

INSPECTION REPORT

**ST PAUL'S NEW WINDSOR CE VA
PRIMARY SCHOOL**

Salford

LEA Area: Salford

Unique Reference Number: 105943

Acting headteacher: Mrs Linda Chamberlain

Lead inspector: Mr D Byrne

Dates of inspection: 28th February - 3rd March 2005

Inspection number: 267919

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:	165
School address:	Cross Lane Salford
Postcode:	M5 4 AL
Telephone number:	0161 7366871
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Appropriate authority:	The governing body
Name of chair of governors:	Revd Canon David Wyatt
Date of previous inspection	14 th December 1998

CHARACTERISTICS OF THE SCHOOL

The school is a voluntary aided Anglican school situated in the inner city part of Salford. It serves an area of very high levels of social and economic deprivation and almost two thirds of pupils taking free school meals. It is smaller than other primary schools, educating 165 boys and girls from nursery to Year 6. The vast majority of pupils are of White British background with a small percentage from other backgrounds. Four pupils require support for English as an additional language because they are at an early stage of learning English. The percentage of pupils with special educational needs is broadly in line with the national average with an average percentage of pupils with statements of special educational needs. The school population varies from year to year, and is currently increasing. The school is currently being led by an acting headteacher. The school is involved in the Excellence in Cities initiative and is part of an Education Action Zone as well as the Sports co-ordinator programme. Recent awards gained by the school include an Achievement Award in 2003 and the Active Mark in 2004. There are links through Community Action with Manchester Grammar and with Scouting in the Curriculum.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr D Byrne	Lead inspector	Science Art and design Physical education Special educational needs English as an additional language
9224	Mr M Vineall	Lay inspector	
18027	Mrs S Mawer	Team inspector	English History Geography Music Personal, social and health education and citizenship
8263	Mrs M Forsman	Team inspector	Foundation Stage curriculum Mathematics Information and communication technology Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides pupils with an **acceptable** quality of education. However, there are **serious weaknesses** in crucial aspects of leadership and management, the provision for pupils with special educational needs and some aspects of achievement. Good leadership by the acting headteacher, supported by a willing staff, proactive governing body and supportive parents, is turning the school around, but there is still some way to go. Teaching is satisfactory overall and, in most subjects, achievement is satisfactory, with a strength in physical education. Good levels of care contribute to the vast majority of pupils behaving well, showing good attitudes and forming very good relationships with others. Because of the serious weaknesses in the school, the school is currently giving unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Serious weaknesses in the quality of leadership and management in recent years have reduced the quality of education and the standards achieved by pupils.
- Pupils do not achieve as well as they should in speaking, writing and information and communication technology. Boys do not do as well as girls.
- There are good levels of care throughout the school and the vast majority of pupils behave well and form very good relationships.
- Although the school is caring and supportive of pupils, weak management of the provision for pupils with special educational needs means that their needs are not fully met.
- Although there is good provision for extracurricular activities, the curriculum lacks imagination and does not give enough attention to making links between different subjects.
- Resources and accommodation for children in the Foundation Stage are unsatisfactory.
- Attendance is improving because of good contributions by the learning mentors, but the rate is still well below the national average.
- Opportunities are unsatisfactory for pupils to participate in their own self-evaluation or to contribute to the running of the school.

The improvement since the last inspection has been unsatisfactory. Despite good leadership by the acting headteacher, the lack of a clear educational direction in the recent past and ineffective procedures for assessment and self-evaluation have hindered the school's development and reduced the quality of education. Unsatisfactory management has declined, resulting in lower standards, weaker teaching and a poorer curriculum. Changes in staffing and a lack of clear leadership and management have reduced the provision for special educational needs. Although there have been improvements to the accommodation for pupils in Year 1 to 6, the accommodation and resources for the Foundation Stage have not been modernised to a suitably high level.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools by prior attainment
	2002	2003	2004	2004
English	E*	E*	E	D
Mathematics	E	E	E	C
Science	E	E	D	B

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

Achievement is **satisfactory** overall. Attainment in the national tests is reduced by a combination of pupils' poor vocabulary and weaknesses in the provision for pupils with special educational needs. Throughout the school, girls do better than boys because they have better attitudes overall. At the end of Year 6, standards have improved steadily over the last five years in mathematics and science, but the improvement has been less marked in English. Assessment data for 2004 shows that when compared to their prior attainment in Year 2, pupils in Year 6 achieved well in science, satisfactorily in mathematics but unsatisfactorily in English. In 2004, the Year 6 national test results were well below the national average in English and mathematics and below average in science. In comparison with similar schools, standards were above average in science, average in mathematics, but below average in English. Inspection evidence shows that achievement in listening, reading, mathematics and science is satisfactory but they could do better in speaking and writing. Pupils' attainment in Year 6 is hindered by a high percentage of pupils with special educational needs, and standards are currently well below average in English and below average in mathematics and science. Standards at the end of Year 2 have also been rising over the last five years at a rate that exceeds the improvement seen nationally, but they could still do better in speaking and writing. In 2004, pupils' performance in the end of Year 2 national tests was above the average for similar schools in reading, in line with the average in writing but below the average in mathematics. When compared to all schools nationally, standards were well below the national average in reading, writing and mathematics. In science, standards as assessed by the teaching staff show that in 2004 they were well below the national average, but average in comparison with similar schools. Throughout the school, pupils achieve well in physical education, but in information and communication technology, standards are below expectations and achievement is unsatisfactory.

Children start school with standards that are well below the expectations for their age. Good achievement occurs in terms of children's personal, social and emotional development and their communication, language and literacy development, and satisfactory achievement occurs in their other areas of learning. Despite the progress made by children in the nursery and reception classes, the vast majority do not make up enough ground to reach the expectations for their age by the end of the reception class. Across the school, variations in the provision for pupils with special educational needs mean that their achievement is unsatisfactory.

Pupils have **good** levels of spiritual, moral, social and cultural development overall with satisfactory levels of spiritual and cultural development. Good moral and social development of pupils contributes to good behaviour and attitudes and very good relationships overall. The well below average rate of attendance and unsatisfactory punctuality are being tackled, and improvement is now occurring.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory**, with good teaching in Year 6. Assessment procedures are unsatisfactory and do not involve pupils enough. The curriculum is unsatisfactory overall because of weaknesses in the provision for pupils with special educational needs. The accommodation and resources are satisfactory overall, with strengths in outdoor facilities, but they are unsatisfactory for children in the Foundation Stage. Provision for pupils' care, welfare, health and safety is good and there are satisfactory levels of support, advice and guidance. Pupils are not as involved as they could be in the running of the school. Good partnerships exist with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management have serious weaknesses and are **unsatisfactory** overall. Although the acting headteacher provides good leadership, a legacy of poor management is currently reducing the impact of management and the contribution of key staff, especially for the provision for special educational needs and English as an additional language. In difficult circumstances, the governing body has acted as swiftly as it can to halt the school's decline. It has managed the school well by taking decisions that are starting to rectify the school's weaknesses. The governing body ensures that the school fulfils most of its statutory duties. However, recent staff changes mean that the provision for special educational needs does not currently meet requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Relationships with parents have improved significantly since the appointment of the acting headteacher, and parents are now **positive** about the school and its work. They like the care and support given to their children and the good standards of behaviour and attitudes the school develops. Pupils enjoy school, but would like to be more involved in contributing to its running.

