

INSPECTION REPORT

WILBRAHAM PRIMARY SCHOOL

Fallowfield, Manchester

LEA area: Manchester

Unique reference number: 131444

Headteacher: Mr T Hatcliffe

Lead inspector: Mr G Yates

Dates of inspection: 21 - 23 June 2004

Inspection number: 269645

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:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	465
School address:	Platt Lane Fallowfield Manchester
Postcode:	M14 7FB
Telephone number:	0161 224 3900
Fax number:	0161 248 5485
Appropriate authority:	The governing body
Name of chair of governors:	Miss R Jackson
Date of previous inspection:	22 November 1999

CHARACTERISTICS OF THE SCHOOL

Wilbraham Primary School is a larger than average primary school, with its own nursery, for boys and girls aged three to 11 years. It draws its pupils from the outer city area of Manchester. The area consists of mainly rented accommodation. At the time of the inspection there were 465 pupils on roll. Children are organised in single age group classes, with two classes in each age group. When children start school, their attainment is very low.

The proportion of pupils eligible for free school meals is well above the national average, at almost 60 per cent. The number of pupils who have been identified as having special educational needs is broadly in line with the national average. The pupils receive support for moderate learning difficulties, emotional, behavioural and social difficulties, hearing impairment and speech and learning difficulties. The local authority is in the process of closing the language unit based at the school which currently consists of four pupils from outside the school's catchment area. Three pupils have Statements of Special Educational Needs. Around 70 per cent of the school's population is made up of pupils from non-white backgrounds, including many ethnic groups. The majority group is Black or Black British African. Fifteen pupils are children of refugees or asylum seekers. Two pupils are traveller pupils. One hundred and fifteen pupils whose first language is not English are at an early stage of English language acquisition, which is a higher number than that found in most schools. At the time of the previous inspection the level of pupil mobility was not significant. This is not now the case with, for example, 42 per cent of the current Year 6 class that has joined the school other than at the normal time of entry.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2465	Geoff Yates	Lead inspector	Mathematics Science
19743	Ann Taylor	Lay inspector	
7979	Anthony Calderbank	Team inspector	Foundation stage Art and design Design and technology Information and communication technology
19026	Brian Downes	Team inspector	English as an additional language Geography History Religious education
22990	Christopher Furniss	Team inspector	English Music Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wilbraham Primary School is an improving school with many good features and provides an acceptable standard of education. The quality of teaching and learning is good, overall, which means that, though standards are below average in English and science by the end of Year 6 and well below in mathematics, pupils' achievement is good in most subjects in relation to their capabilities. Under the very good leadership of the new headteacher, standards of attainment have risen in the last 9 months. Pupils' behaviour has also improved and, as a result, most pupils' attitudes to work are now good, overall. The school rightly prides itself on all pupils being included in everything it has to offer. It provides a very caring environment for pupils from many different nationalities who work harmoniously together. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The quality of teaching is good, overall, and as a result pupils achieve well in the Foundation Stage [nursery and reception] in most subjects, including those pupils who learn to speak English as an additional language, children of refugees and asylum seekers and pupils with special educational needs.
- Good strategies are in place to improve pupils' reading skills, and as a result standards in reading are rising. However, the new approach to the marking of pupils' work has yet to have an impact.
- Pupils lack speed and accuracy when carrying out number calculations.
- In information and communication technology standards are well below average.
- The headteacher provides very good leadership. In a relatively short period of time he has ensured that the school has improved on its previous best and is firmly focused on raising standards.
- Spiritual, social, moral and cultural provision is very good.
- Despite recent improvements in the role of the curriculum co-ordinators, most subject leaders do not have a satisfactory overview of their subjects.
- Attendance levels are below average and some pupils do not arrive at school on time. However, the school has very good procedures in place to try to improve both aspects.

Satisfactory improvements have been made in provision since the previous inspection. Planning for children in the reception class is good and school development planning is of a very good quality. The school's social and educational circumstances, including high levels of pupil mobility are very challenging and have posed barriers to improvement in standards of attainment. Attendance remains below the national average but has improved.

