

INSPECTION REPORT

ST MARY'S CE PRIMARY SCHOOL

Manchester

LEA area: Manchester

Unique reference number: 105545

Headteacher: Mr E Roberts

Lead inspector: Ms S Billington

Dates of inspection: 16th - 18th May 2005

Inspection number: 267885

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 - 11
Gender of pupils:	Mixed
Number on roll:	242
School address:	St Mary's Road Moston Manchester Lancashire
Postcode:	M40 0DF
Telephone number:	(0161) 681 0407
Fax number:	(0161) 6827 949
Appropriate authority:	The governing body
Name of chair of governors:	Mr T McKinney
Date of previous inspection:	15 th March 1999

CHARACTERISTICS OF THE SCHOOL

This is an average-sized primary school with seven classes – one for each year group – and a Nursery which caters for 30 children. There are more girls than boys in the school, with the main imbalance being in Years 2 and 3.

There are very few children from minority ethnic heritages and none is in the early stages of learning English.

The proportion of children that is eligible for free school meals is above average and the school serves an area of some disadvantage. Very few pupils enter and leave the school other than at the normal times.

The proportion of pupils with special educational needs is slightly higher than is normally found. Most of these children have learning or social and emotional difficulties. Two children have statements of special educational need – this is a broadly average proportion.

The majority of children have up to 18 months in the Nursery before joining the Reception class. On entry to the Nursery, the attainment of the majority is well below average.

The school has been awarded Healthy Schools status for several years and is currently working towards a gold award in this area. The school gained an achievement award for good performance in national tests at the end of Year 6 in 2003. The school is part of an Education Action Zone (EAZ) and an Excellence in Cities project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4343	Ms S Billington	Lead inspector	The Foundation Stage English as an additional language Science Art and design
32667	Mrs L Coleman	Lay inspector	
4341	Mr D Clegg	Team inspector	Mathematics Information and communication technology Design and technology Physical education
22704	Mr G Williams	Team inspector	Special educational needs English Geography History Music

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. Pupils achieve well, although there is scope for some to do even better in some subjects. Teaching and learning are good overall. Leadership by the head, governors and key staff is good and has been particularly effective in ensuring that the school has a very positive ethos and that individual children are cared for well. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Children get off to a very good start in the Nursery.
- The organisation of the teaching in Years 5 and 6 helps pupils to achieve well.
- More use could be made of information on pupils' achievement to ensure that they make consistent progress through the school.
- Standards in writing could be higher throughout the school and pupils could make more use of their skills in writing in subjects across the curriculum.
- Provision for pupils with special educational needs is good.
- Pupils behave very well and have very good attitudes to learning; they respond well to the very good provision for their personal development and high level of care.
- Links with parents, local schools and the community are good.

The school has made good improvement since the last inspection. Strengths have been maintained and standards have improved. The weaknesses identified have been successfully tackled. Planning and assessment in the Nursery have improved to the extent that these are now strong features of the provision. Pupils in Years 3 to 6 have better research skills. Resources for information and communication technology (ICT) have improved, particularly through the use of the local city learning centre and, very recently, the purchase of laptops for the use of a whole class. Handwriting and presentation have improved, though there is still scope for further improvement in this area.

STANDARDS ACHIEVED

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

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

Overall achievement is **good**. The majority of children start school with a low base of skills and make good gains in the Nursery in all areas of learning. While most aspects of this are successfully built on in the Reception Year, children could be doing better in early aspects of literacy and mathematics. Standards are below average as children start Year 1; overall they achieve well in Years 1 to 6, although the rate of progress is uneven through the school. Achievement is particularly good in Years 5 and 6 because of smaller teaching groups and the close attention given to individual needs. Year 6 pupils usually do particularly well in national tests, attaining standards in some years that are above or well above the national averages. In 2004, the year group had a particularly high proportion of pupils with special educational needs and this affected the overall performance in the tests. However, these pupils also did well in relation to their starting points.

The inspection found that standards are broadly average in mathematics and science. In English, standards in reading and in speaking and listening are broadly average but standards are below average in writing. Girls are generally doing better than boys in writing, but there is no difference in the achievement of boys and girls in other subjects. Pupils achieve well in music and physical education and standards in these subjects are above those normally found.

Pupils with special educational needs make good progress as a result of the well-organised programmes to give them extra help. Pupils learning English as an additional language achieve as well as their peers.

Pupils' personal development, particularly their moral and spiritual development, is **very good**. Attendance levels are well below the national average, despite the school having good arrangements to encourage regular attendance.

QUALITY OF EDUCATION

The overall quality of education is **good**. Teaching and learning are good. Lessons are generally well organised and pupils are well managed. Occasionally, better use could be made of time and work better matched to pupils' varying levels of knowledge and skills.

The curriculum is broad and balanced and includes all the subjects that it should. A good range of visits and visitors enhances pupils' learning, but provision for extra-curricular activities is limited. Links with parents, other schools and the community also extend opportunities for learning. Arrangements for pupils' care and welfare are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher, governors and senior staff work well together and set a clear direction for the school. There is good information on pupils' attainment in standardised tests and good use is made of this to identify aspects of the curriculum that need particular attention. However, not enough use is made of the information to ensure that pupils in all year groups make progress at the rate at which they should.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally positive about the school and about how well their children do in their time there. Pupils are also positive about most aspects of school and the help that they get; a significant proportion in Years 5 and 6 had concerns about the way that others behave. However, the inspection could not identify any reason for this and found that the school deals very well with any incidents of inappropriate behaviour.