IMPROVEMENTS NEEDED

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

- Improve the effectiveness of the school's management so that key staff are more effectively involved and so that effective systems for monitoring, self-evaluation and assessment are developed.
- Improve the quality of teaching and learning so that there is better achievement in speaking, writing and information and communication technology, and so that the gap in achievement between boys and girls is reduced.
- Improve the quality of the curriculum to inspire pupils and to make links between different subjects.
- Improve the provision for pupils with special educational needs.
- Improve the accommodation and resources for children in the Foundation Stage.
- Increase the involvement of pupils in the running of the school and in setting and evaluating their own targets.
- Build on existing good systems for improving attendance and punctuality to reduce further levels of absence.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Pupils' achievement is **satisfactory** across the school, although the achievement of pupils with special educational needs is **unsatisfactory**. Standards are currently **well below average** in English and **below average** in mathematics and science at the end of both Years 2 and 6.

Main strengths and weaknesses

- From a low standard when they start school, children in the Foundation Stage achieve well in their personal, social and emotional development and communication, language and literacy.
- Across the school, achievement in English and information and communication technology is unsatisfactory, but they achieve well in physical education.
- Pupils do not do as well as they could in applying their skills of literacy and numeracy and information and communication technology to learning across the curriculum.
- Over the last five years, standards have been improving steadily in mathematics and science.
- Pupils with special educational needs do not do as well as they could.
- Boys do not do as well as girls.

Commentary:

FOUNDATION STAGE

- 1 Achievement is satisfactory overall for the children in the nursery and reception classes. Children start school with standards that are well below average overall and poor in their personal, social and emotional development and communication, language and literacy development. In their time in the Foundation Stage, children achieve well in their personal, social and emotional development and reach standards that are expected for their age. In communication, language and literacy, pupils achieve well overall but they have still not caught up to the expectations for their age by the end of reception, and standards are still well below the expectations. In terms of children's mathematical, creative and physical development and their knowledge and understanding of the world, steady progress occurs and achievement is satisfactory overall, but attainment is still below the levels expected for their age.

KEY STAGE 1

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

Standards in:	School results	National results
Reading	14.6 (14.6)	15.8 (15.7)
Writing	12.5 (13.2)	14.6 (14.6)
Mathematics	14.1 (13.7)	16.2 (16.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

- 2 In Years 1 and 2, pupils make steady progress from the low level of entry. The weakness that many pupils have in speaking and writing, coupled with uncertainty in the staffing for Year 1, has held back the achievement of pupils and reduced their performance in national tests. Results in the 2004 national tests showed that in

comparison with similar schools, standards at the end of Year 2 were above average in reading, average in writing and below the average in mathematics. Over the last five years, the trend in the school's average national curriculum points for all core subjects has been above the national trend. Statistical data indicates that there has been a steady improvement in standards in reading and mathematics since 2000, but in writing, a slow decline has occurred since 2002. The acting headteacher has identified this negative trend and started to take positive steps to rectify it. In comparison with the national average, standards in 2004 were well below the national average in each subject tested. Inspection evidence shows that the high percentage of pupils with special educational needs in Year 2 holds back the pupils' measurable attainment. Despite this, however, pupils could do better in speaking, reading and writing, and standards at the end of Year 2 are currently well below the national average. In mathematics and science, pupils achieve satisfactorily, although standards are currently below expectations. A weakness in planning and a lack of leadership in the past have reduced the ability of pupils to apply their skills of literacy, numeracy and information and communication technology to other subjects. In Years 1 and 2, girls tend to do better than boys. Pupils' achievement is good in physical education but unsatisfactory in information and communication technology, where standards are below expectations. The achievement of pupils with special educational needs is unsatisfactory.

KEY STAGE 2

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

Standards in:	School results	National results
English	24.0 (22.8)	26.9 (26.8)
Mathematics	24.9 (24.9)	27.0 (26.8)
Science	27.9 (27.0)	28.6 (28.6)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

- 3 Assessment data shows that standards in the end of Year 6 national tests have been improving since 2000 at a rate that is above the national trend. In mathematics and science, there has been a steady improvement, but in English, the upward trend has not been as marked and should be higher. In the 2004 national tests, pupils' performance was above the average for similar schools in science, average in mathematics, but below average in English. In comparison with all schools nationally, standards in 2004 were well below the national average in English and mathematics and below the national average in science. When the results gained by Year 6 pupils in the 2004 national tests are compared with the prior attainment of pupils in similar schools when in Year 2, they show that pupils achieved very well in science, satisfactorily in mathematics, but that they could have done better in English.

- 4 Inspection evidence shows that standards are currently well below average in English and below average in mathematics and science. A significant percentage of pupils in the current Year 6 have special educational needs, and a large majority struggle with expressing themselves using Standard English. These two factors combine to reduce their performance in the national tests. In information and communication technology, standards and achievement are both unsatisfactory, although there is a significant improvement in achievement in Year 6. Pupils achieve well in physical education and reach standards in line with national expectations. Overall, girls do better than boys because they are more conscientious and determined to learn. The achievement of pupils with special educational needs is unsatisfactory.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social and cultural development is **good** overall, promoting amongst pupils mostly **good** attitudes, behaviour and levels of personal development. Attendance is **well below** the national average, and punctuality is **unsatisfactory**.

Main strengths and weaknesses

- Attendance is well below the national average, and punctuality is unsatisfactory.
- The large majority of pupils are keen and willing to learn and pupils of all backgrounds get on very well together.
- Girls generally have better attitudes than boys.
- Pupils develop a good knowledge of right and wrong and acquire good social skills, but their knowledge and understanding of the cultural diversity of British society is relatively weak.

Commentary

- 5 Pupils come to school with a willingness and desire to learn. Across the school, children and pupils are keen to improve. Good levels of racial harmony and mostly very good relationships between pupils contributes to a happy atmosphere in most lessons, but there are occasions when some pupils, mostly boys, show some disaffection with learning and are mildly disruptive. This can reduce not only their own performance but also that of others. Children in the nursery and reception classes start school with well below average levels of personal, social and emotional development, but make good progress. They soon settle down to school life and make good progress in developing good relationships with others and in establishing the ability to work together as well as acting on their own. Throughout the school, pupils tend to be helpful, co-operative, and willing to give support and advice to others. There are many instances where older ones help and support younger, less confident ones. This is most noticeable during lunch and playtimes and during most lessons. Pupils with special educational needs integrate very well into lessons, with the vast majority of pupils treating each other with good levels of respect and politeness.
- 6 Behaviour is good overall. There is a tendency for girls to be better behaved, which is a key factor in the way that girls are outperforming boys in the national tests. The vast majority of pupils respond very positively to the strategies to encourage good behaviour through certificates and rewards presented to them. When pupils are moving around school, and when at play outdoors, most pupils behave sensibly and follow the school's code of conduct well, although a few younger boys in particular, can be rather immature and mildly disruptive at times. There is no evidence of racial harassment, and whilst pupils talk of rare instance of fractious behaviour and mild bullying, these are rare and the school effectively resolves such events.
- 7 Relationships between all members of the school community are very good. Effective working relationships are demonstrated clearly when small groups co-operate by sharing resources, and good examples of collaboration were observed in several subjects. Pupils' personal development is good. Increasingly, as they move through the school, the vast majority show self-confidence and self-discipline, and take greater responsibility for their work. They respond well to good opportunities provided by the school to reflect upon and discuss their work, feelings and behaviour, for example, during personal, social and health education and citizenship activities. Most pupils readily accept responsibility and willingly undertake a wide range of tasks, which helps

with the smooth running of their classes and the school as a whole. Their sense of citizenship is enhanced by their involvement in fund-raising.

