

INSPECTION REPORT

BARTON MOSS COMMUNITY PRIMARY SCHOOL

Eccles, Manchester

LEA area: Salford

Unique reference number: 105919

Headteacher: Ms K Morgan

Lead inspector: Adrian Simm

Dates of inspection: 22nd – 24th November 2004

Inspection number: 269089

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 pupils:	0 – 11 years
Gender of pupils:	Mixed
Number on roll;	181
School address:	Trippier Road Peel Green Eccles Manchester
Postcode:	M30 7PT
Telephone number:	0161 921 1840
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Appropriate authority:	The Governing Body
Name of chair of governors:	Shaun Concah
Date of previous inspection:	3 rd April 2000

CHARACTERISTICS OF THE SCHOOL

Barton Moss Community Primary School educates 181 boys and girls between the ages of three and 11 years. In addition, the school provides for children aged between birth and three years in their new neighbourhood nursery. The 42 children who attend full-time in the Foundation Stage are part of this new provision. The school is smaller in number than other primary schools. The school serves its immediate surrounding area made up of mostly local authority housing. It is an area of high social deprivation. Around 60 per cent of pupils are known to be eligible for free school meals, which is well above the national average. This fluctuates slightly as a result of the significant numbers of pupils who start and leave the school at regular intervals because of family re-housing. This also affects the overall number of pupils on roll. Numbers have fallen in the last two years, causing a significant and detrimental effect upon the school's budget. Pupils come mostly from white British backgrounds. There is a growing trend in the number of pupils whose first language is not English. This is currently just under three per cent. These pupils speak French, Urdu, Danish and Kurdish. Around 21 per cent of pupils have special educational needs (SEN) because of learning difficulties, speech or communication problems or social, emotional and behaviour difficulties. This is slightly higher than the national average. The number of pupils with a Statement of Special Education Need is below the national average. Attainment of pupils on entry to the Reception Year is variable but as a whole is low in comparison with most schools. This is lower than at the last inspection. The current headteacher started in January 2004 following a short period when an interim headteacher had been running the school. The school went through a period of high teacher-absence but this has reduced significantly since April 2004.

In its drive to improve provision, the school is involved in the following initiatives:

- Intensifying Support Programme
- Leadership Development Strategy in Primary Schools
- Education Action Zone (EAZ)
- Sure Start
- Excellence in Cities.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21138	Adrian Simm	Lead inspector	Mathematics Geography History Religious education Special educational needs English as an additional language
9348	Mary Le Mage	Lay inspector	
25509	Judith Clarke	Team inspector	Science Foundation Stage Art and design Design and technology
15474	John Fairclough	Team inspector	English Information and communication technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school because the progress pupils currently make in their learning from a low level on entry is acceptable. The headteacher has made a very good start in improving pupils' standards, partly because of the good ethos in the school. Most pupils want to learn. Much more is still to be done, including the part staff with leadership roles play in the school's development. Because of this, leadership and management overall, whilst improving, are only satisfactory. Pupils' attitudes and behaviour are good. The school offers **satisfactory** value for money.

The school's main strengths and weaknesses are:

- The headteacher's very good vision, drive and understanding of how to improve the school are supported well by governors and the whole staff team. Everyone recognises that all staff with leadership roles do not have sufficient time to carry these out fully effectively.
- A significant factor in explaining the improvement is the good relationships between the pupils and the staff and the effective way in which staff care for pupils' welfare. This contributes considerably to good attitudes, behaviour and personal development. Many pupils attend well and want to learn, although for a few, attendance is poor.
- Teachers are now collecting a lot of information about how well pupils are doing. This is used to decide in which ability groups pupils should be taught. Beyond this, staff are not using the information fully to ensure that all pupils are achieving as well as they can in all subjects. This is very obvious in writing. Also, with the small but significant number of potentially higher attaining and gifted and talented pupils.
- Children's levels in the Foundation Stage are not assessed accurately.
- Teaching assistants, lunchtime assistants and learning mentors all contribute well to ensuring that every minute of the school day is a learning experience.
- Pupils' learning is broadened significantly by the school's very good links with other schools. Links with the neighbouring high school are outstanding. Everything possible is done to ensure a smooth transition for Year 6 pupils when they move to secondary provision.

Much better systems for improving the quality of teaching and learning and tracking pupils' progress have started to pay off. This is particularly evident in raised standards in reading by the end of Year 6. Whilst yet to work through to improved standards in national tests overall, there are strong signs that this is about to happen. As a result, improvement since the last inspection is satisfactory.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E*	E*	E*	E
Mathematics	E	E	E	E
Science	E*	E*	E*	E

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

Pupils are currently achieving **satisfactorily** from a low starting point. Standards achieved by pupils in national assessments in English and science in 2004 were in the lowest five per cent in the country at Year 6. Writing standards are slightly lower than reading. Standards were similarly very low in reading, writing and mathematics by the end of Year 2. Once the number of pupils with special educational needs (SEN) and the high level of pupils who start and leave the school during each school year are taken into account, the school's standards compare slightly more favourably

with similar schools. Signs are that pupils' achievement is now improving from this low position. Throughout school, pupils' current achievement is satisfactory in English, mathematics, science, religious education and ICT. The **good** provision for pupils' personal development is helping to improve pupils' attitudes and behaviour, which are **good**. Attendance levels are hampered by the poor attendance of a few pupils. Whilst overall, this means that the school does not meet the national average, the good systems in place to improve attendance are leading to an acceptable rate of improvement. As such, attendance by the majority is **satisfactory**.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. Teaching and learning are **satisfactory**. Throughout the school, teachers understand that for pupils to learn well there must be high standards of behaviour in lessons. Overall, this approach is effective, including in Year 6 where pupils' attitudes and behaviour are now improving well following a recent period of instability because of staffing absence. There are signs of pupils now being challenged more to improve. With support from the local education authority's Intensifying Support Programme, improved teaching and learning are now paying off in increased achievement across the school. Literacy, numeracy and ICT are built soundly into lessons in other subjects. Teachers have the support of effective teaching assistants and learning mentors. Supervisors are good at ensuring that lunchtimes are full of fun and contribute well to pupils' learning. Staff are good at caring for pupils' welfare. Very good links with other schools and good links with the community contribute to pupils' personal development and enrich their learning. In co-operation with the neighbouring high school, Year 6 pupils' preparation for moving on to secondary education is outstanding.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **satisfactory**. Governance is **good**. The headteacher's very clear vision for improving the school has started to pay off. Staff analyse and use data well to target pupils for additional support. This is leading to more effective teaching. However, the school has not been effective in taking the next step in ensuring that all pupils, including those who are higher attaining or gifted or talented or the growing number of pupils whose first language is not English, are provided for as well as they might be. The school has begun to do this. In addition, the school's assessment of children's levels in the Foundation Stage is too high and does not give an accurate starting point for measuring pupils' achievement. Senior staff and subject leaders have the drive and skills to support the headteacher with improvements in pupils' standards. Governors have a very good understanding of the school's strengths and work hard to overcome its weaknesses. They are currently wrestling effectively with the negative effects upon the school's budget of the reduced number of pupils. Also with how staff's time might be balanced more effectively between teaching and their leadership roles. Governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are well satisfied. The school's survey of parents shows them to be pleased with the quality of teaching and their children's progress in work and personal development.