IMPROVEMENTS NEEDED

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

- Improve standards in writing and ensure that pupils have adequate opportunities to use their skills across the curriculum.
- Use performance data more rigorously to track and analyse pupils' progress and improve the consistency of progress.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve well. By the end of Year 6, standards are broadly in line with national averages and pupils' performance in tests is better than that of pupils in similar schools¹.

Main strengths and weaknesses

- Children get a good start in Nursery but this is not extended as much as it might be in the Reception class.
- In English, pupils achieve well in speaking, listening and reading, but could achieve more in writing.
- Although standards are broadly average in mathematics, the rate of progress is inconsistent and some higher-attaining pupils could be doing better.
- In music and physical education (PE), standards are above expectations.
- Pupils with special educational needs achieve well.

Commentary

Standards in tests

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

Standards in:	School results	National results
reading	14.5 (15.3)	15.8 (15.7)
writing	12.5 (13.4)	14.6 (14.6)
mathematics	15.5 (15.9)	16.2 (16.3)

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

1. Pupils' performance in tests at the end of Year 2 is erratic and the overall trend in improvement is below the national trend. Standards in reading and writing have varied from well above to below and sometimes well below the national average. Standards in mathematics have been below the national average in the last two years. However, while standards do not compare well with national averages, pupils achieve well in comparison with those in similar schools.

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

Standards in:	School results	National results
English	26.5 (27.6)	26.9 (26.8)
mathematics	26.6 (27.9)	27.0 (26.8)
science	28.6 (30.2)	28.6 (28.6)

There were 33 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils' performance in national tests at the end of Year 6 in 2002 was well above the national average and in 2003 results were above average. In 2004, results were affected by the high proportion of pupils with special needs in the year group and were below average in English and mathematics. Nevertheless, this represents a good level of achievement. The trend of improvement in national tests is better than that of schools nationally. Results compare well

¹ The 'similar schools' comparison in this section is based on those with a similar proportion of pupils that is eligible for free school meals.

with those in similar schools and are usually well above average and at times in the top five per cent of those schools in the comparative group.

Inspection findings

3. While the overall picture is of good achievement, there is some variation in the rate of progress that pupils make in different year groups and in different subjects.
4. Nursery children benefit from good teaching, a well planned and exciting curriculum and a well organised learning environment. They achieve well in all areas of learning. In the Reception Year, children continue to do well in some aspects of their learning. The majority achieves expected levels at the start of Year 1 in their personal, social and emotional development, physical development and knowledge and understanding of the world. Good attention is paid to extending children's vocabulary and understanding of language; as a result they make good progress in speaking and listening, although this aspect is still below average at the start of Year 1. In literacy and numeracy, the good start that children make in the nursery is not built upon and there are too many routine practice tasks, particularly for higher-attainers. Only a minority reaches expected levels at the start of Year 1.
5. In Years 1 and 2, pupils achieve well in reading and in speaking and listening but not as well as they should in writing. In mathematics, achievement is satisfactory but progress is slowed at times by working through a commercial scheme and, as a result, some higher-attaining children not doing as well they should. In Years 3 and 4, progress is erratic in English and mathematics and some pupils do not move on at the rate that they should. It is not possible to identify a specific group to whom this applies. These pupils are average or higher attainers - but some other average or higher attainers do make the gains that they should. In Years 5 and 6, good teaching arrangements, extra support groups and a strong focus on the skills needed in national tests at the end of Year 6 mean that pupils make good gains and the majority attains at least average standards. However, writing continues to be an area of weakness, particularly because pupils do not use their skills enough in subjects across the curriculum.
6. In science, pupils achieve well and standards are broadly average at the end of Year 6. Pupils have a good base of knowledge of all areas of science. In ICT, standards are broadly average and achievement is satisfactory. Pupils in Year 5 and 6 benefit from access to good ICT facilities at the city learning centre. In music and PE pupils achieve well as a result of well organised curriculum provision and good teaching.
7. There is some variation in the achievement of boys and girls in different year groups but no particular pattern except in writing, where girls are generally doing better than boys.
8. Throughout the school, pupils with special educational needs benefit from well organised support and achieve well against the targets in their individual education plans (IEPs). Pupils learning English as an additional language make good progress in their acquisition of the language and achieve as well as their peers.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school and behave very well. Provision for their personal development is very good. Attendance is well below the national average.

Main strengths and weaknesses

- Pupils respond well to the high expectations of their behaviour.
- Pupils' positive attitudes and good relationships with each other and with members of staff contribute to their effective learning.

- Pupils' moral and spiritual development is very well promoted and their social and cultural development is good.
- The school makes good efforts to encourage the regular attendance of all pupils.

Commentary

9. The school is very effective in promoting very good standards of behaviour through consistent implementation of the behaviour policy. As a result, classrooms are calm and orderly and there is a very good climate for learning. Pupils play together very well in the playground and show consideration to others as they move around the school. Pupils with significant behavioural difficulties are well supported. There was no evidence of racism or bullying during the inspection but the school has good procedures to deal with any such incidents; pupils are confident that if they occurred, they would inform their teachers who would take effective action. In 2003-4 there was a high number of exclusions; these pupils were all in Year 6 and had behavioural difficulties. There has been one temporary exclusion in the last year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed-period exclusions	Number of permanent exclusions
White – British	159	33	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	3	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Chinese	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	4	0	0

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

10. Pupils listen attentively in class and start work promptly. In PE, for example, pupils organise themselves to set out apparatus efficiently and quietly without intervention by a teacher. The majority of pupils co-operate well in pairs and groups and this means that they learn well by discussion and sharing ideas. Teachers provide very good role models throughout the school and all members of staff are quick to praise pupils' efforts. Pupils are enthusiastic about school and talk animatedly about school outings and their ideas for clubs and trips. Pupils with special educational needs receive good support and have very positive attitudes for learning.
11. Assemblies, the very good provision for personal, social, health and emotional development (PSHE) and effective use of circle time make a very good contribution to pupils' personal development. The very good links with the local church lead to a strong Christian ethos in the school. Pupils are given valuable opportunities throughout the school day, and in the Friday lunchtime prayer group, to reflect on their relationships with others, with God and with the world around them.