- 8 Throughout the school, pupils are very aware of accepted codes for behaviour and relationships. Moral issues are raised successfully as part of school assemblies and the programme for personal, social and health education and citizenship, and pupils respond maturely and sensibly. Pupils develop a sound sense of spirituality and a good sense of right from wrong. Good social skills exist amongst the vast majority of pupils, but a small minority can be mildly disruptive and selfish. The two learning mentors make a significant contribution to all pupils' education. Whilst good links with the community and St Paul's church contribute to pupils developing a good understanding of the local culture, their knowledge and understanding of the richness and diversity of British culture is relatively weak.

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	165	2	0

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

- 9 The two exclusions were administered in accordance with statutory procedures and were instrumental in reducing the adverse impact of negative behaviour on the majority of pupils.

Attendance

- 10 Attendance is better than it was at the time of the last inspection and has recently improved significantly, but remains well below the national average. A high level of absence without the school's approval has a significant impact on the overall attendance figures. Attendance is starting to improve as a result of the better leadership of the school provided by the acting headteacher. Better systems within the school are having a positive impact. These involve the headteacher, the learning mentor and the local education authority educational welfare officer working well as a team. Punctuality is unsatisfactory, with a significant number of pupils arriving at school late each morning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	2.6
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

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** overall. The curriculum is **unsatisfactory**, with **satisfactory** enrichment. There is a strength in the quality of pupils' care, welfare, health and safety, which is **good** overall. The school provides **satisfactory** levels of personal support, advice and guidance, but procedures for involving pupils in their own education are **unsatisfactory**. **Good** partnerships exist with parents, the community and other schools.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall, but procedures for assessment are **unsatisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is good in Year 6, but elsewhere, lessons often lack sparkle and challenge and there are some unsatisfactory features in Years 1 and 2.
- In the Foundation Stage, unsatisfactory resources and accommodation hinder the impact of teaching on learning.
- The teaching of pupils with special educational needs is unsatisfactory overall.
- Assessment is unsatisfactory and does not guide teaching sufficiently or involve pupils in their own self-assessment.
- Planning for the teaching of the basic skills of literacy, numeracy and information and communication technology is unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	10 (32)	19 (61)	2 (7)	0	0

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

- 11 The quality of teaching and learning has declined since the last inspection. This is partly due to disruptions caused by staffing changes, but mainly due to the impact on staff morale over many years of weaknesses in the leadership and management of the school. One negative legacy of this weakness in recent years is the monitoring of the quality of teaching and learning, which has not picked up the variations in the quality of teaching across the school. This has resulted in a weak analysis of the strengths and weaknesses in teaching and a subsequent lack of identification of areas for improvement. Recent improvements in the quality of the school's leadership are starting to rectify this situation. Staff morale is now rising and effective monitoring systems are being re-established. At the time of the inspection, three newly qualified teachers had been in post for only a few weeks.
- 12 Inspection findings show that there is a strength in the quality of teaching and learning in Year 6, but some unsatisfactory features in Years 1 and 2. The good teaching, mostly in Year 6, is typified by effective planning, the establishment of very good relationships and high expectations of pupils. This results in pupils being motivated to learn and achieve as well as they can. Good teaching in physical education promotes good learning and results in pupils achieving well. With the exception of Year 6,

planning is often lacking in detail and lessons lack sparkle and, at times, pace. As a result, pupils can lack any real enthusiasm for learning. Expectations for the quality of presentation of pupils' work are often too low, and pupils do not have a real sense of pride in what they do. Most pupils, however, are willing to learn and react positively to the very good relationships they have with teaching and support staff. Many teachers find it challenging to cope with the limited knowledge and understanding of English of many pupils. There is lack of consistency in the techniques that teachers use to improve speaking skills, and this is a key factor that holds back pupils' achievement in most subjects. The unsatisfactory elements of teaching are due to weaknesses in the subject knowledge of the staff and the impact of some significant disruptions in the continuity of staffing in Year 1 in particular. This has resulted in lessons that do not always challenge pupils enough to achieve as well as possible. The needs of boys are often not met, and this results in a negative reaction at times to lessons, which reduces their learning.

- 13 The needs of pupils with special educational needs are not fully met. Even though teaching assistants generally do a good job supporting and helping pupils in lessons, weaknesses in the quality of individual education plans and, at times, weak guidance and direction from inexperienced teaching staff mean that these pupils can go unsupported in lessons. There is satisfactory teaching of pupils with English as an additional language, but the knowledge and understanding of staff in supporting such pupils is limited. The contribution of the local education authority service supporting ethnic minority pupils is crucial in the satisfactory progress these pupils make.
- 14 In the Foundation Stage, the quality of teaching and learning is satisfactory overall. There are relative strengths in the teaching of personal, social and emotional development and communication, language and literacy. In other areas of learning, weaknesses in resources and the limitations of the accommodation reduce the impact of teaching on learning. In Years 1 to 6, there is a lack of effective use of information and communication technology to support learning. Recent improvements in resources and, more importantly, in the knowledge and confidence of staff, are starting to improve matters. In Years 1 to 5, expectations for pupils in terms of the use of English, both spoken and written, have been too low and have contributed to unsatisfactory achievement in this subject. In mathematics and science, teaching is satisfactory, with suitable attention given to building on pupils' limited knowledge and understanding. Across the school, not enough attention is given to linking subjects together, and teachers rarely plan work effectively that enables pupils to apply their basic skills of literacy, numeracy and information and communication technology to other subjects. The contribution of specialist teaching in physical education has a marked impact on pupils' learning and physical development.
- 15 The quality of assessment is unsatisfactory and has declined since the last inspection. The school meets the statutory requirements regarding the administration of the end of Year 2 and 6 national tests, but other aspects of assessment are ineffective. Rudimentary ways of gathering information about pupils' standards and achievement in English, mathematics and science are in place, but the use of this to monitor pupils' progress and to inform planning is poor. Current systems for assessing and recording standards and achievement in the core subjects are too bureaucratic. The existing data is stored in such a way that it is difficult to use it to evaluate the school's performance or to determine the best deployment of resources, for example, to support groups of pupils with special educational needs. The assessment of subjects other than English, mathematics and science is poor and offers very little in illuminating the effectiveness of teaching and learning in these subjects. In the classroom, pupils are not consistently involved in evaluating their own learning, although there are some effective systems established in Year 6.

The curriculum

The curriculum is **unsatisfactory**. There is **satisfactory** enrichment. The accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- The school teaches all subjects, but the planned curriculum often fails to take account of their relevance to pupils' lives, and links between subjects are ignored.
- Provision for special educational needs is unsatisfactory.
- The provision for sport has improved significantly recently and is now good.
- There are good outdoor learning facilities for all pupils, but the accommodation and resources in the Foundation Stage are unsatisfactory.