IMPROVEMENTS NEEDED

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

- Ensure the headteacher, senior managers and subject leaders have sufficient time and support to improve their effectiveness.
- Involve parents even more in their children's learning and support for regular attendance.
- Ensure the school's baseline assessment is accurate and that systems for finding out and analysing how well groups of pupils are progressing lead to more effective teaching and learning in all subjects.
- Improve pupils' standards throughout the school in writing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' standards in national tests in 2004 in comparison with all schools nationally were very low by the end of Year 6. Attainment was well below average in comparison with similar schools. Whilst standards remain **well below** average, pupils currently in school are achieving **as expected** from their low level of attainment on entry to the school. Signs are that standards are beginning to improve.

Main strengths and weaknesses

- There is an improving trend in pupils' achievement throughout the school in reading. Writing is about to become a focus of development because achievement is not as strong.
- Overall, pupils achieve as expected in English, mathematics, science, ICT and religious education.
- There is no significant difference in achievement between boys and girls, pupils with special educational needs and in general, those pupils whose first language is not English.
- A small but significant minority of higher attaining pupils and those who are gifted and talented could be doing better than they are.

Commentary

1. The following table shows how the school compared in July 2004 with schools nationally.

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

Standards in:	School results	National results
reading	12.3(14.0)	15.8(15.7)
writing	10.5(13.2)	14.6(14.6)
mathematics	12.6(14.6)	16.2(16.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	22.9(22.7)	26.9(26.8)
mathematics	23.7(24.6)	27(26.8)
science	24.5(24.5)	28.6(28.6)

There were 29 pupils in the year group. Figures in brackets are for the previous year

2. From a low level of attainment on entry to the Nursery, pupils are currently progressing as expected. This continues into the Reception class. Although children by the end of the Foundation Stage are unlikely to attain the goals expected of them nationally, they achieve satisfactorily. In 2004, Year 2 pupils' attainment was very low in reading, writing and mathematics in comparison with other pupils nationally; and low in comparison with pupils in similar schools. For the current Year 2 cohort, evidence points to achievement being slightly stronger, although still below national expectations.
3. Current Year 6 pupils are on line to achieve what is expected of them by the end of Year 6. Although not meeting the statutory school targets set in English and mathematics in recent

years, current Year 6 pupils are now on line to meet these in English and exceed them in mathematics for 2005. Also, pupils are on line to meet targets set for them in science. Whilst the targets pupils have been set to attain overall are still well below national expectations, they are challenging, given the pupils' attainment on entry to the school. Where data is available, such as for pupils in Years 4 and 5, they also are on line to achieve satisfactorily in what is expected of them in English, mathematics and science. Staff have worked hard on improving provision for pupils in ICT and religious education. This is paying off, with pupils achieving satisfactorily. Despite significant staffing absences since the last inspection, this has improved significantly since April 2004 and pupils are currently on line in achieving satisfactorily by the end of Years 2 and 6. Poor attendance by a very small minority of pupils affects their achievement detrimentally.

4. The headteacher has identified very clearly all of those areas that need improvement and has prioritised these appropriately. For example, pupils' reading skills became an immediate focus and in a short time have started to improve. During the inspection, pupils' reading was judged stronger than their writing. Higher attaining pupils or those who are gifted and talented are not achieving as well as others. The school had identified these issues before the inspection. Staff already have clear plans to prioritise improvement in standards for these pupils and in pupils' achievement in writing throughout the school. Those pupils who are lower attaining and with SEN receive focussed support for their additional needs, which is beginning to show success. They achieve satisfactorily. Pupils for whom English is not their first language currently make satisfactory progress given the extra help offered to them, although the school is not fully geared-up to support the increasing range of languages.

Pupils' attitudes, values and other personal qualities

Attendance is **satisfactory**. Pupils' attitudes and behaviour are **good**. The development of pupils' spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- The school's initiatives of rewards, the 'walking bus' and working closely with parents and carers are improving attendance. However, some families are still ineffective in ensuring their child's regular attendance at school.
- Relationships between pupils are developed well, partly as a result of the healthy and interesting playground activities.
- The high expectations of teachers about behaviour increase the value of pupils' learning.
- The whole school ethos of responsibility and respect, and the improving provision of interesting experiences in lessons, at break times and after school contribute much to the personal development of the pupils.

Commentary

5. Overall, the good attitudes and behaviour of pupils are a direct result of the firm and positive strategies put in place by the school. All staff expect pupils to behave and work hard. This is supported well by lunchtime staff who organise interesting activities for pupils in the playground. Pupils know the boundaries of acceptable behaviour during lessons and receive prompt checks and challenges from their teachers. As a result, lessons are generally delivered without disruption and pupils work purposefully at their tasks. In the playground, supervisors organise a variety of activities that are changed weekly, such as aerobics. A system of friendship-stops is in place with pupils trained to mediate, sympathise and evaluate problems for referral to adult supervision. This approach, as a package, has been developed with support of the local area health authority and funded by local EAZ initiatives. Self-esteem, confidence and individual well-being are increased. The provision makes a significant contribution to the development of positive relationships between pupils and their appetite for learning in the classroom. Overall, pupils are well satisfied with what is provided for them.

6. Pupils have good opportunities for personal development as a result of the importance placed on this by the school. The school ethos of celebration of personal achievement is effective. Awards for attendance and behaviour, as well as achievement in work, give pupils recognition of their personal qualities. Recent developments in physical education and music, and curriculum visits provide pupils with more exciting learning experiences. For example, a recent Year 5 visit to a village in the Yorkshire Dales exposed pupils to a vastly different way of life. The well constructed programme for personal, social and health education offers pupils clear guidance on personal responsibility and the need for good relationships in a well ordered community. The celebration of festivals such as the Chinese New Year and a wide experience of different cultures through religious education and geography provide good experience of a broad range of traditions.

Attendance

Attendance in the latest complete reporting year (%) 2003/2004

Authorised absence		Unauthorised absence	
School data:	4.8	School data :	1.0
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.

7. A high majority of pupils' attendance and punctuality are satisfactory. There is an improving trend in the school. For over half of pupils, it is good. Although the pupils' attendance in 2004 was just below national average, it was affected detrimentally by the poor attendance of a few. The school does not condone this and authorised absences are better than the national average. Unauthorised absences are the major problem. The school's learning mentor works very hard to address the problem. Home visits and a 'walking bus' have improved attendance and the school works to improve this further through a series of awards and treats. A high profile is maintained with parents on the issue.

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	167	4	
White – any other White background	1		
Mixed – White and Black African	1		
Mixed – White and Asian	1		
Asian or Asian British – Indian	1		
Asian or Asian British – Bangladeshi	2		
Black or Black British – African	5		

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

8. There has been an increase in the number of exclusions in the current year, mostly with Year 6 pupils who have been affected detrimentally by staffing absence. This represents a clear strategy by the head teacher to show that unacceptable behaviour will not be tolerated. Liaison with the families of excluded pupils is proving beneficial. The more consistent staffing now in place is showing good signs of improving the situation.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided for pupils is **satisfactory**. The standard of care pupils receive is **good** as is the partnership with parents and the impact of links with the community. Links with other schools are **very good**. Curricular opportunities and the quality of teaching and learning are **satisfactory**. So too are how well staff support, advise and guide pupils and the way in which pupils' views are taken into account and acted upon.

Teaching and learning

Teaching and learning are **satisfactory**. In Years 1 to 6, assessment is **satisfactory**. It is **unsatisfactory** in the Foundation Stage, mostly because systems are not in place for teachers to check the accuracy of their assessments.