STANDARDS ACHIEVED

The results in the table below do not represent an accurate picture of the school's performance, when compared with other schools, as the school's results include a significant proportion of pupils whose first language is not English and a higher than average number of pupils who have only been at the school for a short period of time.

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	E*	E	E*	D
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;

E - in the bottom 5% in the country.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Inspection findings show that **pupils' achievement is good, overall**. Children start in the nursery with very low attainment. They make good progress in the Foundation Stage but their attainment at the start of Year 1 is well below that found normally in literacy and mathematics. The number of pupils attaining the expected levels in English, mathematics and science by the end of Year 6 has increased significantly this year. However, standards remain below average in English and science and well below in mathematics. Pupils with special educational needs achieve well, including the small number of pupils' in the language unit. Pupils from minority ethnic groups also achieve well and benefit from the additional support, so ensuring that they have equal access to everything the school has to offer.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good, overall. Their attitudes and behaviour are good, overall. Attendance is below the national average and a small number of pupils are persistently late despite the school's strenuous efforts to improve these aspects.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is of a good quality overall. Classroom assistants provide valuable support. Throughout the school the teaching of reading, writing and number is thorough but more opportunities are needed to enable pupils to use and develop speed and accuracy in carrying out mental calculations in mathematics and for ICT skills to be developed. The school provides a good curriculum that meets national requirements. The school's partnership with parents is good and strong links have been established with the local community and with other schools. The school provides a very good level of care for its pupils.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. The headteacher provides very good leadership and management. Subject leaders are beginning to take on additional responsibilities but need to be more involved in monitoring and evaluating standards and the quality of teaching and learning. The governance of the school is satisfactory. The governing body fulfils its legal responsibilities conscientiously and makes a satisfactory contribution to management and decision-making. Financial management is effective, with successful steps being taken to eliminate the school's budget deficit.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents hold very positive views of the school. The majority of children like being at the school and feel that they receive the help and support they need.

IMPROVEMENTS NEEDED

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

- to provide more opportunities for pupils to use and develop speed and accuracy in applying numeracy skills.
- to involve curriculum leaders more in the monitoring and evaluation of standards in their subjects.
- to raise standards in ICT.
- to implement fully the school's revised marking policy.
- to continue to try to improve punctuality and attendance levels.

The headteacher is already aware of the points identified for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good, overall. Standards of attainment are well below average overall by Year 2 and below average by Year 6. Pupils with special educational needs, travellers' children, refugees and asylum seekers' children, and those pupils who speak English as an additional language, achieve well.

Main strengths and weaknesses

- Children in the Foundation Stage get off to a very good start.
- Achievement in most subjects inspected, except ICT and geography, is good from Years 1 to 6 and very good in art and design.
- Pupils lack speed and accuracy in applying their number skills.
- Reading standards have been improved.
- Pupils do not achieve as well as they can in ICT and geography.
- Achievement for pupils who learn English as an additional language, including the children of refugees and asylum seekers, is good.
- Pupils with special educational needs achieve well, including those in the designated language unit.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	11.9 (10.4)	15.7 (15.9)
Writing	11.5 (10.4)	14.6 (14.4)
Mathematics	12.2 (10.9)	16.3 (16.5)

There were 54 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 2003

Standards in:	School results	National results
English	22.7 (24.1)	26.8 (27.0)
Mathematics	21.9 (25.1)	26.8 (26.7)
Science	22.8 (25.8)	28.6 (28.3)

There were 64 pupils in the year group. Figures in brackets are for the previous year.

1. Data in the above tables give an inaccurate view of the school's performance in that it included pupils who have only been at the school for a short period of time and a higher than average number of pupils who are at an early stage of learning to speak English. The school is highly committed to these pupils and their achievement is good.