12. Circle time is well directed to address issues such as friendship and respect for others so that problems are dealt with swiftly. Taking part in the 'Friendship Squad' is a popular way for older pupils to support others in the playground. The Healthy Schools programme has encouraged pupils to take responsibility for their own health and relationships.
13. The school has made good use of visiting authors, artists and theatre groups to enhance provision for pupils' cultural development and to introduce them to the traditions of other countries. However, more could be done to increase pupils' awareness of the diverse nature of modern British society.
14. The school has developed good systematic procedures to monitor attendance and has adopted a number of good strategies to reward regular attendance and punctuality and to follow up all absences. These include initiatives such as the 'In school on time' scheme and use of the attendance advisory service to reinforce efforts to improve attendance of individual pupils. Despite discouragement from the school, a number of families take holidays during the school term and this is the main factor that reduces overall attendance levels. The school deals well with the few parents who persistently fail to ensure that their children come to school regularly and on time; these account for the vast majority of the unauthorised absences.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.8
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The overall quality of teaching and learning is good. Assessment arrangements are satisfactory; there is some good information on pupils' attainment but this is not always used to set work at the right level.

Main strengths and weaknesses

- Consistently good teaching in the Nursery gets children off to a very good start.
- Pupils are well managed and expectations of their behaviour are high.
- Teachers make good use of resources in most lessons.
- Teaching assistants are used well to support pupils with learning difficulties.
- In some lessons, the pace is slow and pupils are given some low-level tasks.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (9%)	21 (60%)	10 (29%)	1 (3%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. There is good teaching throughout the school and in most subjects. In the nursery, teaching is consistently good, with well planned activities to support all aspects of children's learning. There are good arrangements in Years 5 and 6 to provide extra support from teachers and teaching assistants; this enables the oldest pupils to achieve well and ensures that they are well prepared for the next stage of their education.

16. In all lessons, teachers have well established routines and high expectations of pupils' behaviour. Pupils respond well and their very good attitudes and interest in the activities that they are given make a significant contribution to their successful learning.
17. In most subjects, teachers use demonstration, explanation and resources well to support their teaching and pupils' learning. These features are particular strengths in the teaching of subjects such as science and PE. There are times, however, when teachers miss the opportunity to use some of the good approaches outlined in the national literacy and numeracy strategies to involve all pupils in introductory sessions or group work. For example, in the introduction to numeracy lessons, opportunities are missed to use small whiteboards or other resources on which pupils can indicate their answers and teachers can therefore assess their understanding. In literacy lessons, opportunities to write with the pupils as a whole class or in groups are also missed.
18. Teaching assistants are well used to support individuals and groups of pupils with learning difficulties. They have a good understanding of the pupils' areas of difficulty and work on well planned programmes to address their needs.
19. Just occasionally, time in lessons is not used as effectively as it could be. Sometimes introductions last too long, with limited involvement of the pupils. There are also occasions when all pupils are given the same tasks; these are often undemanding for higher and some average attainers, but too difficult for lower attainers. Sometimes these take the form of worksheets where missing words are put into sentences; lower-attaining pupils cannot always read the text and higher attainers lack the opportunity to record their ideas in their own words. While there is some good information on pupils' prior attainment, particularly in English and mathematics, this is not being used as well as it might be to match work to pupils' different levels of capability.

The curriculum

The school provides a sound curriculum. There is a satisfactory range of activities that supplement lessons. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is broad and well planned to ensure that lessons build on what has been taught earlier.
- There is very good provision for PSHE.
- The provision for pupils with special educational needs is good but some pupils miss important parts of lessons because of being withdrawn for individual support.
- Curriculum enhancement through visits and visitors is good but extra-curricular activities are limited.

Commentary

20. One of the key features of the school's success is the well planned curriculum. As pupils move from year to year there is a clear view of what they need to learn and how each year group builds on the work that has been done previously. This means that there is very little repetition of learning and pupils add to their knowledge and understanding in a systematic manner.
21. While the school gives the right emphasis to teaching the basic skills of literacy and numeracy, there is also plenty of opportunity for pupils to develop personally. The opportunities provided by the school council and the way that older pupils are encouraged to work with the younger ones are just some of the ways the school helps pupils to grow and mature. Specific activities such as the regular use of 'circle time'^{*} and work towards the Healthy Schools awards make a strong contribution to provision for PSHE.

^{*} Where pupils sit together as a class to discuss issues or concerns.

22. The work given to pupils with special educational needs is well matched to their learning targets and is helping them to make good progress. They are often well supported in lessons by the teaching assistants who reinforce the teaching with a more individual approach. There are, however, occasions when pupils are taken out of lessons to receive individual help separate from the class. This means that some children miss important elements of a lesson, for instance, when the teacher is explaining or demonstrating some new work. Leaving the lesson at this time is unhelpful and means that pupils have to catch up when they return.
23. There are very few extra-curricular activities for pupils to become involved in at the end of the school day. Some have been started but few have been maintained for a long period. There are, however, plenty of visitors to the school who add to what is taught by sharing their expertise or introducing pupils to new ideas; such visitors include theatre groups and artists. The school also makes good use of the local area. Children are regularly taken to visit local places of interest including, the local woods, Manchester science museum and the art gallery.

Care, guidance and support

Provision to ensure pupils' care welfare and safety is very good. There is good support and guidance for pupils. There are very good strategies for seeking pupils' views.