Commentary

- 16 The quality of the curriculum has declined since the last inspection. Whilst it meets statutory requirements with regard to making sure that all subjects are taught regularly, the provision for special educational needs does not meet requirements. There have been some curriculum developments since the last inspection, with the introduction of a range of schemes of work for all subjects, but their impact on learning and standards has been limited. This is because weaknesses in the leadership and management in the past have not ensured that the curriculum developments were successfully implemented and evaluated to ensure that they were effective. Children in the Foundation Stage receive a curriculum that matches the recommendations for their age and does well to boost the children's personal, social and emotional development and communication, language and literacy. In Years 1 to 6, all national curriculum subjects, plus personal, social and health education and citizenship and religious education are planned adequately, but the planning of subjects tends to lack imagination and fails to inspire pupils. Links between subjects are not planned other than through incidental links. This is particularly the case in the use of literacy, mathematics and information and communication technology across all subjects. The national strategies for literacy and numeracy are in place but they are not planned flexibly enough to meet the particular needs of the pupils. This is exemplified by the way that speaking is not developed as much as it needs to be, resulting in pupils not achieving as well as they might in writing. Pupils benefit from a good innovation to boost the provision for sport. Satisfactory provision for the development of pupils' personal, social and health education and citizenship contributes to the good levels of pupils' personal development.
- 17 The provision for pupils with special educational needs is unsatisfactory overall. There are vast variations in the quality of pupils' individual education plans, which means that they are not always useful as a guide to teachers and teaching assistants when supporting pupils.
- 18 The school makes satisfactory provision for enriching the basic curriculum. Recent improvements initiated by the acting headteacher are boosting the access of pupils to a good range of extracurricular clubs. The acting headteacher has reintroduced the use of educational visits and visitors to enhance learning. Input from artists, potters and visiting musicians satisfactorily broaden pupils' artistic and creative skills, and good links with local schools through the local education action zone extend pupils' skills and levels of participation in a diverse range of sports.

- 19 The quality of accommodation is satisfactory overall, and in Years 1 to 6, it is much better than it was at the last inspection. Significant improvements are imminent for the Foundation Stage accommodation, which is currently unsatisfactory. Outdoors, the quality of facilities is of a high standard. The range of learning resources is satisfactory overall for pupils in Years 1 to 6, but unsatisfactory for children in the Foundation Stage.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. The school provides **satisfactory** support, advice and guidance, but there are **unsatisfactory** procedures for seeking the views of pupils.

Main strengths and weaknesses

- The school gives good attention to all issues of care, welfare, health and safety.
- Support for pupils with special educational needs is unsatisfactory.
- The learning mentors make a valuable contribution to the personal support of pupils
- There are good induction procedures for children when they start school.
- Weaknesses in assessment reduce the quality of academic support and guidance.

Commentary

20 The caring ethos of the school at the time of the last inspection has been maintained. Good attention is given to ensuring the health, welfare and safety of every child. This involves good liaison between a number of key of people, including a governor who contributes professional expertise, an attentive acting headteacher, and a very vigilant site manager. The school applies high standards to child protection. Staff are well aware of their responsibilities and two learning mentors make a significant contribution to supporting pupils and, at times, parents. First-aid receives good quality attention with good systems to ensure that a number of staff are suitably trained and available at all times.

21 There is good personal support for pupils, many of whom carry the burden of personal needs and problems. The two learning mentors complement the day-to-day support by teachers very well. One learning mentor provides particularly effective guidance by counselling pupils individually or in groups according to the pupils' needs. Good care and attention ensure a good induction into the Foundation Stage. Weaknesses in the academic assessment of pupils reduce the quality of support and guidance with regard to academic performance. The support for pupils with special educational needs is satisfactory in terms of day-to-day support, primarily due to the willingness of the teaching assistants, but weaknesses in the quality of individual education plans mean that the impact of such support is less than it could be and, as such, the quality of support is unsatisfactory. Adequate support for pupils with English as an additional language eases their integration into school life. Although many pupils are keen and willing to be involved in running aspects of the school, the legacy of weaknesses in the school management has resulted in the school giving too little value to the pupils' views. Although the acting headteacher plans to re-establish the school council, this has yet to occur. Ways of involving pupils in evaluating their own academic achievement are weak because of the weaknesses in the academic systems.

Partnership with parents, other schools and the community

Links with parents, the community and other educational establishments are **good**.

Main strengths and weaknesses

- Recent initiatives by the acting headteacher have successfully resulted in restoring good relationship with parents.
- Good communication with parents assists the efforts to engage them better.
- Many beneficial links have been forged with the local community.
- Good links with other educational establishments bring benefits to pupils' education.

Commentary

- 22 The quality of links with parents has declined since the last inspection. Until recently, there was a breakdown of relationships between the school and parents, but the acting headteacher is working hard to rebuild links. Good initiatives, such as creating an additional parents' evening, are rekindling parents' support for the school. Good quality communication has been established through a regular, friendly newsletter that keeps parents informed about what is going on in school. Good quality documents, such as the prospectus, provide essential information about what the school offers and about its routines. The annual reports to parents informing them of their children's achievement and progress are satisfactory but could explain more clearly children's strengths and weaknesses and include targets for improvement. The learning mentors make a vital contribution to the education of parents and families through good initiatives, including courses related to curriculum areas, such as information and communication technology and numeracy, and by offering guidance and advice about sensitive issues, such as parenting skills, first-aid and fitness.
- 23 The school is imaginative in building its links with the community. Parish links are strong and involve not just the use of St Paul's church, but also musical and curricular links. Pupils benefit from speakers from local organisations, such as the Guide Dogs Association, the police and road safety. The school has pioneered the integration of scouting activities into the curriculum and an active cub pack flourishes. Visits to local places of interest support learning where possible, but the high costs involved restrict the range of such visits.
- 24 Several beneficial links with primary and secondary schools enhance pupils' learning and staff development. This has improved the quality of transition and brought benefits to subjects, such as physical education and science. The Salford business/education partnership brings many benefits, not least several very keen helpers with reading. Boys from Manchester Grammar School visit regularly to help with classes as part of their 'Community Action' programme. The school sends pupils to Salford University's 'Young University', and local further education colleges and some secondary schools use the school for students' work experience or initial teacher training. The school thus has many mutually valuable links with other parts of local education.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory** overall. The acting headteacher provides **good** leadership, but the impact of the management of key staff is **unsatisfactory** overall. **Good** governance has resulted in decisive action to arrest the school's decline.

Main strengths and weaknesses

- There have been serious weaknesses in the leadership of the school until recently but the acting headteacher is providing a very clear educational direction.

- The effectiveness of key staff is unsatisfactory overall and has been compounded by a number of very recent staff changes.
- The management of special educational needs is unsatisfactory.
- Weak strategic planning and poor strategies for self-evaluation in recent years have reduced the impact of management on the school's development and improvement.
- Committed and supportive governors have been decisive in taking action to rectify the school's decline.

Commentary

25 The quality of leadership and management of the school has declined since the last inspection. Since September 2004, the school has taken a new direction. The acting headteacher took full responsibility for the school from January 2005 and inspection evidence shows that she provides clear and decisive leadership. The improvements to the school's management are in the early stages of implementation but their impact is starting to have a positive impact on the school. The impact of the improvements is most noticeable in:

- Better strategies to raise achievement in English.
- Better staff morale due to better training, closer consultation and expectations for everyone to be involved in decision-making.
- Effective performance management systems that are starting to improve teaching and learning and inform the quality of school self-evaluation and planning.
- Good systems for boosting attendance and punctuality are reducing absence.
- The curriculum is better because of more extracurricular clubs and the re-introduction of educational visits.
- Effective procedures for supporting new staff, including newly qualified teachers, are well established.

26 A small management team exists that works with the acting headteacher on strategic planning. It has supported her well since September in ensuring that the school runs smoothly on a day-to-day basis. It has not yet had enough opportunity to make a sufficiently effective contribution to strategic management decisions, but a good start is currently underway to improve the accuracy of the school's self-evaluation in order to identify where the school needs to improve.