2. Under the leadership of the headteacher, teachers and support staff have worked hard and effectively to make the improvements that are now becoming evident in the standards achieved in most subjects.
3. Most pupils' achievement is good, overall, because a well-organised and well-designed curriculum is taught effectively. The need to improve pupils' progress in reading, identified in the previous inspection, has been addressed successfully and, under the new headteacher, standards are rising in most other subject areas. Resources, including staffing, are matched to curriculum needs and this plays an important part in the school's success in helping its pupils to achieve well. Very effective practice in ensuring that all pupils are equally included in learning activities helps pupils with special educational needs, and those pupils who learn English as an additional language, to achieve well.
4. Inspection evidence demonstrates clearly that:
 - Children start in the nursery class with very low attainment.
 - Pupils leave Year 6 with standards that inspectors' judge to be below average, overall. This indicates that pupils make good progress during their time at the school, from a very low starting point, and achieve well.
 - Throughout the Foundation Stage, children achieve well.
 - There is no significant difference between the performance of girls and boys.
5. Children in the Foundation Stage receive a very good start to their education through the good teaching of a curriculum that is based firmly upon their learning needs. They make good progress from a very low starting point. The issues raised in the previous report, with regard to children not receiving the experiences they should, have been addressed fully. Those children at present nearing the end of the reception year are attaining, in language and communication and mathematics, standards that are well below the levels expressed as average through the Early Learning Goals [targets that Foundation Stage children work in relation to] for children their age and below average standards in creative skills and knowledge and understanding of the world. In personal and social education and physical education they are on course to achieve what is expected.
6. Achievement of pupils with special educational needs, including those who have special provision for speech and language, is good. Pupils make good progress towards the targets set for them in their individual educational and behavioural plans. This is because teachers have good information about pupils in their class and are involved in setting and monitoring targets for pupils with special needs. They have frequent and regular meetings with the special needs teacher to monitor pupils' progress and develop new targets. Individual plans for pupils with special needs include short-term targets that are specific, time-related and measurable and contribute to the attainment of long-term goals.
7. Pupils in Years 1 and 2 achieve well in reading, science and numeracy. The good achievement in reading in Years 1 and 2 is due to the school's effective focus on developing reading skills. Standards as expressed through the 2003 national test results at the end of Year 2 indicated attainment in the bottom 5 per cent in the country. The current Year 2 is achieving standards that are average in reading and science, but well below average in writing and mathematics. This represents an improvement on the previous year's results. Achievement in religious education is satisfactory and standards are average. Achievement in ICT is below average.
8. Pupils in Years 3 to 6 achieve well in English, mathematics and science. Achievement in ICT is unsatisfactory and standards are well below average. The good achievement in reading is once again due to the school's effective approach. In English, mathematics, and science, standards have risen from last year, although they remain below average and well below in mathematics. Effective teaching has led the drive for improvement in English, with mathematics set to be targeted next year. In mathematics, many pupils have unsatisfactory

skills in carrying out problem-solving activities. In ICT, standards are well below average at Year 2 and Year 6 and pupils do not always achieve well in lessons.

9. It was possible to see only limited amounts of work in other subjects but achievement in most lessons was good, overall. However, in geography, achievement is unsatisfactory because not enough time is devoted to the subject. Achievement in art and design is very good.
10. ICT is not used well to help pupils develop skills in other subjects, particularly in science and mathematics. The skills of literacy are used satisfactorily across the curriculum, although the below average standard of pupils' writing is not helped by the lack of opportunity for pupils to write in religious education lessons.
11. The school has identified the most able pupils and makes satisfactory provision for them. Although there is not yet a written policy, teachers plan appropriately for all pupils in lessons and provide suitably challenging work to help the most able to achieve well. An appropriate policy is now being developed.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Relationships are good. Pupils' personal development, including their spiritual, moral, social and cultural development is very good, overall. Attendance, whilst improving, is unsatisfactory.

