

INSPECTION REPORT

TONACLIFFE PRIMARY SCHOOL

Rochdale

LEA area: Lancashire

Unique reference number: 119271

Headteacher: Mr K Quinn

Lead inspector: Mr E Jackson

Dates of inspection: 23 – 25 May 2005

Inspection number: 268135

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of children: 3 - 11
Gender of children: Mixed
Number on roll: 262

School address: Tonacliffe Road
Whitworth
Rochdale
Lancashire
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Telephone number: 01706 344609
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Appropriate authority: Governing body
Name of chair of governors: Mr P Nielsen

Date of previous inspection: February 1998

CHARACTERISTICS OF THE SCHOOL

Tonacliffe Primary is larger than average for its type with 246 full-time and 31 part-time children on roll, 148 boys and 129 girls. The number on roll is falling, as in other local schools. Socio-economic circumstances for its catchment area are broadly average, and the attainment of children at entry to the nursery is broadly average, although this covers a wide range of ability. There is a small number of children in public care. The proportion of children from minority ethnic groups is below average, and there are no children learning English as an additional language. The proportion of children with special educational needs and statements of their need is average. These needs range from moderate learning and physical difficulties to emotional and behavioural difficulties. The number of children leaving or joining the school at other than the usual times is low. The school is part of a Learning Network with other local schools. The school received an Achievement Award in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------|----------------|--|
| 3108 | E Jackson | Lead inspector | English Music Physical education English as an additional language |
| 9334 | J Mynett | Lay inspector | |
| 22113 | A King | Team inspector | Areas of learning in the Foundation Stage Mathematics Art and design Design and technology Religious education |
| 22831 | C Lewis | Team inspector | Special educational needs Science Information and communication technology Geography History |

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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | 9 |
| STANDARDS ACHIEVED BY CHILDREN | |
| Standards achieved in areas of learning, subjects and courses | |
| Children's attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 12 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 17 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING And SUBJECTS | 19 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 and 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 30 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with some very good features. It also has some areas for further development. Children make very good progress in their personal development and achieve well academically because the quality of education is good. The school provides **good value for money**.

The school's main strengths and weaknesses are:

- The quality of education is good, with a good proportion of lessons being very good or excellent.
- The headteacher leads and manages the school well, and is supported effectively by other key leaders, although the leadership and management responsibilities of the deputy headteacher are not clear enough.
- Children's personal development is very good, including their attitudes to learning and behaviour.
- There is insufficient access to outdoor play facilities for children in the nursery and reception classes.
- Children achieve well in reading, number, science, and aspects of art and design and music.
- There are good links with parents and they support their children's learning well.
- Some important aspects of statutory care procedures have not been updated.

The school has improved well and has dealt with the key issues from the last inspection well. Standards have risen, and the quality of education has improved. Many systems to manage the school not then in place are now well established, with good effect on the children's learning. Good improvements have also been made to the accommodation, although access to outdoor play facilities in the Foundation Stage is not good enough.

STANDARDS ACHIEVED

Achievement is good. Standards are currently above average overall in the core subjects by the end of Year 2 and Year 6. Children enter the nursery with a broadly average range of skills and abilities, and most achieve well to reach the goals expected by the end of reception, with a significant proportion achieving higher levels. By the end of Year 2, children currently attain above average levels in reading, average levels in writing, and above average levels in mathematics and science. By the end of Year 6, children currently attain average levels in English, with reading above average and writing average, and above average levels in mathematics and science. In the national assessments in 2004, results for children in Year 2 were well above average levels in mathematics, above average in reading and science, and average levels in writing. In the tests at the end of Year 6, results were well above average in science, above average in mathematics and average in English. The table shows that attainment has risen in mathematics and science by the end of Year 6, and has been maintained at average levels in English. The low result in English compared with similar schools is mainly from fewer children reaching the higher Level 5 in writing, as more children reached the expected Level 4 than the national average. The results represent average comparable progress from Year 2 to Year 6. The upward trend is in line with the national trend. Boys and girls achieve broadly similar levels.

| | | |
|---------------------|-------------|-----------------|
| Results in National | all schools | similar schools |
|---------------------|-------------|-----------------|

| Curriculum tests at the end of Year 6, compared with: | 2002 | 2003 | 2004 | 2004 |
|---|------|------|------|------|
| English | C | C | C | D |
| mathematics | D | B | B | D |
| science | B | C | A | C |

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

Children achieve well in the Foundation Stage, and particularly well in creative development. From Years 1 to 6, children achieve well in art and design, design and technology and music, and satisfactorily in other areas. Children’s personal development is **very good**, and their attitudes to learning and their behaviour are very good. Children’s moral development is very good, and **spiritual, moral, social and cultural development is good overall**. Attendance is above average.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is **good**, leading to good learning for the children. The staff work together successfully in teams covering different age groups to organise children’s learning. Despite the long-term absence of a member of the team, the Foundation Stage staff provide a good education for the youngest children in the nursery and reception classes. However, access to the outdoor area is limited for reception. Most of the classes have children from more than one year group, and the teachers effectively plan activities and tasks that are suitable for children’s varying needs. In English and mathematics, children from Years 3 to 6 are well taught in sets determined by age or prior attainment. Children progress well in most lessons, and in one in four lessons make very rapid progress because the teaching is excellent or very good. The curriculum is good and has improved well since the last inspection. Children are generally well cared for, and receive good support and advice in their learning. However, the administrative systems to ensure children’s health, safety and welfare are unsatisfactory so that care, guidance and support are unsatisfactory overall. Partnerships with parents, other schools and the community are also good, and have good impact on the overall quality of education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governance is also good, and governors are more closely involved in many aspects of the school’s work than at the last inspection. The headteacher leads the school effectively, ensuring that improvement plans are based on development needs from monitoring and evaluating the school’s work. The contribution of other key leaders is much improved since the last inspection overall, although the responsibilities of the headteacher and deputy headteacher are not efficiently distributed. Management systems are much improved since the last inspection, and financial management and administration are generally efficient. However, there are complex staffing issues currently that have affected the school’s finances adversely. The governors are working closely with the local authority to resolve these issues, as part of an area review of falling rolls in a number of schools, including this one.

PARENTS’ AND CHILDREN’S VIEWS OF THE SCHOOL

Parents are generally happy with the school, and feel that their children do well here. They particularly value the quality of teaching, that their children were helped to settle in well, and that staff expect the children to work hard. A small minority feel that they are not kept well

enough informed, and that their views are not effectively sought. The inspection confirms the parents' positive views but finds that, in general, consultation and information for parents are good. The children are generally happy in the school, and many Year 6 children feel that they have made really good progress this year. A few children feel that some lessons are too easy, but the inspection found little evidence of this.