Main strengths and weaknesses

- The school has a thorough approach to health and safety and takes very good care of pupils.
- Staff know pupils very well and provide very good support for their personal development but tracking of their academic development lacks precision.
- There are good assessment procedures and careful tracking of progress for pupils with special educational needs.
- Pupils are involved very well in the work of the school.

Commentary

24. Parents' views are very positive about this aspect of the school's work. The governing body views health and safety as a priority and has overseen the planning of the building works to ensure that all safety inspections within school are carried out rigorously. Systematic risk assessments are carried out in and out of school. A school nurse has a regular clinic in school to monitor pupils' health. Older pupils have benefited from training in accident avoidance and road safety. Staff are trained in child protection and they are alert to pupils who may be vulnerable. A good number of teachers and lunchtime supervisors have first aid training. The school is secure and disabled access is good.
25. Parents are rightly confident that members of staff know their children very well; one remarked that her child 'could not be better cared for'. Pupils' personal development is very well tracked through the Healthy Schools scheme and all their achievements are celebrated in assemblies. Personal development and behaviour are emphasised in the annual written reports and the school has made very good use of its 'positive praise' strategy to build confidence and self-esteem. Pupils with behavioural difficulties are very well supported by the learning mentor.
26. The school is developing academic tracking in all age groups. However, apart from those pupils with special educational needs, for whom procedures are good, it does not use this as effectively as it might to make sure that all pupils are making consistent progress. Targets have been introduced for literacy and numeracy this year, but not all pupils are aware of what their targets are and therefore are not clear about what they need to do to improve.
27. Pupils appreciate the caring nature of their teachers and are confident to approach them with difficulties in the knowledge that they will be appropriately guided. For example, pupils in one class asked a teacher to help them solve the problem of someone whom they felt had been

verbally upsetting others. The teacher instigated a whole-class discussion to bring the matter into the open and then used circle time sensitively to re-establish good relationships.

28. The school has been very successful in developing the school council during this academic year to take account of pupils' views on its work. Pupils have surveyed each other's opinions and a number of their suggestions have been acted upon to improve the school's environment and provision. Some pupils have joined a school working party to produce a policy framework for PSHE. This has made a very good contribution to their citizenship skills.

Partnership with parents, other schools and the community

Links with parents, the community and local schools are good. This makes a positive contribution to pupils' learning.

Main strengths and weaknesses

- Parents receive good information on the school's activities and the curriculum but annual reports on children's progress vary in quality.
- Community links, particularly with the church, enhance curriculum provision.
- The school has good links with other schools and colleges which support pupils' smooth transfer to secondary education.

Commentary

29. Parents value the appropriate and timely information they receive about school activities. Useful information is available in the prospectus and parents of nursery children are made aware of community activities and other support networks via the notice board in their classroom. Parents report that teachers are approachable and the school deals well with their concerns.
30. Most written annual reports contain descriptions of the work pupils have been doing and give good insights into pupils' personal development. However, many do not provide sufficient information about the pupil's current attainment and the ways in which he or she might overcome a particular academic hurdle. The school provides very good curriculum information and year group targets for literacy and numeracy at the beginning of each term.
31. The school makes good use of the amenities of Manchester to extend pupils' learning. In particular, they have attended stimulating programmes organised by the art gallery and science museum and visited the cathedral. The local church makes a valuable contribution to children's learning, both inside school with assemblies, religious education lessons and provision of a weekly session for relaxation and reflection, and outside, with support groups for parents and 'Kids Church'.
32. The school has made good use of funding from Excellence in Cities and the Education Action Zone to support individual pupils' learning and to ensure the smooth transfer of pupils to secondary school. A transition mentor organises social events for Year 6 pupils with pupils from other local schools. Teachers from both phases have established links and vulnerable pupils are well supported to progress seamlessly to their new schools.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and key staff is good. Governance is good. Management is satisfactory.

Main strengths and weaknesses

- Governors are well informed and provide the school with good support.

- The headteacher sets the tone for the school in terms of a positive ethos and inclusion of some challenging pupils.
- The deputy head gives good support and takes a lead in many key areas of school life.
- There is a strong sense of teamwork and staff show a high level of commitment to the school and its pupils.
- Data analysis is used well to identify aspects of the curriculum that need improvement, but this potentially good information is not used effectively to monitor pupils' progress and check on teaching.

Commentary

33. Governors are fully involved in school life, visit regularly and take an active role in supporting the headteacher and the staff. They are well organised and make good use of their experience to help implement the school improvement plan. They have a good understanding of strengths and weaknesses of the school and have a sound approach to financial management.
34. The headteacher has established a clear positive ethos of care and support for pupils. He has worked hard to include all in the life of the school, regardless of physical or behavioural difficulties, and to reintegrate pupils who have previously been excluded. In order to do this he has successfully accessed good resources and funding from the local education authority (LEA).
35. The deputy head has played a lead role in the provision of the very good personal, social and health programme. This has involved establishing positive discipline and driving forward the gold Healthy Schools award that has created a positive environment for learning. The deputy also plays a key role in successfully managing several subjects and overseeing assessment procedures throughout the school.
36. All members of staff show their commitment to supporting the school's ethos and the vision of the headteacher by undertaking in-service training and playing a full part in the care and management of pupils. Staff feel valued and the school has no problems in retaining them. Arrangements for the induction of new staff are good. Performance management is closely linked to arrangements for teachers' professional development and the needs of the school. However, the only regular monitoring of teaching is part of the performance management process. Co-ordinators do not regularly observe lessons and this limits the opportunities that they have to check on the quality of provision in the areas for which they are responsible.
37. The school has made good progress in auditing literacy and numeracy to improve provision in these areas. As a result of the data collected, general areas of weakness have been identified and the school has been successful in employing a range of intervention strategies to support specific groups of pupils. These have included using booster classes and the deployment of teaching assistants to work with particular children. However, monitoring and evaluation is not sufficiently sharp to identify individual pupils who are making uneven or little progress and to ensure that any weaknesses in teaching that may be leading to limited progress are identified and addressed.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	803,881	Balance from previous year	70,600
Total expenditure	740,786	Balance carried forward to the next year	63,095