Main strengths and weaknesses

- Pupils enjoy being at school and love their lessons. Their attitudes to learning are improving.
- Everyone's heritage is valued and celebrated; this is helping pupils to work and play in racial harmony.
- Pupils behave well because staff are very skilled at encouraging them to do so and there are a number of successful reward systems in place.
- The school is innovative in the way it is encouraging pupils to attend school more regularly.
- Attendance is below the national average and a minority of children arrive late in the mornings.
- Pupils in the earlier stages of acquiring English as an additional language show a good attitude to work and make good progress.

Commentary

12. Pupils enjoy their lessons and are keen to learn. In conversation with Year 5 and 6 pupils, it became clear that they had a great deal of respect for their headteacher and the motivational effect his influence is having on them. When referring to a recent football match with another school (something they had not been used to before) they explained that 'when we lose we don't moan, we always get another chance - he's proud of us'.
13. There are a significant minority of pupils who find concentrating difficult and need a lot of adult support in class. The school works very hard with pupils' behaviour and it is improving. Year 6 pupils talk about behaviour having 'settled down' compared with last year, and indeed, behaviour has improved considerably since the arrival of the new headteacher. Pupils appreciate the different reward systems, and whole-school approaches to sustaining good behaviour are given a high profile. There are some pockets of very difficult behaviour from some pupils. Although they did not upset learning during the inspection, these pupils have the distinct potential and ability to be disruptive.

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	143	22	2
White – Irish	1	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	31	6	0
Mixed – White and Black African	7	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	23	0	0
Asian or Asian British – Indian	12	0	0
Asian or Asian British – Pakistani	54	0	0
Asian or Asian British – Bangladeshi	8	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	24	8	1
Black or Black British – African	92	7	1
Black or Black British – any other Black background	5	0	0
Chinese	9	0	0
Any other ethnic group	43	0	0
No ethnic group recorded	1	0	0

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

14. The headteacher took a firm stance on his arrival and excluded a high number of pupils for totally unacceptable behaviour. He made very clear his expectations regarding what would, and would not be tolerated. Since then, the use of exclusions for poor behaviour has fallen, as the quality of behaviour is improving. As such, the figures shown above are outdated. Parents at the meeting with inspectors raised some concerns about behaviour and bullying. The headteacher has deliberately raised the profile of these aspects and how they are being dealt with. There are some good systems in place to support those who feel they are being bullied, and the presence of bullying is reducing, as pupils are helped to realise why it is wrong and how they can exercise more self-control.
15. When asking older pupils about the degree of racial harmony in the school, they confirmed inspectors' feelings, that each person is respected for the differences they bring. Pupils from all different backgrounds and countries work and play well together. This is largely because of the very good way the school values pupils' cultural diversity. This multi-cultural school positively embraces and celebrates the ethnic diversity of its pupils and their heritages, helping give them a sense of identity and belonging.

16. Whatever the work completed in the classroom, there is a real effort to link it in with authors, poets, artists, musicians, etc., from western and non-western influences. Each class has focused on work connected to a different country to produce some stunning displays; for example, work from 3K about Somalia, where pupils found out their own facts about the country - such as having no written language until 1972. The importance the school places on valuing the individual is why the provision for pupils' spiritual development has improved and is now good, compared with the previous inspection, when it was unsatisfactory.
17. Pupils with special educational needs, including the small number in the unit, are properly pleased with their successes and gain in self-esteem and confidence. Very good relationships with teachers and teaching assistants make a strong contribution to pupils' personal development.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	3.3
National data	5.4	National data	0.4