IMPROVEMENTS NEEDED

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

- raise children's achievement in writing by the end of Year 2 and Year 6, including their handwriting;
- review the responsibilities of the headteacher and deputy headteacher in order that they share the leadership and management of the school between them more efficiently;
- ensure that outdoor play facilities are fully accessible for children in the nursery and reception classes;

and, to meet statutory requirements:

- ensure that administrative procedures to manage the monitoring of children's health and safety are up to date.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY CHILDREN

Standards achieved in areas of learning and subjects

Achievement is **good** across the school. Standards are average in English, although they are above average in reading, and they are above average in mathematics and science.

Main strengths and weaknesses

- Reading is taught well, and children achieve good levels across the school, although achievement in writing is satisfactory.
- Children do well consistently in mathematics and science because the teaching is good.
- In the nursery and reception classes, children generally achieve well, and very well in creative development.
- The school's focus on art and design, design and technology, information and communication technology (ICT) and music leads to good achievement in these areas.

Commentary

1. Achievement is good across the school. Most children in the Foundation Stage achieve the goals expected by the end of reception, and do particularly well in creative development. They learn to behave very well and have very good attitudes to their learning. Relationships are very secure, with an increasing awareness by the children of the need to share fairly and take turns in their work and play. In the nursery, the staff interact very well with the children in their play to develop their language and vocabulary. The children in reception use their knowledge from reading effectively to write their own sentences, although a few find this difficult still. There is a good focus on counting so that children gain confidence through rhymes and songs. Children develop good skills for their age in ICT, and make really good progress in drawing and painting, where pattern is linked to work in mathematical development, and music.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.8 (16.9) | 15.8 (15.7) |
| writing | 15.0 (16.1) | 14.6 (14.6) |
| mathematics | 17.8 (17.9) | 16.2 (16.3) |

There were 36 children in the year group. Figures in brackets are for the previous year

2. In Years 1 and 2, children build well on their earlier experiences and consistently achieve above average levels in speaking and listening, reading, mathematics and science. Their achievement in writing is often above average by the end of Year 2, but is more variable year on year. The table shows the results in national tests at the end of Year 2 for the last two years. The school's concentration on the improvement of writing standards is beginning to have good effect but handwriting is often unsatisfactory because it is not well taught. In both mathematics and science, children make good progress in investigative methods that helps well with problem solving by Year 2. The children achieve expected levels in ICT and religious education, but often achieve above expectations in art and design and design and technology.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.2 (27.2) | 26.9 (26.8) |
| mathematics | 28.0 (27.6) | 27.0 (26.8) |
| science | 30.3 (29.0) | 28.6 (28.6) |

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

3. The table shows the results in national tests at the end of Year 6 for the past two years. In Years 3 to 6, children achieve consistently well in mathematics and science. They continue to develop good investigative and problem-solving skills that they apply well in lessons, and in achieving above average levels in tests at the end of Year 6. In English, they improve their speaking and listening skills well, so that by Year 6 they discuss complex grammar and writing styles with assurance. Children's reading is also good and progresses particularly well in Years 3 and 4, as does their writing in these classes. Handwriting is often weak, and there is no consistency in its teaching by the staff. Children achieve well in music, with some achieving very high levels in playing brass instruments or recorders, and in singing. There is also good achievement in ICT, art and design and design and technology. Children achieve as expected in the Agreed Syllabus for religious education by the end of Year 6.
4. Children with a variety of special educational needs achieve well, as do the small number of children in public care, and those few from minority ethnic groups. Due to the good level and quality of support, children make good progress towards their individual learning targets. Children with a special educational need are identified at an early stage and receive good support. As a result, they achieve well in terms of the targets contained in their individual education plans. Boys and girls generally achieve similar levels, although girls sometimes achieve higher levels in English whilst boys sometimes achieve higher levels in mathematics and science.

Children's attitudes, values and other personal qualities

The children's attitudes, behaviour and relationships are **very good**. The children's spiritual, moral, social, and cultural development is good and their personal development is very good overall. The attendance level is **good** and is above the national average. Punctuality is **good**.

Main strengths and weaknesses

- The school fosters very positive attitudes to learning, enabling children to mature exceptionally well.
- The warm relationships between staff and children and amongst the children themselves helps to promote a harmonious environment.
- The provision for children's spiritual, moral, social and cultural development helps to develop their confidence and self-awareness well.
- Attendance is higher than in other similar schools and punctuality is good.

Commentary

5. Children's personal development is very good. The majority of children demonstrate very good attitudes to learning. This is evident from the positive way they respond to tasks and activities in lessons and to opportunities for social interaction. They like school and work well individually as well as in group situations. Children speak enthusiastically about the school and were keen to stress that Tonacliffe is a 'good school' where they can 'make lots of friends'. Children's contribution to the life of the school is reflected in their willingness to take initiative and responsibility when given the opportunity to do so. The youngest children in the nursery and reception classes show very good attitudes to school. They interact well, are happy to share their toys and equipment, take turns and concentrate well. The quality of relationships within the school bears testimony to the respect children show to others' feelings, values and beliefs. All of this impacts very positively on children's learning and achievement, whilst preparing them for life within the school and beyond.

6. The school's behaviour management support systems are well established. Teachers' sensitive management of children including the use of praise and celebration of achievement reinforces very good standards of behaviour in and around the school. Children respond very well to adults' high expectations of them. There are no major concerns relating to bullying or harassment of any kind and children are confident that if they have concerns they know who to go to, for it to 'be sorted out'. The school is very effective in dealing with minor incidents of unacceptable behaviour and has a 'zero tolerance' approach in some areas. This has resulted in a small number of children being excluded for short periods. Whilst the numbers over the last three years are higher than those frequently found in primary schools this policy is generally effective with most of the children not re-offending.

Exclusions

Ethnic background of children

Exclusions in the last school year

| Categories used in the Annual School Census | No of children on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|------------------------|-----------------------------------|--------------------------------|
| White – British | 204 | 4 | 0 |
| Mixed – White and Black Caribbean | 4 | 0 | 0 |
| Chinese | 1 | 0 | 0 |
| Parent / child preferred not to say | 68 | 0 | 0 |

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

7. The provision for children's spiritual moral, social and cultural development is effectively promoted across the curriculum and enables children to become well-rounded individuals during their time at school. This is an improvement since the last inspection. Children's spirituality is developed well through religious education lessons and assemblies, and through art and music. Children develop a good understanding of different religions and the ethos of the school fosters care and respect for each other's feelings, values and beliefs. Provision for children's moral development is very good. The framework of values in the school's strong moral code enables children to distinguish between right and wrong and reflect on the consequences of their actions. The clear system of rewards and sanctions is well understood and valued as children aim for their different certificates and the ultimate 'badge'.