Main strengths and weaknesses

- The teaching of the basic skills of reading has improved significantly recently and as a result standards have risen. The school recognises there is more to do in improving teaching and learning in writing.
- Teacher-absence has been reduced recently giving pupils in those classes affected more consistent provision.
- Pupils enjoy their lessons and work hard.
- There is further work to do in ensuring the needs of all pupils are met, using the recently improved assessment procedures. In the Foundation Stage, children's starting points are not yet assessed accurately enough.

Commentary

9. Teaching and learning in the subjects of English, mathematics and science are satisfactory. There have been recent improvements in the teaching of basic skills in reading and as a result achievement and standards in reading have risen. The school recognises there is more to do in developing pupils' writing skills, including subjects other than English. At present, teachers do not plan sufficiently sharply enough to ensure that the skills of writing pupils learn in their literacy lessons are used systematically, for example, in science. Writing in religious education was an issue from the last inspection and has improved satisfactorily.
10. The quality of teaching and learning throughout the school is satisfactory overall. The school has been through a period of disruption when staff absence had an impact upon the work of some pupils, particularly those taking national assessments. This has led to inconsistencies in teaching and learning. The school has worked well to improve this position. From careful observation, the headteacher recognises the strengths in teaching and what could be stronger. One of the significant strengths is the relationship within classes. The teachers are effective in the way that they encourage and help the pupils with their learning. In the Foundation Stage, positive relationships help the children to feel confident and secure. As a result, children approach their learning in an active and positive way. Practical and visual tasks also engage the pupils and help them to learn. In all classes, pupils find their learning interesting. Clear learning objectives are shared with the pupils and this means they know what is expected of them. The teaching assistants give good help and guidance to the pupils in lessons and contribute effectively to pupils' quality of learning. Staff insist on a high standard of behaviour and provide good role models for the pupils. A new teacher in Year 6 is effectively insisting on clear class routines, which is having a positive impact upon improving behaviour, strengthening relationships and creating a more positive climate for learning.
11. Pupils enjoy their lessons and work hard. Relationships between the staff and pupils are strong and, as a consequence, the pupils are happy to work hard. The teachers are effective in creating an effective learning environment. For example, in a religious education lesson in Year 4, the teacher was very effective in creating a quiet positive atmosphere and, consequently, the pupils were able to reflect on their own thoughts and ideas. As a result, the pupils learnt very

well in that lesson. The staff are less effective in some lessons in matching the pupils' work to their precise needs. In these cases, potentially higher attaining and gifted and talented pupils and those whose first language is not English are not always catered for as well as they should be. The school was aware of this before the inspection and has plans to focus on improving this provision as one of its next priorities.

12. Assessment is satisfactory overall. It is not as sharp as it should be in the Foundation Stage where teachers have not had sufficient opportunities to check their work to ensure accuracy. As a result, there is a lack of clarity about the starting points of the children. Day-to-day knowledge that staff build of pupils' understanding of their work, whilst satisfactory in itself, is not formalised in a way that allows accurate tracking of pupils' progress. Assessment in the core subjects of English, mathematics and science is in place and used in a sound way to help the teachers plan their work. The teachers are beginning to work with clear details of the performance of the different groups of pupils and targeting particular groups for improvement. For example, in mathematics, lower attaining pupils identified for extra help are given focussed support with their work. This input is having a positive impact upon their achievement. The performance of pupils is beginning to be carefully monitored. The pupils have targets to work towards in English and mathematics and the pupils are clear about what they need to do to improve their work. Assessment in lessons is developing well. Whilst teachers are beginning to use this information to inform and plan the pupils' next steps of learning, it is not yet consistently strong throughout the school.

13. The quality of teaching during the inspection is set out in the table below.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4(12%)	15(47%)	13(41%)			

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.

The curriculum

A **satisfactory** curriculum is in place. There are **good** opportunities provided for enrichment of the curriculum. The accommodation and resources of the school are **good**.

Main strengths and weaknesses

- The school provides a good range of opportunities that increase pupils' enjoyment and appreciation of their learning.
- The improved resources for ICT are supporting higher levels of skill development in the pupils.
- Although satisfactory overall, staff are not always as sharp as they might be in ensuring their subject planning is geared equally as effectively to the needs of all groups of pupils.
- The very good accommodation for the Foundation Stage children offers valuable opportunities to prepare young children for their future education. Nursery accommodation is outstanding.

Commentary

14. The school is currently providing the expected range of curriculum opportunities. Pupils are offered a variety of learning experiences that seek to improve their interest and enthusiasm. For example, there is now a more consistent focus on physical education. Tuition on 'steel pans' is providing new and worthwhile experiences in music. Initiatives in the subjects of English, mathematics, science and ICT are slowly raising standards. However, planning for how core skills, such as reading, writing and ICT skills can be developed throughout the curriculum, whilst satisfactory, could be more consistent.

15. Subject leaders have planned a sound structure to the curriculum, upon which teachers plan their lessons to build pupils' skills from class to class. This has improved pupils' learning. However, at times, lesson plans focus on lesson objectives from the schemes of work rather than on what pupils actually know and understand. This is linked to the need for further development of assessment procedures. This development is recognised as a priority by the headteacher. Whilst satisfactory, the challenge provided in lessons for potentially higher attaining and gifted and talented pupils could be stronger. Teacher's planning seldom makes clear provision for these pupils, or for those whose first language is not English. The new ICT suite has boosted the quality of provision. Teachers are beginning to use this opportunity to improve the skill level of the pupils although provision is not yet consistent amongst all staff and in support of learning in other subjects.
16. The nursery accommodation is part of the new neighbourhood nursery and has just been completed. It is very well designed and resourced to provide an outstanding environment in which to improve children's learning. A school library has recently been created and space and display is good but the book stock is yet to be updated.

Care, guidance and support

The school meets a **good** standard in the care, welfare, health and safety of its pupils. It provides **satisfactory** support, advice and guidance for its pupils, based on the monitoring of their achievements and personal development. The extent to which pupils' views are taken into account is also **satisfactory** and improving.

Main strengths and weaknesses

- The good quality and range of care, welfare and personal development initiatives support effectively the learning opportunities for pupils.
- A clear focus on a healthy lifestyle in school supports pupil development and learning.
- Through the school council, pupils are becoming more involved in the development of the school.

Commentary

17. The school has a range of initiatives to maximise the benefit that pupils gain from the educational opportunities offered by the school. Beginning the day with the 'walking bus' led by the learning mentor and teaching assistants, has helped improve attendance and punctuality. It also helps pupils to be properly prepared for the day, for example, by helping them remember their kit for physical education or their homework. It also provides an opportunity for pupils of all ages to socialise before the start of the school day with obvious benefits to their personal development. The 'bus' caters for about thirty pupils every day.
18. All adults in the school are patient, kind and very supportive which means pupils feel very secure. This results in pupils' willingness to contribute ideas in lessons. Pupils grow in their feelings of self-worth, their attitudes to their learning, and contribute effectively to school life in general. The consistent, supportive way in which the pupils are dealt with at all times underpins the quality of these relationships. The learning mentor operates a number of good initiatives across the school to raise self-esteem, develop self-confidence and improve levels of motivation for pupils. Most of these initiatives are targeted at pupils with identified needs in these areas. However, all pupils benefit from good opportunities to recognise their feelings and talk about them in sessions known as 'circle time'. Over time, they begin to understand how they react to situations and whether their reactions are appropriate. They also begin to understand the impact their behaviour has on others. The successful implementation of these initiatives gives a clear indication of the trust pupils have in the adults who work with them.
19. The school ensures that statutory health and safety checks are undertaken. Staff and governors are rigorous in their assessment of risk. All incidents and accidents are recorded thoroughly

and parents are fully informed. All adults working in the school are appropriately aware of the school's child protection arrangements. Some staff have not had recent training in child protection issues and this needs to be addressed.