27 Some changes in management responsibilities, forced on the school through unavoidable staff changes, have reduced the impact of the management of some key staff. This has reduced the quality of leadership and management of some subjects, for example, English. Although the roles of subject co-ordinators are clearly defined, some staff require further training and time to monitor and review their subjects and support colleagues. Some very effective and thorough monitoring systems for English, mathematics and science are in place, but generally, there is not enough time provided for co-ordinators to monitor their subjects. The quality of management of other aspects of the school's provision has been reduced because of the legacy of a lack of clear leadership for the school over a number of years. This is most noticeable in the management of special educational needs, which is unsatisfactory. The responsibility for managing pupils with English as an additional language is unclear, and there are currently no effective systems for monitoring the quality of provision for these pupils.

28 As a result of good governance, the school is emerging from an extremely difficult time, caused by serious weaknesses in the quality of the school's leadership and management. The governing body ensures that the school fulfils most of its statutory duties. However, recent staff changes mean that the provision for special educational

needs does not currently meet requirements. The governing body acted as decisively as it is possible to do so in such circumstances to limit the level of the school's decline. The governing body, led by an experienced, caring and strong chair, is united in its acceptance of the need to support the acting headteacher and staff in the new direction now being taken by the school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	401 370	Balance from previous year	15 654
Total expenditure	359 205	Balance carried forward to the next	57 819
Expenditure per pupil	2 177		

29 Weaknesses in the school's leadership in recent years led to a large budget surplus accruing. The governors and the acting headteacher accept that this is unacceptable and have now restored an effective process that ensures that all spending decisions are made after careful consultation with all concerned. The surplus is currently much reduced and well within the recommended percentage of income as a result of the decision to reduce class sizes by employing more teaching staff. There are currently satisfactory systems for ensuring that the school gets value from its budget.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

- 30 The quality of provision has declined since the last inspection when the curriculum was found to be good. The decline is because of the impact of weaknesses in the leadership and management of the school that have resulted in a lack of investment in the Foundation Stage over a number of years. The overall attainment of children starting school in the nursery is well below average. Children have little experience beyond the home, and their personal, social and emotional development and language and social skills are poor. They enter the nursery class in September and after an introductory period attend school full-time for the rest of the year before moving into the separate reception class. Given the well below average attainment of children starting school, they achieve satisfactorily overall in their time in the Foundation Stage. Achievement is good in personal, social and emotional development and in some aspects of literacy.
- 31 Leadership and management are satisfactory. There is a good induction programme for children entering the nursery. The quality of teaching and learning is satisfactory overall and ensures that children receive a satisfactory curriculum that is suited to their age. A good emphasis is given to improving children's personal, social and emotional development and their communication, language and literacy skills. There have been recent improvements to the curriculum that have increased the effectiveness of educational visits to enhance learning through activities. Good relationships are evident throughout the Foundation Stage and children turn with confidence to all the adults involved. Teaching assistants form a vital part of the team and lead teaching when the class teachers are covering the Year 1 class. Satisfactory assessment procedures are in place, but the use of information to gauge children's progress and to assess their attainment in comparison with national expectations for their age is unsatisfactory and often inaccurate. Assessment is not effectively and consistently used to plan for particular groups and individual children. The decision to include responsibility for Year 1 within the Foundation Stage brief detracts from the impact that the Foundation Stage leader has on the quality of provision within the Foundation Stage, as well as fragmenting the management of Year 1, which is part of another key stage within the school.
- 32 The accommodation for the Foundation Stage is unsatisfactory. This weakness is recognised as a priority for improvement by the school, and the remodelling of the Foundation Stage is imminent. Indoors, space is inadequate and stops the easy access to important resources, such as painting at easels. The range of furniture is unsatisfactory for children of this age because it lacks the quality required to inspire children to learn. There has been underinvestment in resources for some time, and much of what is available is old and in need of upgrading. The weaknesses in the accommodation and resources hold back learning in important areas of knowledge and understanding of the world and the creative and physical elements of children's development.
- 33 Although provision is lower than it was judged to be at the last inspection, the circumstances of the school and the Foundation Stage curriculum have changed significantly in the interim. Improvement is satisfactory because of the successful introduction of the new Foundation Stage curriculum.

Personal, social and emotional development

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

Main strengths and weaknesses

- A good induction experience ensures children settle quickly into the nursery.
- Teachers respond well to children's needs, which results in pupils developing mostly positive attitudes to school and good relationships.

Commentary

34 Good teaching in both nursery and reception classes enables most children to achieve well, although most do not attain the early learning goals. By the end of the reception class, most children have learnt to relate to others and developed their ability to work with others as well as gaining the confidence to act with reasonable independence. Good class routines are soon established, and children take appropriate responsibilities, such as handing around biscuits, tidying equipment and helping each other. The good role model of adults provides children with a good understanding of right and wrong. Most children behave well, although occasionally, the individuality of one or two results in mild disruption of learning. While children's social skills develop, their awareness of others and their needs is at an early stage.

Communication, language and literacy

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

Main strengths and weaknesses

- Many children have poor speech when they start nursery.
- Phonic skills are taught systematically in the reception class.
- Parents are encouraged to borrow "Story Sacks" for reading at home.

Commentary

35 Good teaching results in children achieving well overall, although the majority still do not reach the standards expected for their age by the end of the reception class. The adult team of teachers and teaching assistants promote learning very well. In the nursery class, children are given a suitably broad range of learning activities to improve and extend their very limited knowledge and understanding of spoken English. An early awareness of books and sounds is developed, and children have many opportunities through activities such as role-play, to gain a very basic awareness of the meaning of writing. In the reception class, good teaching of phonics develops children's knowledge and understanding of reading and writing. Regular discussion and questioning through activities such as sharing Big Books, improves the children's very limited vocabulary. Despite the improvements, many children still struggle to express their ideas and are reluctant to contribute orally. When children do respond, for example, when nursery children discussed a trip to the zoo, their understanding is sound. Reception children are beginning to develop reading skills, and most know how sounds are built into words and a few recognise when two sounds blend together. The writing skills of most children, however, are still at an early stage, and below standards expected for their age.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers provide a variety of opportunities for the use of number.
- There is a good balance between directed teaching and practical, choice activities.

Commentary

36 The quality of teaching and learning is satisfactory. A minority of children attain the expected goals, but most children do not reach the early learning goals by the end of the Foundation Stage. All achieve satisfactorily from their starting level. In the nursery class, a variety of learning games introduces children to the meaning of number and the order that simple numbers take, for example by ordering the numbers of teddy bears into a sequence of one to three. Teaching and support staff plan suitable activities that ensure that children learn through practical experiences. In the reception class, most children recognise numbers to ten and some bigger numbers. Higher-attaining children are suitably challenged, for example, in sorting 3-D shapes and in using proper terminology. Staff ensure that the use of numbers and the vocabulary of shape and measure is incorporated into many activities, for example, in comparing the length and shape of containers.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Very limited experiences prior to starting school, coupled with weaknesses in the children's speaking skills reduce the rate of learning.
- Resources are unsatisfactory overall and limit learning, although the school grounds provide a good resource.