8. Social development is very good and social harmony is a strong feature of the school. This results in constructive relationships being forged between staff and children and amongst the children themselves. This helps to promote a good working environment that contributes very effectively to children's achievement. Children are encouraged to undertake roles of responsibility as class monitors, volunteers, and 'reading buddies', and a small number of older children are elected as representatives on the 'School Child Council'. Provision for children's cultural development is good. Children have opportunities to develop an understanding and appreciation of their own cultural heritage through sport, art, music and literature. The choir and orchestra participate enthusiastically in local concerts and events. The school is aware that more needs to be done to increase children's awareness of the wider cultural diversity of society and is in discussions with a local adviser about how this may be accomplished.
9. Attendance is good and is above the national average. Children are generally happy to come to school and are eager to learn. Unauthorised absence is in line with that found nationally. Most parents bring their children to school punctually in the mornings and lessons start on time. The school has very good systems in place to monitor and promote attendance levels.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.8 | School data | 0.4 |
| 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 **good**. Teaching is **good**, leading to good learning for the children. The curriculum is good, well improved since the last inspection. Care, guidance and support are good in most aspects, but unsatisfactory overall because some important statutory aspects of care procedures have not been updated, including related staff training. Children are generally well cared for, and receive good support and advice in their learning. Partnerships with parents, other schools and the community are also good, and have good impact on the overall quality of education.

Teaching and learning

Teaching is **good**, leading to good learning for the children. Assessment is also good.

Main strengths and weaknesses

- The staff encourage the children's learning well and promote very good attitudes to learning.
- Expectations of behaviour and work rate are very good.
- Lesson management is generally good, sometimes very good, and occasionally excellent.
- The staff in the Foundation Stage consistently provide good learning opportunities for the children.
- The school promotes equality of opportunity and inclusion very well.
- Assessment is used effectively to plan new learning.

Commentary

10. The quality of teaching is good, with some very good and occasionally excellent features. The table shows that there is no unsatisfactory teaching, and that almost all lessons were at least good, with one in four being very good or excellent. This has a positive impact on children's willingness to learn, and their progress. Teaching and learning are good across the school. This shows good improvement since the last inspection.

Summary of teaching observed during the inspection in 44 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 3 (7%) | 9 (20%) | 26 (59%) | 6 (14%) | 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.

11. The way in which the staff encourage the children to work hard and to focus on the lesson objectives is a key factor in the success of the teaching. Parents were almost unanimous in praising this aspect, and the inspection supports their views. Because there are high expectations of behaviour and commitment to work, the children know what is expected and get on with what they are supposed to do. For example, in an excellent gymnastics lesson for Year 3 and 4 children, the teacher's excellent subject knowledge and high expectations led to a superb lesson where the children achieved very well. They handled the apparatus skilfully and safely, and developed a sequence of challenging activities, perceptively monitoring and evaluating their own and other's work throughout the lesson.
12. In most lessons the staff manage successfully:
 - the subject content;
 - the children's interest and behaviour;
 - maintenance of good pace;
 - class and individual needs.
13. Teachers plan their lessons well to ensure that the children are fully engaged in the activities. As most classes have children from more than one age group, this can be quite complex. For some activities, mainly English and mathematics, children are taught in mixed age groups based on prior attainment drawn from two or three classes. The organisation and management of these lessons is equally skilled, so that children of the same age receive equivalent subject content at a level suited to their needs, including children with special educational needs. For example, children in Year 5 and 6 were rewriting the school prospectus to learn how to write information using the passive voice and impersonal language. In both sets, the teachers' confident style and excellent joint planning led to rapid progress in the focus writing style for the different groups.
14. Children in the Foundation Stage receive good teaching consistently. The classroom environments are very well set up as active learning centres, and there is a good concentration, particularly in the nursery, on role play and conversation. The staff work well with individuals and groups, and promote independence well. For example, children in the nursery took on the roles of waiter, cook, or customer in the 'Pizza Parlour' very well, explaining the different tasks each one involved. In a good English lesson for children in reception, the teacher's very good preparation ensured that all children were involved in the whole class session, and then had well-planned tasks to reinforce the identification of words with the consonant digraph 'sh'.
15. The staff are determined in their approach to inclusion. The teachers plan lessons carefully with support staff so that children who work in separate groups or individually generally have work to do that is just right to help them make progress. Occasionally, children withdrawn from lessons in the infants for extra support miss important explanations given in the classroom, but more often the link between the whole class and individual or group work is secure.
16. Children are constantly observed and their work checked by the staff. This gives the staff good information on which to base their planning of future work. They increasingly share learning targets with the children, many of whom can clearly explain what they should do to improve. Achievement patterns are also checked in overall test results so that the staff can adjust the curriculum where there are weaknesses. Class teachers ensure in their lesson plans that appropriate provision is made for children

with particular learning needs, and that lessons meet the needs of children with a special educational need with good support.

The curriculum

The breadth of curricular opportunities provided by the school is **good** and there is a **satisfactory** range of opportunities provided for enrichment of the curriculum. There is a **satisfactory** range of learning resources in most areas of the curriculum and the overall quality of the accommodation is **good**.

Main strengths and weaknesses

- The good provision for children with special educational needs.
- The good provision for equality of opportunity and inclusion for all children.
- The very good provision for children's personal, social and health education.
- The good range of extra-curricular sporting opportunities for older pupils.
- There is a lack of suitable extra-curricular activities available for lower junior or infant children.
- Access to outdoor play facilities in the Foundation Stage are limited.

Commentary

17. The school provides a broad, appropriately-balanced and coherent curriculum, that ensures consistent progress. There are now schemes of work in place for all subjects largely based on nationally recommended programmes of work. The curriculum meets all statutory requirements, including provision for religious education and collective worship, and provides well for personal, social and health education. This constitutes a significant improvement in curricular provision since the previous inspection, when the lack of a whole school approach to curricular planning led to inconsistency in lesson planning, particularly in the junior classes, and an overall teaching time which was below national recommendations. There is very good equality of opportunity for all children and the school is fully "inclusive" in all its policies and practices. There are consistent whole-school approaches to planning for teaching and applying literacy and mathematics across the curriculum, again an improvement since the last inspection.
18. Provision for children with special educational needs is good. Children are supported well by class teachers and experienced teaching assistants. The school works hard to give all its children equal access to the full curriculum.
19. The school provides children with a satisfactory range of interesting, relevant and well-attended extra-curricular activities, with the range of sporting opportunities provided being particularly good. Enrichment is satisfactory. Most opportunities are available only for Year 5 and Year 6 children, and enrichment for them is good. However, a typical primary school usually has a number of extra-curricular opportunities available for younger junior and infant children, whereas here there are very few. A satisfactory range of cultural visits linked to the curriculum is organised during the year to extend children's experiences and a good range of visitors works in the school.
20. There is a good match of teachers to the taught curriculum but, due to budget restraints caused by continuing staffing issues and a decreasing school roll, there is only a satisfactory match of well-trained and very conscientious support staff to the curriculum. The school accommodation has been improved significantly in recent years and is utilised well. Resources for the majority of curriculum areas are at least satisfactory, although the school's stock of reading scheme books for younger children is now badly in need of replacement.