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

18. Attendance has risen dramatically over the last two years, largely because of the successful work of the Learning Mentor. It is now below the national average and unsatisfactory, rather than well below, as at the time of the previous inspection. This constitutes good improvement, although, as the school rightly recognises, there is still some way to go. Attendance observances and extended holidays abroad (which the school keeps a close eye on) somewhat distort the figures to the detriment of almost one per cent.
19. Unauthorised figures have increased because the school firmly believes in the importance of accurate recording. Many parents have other priorities connected to a range of social pressures and external circumstances. Sometimes language is a barrier to parents' understanding and translators have to be used sparingly. Letting the school know why their child has been away is often low on parents' list of priorities.
20. Attendance monitoring and promotion is of a very good quality. There is some supportive work with families, which is making a difference. Examples of particularly good practice are shown in the successful weeks held to target individual year groups. For example, during SATS week (**S**chool **A**ttendance **T**rigger **S**uccess) naturally held during Year 6 statutory assessment tasks (SATs) week, there was full attendance, a first in the schools' history!
21. A minority of pupils are often late in the morning. Again, the school is continually introducing new initiatives to help encourage parents and their children. The established and much needed breakfast club is one way they are successfully getting parents and children in earlier than before. However, improving punctuality is an ongoing issue.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education, overall. Teaching is effective and leads to a good quality of learning. Curricular provision is good and the care and support given to pupils are very good. Links with the community are very good.

Teaching and learning

The overall quality of teaching and learning is good. Assessment procedures are satisfactory.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (19%)	22 (47%)	14 (30%)	2 (4%)	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.

Main strengths and weaknesses

- Teachers manage pupils' behaviour very well.
- Good relationships form a firm foundation for learning.
- Teachers plan well to meet the learning needs of all groups of pupils.
- Teaching assistants work hard and are effective. In the nursery they provide very good support.
- Most teachers have good subject knowledge. However, not enough opportunities are provided for pupils to develop speed and accuracy when applying their numeracy skills.
- Assessment information is beginning to be used well in English, and as a result standards in reading have improved. However, in religious education, ICT and the foundation subjects there are no whole-school procedures to assist teachers in raising standards.
- The new approach to marking is not yet followed consistently.

Commentary

22. Teaching was good or better in about two-thirds of the lessons observed during the inspection and was satisfactory in most others. Almost one fifth of the lessons seen were very good. This indicates a strength in the teaching and its impact upon pupils' learning. The weaknesses found in teachers' planning in the previous inspection have been addressed fully.
23. The quality of teaching and learning for pupils in the early stages of learning English as an additional language, and for pupils from minority ethnic groups, matches that found overall. Additional support staff, although limited in number, provides effective and caring support for pupils who are learning English as an additional language. Assessment procedures for pupils who speak English as an additional language are good and provide consistent information to review progress, identify problems and raise standards.
24. Teaching has a much wider influence in the school. The attitudes and values that pupils are encouraged to form are influenced in practice by the school's approach to inclusion. This starts in the Foundation Stage, where children of many different nationalities work happily together and confidence, self-esteem and independence are cultivated exceptionally well. Very successful integration of pupils with significant levels of special educational needs into lessons enhances this aspect of learning still further.
25. Other factors that make teaching effective are:
 - Teachers plan carefully to make best use of resources in order to meet the learning needs of different groups of pupils. This enables pupils to achieve well in lessons.
 - Good relationships between adults and between pupils and adults mean that a positive climate for learning is established.
26. Occasionally, in the lower juniors, a lesson is less effective: for example, when a teacher's initial expectations for learning are not reinforced successfully or when a concept is not explored sufficiently deeply. Very occasionally, management of pupils is less successful in encouraging them to settle to work. On these few occasions, pupils do not achieve as well as they should.

27. Teaching of pupils who have special educational needs is good. Good relationships and an inclusive ethos create a favourable impact, making pupils interested in the activities planned for them. Pupils benefit from very good assessment of their difficulties. Adults are aware of pupils' different learning styles so they plan and organise activities appropriately, with very good use being made of the learning mentor. Individual educational plans and appropriate interventions based on assessment information enable pupils to achieve very well in reaching the challenging targets set for them. The use of teaching assistants is good. They plan work with class teachers and guide pupils well to enable them to meet identified targets. They know pupils well and contribute effectively to monitoring their progress towards identified targets and setting new ones. Pupils helped by the Speech and Language Resource provision have Statements of Special Educational Needs and have appropriate additional support from classroom assistants. Class teachers are well informed about the special needs of their pupils and they take an active part in devising appropriate methods for teaching pupils and devising independent education plans. There is very good liaison between teachers and the special educational needs team in planning support for pupils.