Expenditure per pupil	3,005
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38. £28,353 from the amount carried forward is committed to capital expenditure in the current financial year. This will be used for improvements to the building.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The majority of children have at least a year's experience in the Nursery before joining the Reception class. Provision in the Nursery has been improved since the last inspection; planning focuses clearly on what children will learn and there are good arrangements for the regular assessment of children's progress. Children make good progress in the Nursery and are well equipped for the move to the Reception Year. However, information on what they have already learned is not used as well as it could be to ensure that progress in all areas of learning is maintained at a good rate in the Reception class. The quality of provision has been particularly affected this year by disruptions to staffing and this has also had an impact on the quality of learning. During the inspection, the class was being taught by a temporary teacher who had only been with the children from the start of the term. Judgments on the quality of provision and children's achievements were therefore made by looking at samples of work and records from the start of the year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children respond well to established routines and clear expectations of behaviour.
- Almost all children select and organise activities independently.

Commentary

39. This is a strong feature of the provision in both Nursery and Reception classes. Teaching is good. All staff provide good role models for the children, listening carefully to what they have to say and helping them to understand the need to share and take turns in their activities. Routines are clear; Reception children, for example, find their names on a board at the start of the day and register their arrival. Children are encouraged to reflect on their feelings and the impact of their actions on others. Good listening in a whole-class discussion is acknowledged by displaying names on a 'listening tree'. In the Nursery, lunchtime routines are well organised to encourage children's social awareness; they sit in groups with a member of staff and are asked to select what they are going to eat from the serving dishes.
40. Teaching sessions are well organised to enable a balance between directed activities and those that children can choose for themselves. Almost all children readily choose what they will work at; they show good application in these activities. For some Nursery children, sharing equipment is still proving difficult, but those in the Reception class are generally happy to work together in pairs and small groups and often talk enthusiastically about what they are doing. The majority of Reception children are on course to attain expected levels in this area of learning by the start of Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good gains in their speaking and listening skills.
- Some children do not achieve as well as they should in aspects of reading and writing,

Commentary

41. In all areas of learning, good attention is paid to extending children's vocabulary and encouraging them to express their ideas in a range of practical activities. Teaching of this aspect of learning is good. Staff are skilled at asking questions and explaining new vocabulary. In the Nursery, most children demonstrate by their actions that they understand instructions and they listen attentively to stories. Speaking skills are limited for many – some children use single words and gestures and only a minority speak clearly in extended sentences. Further gains are made in this area in the Reception class when the majority of children begin to speak in short phrases and sentences and some hold a sustained conversation with an adult. However, speaking skills overall are below expected levels at the start of Year 1.
42. Teaching of early literacy skills in the Nursery is good. Use of 'big books' encourages children to follow a storyline and to understand the function of print and pictures. Activities such as matching sounds and objects, making small books and pretend writing in the play area enable most children to represent their ideas through mark making and sometimes writing some recognisable letters. This good start is not built on in the Reception class and teaching here is unsatisfactory. Those children who have already got a good grasp of the early stages of writing spend time on activities such as practising writing their names – something they could do when they left the Nursery. There is very little independent written work, even for higher-attaining children. Not enough attention is paid to teaching children to recognise commonly used words and few are in line to attain expected levels at the start of Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good range of practical experiences promotes children's awareness of mathematical ideas.
- Reception children do not achieve as well as they should in knowledge of number.

Commentary

43. In both Nursery and Reception, activities such as sand and water play, sorting and matching objects and making repeating patterns give children a good base of understanding of mathematical ideas. Teaching in the Nursery is good. Through activities such as number rhymes, the teacher encourages children to understand the value of numbers 1 to 5 and to count on and learn about 'one more'. Expectations are high; in one activity, for example, children were asked to count on from numbers such as 6 or 8 and some were encouraged to continue beyond 20. As with early literacy, this level of competence is not sufficiently extended in the Reception class. Teaching here is broadly satisfactory. Knowledge of shape, size and number order is consolidated but there are too many routine practice tasks, particularly for higher-attaining children. These children continue work on 1 to 10 and there is little to enable them to apply their knowledge, for example, in working with higher numbers or early addition and subtraction. A minority is on course to reach expected levels at the start of Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of activities enables children to explore and investigate the world around them.
- Early skills in ICT are well established.

Commentary

44. Teaching is good; well planned and imaginative activities support children's learning in this area. In the Nursery, for example, a theme on the colour red is evident in the displays and in the use of red sand and water. The locality is used well; a walk to look at trees included making bark rubbings that enabled children to explore the texture of the trunk. Role play in the 'garden centre', linked with planting tubs outside, encourages understanding of the characteristics of plants and flowers and what they need to grow. In the Reception class, children know the names of common minibeasts and some of the differences and similarities between them.
45. There are good opportunities for children to learn about the use and application of technology. Nursery children use a listening centre to listen to taped stories, learn how to operate a programmable toy to make it move in different directions and use a digital camera to record the shapes that they see on a visit to the local church. Both Nursery and Reception children are confident in using the computer and some have good skills in using the mouse to move and manipulate images, for example, in making a shape picture on the screen. Most children are on course to attain expected levels in this area of learning at the start of Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Nursery children develop good confidence and skills in physical activities.
- A range of practical activities helps to improve children's skills in cutting, drawing and writing.