Care, guidance and support

Teachers' good knowledge of the children ensures that they are cared for and supported and this fosters a commitment to equal opportunities. Children feel trusted and respected, and value the fact that they are given a voice. However, the administrative systems to ensure children's health, safety and welfare are unsatisfactory.

Main strengths and weaknesses

- The safe, caring and supportive environment where children can grow into happy confident individuals.
- Care and health and safety administrative systems are not rigorous enough.
- Good induction arrangements ensure children settle into school quickly.
- Children feel they are consulted and there is always somebody they can talk to.

Commentary

21. The school is a happy and harmonious community that provides a caring environment for all its children. Each child is valued and respected and feels secure and able to turn to a supportive adult if they have a problem or concern. This has a positive impact on their confidence and self-esteem and is reflected in their levels of attainment and progress. Parents are very pleased that their children are well nurtured and supported. They speak very positively about the kind and caring teachers and support staff and the way they treat children fairly. Teaching assistants work well with class teachers and provide good support for children with special educational needs, monitoring children's progress and providing a good blend of help and challenge. Support for children with statements of special educational need is frequently very good.
22. However, the overall provision for children's health, welfare and protection is unsatisfactory. This is due to unsatisfactory record keeping and administrative procedures and the fact that the school is also not meeting statutory requirements in a number of areas. These matters have been brought to the attention of the Governing Body.
23. The good induction arrangements help the youngest children begin their school life happily and confidently. Parents value the sensitive introductions and caring staff, which help ease their children into school. The transition to the various secondary schools is also well developed which helps to ensure that children's progression to the next stage of education is accomplished as smoothly as possible.
24. Teachers know their children well, have a good understanding of their emerging strengths and weaknesses, and readily respond to their personal needs. The school monitors academic achievements of children effectively, enabling teachers to provide appropriate support, advice and guidance to children. Tracking systems are in place to monitor children's academic development and progress, and children have attainment targets in areas such as literacy and numeracy. These help ensure children are clear about how they are doing, and what they need to do to improve.
25. Opportunities to consult with children and to take their views into consideration are satisfactory. The recent introduction of a school-child council involves six Year 6 children who have been voted in as school representatives. The council members are enthusiastic about this new initiative and are keen to bring forward their new ideas about how they can improve their school, such as the facilities in the playground. They meet with the headteacher on a monthly basis to discuss various issues. However, they admit that they are not truly representing children's views, as there are no suggestion boxes or opportunities provided to formally consult with classes, and their ideas arise from the small numbers of children who approach them with sensible suggestions in the playground.

Partnership with parents, other schools and the community

The school has improved its partnership with parents and this is now good. The links with the local community and partner schools are good and help enrich children's learning opportunities by promoting good achievement.

Main strengths and weaknesses

- Parents generally have positive views about the school and the education their children receive.
- Improved information and the open access to teachers helps to keep parents informed about what is going on and how well their children are progressing.
- Involvement in local community events provides good enrichment opportunities for children.
- The good links with local primary and secondary schools help promote curriculum development and extra-curricular activities.

Commentary

26. The school has focused effectively on improving links with parents following the last inspection. Parents are now generally happy with the school, and feel that their children do well here. They particularly value the quality of teaching, that their children were helped to settle in well, and that staff expect the children to work hard. A small minority feel that they are not kept well enough informed, and that their views are not effectively sought. The inspection confirms the parents' positive views but finds that, in general, consultation and information for parents is good.
27. Parents are encouraged to play an important part in their children's learning both in school and at home. There is usually a large turnout of parents for concerts, harvest festivals or special events such as a plant sale held by the reception children during the inspection. A number of parents help out in the school on a regular basis, which contributes very effectively to children's learning experiences. Some assist in the classroom with group work, others listen to children read, change library books or help out on trips. The Friends' Association is run by an active group of parents who organise a number of successful social and fund raising activities each year. Parents appreciate that they can approach individual teachers and any issues or concerns are generally resolved promptly with care and consideration.
28. The school provides a good range of information. The web site and regular newsletters provide details of forthcoming activities and events. Curriculum information is now shared with parents so they can see what is going on. There are regular formal and informal meetings for parents, and attendance at these meetings is good. The school seeks parents' views through an annual satisfaction form and is consulting them about a proposed after-school club. The annual reports to parents provide a broad overview of what has been taught, indicating what children know, can do and understand, and provides an indication of children's level of achievement. Following consultations with parents the reports are being reviewed to make them clearer. Parents whose children have special educational needs are generally kept appropriately informed about their child's progress.
29. Links with the local community and businesses are good. Visitors and visits to places in the local area are linked to curriculum areas and help enrich children's learning opportunities. The choir sings with a local retirement choir, the brass band participates in a number of festivals and Rochdale football club runs football coaching for children. Local businesses have helped by sponsoring visits for the younger children, the band uniform, or by offering prizes for raffles.

30. Links with other schools are good both on a management and an academic basis. The school is involved in a cluster group with other local primary schools. This helps promote joint staff development activities, headteacher planning and opportunities for enrichment activities, including sporting events for children. The school is due to implement French lessons for Years 3 and 4 in the autumn term as part of a Primary Learning Network initiative. Partnerships with secondary schools are carefully fostered to enhance curriculum activities, such as mathematics challenge days for more able children, and provide work placement opportunities for students. The transition arrangements to secondary schools are sensitively organised to ensure children's transfer into secondary education is as smooth as possible.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The overall quality of governance is **good**. The headteacher provides **good** leadership and other key staff make a **good** contribution to the school's goals and values. The effectiveness of management overall is **good**.

Main strengths and weaknesses

- The headteacher has a clear sense of purpose and high aspirations, which have resulted in significant improvements in standards.
- The school's governing body contributes well to leadership and management.
- There are very good systems for the induction of new staff.
- Although management systems are much improved since the last inspection, the responsibilities of the headteacher and deputy headteacher are not efficiently distributed.

Commentary

31. Leadership and management are good. The headteacher provides good leadership for the school. He has a clear sense of purpose and high aspirations for the school and, in the period since the last inspection, has been successful in creating an effective team. The management team work together very well and inspire, motivate and support fellow staff and children. The result of this good leadership has been a significant improvement in standards in the core subjects, the much improved management systems and the significant contribution of other key leaders. The leadership and commitment of core subject leaders is good. However, the responsibilities of the headteacher and deputy headteacher are not efficiently distributed between them. The role of the deputy in particular needs further clarification to ensure that the requirements of the post match the school-wide responsibilities usually found at this level in primary schools.
32. However, since taking over the role of special needs coordinator this year, the deputy headteacher has brought about good improvements, well-supported by the very experienced special needs governor who works as a teaching assistant in the school. For example, until recently, the number of children placed on the school's register for special needs was unnecessarily inflated by the inclusion of children with very minor delays in learning. In a relatively short period of responsibility the SENCO has successfully reduced the number registered to a more realistic level, broadly in line with national averages. He has a satisfactory but developing overview of special needs within the school, and the positive atmosphere and 'ethos' of the school promotes the effective inclusion of children with special educational needs into every aspect of the school's life.
33. The senior management team constantly monitor performance data, review emerging patterns and take effective action. The school's improvement plans are closely based on development needs and issues identified from the data collected. The headteacher and all staff have a very clear commitment to inclusion and equal opportunity for all children and provide very good role models for them. Systems for the monitoring of individual children's achievement are well-established and policies for behaviour, planning and assessment are reflected clearly and consistently across the work of the whole school. The school's performance management systems have been effective in providing support and in bringing about improvement in most cases. Planning for school development has improved significantly since the last inspection and all school personnel were closely involved in development of the latest school development plan.