20. Throughout the school there is a good focus on encouraging a healthy, active lifestyle in pupils. This ranges from the promotion of healthy snacks, school meals and lunchboxes, availability of drinking water at all times and purposeful activities at break times. Pupils are well supervised and cared for at lunchtime by staff who have received specific play and fitness training. As a result, pupils are positively engaged in active play where they also learn to co-operate with and support each other. This has a clear effect in the school in the afternoons when pupils return to their lessons after a positive lunchtime experience, ready to continue with their studies.
21. The school works hard to seek and take account of the views of its pupils. There is a vibrant, although very recently formed school council, comprising a representative from every class from Years 3 to 6. They meet regularly and discuss all aspects of the life of their school. As yet, the council has had no direct influence on the development of the school, but they are full of ideas. Through its work, pupils are becoming more involved in the development of the school in a regular way.

Partnership with parents, other schools and the community

The school has established **good**, effective links with the parents of its pupils and the local community. The school's links with other schools are **very good**.

Main strengths and weaknesses

- The school values the views of parents, and supports many opportunities for parents to become involved in their children's learning.
- Excellent links with the local high school enhance opportunities for pupils.
- The school has good links with the local community which contribute to learning.

Commentary

22. The school values the views of parents and actively works with them to improve what the school offers their children. Parents have been surveyed to obtain their views and ideas. To date, parental views have influenced the school to introduce after-school activities for pupils in Years 1 and 2 and to give parents more information about their children's progress. The latest initiative is to involve parents in a working party to explore the area of bullying. All parents who expressed a view to inspectors are very supportive of the school. They find it open, approachable and feel valued. These views are endorsed by the inspection. The school is responsive to parents who express concerns over their children and works with parents to resolve them. Where the school raises concerns, it informs and involves parents sensitively to work together for the benefit of the pupil. There is a very active 'Friends of Barton Moss' group, which raises significant funds and contributes to the social life of the school.
23. The school works very hard at enabling parents to become involved in the learning of their children. All pupils in the school have a diary, which they take home daily. It records pupils' reading progress and also their homework. It provides a good opportunity for a dialogue between school and home, enabling parents to be supportive of their children's progress. Parents are invited to occasional activity afternoons when they work alongside their children, such as a recent one linked to science. There are regular opportunities for informal contact with school staff after assemblies when refreshments are available. In addition, the school hosts courses for parents to improve their own learning and parenting skills, to support them in their role as partners in their children's education and to advise on specific issues such as managing difficult behaviour. Individual support is given where this is needed.

24. The school has developed very good links with a number of local schools, both primary and secondary. At one level, these links involve members of staff in exchanging ideas with colleagues elsewhere and in learning from good practice identified in other schools. This has obvious benefits to the pupils. The closest links are with the local secondary school. The learning mentor from the high school works with pupils in Year 6 twice each week and attends parents' evenings and the homework club. The head of Year 7 in the high school also works with Year 6 pupils on a regular basis. There are very strong curriculum links between the two schools. This exceptional involvement ensures that pupils are very effectively prepared for the transition to secondary education and start this phase of their school life with firm relationships already established.
25. The school has good links with the local business community, which enhance learning for all pupils. Staff from local businesses come into school regularly to listen to pupils read and others engage in specific projects, such as baking or writing newspaper articles with pupils. Good use is also made of the local environment and local services, such as the fire, police and health services to extend and enrich the curriculum for all pupils.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **satisfactory**. The headteacher provides **good** leadership for the school. The leadership shown by other key staff is **satisfactory**. The governing body provides **good** direction for the development of the school. There are **satisfactory** systems of management in place. Currently, the school does a **reasonable job** in overcoming barriers to pupils' learning but all the signs are that this is improving.

Main strengths and weaknesses

- The headteacher is very clear what is needed to improve pupils' standards. A good start has been made to ensure this happens. The teamwork throughout the school is good.
- Staff with leadership responsibilities have insufficient time to carry out their roles fully effectively.
- Governors are good at supporting, challenging and helping the school to improve. Governors work very closely with the headteacher and are, therefore, very clear what needs to be done to build on the school's early signs of improvement.
- The school has taken the right steps in the right order to begin to improve provision. The school is beginning to successfully eliminate barriers to the pupils' learning. Management of this process is satisfactory. The school recognises that much more needs to be done before overall provision is good.

Commentary

26. In a very short time, the headteacher has provided a very positive and purposeful educational direction for the school. The headteacher's vision for the school is set out very clearly in a school action plan. Planning is prioritised in the correct order to lead to effective improvement in provision. Her drive for the benefit of the pupils is leading to improvements in standards and achievements. Improved standards in reading are the clearest example of this. Improvement in writing is the next focus for immediate attention. The headteacher recognises that more needs to be done for higher attaining pupils, those considered gifted and talented and for the increasing number of pupils whose first language is not English. Planning for this is in hand. All staff, including teaching assistants, now have their own meaningful targets to achieve, which are linked to improving pupils' achievement. Those with leadership roles have very clear expectations placed upon them by the headteacher for improving provision. The key stage co-ordinators are working hard to move the school forwards. Staff say they are now clearer about what needs to be done to improve standards and have started to 'raise their expectations of what pupils can achieve'. Whilst pupils' standards have fallen since the last inspection overall, they are now improving again satisfactorily. The Intensifying Support Programme provided by the local education authority, together with the Leadership Programme, have started to contribute significantly to the improvements. The strengthening of target setting for pupils'

learning is part of the positive impact from these initiatives, which have also highlighted the need for more effective assessment of pupils' needs' and levels of work. Educational Action Zone and Excellence in Cities involvement, for example, are improving how well pupils attend and, subsequently, how well they are prepared, ready for transfer to high school. All of these initiatives have been very positive.

27. The governing body works very closely with the headteacher and offers all the support it can. Because of this, it is very knowledgeable about the school and keen to see the school move forwards. Overall, governors are effective. Examples of governors' involvement are:

- Owing to the reduction in pupil numbers over recent years, governors have 'wrestled' with the reducing school budget to ensure provision is maintained but at a lower overall cost. They have taken difficult decisions about staffing levels and are keen for the school not to go into a deficit position. At times, they found their financial data difficult to unravel and thus plan effectively for the future. In response, they recently took steps, with private financial advice, to clarify the position. This has worked well under the circumstances. Governors have plans scheduled for the near future to decide whether to continue or not with this particular way of working because of its implications for the school budget.
- They have offered encouragement for the new neighbourhood nursery, which is now open. The school is striving hard to make this a very effective community facility and is already offering adults a broad range of clubs and activities in the community room. The 'Sure Start' initiative was integral to success of this provision.
- Governors are conscious about the burden placed upon the headteacher to improve provision, currently without the active support of a deputy headteacher. It is one of their priorities to ensure those staff with leadership roles throughout the school are given every possible support and opportunity to provide more effectively for the pupils, within the constraints of the school budget. They are keen to ensure an effective leadership team is in place as soon as possible. However, this continues to be hampered by falling roles and the need to ensure staffing levels are affordable.
- They ensure the principles of best value are met well by, for example, consulting with parents about their views of the school, challenging staff to improve and trying to get best value from their budget. They also ensure that all statutory requirements are met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	701,133	Balance from previous year	7030
Total expenditure	702,255	Balance carried forward to the next	5908
Expenditure per pupil	3312		