Commentary

37 Children start school with very little knowledge and understanding of the world. As a result of a satisfactory curriculum, children make steady progress. This lack of experience of the world at large, however, results in the majority of children not reaching the expectations for their age by the end of the reception class. The quality of teaching and learning is satisfactory and ensures that children experience a satisfactory range of activities and achieve satisfactorily. Children's restricted language, however, makes it difficult for them to express ideas or pose questions. Resources for learning are unsatisfactory overall. A lack of suitable construction kits, small play resources and reliable computers makes it difficult for staff to plan and provide activities that are as inspirational as they could be. Good efforts by teaching and support staff are improving children's experiences of places and of the locality. The recent visit to Wythenshawe Park enabled children to develop an understanding of an environment different to their own. Easy access to the school's good quality wildlife area allows children direct observation of plant life and seasonal changes. Simple activities, such as using and comparing the properties of everyday materials, successfully improve the children's awareness of basic scientific ideas. Children are developing early skills in using information and communication technology, although at

the time of the inspection, both classroom computers were out of operation.

Physical development

Provision in physical development is **satisfactory**.

Main Strengths and weaknesses

- Specialist teaching benefits pupils' development of co-ordination and balance.
- Good use is made of the good outdoor facilities to develop children's physical skills.
- Limitations in resources reduce some opportunities for children to fully develop their fine motor skills.

Commentary

38 Teaching and learning are satisfactory overall. Children achieve satisfactorily, even though most have not reached the expectations for their age by the end of the reception class. In day-to-day activities, children in both classes have a variety of activities designed to develop their physical skills. Effective use of outdoor activities develops children's co-ordination and balance. Indoors, a good contribution is made by a specialist teacher, which ensures that children develop specific skills like throwing and catching and controlling direction and speed. Fine motor skills are developed through a range of suitably planned, practical activities, such as cutting and building models using construction kits. Regular access to sand, play dough and water allows children to develop their dexterity when pouring, shaping and controlling materials.

Creative development

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Provision for role-play is limited by a lack of suitable resources and space.
- There is little room for sand, water and paint activities in the reception class.
- The woodland trail provides a good resource for imaginative stimuli.

Commentary

39 Teaching and learning are satisfactory and ensure that most children achieve satisfactorily. Most children do not make enough progress to catch up enough on the well below average attainment when they started school and by the end of the reception class, most have not reached the standard expected for their age. In both the nursery and reception classes, children are encouraged to communicate their ideas in a variety of ways. Teachers make regular use of the wildlife area as a setting for imaginative activities. During the inspection, the nursery children entered into a "Bear Hunt" with obvious enthusiasm and total involvement. On fine days, children use the sensory garden as a quiet reflective area. Although role-play is used satisfactorily to support creative activities, the lack of suitable resources reduces the quality of learning in both nursery and reception classes. Access for children to practical activities like paint, sand and water in the reception class is adequate, but is restricted because of the lack of space and resources, although in fine weather, good use is made of the good outdoor play facilities to extend learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are not achieving well enough through the school in speaking and writing, and girls do better than boys.
- Teaching is not sufficiently rigorous in supporting pupils with special educational needs.
- The systems in place for assessment are ineffective and not used for planning.
- In spite of the positive improvements spearheaded by the acting headteacher, the impact of management on standards and provision has been unsatisfactory over time.

Commentary

- 40 There are recent signs that pupils are making better progress with improved teaching, but overall, there has been a decline in standards since the last inspection. Achievement is unsatisfactory overall because pupils are not doing as well as they could in speaking and writing, although they achieve satisfactorily in reading and listening. The underachievement particularly applies to a large group of lower-attaining pupils in most classes and those with special educational needs, who are not making enough progress in learning key skills. This is because the tasks they are given are sometimes inappropriate or too difficult to do, and pupils are not always receiving effective support. When pupils start in Year 1, the standards in literacy are well below average and they remain well below average by the end of Year 2. Standards are on course to be well below average by the end of Year 6, with writing lower than reading and speaking generally poor. These results match the well below average standards in the National Tests in 2004, which were also well below similar schools in 2002 and 2003, and below similar schools in 2004. In the current Year 6, it is very unlikely that anyone will reach the higher Level 5 in their writing and speaking because the complexity of the language still presents a significant challenge for most of them. In recent years, girls have done better than boys, primarily because girls are more attentive than boys in lessons.
- 41 The quality of teaching and learning has been unsatisfactory overall in recent years, although inspection evidence shows that it is now improving. It was satisfactory overall during the inspection. Teaching in reading and listening is broadly satisfactory. While most teachers are beginning to make lessons more purposeful, the planning to improve speaking and writing across the school is weaker. This is because there has been little monitoring in the past to identify areas for improvement. For example, there is no whole-school approach to teaching speaking and listening. Although 'talking partners' and 'hot seating' are now used to encourage conversations among pupils in lessons, there is no framework of expectations for teachers, and pupils are unsure of how to adapt their talk to different audiences, purposes and circumstances. By Year 6, a minority of pupils have learnt the skills to talk confidently in a wide range of contexts, but most struggle to use the correct vocabulary and grammar.
- 42 The acting headteacher has quickly identified the need to improve writing. By Year 6, the lower-attaining pupils struggle to write at length in an organised and appropriate way. The basic skills of spelling, grammar and punctuation are weak, with many gaps in their knowledge and understanding. Because assessment is poor, pupils' tasks are

not always set at the right level, which results in too much unfinished work. There is a shortage of support in classes with large numbers of lower-attaining pupils. Teachers' expectations are too low for the quality of presentation of pupils' work, which is often untidy and careless. Correct letter formation has not been taught at an early enough age, resulting in too many Year 6 pupils being unable to write fluently with a joined script. The quality of teaching is good in Year 6, where well-chosen examples of persuasive scripts were used in a lesson to help pupils successfully construct a formal letter and to state their points of view persuasively.

- 43 The support for the pupils with special educational needs is unsatisfactory. The individual education plans vary considerably in quality and usefulness, and because of this, some pupils are not receiving the correct level of support they need, and their progress is slow. Occasionally, teaching assistants are not employed as well as they could be in the classroom because of the weak organisational skills of the teacher. Further training is needed for a few teaching assistants to make them as effective as their colleagues in their support for learning. The support for the very small number of pupils with English as additional language is currently satisfactory.
- 44 Leadership and management have been unsatisfactory over recent years, although they are now satisfactory. The acting headteacher, who is also the new co-ordinator, has quickly identified many weaknesses. The need to raise achievement in English has been identified accurately through the outcomes of effective monitoring. New initiatives are starting to improve standards in writing, but it is too early to judge their effectiveness. There are signs of improved strategies for guided reading, and boys are showing more interest in reading with a better choice of books. The weaknesses in assessment and the provision for special educational needs are acknowledged by the acting headteacher and are included in the subject's action plan for improvement. Since the last inspection, there has been an unsatisfactory improvement in the quality of provision.

Language and literacy across the curriculum

- 45 The use of language and literacy across the school is unsatisfactory. Literacy is not planned effectively to link to other subjects, although some good links exist in history, with pupils writing about the Tudors in Year 4 after an educational visit. The use of key vocabulary is not emphasised consistently in subjects such as science and mathematics, and there is too little emphasis on demanding that pupils apply their skills of writing to other subjects. There have been few planned opportunities for pupils to use information and communication technology to support learning in English.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 6 have improved steadily since 2000, although girls do better than boys.
- Good teaching in Year 6 boosts achievement at the end of Key Stage 2, but pupils' performance in mathematics is reduced by pupils' poor vocabulary.
- Weakness in the quality of assessment reduces the quality of teaching and the subsequent achievement of pupils with special educational needs.
- There is too little use made of mathematics to support learning across the curriculum.