Commentary

46. Good attention is paid to this area of learning and teaching is good. A well equipped and spacious play area adjacent to the Nursery class is used regularly to ensure that all children have access to a range of activities to develop their large-scale movements. Several children show good control in steering and pedalling wheeled toys and in using the climbing frame. Reception children also use these facilities at times and plans are in hand to provide them with their own play area as part of a new building programme. In the meantime, Reception children have a PE lesson in the hall each day. They participate readily in these activities and most respond well to the teacher's instructions to stretch, jump and move in a variety of ways. The majority is in line to reach expected levels at the start of Year 1.
47. Regular opportunities to paint, draw and use playdough improve children's skills in finer movement. Because pencil control is weak for many children, this type of activity is effective in bringing about improvement.

CREATIVE DEVELOPMENT

48. No specific teaching was seen in this area and it is not possible to judge the quality of provision. There are good opportunities for children to paint, make collages and print, for example, in their study of daffodils and imitations of Matisse's 'snail'. Regular music-making sessions are planned and children's imagination and creativity are successfully promoted through access to well resourced role play areas.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils generally achieve well in speaking and listening and in reading.
- Pupils do not achieve as well as they should in writing and opportunities for them to write for a range of purposes are too limited.
- Good assessment information is not used as effectively as it could be to set targets and track pupils' progress.

Commentary

49. Standards are below average overall. However, there is a distinct variation in the different aspects of English. Pupils achieve well in speaking and listening and standards are broadly average by the end of Year 6. Pupils also do well in reading to achieve standards that are close to the national average. Standards in writing are below average and pupils do not achieve as well as they should in this area. Progress in this area is inconsistent.
50. Speaking and listening skills develop well with good teaching in this area. Throughout the school, pupils listen attentively, show good understanding of the main points of discussions and are eager to respond to questions. They are aware that teachers generally expect them to answer in full sentences. Teachers use 'talking partners'* to successfully encourage children to listen carefully to each other. Pupils offer thoughtful suggestions and observations and are willing to persevere to produce the correct answer. They are encouraged to use appropriate language in subjects across the curriculum and this, together with their positive attitudes, contributes significantly to improvements in their speaking and listening skills.
51. Pupils benefit from following a structured reading scheme until they become competent readers and they then move on to freedom of choice. In Years 1 and 2, pupils' knowledge about sounds of the alphabet and combination of letters is good. This helps them to tackle new words by 'sounding them out' and using strategies such as looking for rhyming patterns. Many pupils in Years 5 and 6 read expressively and with good understanding. Some are able to analyse the plot, characterisation and key features in stories and to predict events. However, other struggle to get beyond the literal meaning of what they read. Their predictions of events and awareness of authors and plots are secure. Pupils use dictionaries and thesauruses well by Year 6. They know how to use the contents and index pages of books to find information but the lack of a school library limits the opportunities for them to use their research skills.
52. Writing is below the standards normally expected for pupils, particularly for boys. The school is aware of this and has identified the need to raise attainment in this area. However, the current practice of using worksheets in subjects such as history, geography and science restricts the opportunities for pupils to use and apply their writing skills in a variety of contexts. This is a key factor in limiting achievement. Handwriting, presentation and spelling have generally improved throughout the school since the last inspection.
53. Teaching is good overall, with examples of very good teaching in Year 6. Teachers make good use of resources, particularly the interactive whiteboard in Year 6. Introductions are informative and lively and explanations are clear and sufficiently detailed to ensure

* Where pupils discuss specific questions or issues in pairs.

understanding. Discussions are animated and practical activities are purposeful, encouraging pupils to think about what they have learned and how to improve. Teaching assistants are a valuable resource and they support teachers well through joint planning and well targeted work. Planning is thorough and learning objectives are discussed with pupils so that they are clear about the purpose of each lesson. However, there are limited opportunities for pupils to draft, edit and improve the quality of their written work. Marking is regular and diagnostic, but does not always advise pupils on what they need to do next to improve.

54. Leadership and management are satisfactory overall, with some good features. The co-ordinator is a good role model and provides support and guidance for other members of staff. She has gathered considerable data from regular testing of pupils' attainment, but as yet this is not used effectively to ensure that pupils are making consistent progress through the school or to identify the specific weaknesses in writing. Resources are generally good and well used.

Language and literacy across the curriculum

55. Speaking and listening and the application of reading skills are encouraged across a range of subjects. Discussion was used well in a history lesson in Year 2 when pupils were learning about the life of Florence Nightingale. In Year 6, pupils successfully retrieved information from a range of books to respond to questions on events during the Second World War. Writing skills are not promoted as successfully because too many tasks limit opportunities for pupils to write independently.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well, although there is some variation in how well they do in different year groups.
- There is a well planned programme of work that builds up steadily as pupils move through the school.
- Progress is well tracked but more could be made of the information.

