information has also been accurately identified as an area for development. The subject leader has only limited opportunities to monitor teaching and learning and this is something that needs to be expanded.

Language and literacy across the curriculum

54. The use of pupils' literacy skills across the curriculum is weak. This is because so much time has been devoted to raising standards in English that aspects of other subjects have been neglected. In geography and history this is certainly the case and therefore pupils have only limited opportunities to develop their literacy skills more broadly. The overuse of worksheets in these subjects also contributes to the problem. Where worksheets are used they often require only minimal input from the pupils. This has resulted in presentation skills not being as good as they could be.

MATHEMATICS

Provision in mathematics is satisfactory

Main strengths and weaknesses

- Most pupils achieve well by the end of Year 6, but achievement is limited for some groups of pupils because work is not closely enough matched to their needs
- The school does not yet track pupils' progress sufficiently to set more realistic targets
- Pupils have good attitudes to mathematics
- Teachers make good use of teaching assistants to work with small groups
- Mathematics is not always used well enough to support learning in other subjects of the curriculum

Commentary

55. Results in national tests in mathematics have fluctuated over the last four years, but indicate that by the time they are at the end of Year 2 pupils attain standards which are below those expected nationally. Pupils' attainment in national tests for Year 6 was also below national expectations in 2004 but has shown improvement over the last four years, and achievement overall is good. Achievement for some groups of pupils however, is limited because most teachers do not use their knowledge of what pupils can and cannot do to plan learning activities which match their levels of ability. Extension work too often takes the form of further work of the same kind and pupils are expected first to do the same work as others. Marking of books, although mostly accurate, does not help pupils to improve or encourage them to try a range of different strategies. Where teachers do plan work for different abilities, as in a Year 1 lesson observed, achievement can be very good because of the clear focus on what pupils need to learn and how they should learn it.

56. The school does not yet have a focused approach to assessment in mathematics. It is unclear what information is gathered on how well pupils do or how this information is used to track progress in order to ensure that all pupils achieve to their potential. As a result, school targets are not always realistic and the school does not make enough use of individual and group targets to improve levels of achievement for all.
57. Teachers have high expectations for behaviour and the attitudes of pupils and this has a positive effect in lessons. A range of activities adds fun to lessons, and this ensures that most pupils remain enthusiastic and wanting to learn. Pupils' books are usually well presented and the amount of work completed in most lessons is good, underlining their good attitudes and willingness to learn. In discussion, pupils show an excitement for mathematics and enjoy using a range of strategies to solve number problems and more complicated problems in shape and space.
58. Teaching assistants work effectively in all classes during mathematics lessons and are both confident and competent to support learning in a variety of ways. They are fully involved in lesson planning with the teachers and so are able to work well with small groups outside the classroom using a range of materials. They complement the work of the class teachers when dealing with challenges of behaviour and have very effective strategies to bring pupils back on focus in the lesson.

Mathematics across the curriculum

59. Pupils' skills in mathematics are not sufficiently developed through other areas of the curriculum, although there is some evidence of application of skills in science and ICT. In lessons teachers make good use of the interactive whiteboard as an ICT resource to teach mathematics.

SCIENCE

There is satisfactory provision in science

Main strengths and weaknesses

- Standards in science are below the national expectation
- The focus on investigative science is impacting positively on the overall provision for science
- Pupils' achievement is satisfactory
- Tracking of pupils' progress needs improving in order to raise standards.

Commentary

60. By the end of Year 6 standards are below expected levels of attainment nationally, but pupils achieve well against similar schools and prior attainment. Standards of work seen in pupils' books and in lessons indicate that standards in the current Year 6 are still below average, but there is a clear picture of improving results. This reflects a similar picture throughout school. A focus on investigative science has resulted in the average and more able recording at least a satisfactory account of their investigations.
61. Based on the scrutiny of work, the two lessons observed and discussions with pupils, teaching is judged to be satisfactory overall. Lesson planning is satisfactory and clearly identifies what the pupils are to learn as outcomes of lessons and generally link one science lesson to the next. Resources are used appropriately in lessons and teachers use the school environment effectively to support their work on 'life processes and living things'. Pupils benefit from the 'hands on' activities presented by their teachers and this approach encourages enjoyment of their science work. For example, in discussion with pupils during a Years 3 science lesson, pupils were keen to take part and show what they had learned.

Information and communication technology is beginning to support pupils' learning and recording in science.