28. The school community recognises that, whilst they have made a good start to improving provision, much more remains to be done. Many new systems are in place for providing better for the pupils and for checking on the effectiveness of provision. In general, they have not been in place long enough for their impact to be judged effective. However, what is clear is that certain barriers to learning have already been improved. These include staff's morale, effective behaviour management for a very small but significant group of pupils and teacher and pupil absence has been improved. Leadership and management of the school, whilst satisfactory overall, are improving at an effective pace.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

29. Children start full-time in the Nursery class in the September after their third birthday. They transfer to the Reception class in the September after their fourth birthday. Very recently, the accommodation for the school nursery has been significantly improved. Staff are looking forwards to the adjacent 'Sure Start' nursery being fully operational. This unit will work in conjunction with the school and provide nursery placements within the community for children from the age of nought to three. This is an eagerly awaited provision which the school hopes will provide significant benefits for the community in terms of childcare and job opportunities.
30. The staff in the Nursery and Reception work well together and provide a satisfactory start for the children in the school. Overall, children achieve as expected in all areas of learning except their personal, social and emotional development, which is good. Leadership and management of the Foundation Stage are sound. Staff are committed to providing a quality provision for the children. Assessment procedures at present are unsatisfactory, as they do not give an accurate picture of the attainment or achievement of the children in the Foundation Stage. This is because the staff have not had opportunities to check their understanding of the assessment procedures to ensure accuracy. As a result, they do not have a sufficiently effective system for keeping a careful check on how the children are doing. The systems that are in place are not focussed enough to be a fully effective aid to driving up standards. This is partly why teaching and learning are satisfactory overall and not stronger. They are satisfactory in all areas of learning except personal, social and emotional development, where they are good. Some good lessons were seen in the Nursery. The accommodation in the Nursery is outstanding and shares a good outdoor area with the Reception which has not yet had the benefits of new décor and furnishings.
31. The staff work hard to encourage the children to develop their independence, communication and social skills, all of which has a positive impact upon the way, the children learn. For the majority of the children, when they start in the Nursery, their attainment is well below average. In particular, the children's personal, social and communication skills are low. The children's achievements are satisfactory. When the children start the Reception, their skills remain well below the levels expected. Even though they achieve satisfactorily, by the end of the Reception year, the children's attainments remain well below the levels expected of children of their age. They do not achieve the targets expected of them nationally by the end of the Foundation Stage in all areas of learning. Improvement overall since the last inspection is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Supportive teaching enables the children to feel happy and secure.
- Lunchtimes in the Nursery are sociable occasions.
- Clear routines enable the children to become independent and share resources.

Commentary

32. Good teaching in this area of learning enables the children to learn and achieve well, although they are still unlikely to achieve the targets expected of them nationally. Staff have established clear routines so that the children feel content and happy. Most children are confident to part from their parent or carer each day without upset. The children know the school routines and happily work with the activities they have chosen. Children new to the school are helped effectively to settle into the very new and different surroundings. Where necessary, this is with

the support of their parents or carers. The school is aware that for some families where the home language is not English, provision could be stronger. All children are encouraged to be polite and are praised when they remember to say 'thank you'. In this way, the children learn to develop good social skills. Most Nursery and Reception children change their footwear independently for physical education lessons. The Nursery children take turns in taking home a favourite teddy bear. They report back eagerly to the other children, which helps them positively link home and school together. At lunch times in the Nursery, children talk sociably with each other. They use their knives and forks correctly or eat their packed lunch in a sensible way

33. The children work cheerfully together. The older children in the Reception share their equipment well and work alongside each other. One group of boys worked together effectively as they tried hard to mend a piece of equipment in the classroom. One held the tape whilst another child carefully cut it. In this way, their skills of co-operation and social responsibility were developed. The staff work alongside the children supporting them in their learning. Those children who find it hard to sustain concentration are given good help and encouraged to persevere to develop positive attitudes to work.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children have many opportunities to develop their speaking skills.
- Teachers promote the children's enjoyment of books well.
- Children are provided with good opportunities to develop their writing skills.

Commentary

34. Satisfactory teaching in this area of learning allows the children to learn and achieve soundly through careful teaching in small groups. The staff employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. For example, in the Nursery, children talked happily with the staff about their work. In the Reception, the children are keen to talk about what they would do if they fell out with someone. They recognised it was important to be friends with one another and to say sorry if people were upset. Here the children were encouraged to articulate their ideas and also develop their social skills. The children chat about their work and there is a buzz of conversation throughout the classrooms.
35. All the children enjoy stories and rhymes. The Nursery children enjoy sequencing stories with their teacher, such as 'The Bear Hunt', whilst in the Reception, children are quick to join in with their favourite rhymes. The children show good levels of attention and often choose to read to themselves or ask an adult to read to them. Books are readily available throughout the Nursery and Reception classes. This enables the children to understand that books contain information as well as well-loved stories. The children in the Reception class learn their 'words of the week'. Higher attaining children can pick out these words in a piece of text. However, they do not have a reading book to help them extend their skills further.
36. The children are encouraged to become writers. For example, in the Nursery class, children write their names on their paintings, whilst in Reception, they write their names on a white board to register themselves in the morning. They are learning to spell simple words and happily write them with giant chalk sticks on the playground. The children are encouraged to think of rhyming words and to write them too. Sometimes they find this hard and the teacher does not always give them sufficient visual clues to help them make the right choices. The staff work with small groups of children giving them individual help, which helps them to learn satisfactorily.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical teaching engages the interests of the children.
- Staff use the outdoor areas well to promote learning.

Commentary

37. Satisfactory teaching in this area of learning allows the children to achieve soundly. For example, children in the Reception enjoy working in the 'painters and decorators shop'. They write labels for the paints and wallpapers and buy and sell to their customers. They use coins with confidence. Staff work alongside the children and are active in helping them to improve their counting and use of money. The children count confidently and order numbers to ten and back. They recognise solid and flat shapes and talk about their properties.
38. Staff make good use of a wide range of activities both indoors and outdoors to promote the children's learning. Because learning is active and interesting, the children concentrate well. In the Nursery, one child hid toy rabbits and hedgehogs whilst another found them, checking to make sure which were which. They compared the number collected with a photograph to see that all had been found. This good activity ensured that the children were excited by their learning and at the same time improved their counting skills. The children are taught both in the Nursery and the Reception class in small groups so that they have appropriate attention. However, children do not work sufficiently with others of similar ability and this impacts detrimentally on their learning. The support staff make a significant contribution to the learning of all the children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A busy and stimulating environment engages the interests of the children.
- The outdoor environment is used well to support learning.

Commentary

39. Children achieve as expected because of the satisfactory teaching and learning. The children in both the Nursery and the Reception enjoy using the computers. They are beginning to find their way around a range of suitable programs to support their learning. The Nursery children discussed plant bulbs examined under the microscope. They have also observed closely model wild animals that have lead to exciting paintings. The children enjoy their work outdoors. They dig in the soil, build homes with a range of materials, and in water and sand play they explore different environments and learn about the diversity of life. Reception children have welcomed a baby as a visitor to their class and have thought about what they can do now that they could not do as a baby. In this way, the children learn how dependent babies are upon their parents and carers and about how they have developed since they were babies.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The outdoor area is used creatively by the staff to develop the children's physical skills.