Commentary

56. Overall, pupils achieve well although there is some variation in how rapidly they make progress as they move through the school. The progress made in Years 1 and 2 is satisfactory as pupils steadily build on their work in the Nursery and Reception. By the end of Year 2 most pupils have attained average standards, although there are few children who are working at above-average levels. In Years 1 and 2 pupils become familiar with using the basic operations and get better at understanding how numbers work and how they are organised.
57. The steady progress is generally maintained in Years 3 and 4 but in Years 5 and 6 progress is more rapid. This is due to the combination of some good teaching and the way that the classes are organised. In both Years 5 and 6, the teaching groups are smaller and are organised according to ability. This makes it easier for the teaching to focus more on individual needs. This boost in the last two years enables the majority of pupils to reach average standards, with a good proportion attaining above-average levels. This means that pupils are confident in using the four operations, understand about decimals and percentages and are getting better at using what they know to work out maths problems.
58. Mathematics lessons are consistently satisfactory and in some respects they are good. All pupils benefit from the well planned programme of work that sets out what is to be taught in each age group. This means that as they move through the school the work they do builds on what they have learned previously in a sensible and organised way. However, despite this

good guidance, in some lessons not enough is done to meet the needs of pupils with different abilities. In these situations, all the pupils do the same work for much of the time, with the higher-attaining pupils perhaps eventually moving on to more challenging work, although lack of time in a lesson sometimes stops this happening. This results in some pupils doing work that is too easy for them for too much of the lesson. In some lessons, this is not helped by all pupils having to work their way through activities in a commercial scheme, despite the fact that the tasks are undemanding for them. There are some exceptions to this, for instance, in Year 3, lesson work is often planned carefully to provide a range of activities for different groups of pupils. The pupils who struggle with mathematics are generally effectively helped by the teaching assistants. In all lessons a key feature is the skilful way in which teachers manage the pupils. They are overwhelmingly positive, praise those pupils who behave well and this encourages all to work hard and keep concentrating.

59. The way the subject is managed and led ensures that all teachers know exactly what they need to teach. The way pupils' progress in mathematics is assessed is good and helps the school to identify which pupils might need extra help. However, this information is not used enough to plan for the needs of different pupils in individual lessons. There is also very limited checking up on how well mathematics is taught and this means that some of the weaknesses in lessons are not being picked up and improved. Despite this, however, the subject is better than at the last inspection; standards at the end of Year 6 have improved, although there is still some unevenness in the rate of progress across the school.

Mathematics across the curriculum

60. There is some good use of mathematics across the curriculum, especially in science lessons where pupils use their skills in measuring and recording a range of data to help them with their investigations. Mathematics is also evident in some aspect of ICT such as data handling and control technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils have a good range of knowledge about key areas in science.
- Good first-hand experiences encourage pupils to observe and explore scientific phenomena.
- Resources are good and used well to support teaching and learning.

Commentary

61. Pupils achieve well and the majority reaches at least average standards at the end of Year 6. Pupils have good opportunities to learn about all aspects of science and their knowledge is steadily built on as they move through the year groups. By the end of Year 2, pupils know about sources of electricity and the components of a simple circuit and some of the properties of materials. They also know some of the key characteristics of plants and animals. This is extended so that Year 4 pupils are aware of a range of criteria for grouping living organisms by, for example, movement and habitat, and Year 5 pupils show understanding of the way that organisms adapt to different environments.
62. Teaching is good overall. Lessons are well planned so that there is a strong focus on key scientific vocabulary and opportunities for pupils to use what they already know to organise their activities and predict the outcomes. In a Year 6 lesson, for example, pupils were encouraged to draw on their knowledge of the properties of materials to suggest what might be a good insulator or conductor. Resources are used well. Year 2 pupils used magnifying glasses to study the minibeasts that they had collected in nearby woods; a good display and a range of books related to the topic supported their learning. In a Year 3 lesson, the teacher

gave clear guidance on the use of Petri dishes and syringes to encourage pupils to set up a fair test on the absorbency of different materials. Helpful pro-formas are sometimes provided to enable pupils to record their science work in a systematic way. However, there is an over-use of worksheets that are sometimes low-level and sometimes information or the recording of an experiment is copied work. As a result, higher-attaining pupils lack the opportunity to apply their writing skills and to provide detailed explanations of their findings. They rarely provide an hypothesis or devise a concluding scientific statement for their work.

63. Leadership and management are satisfactory. There is a clear structure for planning and helpful materials to support teaching. Assessment arrangements are limited and currently focus on the gains in pupils' knowledge at the end of a unit of work. The co-ordinator has rightly identified the need for assessment of pupils' skills in the practical aspects of the subject. Teachers' planning is regularly checked but there is no opportunity for the subject manager to see lessons and to gain an overview of provision throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

64. Only one ICT lesson was seen so there was not enough evidence to make an overall judgment about standards or the quality of provision. However, discussions with the co-ordinator and some pupils, together with a review of work on display, gave some indications about the range of work covered.
65. The work seen was broadly in line with the expected levels. Year 6 pupils had a good grasp of the key aspects of ICT and clearly the use of the facilities in the local city learning centre has been very beneficial in giving them an appropriate range of opportunities. Pupils were particularly animated about the recent work on producing a slide show using PowerPoint. The younger pupils also have a sound range of experiences to draw on, although they appear to have a very limited knowledge about control technology.
66. The school has recently supplemented the small ICT suite with a bank of laptop computers that can be used in any classroom. The one lesson seen using these was very successful and pupils worked hard as they learned how to give instructions to a small 'robot' to create a series of shapes and lines.

Information and communication technology across the curriculum

67. The impact of ICT is evident in a number of subjects. It is used in science for handling data, as well as in mathematics to supplement work on graphs and charts. Computers are also used to research information about topics in subjects such as history and science. ICT makes a limited impact on teaching. The school has one interactive whiteboard that is used very successfully in Year 6.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils' historical skills are developed well.
- Teaching is good overall, with good use of resources and artefacts to enhance learning.

Commentary

68. Standards are generally in line with those expected. Teachers provide good opportunities for pupils to understand that events and improvements need to be placed in chronological order.

In Year 6, pupils established a time line from 1930 to the present day in decades. In a very challenging and thoughtful session they identified important events within those decades, such as the start of the Second World War, evacuation, the Blitz and rationing. In a Year 2 lesson, pupils learning about the life of Florence Nightingale were encouraged to make comparisons with modern day dress, medical facilities, conditions and buildings. The practical approach the school has adopted brings 'history alive'. Both lessons were challenging and provoked considerable discussion amongst the pupils when working in pairs or groups.