34. The governing body has developed a good understanding of the school's strengths and weaknesses and is active in helping to shape the vision and direction of the school. This constitutes good progress since the last inspection. The governors act effectively as a 'critical friend' to the headteacher and have been closely involved in the school's planning for teachers' workload review. They are also attempting to resolve with the local authority complex staffing issues which, with falling rolls, have affected the school's finances adversely, leading to a deficit budget this year. However, some of their statutory duties related to health and safety have not been fulfilled. Most importantly, the governing body has failed to ensure that teachers' child protection training and first-aid certificates are kept up to date.
35. Inspection findings confirm that essential management functions are covered well and are not unduly bureaucratic, allowing teachers to get on with their job of teaching the children. Well-organised and well-monitored accounting systems help the school achieve key educational priorities. The governing body is aware of the "best value" principles of challenge, comparison, consultation and competition and apply these principles consistently in decision-making when planning for improvement.
36. The school gives good value for money.

Financial information for the year April 2004 to March 2005.

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 680,110 |
| Total expenditure | 752,212 |
| Expenditure per child | 2,865 |

| Balances (£) | |
|-------------------------------------|----------|
| Balance from previous year | 33,410 |
| Balance carried forward to the next | (38,691) |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The Foundation Stage of learning is **good**. The provision is effective, teaching and learning are good and work is based on clear assessments of what children already know and understand. Children enter the nursery with average levels of attainment overall, although a few have speech and language difficulties. Most children in the nursery and reception classes make good progress and achieve well to reach the goals expected by the time they transfer to Year 1, including children identified as having special educational needs. Achievement in creative development is very good. It is satisfactory in physical development and good in the other areas of learning. However, children do not have enough access to the outdoor play facilities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave very well and their confidence and self-esteem are promoted very well.
- Staff provide very good role-models for the children to follow and relationships are very good.
- Opportunities for children in the reception class to persevere at self-chosen tasks are sometimes curtailed.
- There is no easy access for children to the outdoor area to enhance opportunities for independence.

Commentary

37. Children progress and achieve well in their personal, social and emotional development. Teaching and learning are good overall, with very good promotion of behaviour and self-esteem. As a result, the children's behaviour, responses and attitudes are wholly positive, with a very co-operative and willing approach to learning. Most children are on track to achieve the goals expected by the end of reception. Staff provide very good role-models which the children follow, displaying very good levels of courtesy and social skills for young children. Relationships are very secure, with an increasing awareness by the children of the need to share fairly and take turns in their work and play. However, the organisation of sessions in reception sometimes means that opportunities for children to concentrate and persevere at their own self-chosen tasks are cut short unnecessarily. Children are encouraged effectively to be independent, but the layout of the building means all classes in the Foundation Stage cannot easily access the outdoor area. Improvement since the previous inspection is good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff in the nursery interact very well with children in role-play to develop their language and vocabulary.
- Developing skills for reading are well promoted.
- Skills in writing are developing well, although some children in reception still find this difficult.

Commentary

38. Children have average skills in communication, language and literacy when they first start school. They achieve well because teaching and learning are good, and most are on track to achieve the expected goals by the end of reception. In the nursery, the staff work very well with the children to develop their ideas in role-play, and interact very well with them in their play to develop their language and vocabulary. The children learn to share books and develop skills in reading, for example to recognise simple words and the sounds letters make. They use this knowledge effectively to write their own sentences and there are good opportunities for the children to share books with adults. Their skills in writing are developing well, although some children in reception still find this difficult. Improvement since the previous inspection is good.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Incidental opportunities are used effectively to promote the children's mathematical ideas.
- The children are offered a good level of challenge, especially in the reception class.
- The practical approach to the children's mathematical development aids learning.
- Sometimes children in the reception class miss parts of mathematical lessons because they are withdrawn for practise in reading.

Commentary

39. Children achieve well in their mathematical development because teaching and learning are good, and they are on track to achieve the expected goals by the end of reception. They are offered a good level of challenge in work in mathematics, especially in the reception class. There is a good practical approach to the children's learning which is effective in helping them to understand how numbers and counting are used in our everyday lives. For example, during the inspection a very successful plant sale was held. As the children priced the plants and then handled money their understanding of the value of money was reinforced effectively. Art and craft work also enhances the children's understanding of mathematical patterns, especially for children with special educational needs. During the inspection, a few children in the reception class missed introductory sessions in mathematical development to have additional help in reading. This meant they were not as well informed as they could have been to prepare them for the mathematical tasks. Improvement since the previous inspection is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Living things and growth are studied effectively.
- Children are developing good skills using computers and other technology.
- There are good opportunities for the children to investigate and explore natural and

manufactured objects.

- Role-play in the nursery gives the children good experiences to understand different cultures and languages.

Commentary

40. The children achieve well and develop their understanding about the world effectively. Teaching and learning are good, so that most children will achieve the expected goals by the end of reception. The staff provide a good range of activities for children to explore the environment, objects and materials and features within it. Plant life and how things grow are studied effectively and the children are developing good skills using computers and other technology. For example, they use computers regularly. Older children use the computer suite and can 'log on', and use 'drag and drop' techniques properly. In the nursery there is a good range of computer programs for the children to use to develop keyboard and mouse skills, and to enhance their hand and eye co-ordination.
41. There are good opportunities for the children to investigate and explore natural and manufactured objects, for instance growing plants from seed and when using musical instruments to explore and create sound. Cultural awareness is promoted well. For example, role-play in the nursery gives the children good experiences to understand a variety of different cultures and languages. Improvement since the previous inspection is good.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Skills in co-ordination and control are well developed, especially in the nursery.
- The children have good skills in negotiating space, obstacles and other children as they move around the school.
- There is no climbing frame for the youngest and smallest children in the school to enable them to develop their bodily control and confidence.