Commentary

40. Satisfactory teaching in this area of learning allows the children to achieve soundly. The children in the Nursery have opportunities to use the outdoor area to play with bicycles and on a climbing and balancing area. The children in the Reception also use this area as well as the playground for physical activities such as throwing and catching large footballs, mostly successfully. Their physical development is aided further by opportunities to use the school hall for other activities such as dance. The children at lunchtime have great excitement as they play with a parachute, exploring exchanging places under it and bouncing small plastic balls on it. They clearly enjoy handling construction materials and using imagination to develop their play. Jigsaws are another favourite and one child showed good skills and perseverance as he joined the pieces carefully together, paying great attention to the illustrations on the package.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- A wide range of experiences is used to stimulate the children's imaginations.

Commentary

41. Children achieve as expected. They enjoy a good range of well-planned art and design and role-play experiences to stimulate their imagination. The children happily work in the painting and decorating shop and the home areas, taking on different roles. The children are beginning to relate well to each other and play and share imaginative ideas. They have looked at a range of different mosaics completed by famous artists and peoples from ancient times. They are engaged by their work designing, making and decorating their own mosaics. They also use their own artistic ideas to make paper mosaics by selecting their own coloured papers before gluing them onto illustrations. Reception children mix their own colours independently. They wash up their own palettes and brushes at the end of activities. Children's achievement is as expected. Staff ensure that the children see the relevance of their learning. Vocabulary and ideas are developed securely.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **satisfactory**.

Main strengths and weaknesses

- The recent development of a guided reading strategy has raised standards in Years 1 to 6.
- Teachers have placed too great a focus on teaching writing skills in isolation but signs are that this is beginning to improve.
- Assessment procedures are beginning to identify pupils' learning needs but have not yet worked through into lesson plans that consistently give sufficient challenge to higher attaining pupils.

Commentary

42. Pupils' attainment by the end of Year 2 shows an improving trend overall in reading and writing, although they remain well below national averages. In 2004, there was a slight improvement in how well higher attaining pupils did although not for pupils overall. Pupils' performance in English by the end of Year 6 shows steadily declining standards since 2000. However, in 2004, this was halted. Even with this slight improvement, standards remain well below national averages. By Year 6, improvement is not reflected in the standards of higher attaining pupils. No pupils achieved better than expected. Inspection evidence confirms that standards are well below expectations by Years 2 and 6. However, given that pupils' attainment as they start at the school is well below expectations, and that many pupils are currently on line to attain what is expected of them, pupils are achieving satisfactorily, although no better. Standards in reading are significantly better than writing. Few good examples of writing imaginatively at length were seen from pupils throughout the school.
43. Pupils enjoy their reading, speak of favourite books and are keen to learn. Year 2 pupils share their reading with parents and all but the lower attaining pupils use a satisfactory range of strategies to work out words they do not readily recognise. Year 6 pupils talk of favourite authors such as Roald Dahl and J K Rowling. They use reference books for information and most read fiction with good expression. Whilst most pupils explain the plot of a story clearly, higher attaining pupils go on to use their imagination rather than information from the text when predicting future developments in the story.
44. The majority of pupils' writing is related to completion of exercises in language skills. There was very little writing seen that could link basic skills to an imaginative and meaningful task of extended writing. Pupils gain only a basic range of skills and so, although achievement overall in English is satisfactory, achievement in writing is the weakest. Sentence structure of Year 6 pupils is mainly simple. There is some use of a variety of opening phrases and some extension of greater complexity from basic conjunctions by higher attaining pupils. Speech and paragraphs are seldom used and basic punctuation and spelling falter when average and lower attaining pupils attempt free writing. Although the handwriting of Year 6 pupils is joined and regular in practice, few pupils use this naturally in their work. The handwriting of Year 2 pupils is irregular and inconsistently formed.
45. Pupils respond to questions and instructions accurately and offer simple answers. They seldom extend their answers with reasoning. When required, they use a limited vocabulary and structure to their explanations. Year 2 pupils spoke clearly and confidently in a story-building lesson when re-reading guided work. For example, they suggested a variety of sentence openings for developing the story. The majority of Year 6 pupils are confident in answering simple factual questions but responses are not structured well. Higher attaining pupils used very little reasoning or explanation in their answers.
46. Teaching and learning are satisfactory throughout Years 1 to 6 for all groups of pupils. Teachers make good use of teaching assistants to support lower attaining pupils. Behaviour management is good and pupils are positively encouraged in their learning so they maintain their attention and work responsibly at tasks. However, on balance, there is too much focus on the objectives of lessons and insufficient focus on the different learning needs of the pupils. Pupils are not consistently challenged to use skills accurately nor higher attaining pupils to extend their learning in more demanding tasks. The headteacher is conscious that more needs

to be done for pupils whose first language is not English. These issues are soon to be prioritised for development. For some pupils, writing skills are taught in isolation. Lengthy direct teaching is followed by basic exercises. There are few opportunities to use these skills in extended writing, although there are positive signs of this happening in religious education. In examples of good teaching and learning, pupils followed small units of direct teaching with short tasks to consolidate learning. This meant that pupils had a clear idea of what they wanted to write and immediate opportunities to use the skills being taught.

47. The position of subject leader for English is currently vacant. However, the headteacher has identified priorities for raising standards of both teaching and learning. Benefits have already been gained from the 'guided reading' strategy that is now in place. Attractive new reading resources are used and teachers are seeing improvements in pupils' reading skills. Handwriting is now taught regularly and there is a focus on the spelling of age appropriate words. Strategies to improve the teaching of writing are to be developed shortly. Assessment procedures have improved to add a focus on what pupils need to know and to set short-term targets for pupils in their learning. The school is now moving forward with improvement in standards and teaching so improvement since the previous inspection is judged to be satisfactory.

Language and literacy across the curriculum

48. There are examples of the use of literacy skills in subject areas such as religious education, history and design and technology. A good example was seen in the development of instructional text linked with the design and making of a party drink in Year 5. However, this use of literacy skills is not systematically planned for and so pupils get inconsistent opportunities to use their writing skills across the curriculum.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teachers ensure pupils are clear about what is to be learnt in lessons. However, the next step in knowing accurately pupils' strengths and weaknesses, and building on these effectively, is not as strong. This is affecting adversely pupils' achievement.
- Information about how well pupils are attaining in national tests, and other tests used in school, is beginning to be used well to target groups of lower attaining pupils who need extra support. Although planned for, higher attaining pupils and those for whom their home language is not English have not yet become a school priority for additional support.
- The effectiveness of the subject leader in checking on the success of the subject has been hampered by restrictions on the time available for this aspect of the role.