69. Teaching and learning in the lessons seen during the inspection were good. Planning is thorough and pace of lessons brisk. Teachers are secure in their knowledge and understanding of this subject. Lesson objectives are discussed with pupils, prompting enthusiasm and an air of anticipation. However, opportunities for pupils to demonstrate their knowledge of history through, for example, writing accounts of events independently, are restricted because of the overuse of worksheets.

Geography

70. There is insufficient evidence to report fully in this subject but from scrutiny of work, photographs, other documentation and discussion with pupils, it would appear that coverage is appropriate. However, much of the pupils' work is worksheet driven, which makes it difficult to assess their achievements and does not extend their literacy skills. Discussions with pupils indicated a sound knowledge of previous learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **good**.

Main strengths and weaknesses

- By the end of Year 6, standards are above expected levels.
- Good leadership has led to improvements in teaching.

Commentary

71. Pupils sing sweetly and confidently in assemblies in an expanding repertoire, with good rhythm, clear articulation and correctly held notes. Pupils bring colourful dynamics and texture to their singing. Singing is correctly pitched with very clear diction and pupils learn new songs and sing confidently in two part. Rhythm work is successfully developed and pupils imaginatively compose ostinato parts in groups. They also develop an understanding of the way that music is written by following and singing notes using tonic sol-fa. Music is clearly an important part of school life and reflects positively the very harmonious community. Achievement by all pupils is good overall and standards are above those normally expected; this is an improvement since the previous inspection.
72. Teaching is good overall. Over the past two years in-service training in teaching music has boosted teachers' confidence and subject knowledge. This has had a positive impact on raising standards in this area.
73. Leadership and management are good. The range of courses organised for staff has proved particularly effective in improving teaching. Opportunities for pupils to see performances by visiting ensembles enrich and broaden the curriculum. The school provides the opportunity for some pupils to receive guitar and brass tuition and there are plans to establish a recorder group and school choir. School concerts further enrich pupils' opportunities to perform.

Physical education (PE)

Provision in physical education is **good**.

Main strengths and weaknesses

- Good teaching ensures that pupils achieve well.
- There is a well planned curriculum.
- Pupils work very hard and have very positive attitudes.

Commentary

74. Pupils achieve well owing to a combination of good, regular teaching and the fact that they work hard and enjoy their lessons. During the inspection only lessons in dance and gymnastics were seen, all of which were good. In both these aspects of PE, children attain standards above those often seen in other schools.
75. In gymnastics, pupils move well with a good degree of discipline and control. They show an awareness of space; when moving quite fast around the hall, for instance, there is no contact between them. In their movements they are inventive and imaginative as they put together sequences that include different ways of travelling and jumping. Some pupils are very talented gymnasts; they move with poise and balance through handstands and cartwheels. In dance lessons pupils are equally responsive. It is a notable feature of lessons with the older pupils that the boys are committed to their work. They practise their dance movements, working co-operatively in pairs in a committed and unselfconscious way.
76. Lessons are well planned and teachers know what pupils need to learn. They establish very efficient routines so that lessons move along at a good pace without any problems. Even the younger children are very good at putting out the apparatus in a safe and efficient manner. The way the pupils are managed helps to reinforce the health and safety aspects of the subject. Teachers are quick to use pupils to demonstrate and are very positive about their efforts. Occasionally, more direct guidance could be given about how to improve some of the movements or what aspects of the dance or sequence needs to be refined even more.
77. The school has maintained the good standards of PE evident at the last inspection. Good use is made of LEA guidance to plan lessons and this ensures that all aspects of the subject are taught. The subject is taken seriously and the school is very close to meeting the recent national recommendation for two hours of PE each week. One current weakness in the subject is the relative lack of extra-curricular activities that many schools use to supplement lessons. However, the school is about to become a member of a local PE partnership based on a local secondary school and this has the potential to increase out-of-school activities.

Art and design

78. No lessons were seen in art and design. Work on display shows that pupils have good opportunities to use a range of techniques to represent their ideas and understanding and to study the work of artists. Pupils in Year 2 collaborated in the production of a fabric printed street scene based on good individual designs. Year 5 pupils based some striking studies of animals on the work of a contemporary artist. Pupils have the opportunity to visit Manchester art gallery; a recent visit by Year 4 pupils led to good three-dimensional work in mask making. Famous artists such as Matisse, Picasso, Klee and Miro are studied by pupils throughout the school and used as the basis of experimentation in line, colour and tone to replicate different effects.

Design and technology (DT)

79. No lessons in DT were seen during the inspection and there is not enough evidence to make an overall judgment about the quality of provision. There was limited evidence available. The main opportunities for learning about designing and making are at Christmas and Easter when children are encouraged to create decorations or small models. Overall, the subject is under-represented in the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

80. The school provides numerous opportunities to promote pupils' personal development. The very positive school ethos and the very good care systems contribute significantly to this area. Pupils have good opportunities to take responsibility and contribute to the school. Some serve on the school council and others undergo a selection process to be a member of the 'friendship squad' which organises activities in the playground for those who do not wish to join in games with others. A well planned and innovative curriculum is flexible enough to respond to particular needs but also encompasses drugs, sex and health education and the need to respect others, regardless of race or religion. The school makes good use of outside visitors to support this provision. 'Circle time' plays a good part in responding to issues that are affecting certain pupils or difficulties in class. Pupils are encouraged to explore their feelings and consider the views of others. The school is working hard to win a gold Healthy Schools award and has co-operated productively with a link adviser to develop strategies to achieve this.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