Commentary

42. Achievement is satisfactory overall in physical development, and teaching and learning are sound. The children develop their hand control skills effectively using the good range and variety of activities provided. Their skills in co-ordination and control are being developed successfully, especially in the nursery. The children have good skills in negotiating obstacles and other children, both indoors and outdoors using space appropriately. There is a good range of bikes, games equipment and other toys for the children to use to develop their physical skills by manoeuvring the bikes and practising skills in throwing, catching and batting. However, there is no climbing frame of an appropriate size for the youngest children to ensure they have ample opportunities to develop skills in climbing, balancing and strengthening their muscles. Access to outdoor play is insufficient for both age groups, although there are plans to develop this area. Improvement since the previous inspection is satisfactory.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children's creativity is nurtured and enhanced very effectively.
- Imaginative role-play is given very good emphasis, especially in the nursery.
- Music and singing feature regularly within the programme of activities.
- Opportunities for the children to explore a range of media and materials using their senses are good.

Commentary

43. Achievement is very good, the quality of teaching is very good overall and children learn quickly because experiences are very interesting and enjoyable. Most are on track to achieve the goals expected, and a good number to exceed them, by the end of reception. The children's creativity is valued and there is a very good range of experiences to nurture and enhance their learning. Imaginative role-play is promoted very well and given very good emphasis, especially in the nursery. Music sessions feature regularly in the curriculum, with opportunities for the children to explore making sound with musical instruments and singing. Opportunities for the children to use their senses to explore texture, aromas and colours are good, for instance manipulating dough scented with coffee or herbs. Improvement since the previous inspection is very good.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Reading is taught well in Years 1 and 2 and children are keen readers.
- High quality teaching is raising standards successfully in Years 3 to 6.
- The staff provide good opportunities in most lessons for children to discuss their work and develop their speaking and listening skills.
- Writing is improving but children need more opportunities to write for their own purposes.
- Handwriting is not taught systematically so that many children do not develop a comfortable, neat style.

Commentary

44. Achievement is good across the school, and very good progress was seen in some lessons in Years 3 to 6. Girls generally attain higher levels than boys, in line with the national pattern of results. The staff are aware of this and have amended their planning to try to encourage further improvement in boys' writing with some success. Children with special educational needs are well supported by teachers and support staff and generally make good progress, often achieving age expected levels in national tests.
45. Standards in speaking and listening are above average by the end of Year 2 and Year 6. Children listen carefully, and explain their work very clearly when asked, often using subject specific language accurately in subjects such as mathematics and science to illustrate what they are saying. In many lessons, children are encouraged to discuss their work with a partner or in a group. This helps them to clarify their thinking and generate ideas. However, in a few lessons opportunities are missed during whole class lesson openings for teachers to deliberately form new mixed pairings or groups of children to create different discussion partners.
46. Reading standards are consistently above average in Year 2 and Year 6, and children take real pleasure in reading both fiction and non-fiction texts. They use ICT well to

extend their work, particularly to research in history and geography. This good ability in reading is a great help in their work across the curriculum. Parents help considerably here by working with their children at home. However, some of the reading stock for younger pupils is in poor condition and should be removed.

47. Standards in writing have often been above average but slipped last year to average for both Year 2 and Year 6 pupils. This is because this group and the current Year 6 were lower attaining in language development at entry than is usual for the school. Attainment is broadly average now in Year 2 and Year 6, although there are children in both year groups who achieve at very high levels for their age. For example, some Year 2 children have written high level descriptive pieces about lakes and rivers using very good imagery. Year 6 children became very skilled in adapting sentences to be impersonal and shortening them to catchy bullets for the school prospectus such as, 'Lessons were disturbed' and 'Shortage of water fountains'. However, in both year groups there are significant numbers of children who are working currently below the levels expected for their age. There are too few opportunities for children to write for their own purposes or to develop their own ideas, as most of their work is from the teachers' direction. Handwriting is surprisingly weak across the school.
48. The quality of teaching is generally good, and often very good or excellent in Years 3 to 6. This is beginning to lift standards because pupils achieve well or better in most lessons. Lessons are generally planned to the National Literacy Strategy format, and this is mainly successful. However, some lessons last longer than an hour, and there is not enough variety in the length or format of lessons to exploit the nationally recommended freedom to experiment to provide excellence through enjoyment in some classes.
49. In the best lessons, the teachers' grasp of the subject is very secure, and the relationship with the children is constructive and purposeful. They know they are there to learn, and do so willingly. Lessons are planned to build successfully on previous work, and sometimes use work from the last lesson to illustrate teaching points. For example, the teacher in an excellent lesson for Year 3 and 4 pupils used a chapter of a story written by a child the previous day very skilfully as an example to help the class evaluate their own work. The children knew what they had to learn, and focussed on key objectives to improve. In such lessons, the flow of discussion, followed often by concentrated reading or writing, illustrates the grip the subject matter has on the children. The level of challenge is high, and children are expected to reach it.
50. Some lessons have good sections, and indifferent sections. For example, Year 5 children were encouraged to write poetry in the style of different poets. The first day of this work was fairly flat, with the teacher presenting the ideas and only half of the class being inspired. In the follow-up lesson, however, the children clearly became excited by the task and many produced high quality work for their age. Similarly, an exciting beginning to a lesson for Year 1 and 2 children enthused them to write about sensory delights in a magic box. Some of them produced imaginative responses, but the lesson was marred by children writing words of which they were unsure on scraps of paper, then waiting for the teacher to write out the correct spelling before they put them into their own sentences.
51. There is a weakness in the teaching of handwriting. This is surprising as one of the coordinators has a beautiful style that is a model for staff and pupils alike. There is no consistency and, when children practise handwriting, they often compound poor habits of posture, pencil grip and letter formation rather than improve.
52. Leadership and management of the subject are shared well between two teachers who monitor and promote developments in Years 1 and 2, and in Years 3 to 6. This arrangement works well, and they have a good overview between them of how

children achieve, and what improvements are needed. Standards and provision in the subject have improved well since the last inspection.

Language and literacy across the curriculum

53. All aspects of the subject are used successfully across the curriculum. There are good opportunities for speaking and listening in science investigations, in physical education evaluations, and religious education discussions. Reading is central to much of the work in other subjects, including from ICT resources. Writing supports work in science, history, geography and religious education well, although handwriting sometimes spoils the presentation of this work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are good.
- Teaching interests the children, so that they learn well.
- New work is based well on children's prior attainment, especially for high attainers.
- Teachers mark work regularly, but comments are not consistently evaluative across the school.

Commentary

54. Achievement in mathematics is good. By the time they are in Year 6 children's attainment is above average, with a significant number of children achieving higher than the expected levels in national tests. This includes children who are identified as having special educational needs. Standards of work in Year 2 are also above average. From work seen in Year 6, children's work is well-presented overall, with accurate calculations using decimals and percentages. In Year 2, children learn to calculate well using addition, subtraction, multiplication and division and to measure, use money and work with fractions at good levels for their age.
55. Teaching and learning are good overall, lessons are well-paced, with clear targets for what children are to learn. Arrangements for teaching in Years 3 to 6 in groups according to their prior attainment and age have benefited the children's learning and enable them to achieve well. The staff plan activities and tasks effectively to suit the children's varying needs. The staff mark children's work regularly, but sometimes they do not make comments to help children improve. Resources are used well in lessons, although opportunities to use computers to support learning are sometimes missed. Expectations for behaviour are very good and the staff have good expectations for what the children are to achieve, especially for those children who learn quickly. The children respond very well because they rise to the challenges set for them and make good progress in lessons.
56. Leadership and management of mathematics are good, with a clear understanding of the strengths in the subject and ways to improve. For example, special consideration is being given already to the possible impact of changes to the mixed-age classes in future. Improvement since the previous inspection is good, as standards, teaching and learning have improved.