Commentary

- 46 Pupils achieve satisfactorily overall, although pupils with special educational needs could achieve better. Even though standards are lower than they were at the time of the last inspection, results in the national tests at the end of Year 6 have been improving steadily since 2000 but have remained well below the national average. In 2004, the Year 6 pupils achieved satisfactorily in comparison with their prior attainment in Year 2, although in comparison with all schools nationally, standards were well below the national average. At the end of Year 2, standards in 2004 were below the average for similar schools and well below the national average. Too few pupils have attained the higher level expected of this age group. Over time, the performance of girls has been better than that of boys, and inspection evidence indicates that a key factor in this is the way that a number of boys tend to lack concentration. Inspection evidence shows that standards are currently below average at the end of both Years 2 and 6.
- 47 The quality of teaching and learning is satisfactory overall and good in Year 6. In Years 1 and 2, teachers correctly recognise the need to build up pupils' knowledge and understanding of basic numeracy given their low level when they start Year 1. Teaching in Years 3 to 6 includes imaginative and practical approaches, which appeal to pupils, and result in most pupils enjoying lessons. Good teaching in Year 6 successfully stimulates pupils' involvement in their learning. Work is planned to match the pupils' needs and to challenge the full range of abilities within the class. Teachers do not consistently provide pupils with opportunities to apply basic numeracy skills or to improve the speed of their mental calculations. The limitations of pupils' vocabulary reduce the achievement of pupils in solving mathematical problems, although they respond well to the challenge to do so. Assessment is unsatisfactory. Teachers know pupils well enough, but formal assessments are not systematically used to monitor pupils' achievement and progress. Teachers do not always have enough information to inform planning, and pupils are not regularly involved in their own self-assessment. Across the school, weaknesses in the identification of pupils with difficulties learning mathematics reduce the achievement of pupils with special educational needs because work is often not at the right level.
- 48 Leadership and management are satisfactory, although weaknesses in the past and the impact of disruption to staffing have hindered the impact of some initiatives on standards. A comprehensive and regular audit of the subject, recently introduced, has contributed to the implementation of a range of potentially effective strategies to improve the school's provision. The curriculum, which was inadequate at the last inspection, is now secure and based on the National Numeracy Strategy. Although all aspects of the subject are taught, there is an emphasis on number and limited opportunities for investigation. The quality of provision has improved satisfactorily since the last inspection.

Mathematics across the curriculum

- 49 The application of mathematics across the curriculum is unsatisfactory because of weak planning for making links with other subjects. Although some good links occur, for example with information and communication technology, most links are unplanned and therefore not as effective as they should be in raising standards.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' performance in national tests is depressed by their weaknesses in the basic skills, in particular in speaking and literacy.
- Standards have been improving and are good in comparison with similar schools, but girls do better than boys.
- There is a good balance between developing pupils' practical skills and acquiring knowledge, but there is not enough attention given to linking science with other subjects.
- Good leadership and management have ensured that the subject continues to move forward as a result of effective evaluations of the subject's strengths and weaknesses.

Commentary

50 Standards at the end of Year 6 have been steadily improving over the last five years, but major weaknesses in the pupils' use of vocabulary reduce the attainment of pupils as measured by the national tests. In 2004, standards at the end of Year 6 were below the national average but above the average in comparison with similar schools. In 2004, pupils in Year 6 achieved well when compared to their prior attainment in Year 2. Inspection evidence shows that standards at the end of both Years 2 and 6 are currently below average, with satisfactory achievement. In Years 1 and 2, pupils make sound progress and achieve satisfactorily, although teacher assessments show that standards in 2004 were well below the national average and average in comparison with similar schools. Throughout the school, girls achieve better than boys, in contrast to the national picture. The main factor in this is that overall, boys' attitudes differ from girls' attitudes. They tend to be more restless and have lower levels of concentration. Across the school, the majority of pupils have a secure knowledge and understanding of basic scientific ideas, but have difficulty expressing these. A significant minority lack the basic knowledge of vocabulary to communicate their thoughts in accordance with scientific convention. Low standards in English, mathematics and information and communication technology hold back the achievement of higher-attaining pupils in particular. This is because they are not able to apply their basic skills to extend their learning in science. Pupils with special educational needs achieve satisfactorily, although they could do better with more teaching assistant support. Standards are lower than those judged at the time of the last inspection.

51 A lot of work has been put into improving the curriculum recently, and as a result, pupils achieve equally well in both their investigative work and in acquiring scientific knowledge. The quality of teaching and learning is satisfactory overall, with good teaching in Year 6. Lessons are carefully prepared in accordance with the school's scheme of work and teachers work hard to ensure that pupils of all abilities are involved. Where the teaching is good, pupils are given challenging tasks to stretch their existing knowledge and understanding, and regular fun tests are given to identify what pupils know. At times, teachers could provide more exciting contexts for lessons, rather than just presenting pupils with activities that are rather isolated from the pupils' own lives. When a good context is provided, for example, as part of Year 6 work looking at electricity, pupils' motivation improves and learning lifts as a result. Pupils have mostly good attitudes to learning in science, although some boys tend to be too chatty during some lessons. Teachers generally set suitably high expectations for pupils to set out their work, and although many pupils struggle with writing and

presentation, they take pride in how they record what they do. The recently introduced initiative for pupils to use a book for each attainment target is starting to improve the overall quality of pupils' recorded work. This system is also giving pupils and their teachers a good opportunity to link marking to target-setting for pupils' improvement. Although homework is set from time to time, there is often a lack of support from home, which reduces the value of such activities.

- 52 The subject is effectively led and managed. A thorough and fully evaluative system has been established in the last year to effectively monitor the quality of the provision across the school. The outcome of this, coupled with careful analysis of the national test results, are identifying ways of improving the curriculum, leading to improvements in teaching and learning. There is recognition of the need to improve the quality of planned links between science and other subjects, and in particular, literacy, numeracy and information and communication technology. Resources are satisfactory, but given the high quality of outdoor provision, more use could be made of the school grounds to improve the relevance of some learning activities. Good links with the nearby university and a growing profile of making educational visits, for example, to local science museums, enriches the science curriculum well. The provision for science has declined since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- Achievement is unsatisfactory overall.
- Weaknesses in planning and the use of assessment in the past have reduced the positive impact of better resources.
- Pupils do not apply and extend basic skills often enough in other subjects.
- Recent improvements in staff knowledge and expertise are starting to improve the standards and achievement of pupils.
- There has been a lack of direction since the last inspection.

Commentary

- 53 Achievement is unsatisfactory overall, although a minority of pupils in Year 6 achieve well and reach the expected levels. Standards have declined since the last inspection. They are currently below national expectations at the end of both Years 2 and 6. Although recent improvements in the curriculum now provide pupils with a balanced range of activities, gaps in the curriculum in the past mean that a large number of pupils are not achieving as well as they could or should.
- 54 Teaching and learning have been unsatisfactory in recent years. For some time, basic skills have not been developed progressively or at a suitable pace. Inspection evidence shows that improvement is currently occurring as a result of better skills within the staff team. During the inspection, the quality of teaching and learning was satisfactory overall. There is some good use of interactive whiteboards to bring learning alive during lessons, but overall, pupils still do not have enough direct access to computers to support learning or to develop basic computer skills. This is because the time allocation for lessons in the computer suite is fragmented. When pupils are using the computer, they are interested and enthusiastic to learn, but their achievement has been restricted by weak English skills. When researching the

Internet, for example, pupils know how to use a search engine but many do not have the reading skills required to discriminate and use the information sufficiently well. In Year 2, pupils competently select phrases from word banks but often have poor keyboard skills. The use of assessment is unsatisfactory. A potentially effective system is being introduced, but it is too soon to have a direct impact on the quality of teaching and learning.