62. The subject leader has only undertaken the role for the last two terms. Despite this, she has a clear understanding of its strengths and weaknesses and has clear objectives for what now needs to be done in order to improve standards. She has had some opportunities to monitor the subject by scrutinising pupils' work and teachers' planning. As yet, she has not had the opportunity to monitor teaching and learning. Standards of work are improving, but because of the low starting point, standards remain below national expectations for pupils in Year 6. This is confirmed by national test results.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- Standards have steadily improved but are still below national expectations
- Pupils make good progress but are having to catch up in order to improve their skills
- Good assessment is helping pupils to improve their skill levels
- Subject leadership is good
- There is ineffective use of ICT across the curriculum

Commentary

63. When compared with the school's position at the time of the previous inspection there has been very good improvement in the provision for this subject. However, there is still a long way to go but the effective work of the subject leader combined with the interest levels of pupils is aiding the process of improvement.
64. By the end of Year 6 most pupils are able to move, rotate and resize graphic elements and can search a database using more than one criterion. They have not yet developed multi-media presentations and are still a little insecure about setting up address books for e-mails. When compared with their position a little less than a year ago this represents good progress. This is a position that can be replicated throughout the school with pupils making good progress and catching up rapidly so that their skill levels nearly match that of their age. The school has suffered from under resourcing in this subject and this has hindered progress. However, there is now a computer suite available to all pupils and the introduction of a well organised assessment record keeping book is helping all pupils know what it is they need to do next. This helps the assessment of this subject to be good which is in contrast to other subjects across the curriculum.
65. The subject leader has done a great deal to move the school forwards. He is highly organised and is clear about what the school needs to next to continue with the momentum of improvement. The development of individual portfolios for all pupils has come about as a result of his work and this is helping all pupils to be focused on what needs to be done next in order to improve their skill level.

Information and communication technology across the curriculum

66. The use of ICT across the curriculum remains a weakness and is the next main area to be developed in the school. Presently there are too many missed opportunities to use pupils' new found skills across all subjects. There are only limited examples of ICT being used to support work in science and mathematics.

HUMANITIES

- **The provision for geography in the school is unsatisfactory.**

- **The provision for history in the school is unsatisfactory.**

67. It was not possible during the inspection to observe any history or geography lessons. Therefore judgements are made after discussions with pupils and a scrutiny of their books. Although pupils are receiving their full entitlement to the subject this year, pupils' knowledge is starting from a low baseline. There were some geography displays and photographs covering pupils' outings to the locality and a display on Romans available in school. However, the amount of finished work in either subject is limited. In addition, currently there is no subject leader in post. The school recognises the need to improve provision in this area of the curriculum and the need for standards to be raised, but it has, quite understandably, concentrated its efforts on raising standards in the core subjects. The limited use of pupils' skills in literacy, numeracy and ICT within the humanities curriculum also needs addressing.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and Physical Education

68. The impact of visitors to enhance the quality of the performing arts is making a good contribution to pupils' achievement in this area. Only one lesson was observed in physical education, with sampled lessons in music and dance, so there is insufficient evidence to make secure judgements about provision in all respects. Pupils sing with good enthusiasm, especially when singing African songs and songs from other cultures. The school has recently bought a range of new resources for music, which were used well in lessons by a visiting teacher from the local authority. This is part of a programme to develop the ability of staff to teach music and the strategy of paired teaching is working well. Teachers are gaining confidence by working alongside the visiting teacher and pupils have the opportunity to learn in detailed and well informed lessons. A commercial scheme is being introduced to further support teachers. In physical education, pupils enjoy a broad programme and there are a number of extra activities for pupils to join in, such as football, hockey, and squash. The school welcomes a range of visitors to develop sport, and a visiting dance teacher especially adds significant strength to the curriculum. Pupils showed good skills when working on African dance and they were able to repeat and refine their movements ending up with a very advanced performance.

Art and Design, Design Technology

69. No lessons were seen in either design and technology or art and design and so no judgements can be made about provision. There is a good variety and breadth of work in the art displayed across the school, so that classrooms and shared areas look bright and colourful. Themed art weeks and visits from local art students have added enrichment and creativity to the curriculum. Displays evidence work based on a variety of artists and show a progression of ability throughout the school. The whole school was recently involved in an Art Day using a wide range of materials to illustrate The Jabberwocky poem. Both art and design technology are led by teaching assistants who have huge enthusiasm for their subjects and significant knowledge of the breadth of the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. No lessons were seen in this area of the school's work and so no judgements are made on overall provision. This area has been neglected in the past, but recent good efforts to improve provision are having a positive impact on pupils' behaviour and self esteem. For example, a scheme of work is in progress and resources have been purchased to support the subject. Behaviour expectations are an integral part of teaching and pupils are taught

right from wrong and understand what good behaviour is and the expectations of the school.
The school council is newly introduced and has been elected by other pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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