Commentary

49. In national assessments at the end of Year 2 in 2004, pupils' results were in the lowest five per cent in the country. By the end of Year 6, levels were slightly higher but still well below average against all schools nationally and against similar schools. Comparatively, pupils do slightly better in mathematics than in English and science. This year, a significant number of pupils are on target to achieve the expected level, although few are identified for doing better. This means from pupils' low level of attainment on entry to the Reception, their progress is as expected and they achieve satisfactorily. A significant number of pupils start at the school late in their school careers. Sometimes they are unable to take full advantage of the teaching provided and this is reflected in how they perform in national assessments. This has detrimental effects on the school's overall test results when compared with national averages.
50. By Year 2, pupils have the expected number skills but with very few showing skills above this. They are secure when adding and subtracting to 20, record accurately using simple block

graphs, recognise odd and even numbers and are clear about basic time. Little evidence was available to fully judge pupils' knowledge and understanding of simple shapes, fractions, capacity and measurement of less than a metre. Whilst potentially higher attaining pupils work independently and mostly accurately on this work, there is little evidence in pupils' exercise books of different work being provided for the lower attainers. From the marking of their books, evidence shows they generally receive extra support to do the same work rather than being provided with different but challenging work. This is a similar approach by Year 6. Many pupils currently understand, for example, the relationship between doubling and halving numbers, equivalent fractions, how to calculate the perimeter of a shape and convert metres into kilometres. However, lower attaining pupils are often helped by staff to do the same work as others, rather than be challenged to work independently on work pitched at their own level.

51. The overall quality of teaching is satisfactory with some strengths noted particularly in Year 3. Overall, teachers plan work carefully to ensure that objectives for lessons promote step-by-step learning. Pupils are clear what they are expected to learn by the end of lessons and how they are expected to respond and behave. Support for pupils' personal development is a strength of teaching throughout the school. However, what is satisfactory but not stronger is how groups of pupils with different learning needs are provided with different work just for them. This has been identified by the headteacher who is already discussing with staff how information, about how well groups of pupils are doing, can be better used to improve the quality of teaching and learning. It is this point that is at the heart of the strengths in teaching and learning in Year 3. For example:

- Pupils were grouped according to their skills and understanding.
- Different work was set for the groups within the same overall learning objective.
- The teaching assistant concentrated on supporting a small group of pupils whilst the teacher moved between other groups to work with them and ensure they were learning.
- Those who were more able and needed slightly less support worked independently. They were encouraged successfully to discuss their work with each other.

This was successful because the work was set at the right level for learning to take place, and was fun. On this occasion, one group played the game of 'snap', using cards depicting a broad variety of ways of showing simple fractions. The group played quietly so not to disturb others. This was a very good practical example of citizenship and a reflection of the positive relationships in the class.

52. The subject is satisfactorily led and managed. The strengths of development are in improved ways of checking on pupils' attainment and targeting groups of lower attaining pupils with extra support. However, sufficient opportunity to build on this during the school day is hampered by lack of time linked to budget restrictions. Homework is used appropriately to support learning. All staff focus on ensuring that pupils are becoming clearer about how number skills can be used to solve problems. Whilst worked on since the last inspection, the issue of challenge for higher attaining pupils has still to be fully dealt with. Pupils' achievement remains as expected. As such, improvement since the last inspection is satisfactory.

Mathematics across the curriculum

53. Pupils' mathematical skills are used as expected in other subjects although there is no overall plan to ensure consistency in methods. However, this does not detract from the use of mathematical concepts to collect and record results and to reach conclusions on the analysis of data. Science lessons and ICT feature more strongly in this context. Perhaps the most obvious use of mathematics across the curriculum was a Year 5 ICT lesson where pupils used spreadsheets to help work out and record expenditure on a limited budget.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The teachers are effective in helping pupils to improve their science skills by providing exciting practical tasks.
- Pupils are enthusiastic about their science lessons.
- Attendance by a very small number of pupils is poor.
- The monitoring role of the subject leader is underdeveloped.

Commentary

54. Standards at the end of Years 2 and 6 are well below average. Achievement is satisfactory overall, given the pupils' low level of attainment on entry to Reception. This is satisfactory improvement since the last inspection. Achievement in science is rising because the new head teacher has correctly prioritised areas for development. There is a new vision and direction established for staff. The school recognises there is still more to do to bring about further improvements in the pupils' achievements and standards. Identified for improvement are the needs of potentially higher attaining and gifted and talented pupils. Pupils with SEN are soundly supported in lessons. Some pupils at present in the school, who have joined recently from abroad and have no English, have few opportunities to use their home language, as there are no members of staff who share their first language. Staff, however, are very effective in welcoming these pupils and enable them to feel secure and safe. The headteacher is clear about what else is required to improve their learning more.
55. Overall, the quality of teaching and learning in science is satisfactory throughout the school, with some good and very good examples of teaching observed during the inspection. This challenged the pupils' scientific ideas and understanding. For example, in a Year 3 lesson, the pupils had to devise and plan their own experiments deciding on which resources they needed. They then pondered how to accurately measure the results of their work. In Year 2, the pupils worked extremely hard to make sure their tests with ice cubes was fair. Here, the pupils developed a good understanding of setting up a fair test. Satisfactory planning and clear learning objectives guide the teachers' work. It is clear from the pupils' books that their learning is rooted in scientific enquiry and investigation. The use of technical language is also developing well. However, these individual examples of good quality teaching have not yet converted to an overall and significant rise in standards in national assessments, partly because:
- A significant number of pupils join the school part way through their schooling. Some of these pupils do not do as well as pupils who have been in the school longer.
 - Significant staff absence has interrupted some pupils' learning.
 - A very small but significant number of pupils find it difficult in attending school regularly. This has an impact upon the systematic and progressive way in which they learn.
 - Pupils' writing skills are not sufficiently developed for pupils to set out their scientific thoughts accurately on paper.
56. Pupils enjoy their science lessons. For example, in Year 5, the pupils were enthusiastic as they dissected their lily flowers. They recognised that the parts of the flower were very different from the example shared with them by the class teacher. They began to articulate similarities and differences. Throughout the school, pupils get on well with their learning. Those who struggle at times to maintain good behaviour are engaged by the practical nature of their learning and frequently respond well.
57. The leadership and management of the subject are satisfactory. The subject leader has correctly identified areas for further improvement and recognises the need to take on a more

effective monitoring role. Test results are analysed and the findings are used to improve the curriculum. The science club is regarded as fun and there are opportunities for the curriculum to be improved by visits of theatre groups and visits to 'The Life Caravan.'

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The new ICT suite is supporting skill development well. Pupils' achievement is rising.
- The subject leader has good subject knowledge and good plans for the further development of teaching and learning in the subject.
- The school makes inconsistent use of ICT skills to support learning in other subject areas. The subject leader's time to check on this is restricted.

Commentary

58. Standards in ICT are as expected by the end of Year 2 but below expectations by Year 6. Increasing use of the new ICT suite is beginning to pay dividends, although improved provision has not yet filtered through to improved standards by Year 6. However, from pupils' low attainment on entry to the school, they are achieving satisfactorily. The use of ICT for learning in other subject areas is the least developed area throughout school, although just satisfactory overall. Year 2 pupils speak with enthusiasm about their work in ICT. They talk about word processing, the use of graphics software, the Internet and new software to develop mathematical skills and concepts. Year 4 pupils use instructions such as 'copy', 'paste, and 'tile' when developing a repetitive design for Christmas wrapping paper. Also, good word-processing skills are evident in Year 4 in written accounts of life for Victorian children. Year 6 pupils know about the use of spreadsheets for handling numerical information and confidently enter data and edit figures to obtain a set result. However, they do not create yet the formulae and structure of the tabulation.
59. There are some good examples of teaching and learning, such as those seen in Years 4 and 6. However, despite this, the inconsistent use of ICT throughout the school to support other subjects means that overall, teaching and learning are satisfactory. Evidence from discussion with pupils about their work, and the analysis of work on display, point to a satisfactory range of curriculum opportunities. Lessons in the new ICT suite are provided for all class groups and teachers show competent skills in leading the lessons. The interactive whiteboard is used well to demonstrate procedures and lessons are carefully structured to give pupils prompt opportunities to use them. As a result, they proceed confidently with their tasks and concentrate well, with good co-operation between pairs of pupils working together.
60. Leadership and management of the subject are good. The subject leader is enthusiastic and has developed the subject well since the last inspection. Support for teachers has improved their skills. A new electronic system to record assessment of units of work has been developed in conjunction with the local secondary school. Plans are in place, with identified funding, for the installation of interactive whiteboards in each class base.