- 55 The impact of leadership and management over time has been unsatisfactory. There is a weakness in the way the impact of the school's provision is evaluated. Some improvements are currently being introduced, but it is too soon to evaluate the impact of these changes. A new co-ordinator has recently taken up post and has a good vision for the subject's future development. Good initiatives are occurring to improve planning. Resources are satisfactory. The ratio of computers to pupils is in line with national expectations and the school has the software and peripheral resources to deliver the curriculum. Some important software resources have been acquired recently, but their full impact on learning has still to be felt. Improvement since the last inspection has been unsatisfactory despite significant improvements in resources and accommodation that has strengthened the quality of the provision.

Information and communication technology across the curriculum

- 56 The use of information and communication technology across the curriculum is unsatisfactory overall. Subject links are not planned purposefully, although some teachers make use of incidental links, such as Internet research for history and multimedia presentation in geography. The exception is in mathematics, where links are good because the school is now using a comprehensive computer-based package for all year groups. This not only enables pupils to practise their mathematical skills but also provides teachers and pupils with immediate assessment results and adjusts the level of challenge.

HUMANITIES

- 57 Limitations of time meant that it was not possible to make secure judgements about the provision in either history or geography.
- 58 The profile of **geography** is rather low, and inspection evidence shows that there are weaknesses in some aspects of the curriculum. These are because the school has focused its attention on other subjects. Strong leadership by the acting headteacher is lifting the quality of provision, and this includes the re-establishment of educational visits to improve the learning of mapping skills. Not enough focus is given to linking geography to other subjects, although recently, improved use of information and communication technology is improving pupils' learning.
- 59 In **history**, some satisfactory improvements have been made since the last inspection. The curriculum is satisfactory, although there is an over-reliance on using the nationally recommended curriculum. The quality of provision for educational visits is improving and is adding interest to learning. There is an increased emphasis on encouraging pupils' speaking and use of writing, but pupils' research skills are generally weak, making it difficult for pupils to interpret history effectively. A shortage of resources in Year 2 is limiting the opportunities that pupils have to widen their knowledge and understanding of the subject. Although teachers know pupils well, systematic ways of assessing and recording pupils' attainment and progress are unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 60 Limitations of time meant that it was not possible to make secure judgements about the provision in **art and design**, **design and technology** or **music**. A full report for **physical education** is included below.
- 61 In **art and design**, inspection evidence, based on discussions with pupils and a review of pupils' work, indicates that the curriculum is satisfactory, although discussions with pupils revealed that their breadth of knowledge of famous artists is relatively narrow. A good contribution to enriching learning is made by visiting artists, such as a potter. Links with Manchester Grammar School have contributed to the creation of some high quality ceramic pictures that are proudly displayed on the external walls.
- 62 In **design and technology**, inspection evidence, based on an analysis of pupils' work, shows that the curriculum provides satisfactory coverage of the designing and making elements of the subject. Pupils use a range of materials and techniques and make a variety of products. Their planning is based on examination of real objects and investigation of the user's needs, for example, when pupils in Year 2 studied the climbing equipment in their playground and then designed and made models themselves. In Years 3 to 6, pupils have access to the full curriculum, although there is a relative weakness in their experience of structures and mechanisms. Pupils have produced items such as animal masks and slippers and made preliminary designs involving the investigation of the suitability of materials. School planning shows that there is progression in the development of subject skills, but there is a weakness in planned links between design and technology and other subjects. This reduces the impact of learning for many pupils as tasks are completed in isolation from other areas of learning.
- 63 In **music**, some positive curriculum initiatives have started to improve the quality of music across the school. For example, pupils in Years 5 and 6 have received lessons in samba tuition from a visiting teacher. Although standards in improvising and maintaining rhythmic patterns are quite low, pupils thoroughly enjoy the opportunity to play together in an ensemble. A few pupils are learning to play brass instruments, but there are no extra clubs after school for pupils. Discussions with teachers and pupils indicate that in Years 5 and 6, pupils in lessons have had limited opportunities in the past to compose and have only used non-pitched instruments in a very basic way. There have also been few occasions to sing together or to listen to music. In assembly, pupils sing enthusiastically, but younger pupils sometimes struggle to read the words of some hymns. National guidelines are used effectively to help teachers with their planning. There has been no recent monitoring of the teaching and learning, and effective assessment is not in place.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Effective leadership and management and good teaching have lifted the profile of sport throughout the school.
- Pupils benefit from being able to participate in a wide a range of sports and compete with others in nearby schools.
- Resources are of a good quality and learning is enhanced by the contribution of professional coaches.

Commentary

- 64 In physical education, there have been significant improvements in the quality of provision throughout the school since the last inspection. This has been as a direct result of the appointment of a skilled learning mentor. The impact of specialist teaching has had a marked impact on standards and pupils are now achieving well and reach standards at the end of both Years 2 and 6 that are broadly in line with expectations for their age.
- 65 The quality of teaching and learning is good overall. As a result, the vast majority of pupils are confident to perform in front of others in activities such as badminton. They are safe and secure when practising movements as part of gymnastics. The good teaching is resulting in pupils gaining a good range of skills that prepares them well for their future sporting development. Even though there is a significant minority of pupils who lack fitness, virtually all pupils are keen to do their best and persevere at the tasks they are given. Pupils mostly behave well, although a small group of boys in one class was immature and mildly disruptive during lessons.
- 66 A revamped curriculum now includes a wide range of team and individual sports. Good links with local sports clubs have brought in some good quality professional coaches. In recognition of the good curriculum for sport, the school has recently gained the accolade of the Active Mark. Very good sporting links with nearby schools have strengthened the pupils' experience of competitive sport and improved the range and quality of resources. Pupils benefit from a very good range of extracurricular activities that successfully promotes amongst both boys and girls a healthy sense of competition. By participating in team games, such as football, as well as individual sports, such as cross-country, everyone has the chance to find a sport at which they can succeed. Pupils swim regularly and reach the minimum standards expected for their age.
- 67 The subject is effectively led and managed. Curriculum initiatives are carefully thought through, there is effective monitoring of the quality of teaching and learning, and good strategies are operated to involve both boys and girls equally. Resources are of a good quality, and planning provides all pupils with good access to a wide range of physical activities. The quality of provision is better than it was at the time of the last inspection and physical education now has a much higher profile across the school.

Personal, social and health education and citizenship

- 68 The co-ordination of this area is satisfactory. Some good developments and planning have taken place since the last inspection through the introduction of 'circle time' in the school. Although no lessons were observed, planning shows that social and personal issues receive a high priority in these sessions, and topics are often reinforced in assemblies. Much of the provision for personal, social and health education is carried out through the science and religious education curriculum. Health education receives a high priority as the school is working towards achieving a 'Healthy Schools' award. For example, there is an after-school cookery class, where the focus is on healthy eating, and the school encourages healthy snacks. Satisfactory policies are in place for sex and relationships education and drugs awareness. The school often seeks the services of outside agencies, such as the school nurse and the police, to support the teaching of these issues. There has been less focus on developing citizenship through the school, although there is a well-established after-school scouting club. The school council was disbanded some time ago, but there are plans to reinstate it soon and make it more effective. Pupils help in assemblies and around the school, and older pupils support the younger pupils at lunch and break times.

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	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	4
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	5
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	5
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	5

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