Mathematics across the curriculum

57. Mathematics is used effectively to support learning in other subjects. For example, in work in geography in Years 3 and 4 the children use their increasing skill in finding co-ordinates on a grid map to identify and find locations. In a design and technology lesson in Years 5 and 6 the children used their skills very well to record their evaluations of the strength, permeability and stability of shelters.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The good progress made by children resulting in good standards at the end of Years 2 and 6.
- The very clear focus throughout the school on the teaching of scientific enquiry skills.
- The leadership of the subject by the two subject-co-ordinators gives clear direction for improvement.

Commentary

58. Standards in the subject are above national expectations at the ages of 7 and 11 and children achieve well. Children are particularly skilled in problem-solving and designing fair tests.
59. Teaching is good overall in both key stages. The particular strength in all lessons observed and in a scrutiny of children's work was in the opportunities provided for children to develop their knowledge, skills and understanding by undertaking practical investigations. Children with special educational needs are supported appropriately and all children, particularly those with statements of special educational need, are included well in all activities.
60. Teaching is exemplified by:
- Very good control and management by the teacher, based in very good relationships.
 - Well-planned and organised lessons leading to good progress in learning.
 - Good questioning by the teacher.
 - Encouragement of children to be inquisitive.
 - The staff's good subject knowledge prompting high level discussions with children.
61. These good qualities of teaching were exemplified well in a very good lesson where Year 5 and 6 children prepared an investigation to find out the conditions needed to keep bread fresh. The topic was introduced very successfully by the teacher, who continually encouraged children to ask questions about their learning and provided very clear information about the lesson objectives and the progress expected. As a direct consequence of this encouragement, coupled with the very good relationships between the teacher and the children and the opportunities for independent learning provided, the quality of learning was very good throughout the lesson and children made very good progress.
62. Similarly, in a Year 4 lesson, the teacher's very good relationships with the children ensured that they responded enthusiastically to his questions about food chains and his good subject knowledge and good use of questioning resulted in good progress. By the end of the lesson, children had gained a good understanding of the concept of a food chain.
63. Leadership and management are good, and improvement since the last inspection is good. The two subject-co-ordinators have a good overview of the subject. They have introduced a whole-school assessment system which records individual children's progress in each 'unit of work' and regularly collect samples of children's work to analyse and 'level'. Resources for the subject are satisfactory. Information and communication technology was used satisfactorily in the science lessons observed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- There has been a significant improvement in the quality and quantity of resources for the subject since the last inspection.
- Good co-ordination of the subject has led to raised standards and greater staff confidence.
- The good use of ICT by teachers to present lessons and motivate children.

Commentary

64. Children achieve well and standards are in line with expectations by the end of Year 2, and above average by the end of Year 6.
65. Year 2 children begin to word-process their work effectively, and use simulations and games in mathematics. Good links were made with history in researching Florence Nightingale through an internet site. The teacher had already logged on for the children, so opportunities were missed for them to practise opening the site for themselves.
66. Children in Years 3 and 4 demonstrated that they could 'log-on' independently and find and open the required program. Once the program was open, in a cross-curricular link with geography, they were confidently combining text and pictures to produce a poster for a local attraction, Healey Dell. They selected an image, clicking and dragging onto a document, choosing font style, colour and size and re-sizing the clip-art by dragging the corner 'handles'. This is work at good levels for their age, and continues to develop in Years 5 and 6, where children use control programs with skill, and make 'Powerpoint' presentations confidently.
67. The quality of teaching and learning are good. In lessons, the learning intentions and expectations of behaviour were made very clear by the class teachers and, as a result lessons were distinguished by the very good attitudes of the children and the good pace set and maintained throughout. Children make good progress because of teachers' high expectations of work and behaviour and very good relationship with the children. A teaching assistant provides very good support, challenging the children to extend their skills very well.
68. Leadership and management of the subject are good, and improvement is very good since the last inspection. The co-ordinator is committed to continued improvement and has overseen a significant improvement in teachers' subject knowledge and confidence, in the quality and scope of resources for the subject and in the use of information and communication technology across the curriculum.

Information and communication technology across the curriculum

69. Planning for the use of information and communication technology across the curriculum is good, and children regularly and confidently use information and communication technology to inform their English, mathematics and science work, to research history, geography and art projects, and to produce multi-media presentations.

HUMANITIES

It was not possible to observe any geography lessons. As a result, no secure judgments can be made on the quality of provision or teaching or on overall standards in the subject.

70. In **geography**, a scrutiny of work from the previous year and a discussion with a group of Year 6 children confirms that a satisfactory range of work is planned in the subject, broadly based on the nationally recommended schemes of work for each subject. These provide secure continuity and progression in key geography skills as children move through the school.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- In some lessons, teachers' high expectations lead to enthusiastic learning.
- Good use is made of literacy skills in historical writing.

Commentary

71. Standards in history attained by the end of Year 2 and Year 6 are in line with national averages. Children in Year 1 demonstrated good use of historical information in writing letters as though from the trenches in World War 1. In Years 3 and 4, children used inference well to interrogate evidence about the Sutton Hoo Saxon burial site. Years 5 and 6 pupils brought together information from a variety of sources satisfactorily as they investigated Britain since 1948, as part of a presentation to be made later in the term. This allowed them to work independently, but they were not stretched by the activity.
72. The quality of teaching and learning is good overall. In the best lessons, teachers have very high expectations of children's work and behaviour and, as a result, children apply themselves to their work with enthusiasm. This was seen in a Year 3 and 4 lesson, where children discussed and recorded their observations on photographs of artefacts found at an archaeological site. The teacher's good relationships with the children, her evident enthusiasm for the subject, and very good classroom management and questioning skills, led to children responding confidently and responsibly. As the lesson progressed, the good pace and the use of a good range of relevant resources, including ICT, led to good progress in learning. The provision for children with special educational needs in the lessons observed was good.
73. Leadership and management of the subject are sound. There is a whole-school scheme of work in place for history, based broadly on nationally recommended schemes of work and a satisfactory range of visits and visitors enhances the curriculum satisfactorily. A scrutiny of work in the portfolio of recent work assembled by the co-ordinator demonstrates good use of children's literacy skills in history activities, such as Year 3 children writing a job-description for Henry VIII.