Information and communication technology across the curriculum

61. Teachers identify some opportunities for the use of ICT in other subject areas such as mathematics, history and art. There is a particularly significant use of ICT in the new software for developing mathematics skills but other evidence is mainly in display of writing in history and the use of graphics software for designs in art. The development of a consistent and planned strategy for the use of ICT to support learning across the curriculum is in the current action plan for the subject.

HUMANITIES

Overall no judgements were made in geography and history because they were not timetabled sufficiently during the inspection and were not part of the focus of the inspection.

Religious education

Provision in Religious education is **satisfactory**

Main strengths and weaknesses

- Pupils' learning is brought alive through visits to places of interest, visitors into school and interesting artefacts that pupils view, handle and discuss.
- Achievement of higher attaining pupils and those whose first language is not English, whilst planned for, has yet to be a main focus for development.
- The subject leader now ensures that pupils' learning builds continuously throughout the school. The subject leader does not have time built into the school day to fully check on how well the subject is developing.

Commentary

62. Planning for learning now in place builds carefully throughout the school and follows the expectations of the locally agreed syllabus. This is a good development. However, until recently, pupils in Years 5 and 6 tended to repeat some of the work done previously. This means that their attainment across all of the expected areas of learning was not as effective as it could have been. As such, overall standards are below expectations by Year 6. However, through their study of major world faiths and reflection on their own values and beliefs, pupils achieve satisfactorily by the end of Years 2 and 6. This reflects their low level of attainment on entry to the Reception. Satisfactory teaching overall, with some very good examples in Years 4 and 5, points to learning that is strengthening from the current satisfactory position. Pupils now experience a wider and more interesting curriculum, which is beginning to build a fuller understanding of a range of world religions. For example, good teaching in Year 1 ensures that pupils understand the true 'meaning of Christmas'. From Year 2, pupils study aspects of Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism. Whilst much work is done orally in religious education, pupils' written work, for example, in Years 4 and 5 shows they are now developing their writing skills to better effect than at the time of the last inspection. This and the recent improvements in the curriculum mean that development since the last inspection is satisfactory. However, still not fully in place is more challenging work for potentially higher attaining pupils and more careful inclusion in lessons for those who have a first language that is not English. Whilst satisfactory overall, provision for these pupils is not yet strong enough.
63. In their current work, pupils in Year 4 are building a very good understanding of 'our quiet place'. The teacher helps pupils link their own thoughts about this very effectively to the wider significance of worship inside a mosque. Very strong links in learning facts about religion and learning through religion help pupils put their knowledge and understanding of Islam into the context of their own lives. Pupils are clear how a 'prayer mat' available to them in the lesson should be used and the importance of pointing towards Makkah. An example of religious clothing also brings the lesson alive and is part of the very good preparation for their visit to a mosque. A pupil with first-hand knowledge of these artefacts is encouraged successfully to explain their importance and use. Pupils in Year 5 are encouraged to bring their literacy skills to bear very well in writing a play-script about Diwali, involving the story of Rama and Sita. Dialogue, punctuation, good use of adverbs and dictionaries to check spellings, have a high profile in very good quality teaching. Throughout the school, pupils have opportunities to reflect on their own beliefs and the way in which they lead their own lives. The subject makes a good contribution to pupils' spiritual, moral and cultural development.

64. The subject is satisfactorily led and managed. The subject leader has developed the curriculum and the quality of resources well and maintained the importance of visits and visitors in enlivening pupils' learning. However, she does not have a full overview of pupils' achievement or of the teaching of the subject because there have been insufficient opportunities to check on these aspects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Overall no judgements were made in the following subjects either because they were not able to be observed sufficiently during the inspection or were not part of the focus of the inspection.

65. In **art and design**, teachers develop the pupils' artistic ideas through an appropriate curriculum. The pupils build on their skills and produce some effective pieces. For example, the pupils study a range of artists both contemporary and from the past. The pupils have then created their own work reflecting very different styles. Younger pupils draw and paint portraits showing appropriate attention to detail. Appropriate links are made to other subjects, for example, mathematics, religious education, history and science. Pupils' work is well presented, displays of their work are interactive and there is evidence of a range of media being used. Information and communication technology is used appropriately to support art and design. The co-ordinator is enthusiastic and is keen to develop the subject further.
66. In **design and technology**, Year 6 pupils talked with great enthusiasm about their work. They reported good links with the local high school for this subject. They talked animatedly about the different materials used when they made Greek pots and architectural columns as part of their learning in history about the Ancient Greeks. The pupils had particularly enjoyed their work in food technology, when they made bread. They were very aware of the importance that yeast made in the making of their bread. In this way, the pupils' design and technology work reinforces their science learning. A particularly favourite lesson had been when the pupils made fruit cocktails. The pupils spoke enthusiastically about this learning, how they had decorated their drinking glasses with sugar frostings and slices of fruit. The pupils reported clearly the design and making process and how effectively they had supported each other as they evaluated their work for possible improvements.
67. In **music**, analysis of timetables, discussion with the subject leader and verification by sampling observations around the school confirm that music has an appropriate allocation of taught time. A specialist teacher delivers most teaching and the school has developed resources well with a good selection of 'steel pans' to offer interest and variety to the curriculum.
68. In **physical education**, lessons were seen only in Years 2 and 3. Year 2 pupils use appropriate co-ordination and control as they move imaginatively in a changing sequence of movements. Year 3 pupils show good control in basketball as they change direction and alter the height of the ball's bounce. Records of attainment in swimming lessons for Year 4 pupils point to expected swimming standards being achieved for a majority of pupils. Discussions show that the school delivers the full range of opportunities for its pupils and supports this with a good range of other activities, such as clubs with high quality coaching and residential visits for pupils in Years 3 to 5. The subject leader is developing opportunities in gymnastics and dance with training opportunities planned for the current year. Opportunities for self-evaluation by pupils were observed in the lessons seen, which points to this issue from the last inspection having been improved satisfactorily.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Main strengths and weaknesses

- The school promotes good personal, social, health education and citizenship by encouraging positive attitudes of responsibility and maturity in its pupils. Very good playground activities

contribute to this and ensure pupils learn throughout the day and not just in lessons. The senior lunchtime organiser contributes significantly to this.

Commentary

69. The good provision for personal, social and health education is strongly linked to the very good provision for learning outside the school day. The learning mentor and senior lunchtime organiser have combined their efforts well in developing an integration of provision between playground and classroom. This does much to increase confidence and self esteem in the pupils as well as improving attendance and concentration in lessons. Education Action Zone funding and the local health authority have supported this development well. There are two residential visits for pupils in Years 3 to 5 to gain independence and confidence in a challenging setting. The school uses curriculum time well to focus on a healthy lifestyle and personal and social well being through discussion of diet and relationships. The maturing and more responsible behaviour of pupils is a direct result of this provision.

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	4

How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	6
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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