Assessment

28. The school is fast developing its approach to collecting assessment data and the use made of the information. Throughout the school, teachers have begun to monitor and record carefully pupils' progress in reading and writing using a range of formal and informal procedures. As a result, teachers know their pupils well and share this information with classroom assistants so that all adults work effectively as a team to raise standards. The school is conscientious in analysing assessment information and making sure that the progress of all pupils is monitored, including that of those who have just joined the school, with appropriate targets set for them in English and mathematics. However, there are no systems in place in religious education, ICT and foundation subjects. In most subjects there is little or no active involvement by pupils in target-setting.
29. A strength of the school is its inclusive approach to education for all pupils and this is particularly evident in the use now being made of assessment data to give individual or groups of children extra support to help them achieve well in reading. Those pupils within the main part of the school who have special educational needs benefit from good assessment of their difficulties. Adults are aware of pupils' different learning styles so they plan and organise activities appropriately. Individual educational plans and appropriate strategies for support, based on assessment information, enable pupils who have special educational needs to achieve well.
30. The identification and assessment of pupils with special needs are good. Procedures to improve systems to identify pupils with special needs have been introduced this year. Good use is made of assessment information to plan future work for pupils. A few of these are not sufficiently short term to be fully effective. Pupils' progress is reviewed formally at least three times a year, and much more frequently at informal meetings between class teachers and specialist staff and at team meetings. Appropriate action is taken to ensure that pupils are well supported and provided for.
31. The school has recently revised its marking policy. The lack of an effective policy was an issue in the previous inspection and the approach adopted as a response to this issue has recently been refined by the headteacher. However, overall marking does not help pupils to understand what they are doing and help them to improve.

The curriculum

The school provides a good curriculum of sufficient breadth and balance to meet the needs of the pupils and the requirements of the National Curriculum. Opportunities for enrichment are good, through effective use of visits and visitors and a broad range of out-of-school activities. Accommodation is good and resources are satisfactory and are used effectively.

Main strengths and weaknesses

- The school provides a good, well-balanced curriculum, overall.
- A good range of extra-curricular activities enriches the curriculum.
- There is good provision for pupils with special educational needs and for those for whom English is an additional language.
- Good links between subjects make learning more interesting and relevant to pupils.
- Accommodation is good and provides a good setting in which to learn.
- More mental recall work is needed in mathematics.
- There is some lack of breadth in information and communication technology and geography.

Commentary

32. The school provides a good, broad and balanced curriculum that meets the needs of pupils effectively in all areas of the National Curriculum, personal, social and health education and citizenship, religious education and for children in the Foundation Stage.
33. Pupils for whom English is an additional language and pupils from minority ethnic groups, have access to the same curriculum as other pupils and to all areas of the school's activities.
34. The school makes good provision for all pupils with special educational needs. All pupils are highly and equally valued. This illustrates the strong commitment of the headteacher and the special educational needs team to supporting the progress of pupils identified as having special needs. Teachers and classroom assistants work closely together to provide appropriately for pupils and monitor their progress carefully. The language support unit has been developed successfully as a means of helping pupils assessed as having a language disorder. Pupils are very well integrated into mainstream lessons and have full access to the National Curriculum as well as additional support from teaching assistants and specialist teachers. The proportion of pupils identified as having special educational needs is average compared with national figures. More pupils are now being provided with appropriate additional support because of recently improved procedures for identifying their special needs at an early stage.
35. Pupils achieve well in most subjects, though there is a lack of breadth in information and communication technology and geography. Pupils need more opportunities to develop and make use of their numeracy skills in mathematics. Good examples were seen of effective use of topics and of good links between subjects, which helps make the teaching more interesting and relevant to the pupils. For example, reference was made to a religious education visit during a Year 1 music lesson. There are good opportunities for pupils to write extensively in subjects other than English and this is helping to raise writing standards.
36. The curriculum is well supported by a broad range of well-planned visits, such as the Year 1 visit to a Hindu temple and the Year 6 visit to the Urbis Centre. The curriculum is also enhanced by a good range of extra-curricular and sporting activities, such as African drumming, drama, computer club and a wide range of sporting activities and competitions including football, dance, netball, basketball, badminton and tag-rugby.
37. Accommodation and resources are satisfactory, overall. The site manager is highly effective in ensuring that litter, broken glass and graffiti is dealt with quickly, so ensuring a safe learning environment for all. Although some of the classrooms are a little cramped, accommodation is good and great efforts are being made to improve them and make them more attractive. Information and communication technology facilities are satisfactory, with a well-equipped suite and a supplementary room where effective use is made of lower grade computers. The library is spacious and well placed and a great improvement on the previous situation, though the range of books needs extending. The two halls and outdoor facilities are good and the nursery accommodation is good.