Religious education

The provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Children learn about different religions and compare their major beliefs effectively.
- Children find lessons interesting when the teachers engage them.
- Computers are not always used in lessons for the children to develop their research skills and to access their own information.

Commentary

74. Achievement is satisfactory overall, with some use of literacy to reinforce learning and enable the children to record their findings independently. Achievement in lessons was good because the lessons were made meaningful for the children. However, some older children express less than enthusiastic attitudes towards religious education and find it uninteresting.
75. Teaching and learning are satisfactory overall, but some good teaching was observed in Years 3 and 4 and Years 5 and 6. In good lessons, the careful presentation and research by staff resulted in effective teaching and learning. Staff generally make lessons interesting for children, helping them to understand the complex messages. The staff encourage very good levels of respect and understanding for the different faiths the children study. For example, in Years 3 and 4 the five Ks of Sikhism are

well understood by the children, who can explain the different aspects clearly. In Years 5 and 6, the children illustrate skilfully their understanding about the 'eight fold pathway' and the noble truths in the Buddhist religion.

76. The subject is led and managed soundly, with adherence to the locally agreed syllabus for religious education. Information and communication technology is used, but is not always used to best effect for the children to investigate further and develop their skills in research. Improvement since the previous inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Art and design, design and technology and music were sampled during the inspection. Therefore, there is no overall judgement on provision in these subjects. Judgements on standards are based on analysis of children's work, displays around the school, portfolios of past work, listening to band practices and a school music compact disk, and from discussions with staff and children.
78. Standards in **art and design** are above expectations for children at the end of Year 2 and Year 6. Children's work is well executed and attractively presented, and there are good opportunities for the children to explore and investigate a good variety of media. Techniques are taught effectively and, from work seen around the school, there is careful preparation before work is completed. In Year 2, for example, work in weaving was well prepared with advice and support from a teaching assistant, which resulted in good quality work that the children enjoyed completing.
79. Standards in **design and technology** are also above the expected level for children in Years 2 and 6. Children in Years 5 and 6 are currently studying processes to create structures that are effective as shelters from wind, water and external forces. They have completed this work carefully with due regard to the types of materials and strength when designing and building these structures.
80. Leadership and management of art and design and design and technology are good and have a good impact on the profile of the subjects in the school, and on standards.
81. **Music** has a high profile in the school. The coordinator, a music specialist, works with the headteacher to promote a rich variety of opportunities for the children to appreciate and take part in musical activity. The curriculum is broad and balanced, and older pupils currently use ICT programs to compose and perform their own pieces. Younger children use tuned and untuned percussion, and learn a good variety of songs that they sing enthusiastically and generally in tune. The staff are currently using a trial assessment system, to be evaluated at the end of the academic year.
82. The coordinator, who leads and manages the subject well, teaches a recorder group who play as a consort, producing high quality music. Approximately 50 children from Years 3 to 6 learn to play brass instruments, many performing in the school band. The enthusiastic peripatetic teacher from Rochdale Music Service helps these pupils to achieve high standards. The band performance is of very good standard for the ages of the children. There is also a junior choir, taught by a peripatetic teacher. The various groups play in concerts for parents, and in a number of venues and competitions locally.

Physical education

Provision in physical education is **good**, with occasional excellent features, but some weaknesses.

Main strengths and weaknesses

- The subject coordinator is a specialist who provides an excellent model for other staff.
- The whole curriculum is covered well, including swimming, athletics and outdoor and adventurous activities.
- The good facilities for the subject are underused in the mornings.

Commentary

83. Achievement is satisfactory overall but very good in one Year 3 and 4 class. Children attain broadly average standards by the end of Year 2. In controlling a ball with their feet, Year 2 boys are more competent than girls, but the girls are more coordinated in general movement and gymnastic activities. No judgement is possible for Year 6 as no lessons were seen, but Year 4 children attain broadly average standards. In gymnastics, Year 4 boys and girls attain similar levels, although more girls perform competent handstands and cartwheels, whilst more boys extend dynamically their jumps and rolls. In most lessons the children behave well, although some Year 2 boys were uncooperative with their teacher.
84. The quality of teaching is satisfactory so that children generally make sound progress in their learning. However, a good lesson was observed for Year 1 children, and an excellent lesson for one Year 3 and 4 class. In these lessons, the well-planned structure of an effective PE lesson led to good pace and well-organised routines. Instructions were crisp and clear, and the children responded very well to them, working safely but energetically, and using the space well. Younger children did not have sufficient opportunity to retrieve and return their equipment, but Year 3 and 4 children in each class put out and returned large gymnastics equipment very well.
85. In the excellent lesson, the teacher's high level subject knowledge and excellent relationship with the children allowed the lesson to flow smoothly and efficiently. Children worked hard and made good improvements in their gymnastic skills, using the apparatus and the floor skilfully to develop a sequence of movements. The teacher helped them to analyse and evaluate their own and other children's work very well.
86. Where lessons were not so successful, teachers did not have the confidence to let the children use the whole space, and encouraged them to queue to use apparatus, thus wasting time. Occasionally, teacher's control is weak, and boys in particular take advantage to misbehave.
87. Leadership and management are good. The coordinator leads sports practices and organises extra training from local professional teams. He ensures that a wide and enriched curriculum is offered, with separate residential outdoor pursuits activities for pupils in Years 5 and 6. There is good accommodation and satisfactory resources, but the timetabling of all physical activity in the afternoon does not make effective use of these. Improvement since the previous inspection is satisfactory, and good in Years 3 and 4.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. Although not enough personal, social, health and citizenship (PSHCE) lessons were observed for a secure judgement to be made on overall provision, this aspect of children's education is given a high priority by the headteacher and staff and there is clear evidence of the success of this provision in the very good attitudes and behaviour observed throughout the school during the inspection. Adults provide a secure and happy environment where all are valued and children learn to respect

each other and accept that some children need special support. Teachers, teaching assistants, lunchtime supervisors and all of the adults working in the school treat children with respect and set a good example, to which the children respond positively.

89. Provision for PSHCE is both formal, through 'circle time' and class assembly discussions which allow children to deal with their emotions and feelings, and informal, by means of the good and frequently very good relationships and day-to-day interactions between children and adults. Sex and drugs awareness education are covered effectively in line with school policy. There is a good level of equality of opportunity for all children and the school is very "inclusive" in all its policies and practices. Some aspects of citizenship are promoted for older pupils when they vote for their representatives on the school council, and in the responsibilities Year 6 children assume for aspects of school life.

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 | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved | 3 |
| Children's achievement | 3 |
| Children's attitudes, values and other personal qualities | 2 |
| Attendance | 3 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Children's spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well children learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets children needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 4 |
| Accommodation and resources | 3 |
| Children's care, welfare, health and safety | 5 |
| Support, advice and guidance for children | 3 |
| How well the school seeks and acts on children's views | 4 |
| 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 | 3 |

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