38. Human resources are good. The dedicated team of teachers is well-matched to the needs of the curriculum. Well-trained and deployed teaching assistants support teachers and pupils effectively and their commitment and expertise make a significant contribution to the good provision provided by the school.

Care, guidance and support

Arrangements to ensure pupils' care and welfare are very good. The school provides pupils with a good level of support, advice, and guidance. There is a good level of involvement through seeking, valuing and acting upon their views.

Main strengths and weaknesses

- Pupils receive very strong pastoral support.
- The many pupils moving into the school during term-time are soon made to feel welcome and put at ease.
- Pupils do not receive enough guidance about how they can improve their work.
- The school council, in the decisions it makes, is improving the quality of pupils' experiences, especially at play-times.

Commentary

39. The care pupils receive is of high quality. School is a place pupils look forward to, where they feel safe and secure and where adults listen and make time for them if they need to talk. Extras, like the breakfast club and the availability of someone to help them with their behaviour and to talk over issues that are worrying them, helps to ensure that their many welfare and care needs are attended to. This means that pupils are enabled to get the most out of their education. Local authority services provide good support for pupils with English as an additional language. The school has good links with the communities of the various minority ethnic groups in the school.
40. The school copes well with new families who are continually coming into school. Each family is met individually to go through procedures and pupils are good at helping new children settle in, because their teachers encourage them to be friendly and helpful. Child protection procedures are well understood and high profile. There is an appropriate level of health and safety understanding, and the school is constantly mindful of striking a reasonable balance regarding daily routines.
41. The academic guidance pupils receive, especially through comments teachers write in their books, does not provide them with enough advice on how their work can be improved. The use of targets for pupils is generally limited and, therefore, a significant proportion of pupils are missing the chance to understand what they need to get better at and how to do it.
42. There is a really busy school council that regularly brings items to the headteachers' attention. Members see that things are changing for the better and that they are listened to. There is a long list of their achievements, but councillors are particularly pleased with the improvements to the toilets and to their playground equipment, especially being able to play football each day. The school council is working well and provision is good. However, at the moment, younger pupils are not involved.

Partnership with parents, other schools and the community

The partnership with parents is good, overall. Community links and relationships with educational establishments are also good.

Main strengths and weaknesses

- Parents are very happy with the school and it is popular.
- The school is good at responding to the needs of parents.

- The work the learning mentor undertakes with parents is valuable in establishing links and breaking down barriers.
- The school is a positive focal point in the community.
- Relationships with other educational establishments have greatly aided school improvement.

Commentary

43. Parents are very happy with the school and it is a very popular choice and oversubscribed.
44. The school has to be innovative, responsive and yet sensitive in the way it approaches parents and encourages them in. It is succeeding in this and relationships are developing well, as a result. Many parents are wary of the school and are unwilling, or lack the confidence, to get involved in educational matters. However, it is very encouraging that there are now parents who want to set up a Parents' fund-raising group, with the schools' full support.
45. The role of the learning mentor in working with parents, is crucial in helping to break down barriers. Parents often feel more at home talking to her than to others and she is an easily accessible source of advice and support on matters connected with the education and welfare of their child.
46. Parent's courses held in school, in liaison with the adult education college, (in ICT, first aid and parenting skills) have been very well received. The headteacher and learning mentor make good use of home visits, if they think it the best way to talk with parents. The very new partnership with Sure Start [a government initiative to help pupils below school age] is seen as critical in helping the youngest pupils and their families get the best of their time in school.
47. The schools' role as a positive focal point in the community it serves is strong. There are good links with local churches, whose ministers visit for assemblies. Local shops donate attendance prizes and offer some sponsorship. The school uses local community members well to influence custom and practice in areas where straightforward messages would not be well received. This is where the sensitivity shown in the schools' relationships brings rewards.
48. The school has been a beneficiary of expertise and the sharing of good practice from the local education authority, over the last couple of years. This is an additional reason why standards are improving. A link with a Beacon school has seen the establishment of the now successful school council. The programme that supports pupils who transfer to secondary school is strong and there is regular liaison between all parties.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good, overall. Leadership of the school is good, with the leadership of the headteacher being very good. Management of the school is good. Governance of the school is satisfactory, with some significant strengths.

Main strengths and weaknesses

- The headteacher with the very good support of the assistant headteachers gives the school a strong educational direction and is determined to raise standards.
- The role of curriculum co-ordinators is underdeveloped.
- The staff is highly committed to the school's success.
- The ethos for leaning is good.
- The school's self-evaluation procedures are good.

Commentary

49. The leadership and management of the headteacher are very good. He has been in post for only two years, but in this relatively short period of time with the strong support of the assistant

headteachers has been very successful in bringing about significant improvements in standards and in the quality of education pupils receive. The local education authority [LEA] consider the school to have really moved on under his leadership. There is a shared sense of purpose and a determination to make the school successful for the sake of all. The success of this approach can be seen in the school's good ethos and in the good achievement of its pupils in most subjects. For example, standards in reading have improved significantly throughout the school.

50. Under the headteacher's 'high profile' leadership pupils know what is expected of them and respond accordingly. As a result, behaviour is good and relationships very good. The school provides equally for all pupils, whatever their attainment, race or background, in keeping with its mission statement 'We want Wilbraham Primary School to be a happy, caring place where everyone is successful and proud of their achievements'.
51. Overall leadership and management are good. The headteacher has created a committed and enthusiastic senior management team that is supportive and makes an effective contribution to the management of the school. Management systems are good, overall, and the school runs smoothly on a day-to-day basis. However, procedures for involving co-ordinators in monitoring and evaluating standards and the quality of teaching and learning in their subjects are underdeveloped. Though they review their areas annually and produce action plans, more needs to be done so that they can get a clearer picture and understanding of the strengths and weaknesses in provision.
52. Since the previous inspection, satisfactory improvements have been made in addressing most of the Key Issues. Though standards in English, mathematics and science have improved, more still needs to be done in ICT to ensure that pupils reach their potential. The school's procedures for self-evaluation are now good. The headteacher has conducted a full audit of the school, evaluated its strengths and weaknesses, and given clear direction in terms of how the school can improve. Firm action is being taken to raise the achievement of all pupils and to overcome the barriers to learning presented by pupils with very low levels of attainment when they first start school. The action to be taken is prioritised in the current school improvement plan, which is well organised and detailed. The school's performance against schools nationally and against similar schools is checked carefully, and challenging but realistic targets are set.
53. The governance of the school is satisfactory. Governors share a common vision and support the headteacher and staff well as they strive to improve the learning opportunities for all the pupils. An appropriate committee structure has been established and governors have a good knowledge of the school's strengths and weaknesses from the regular and detailed reports that they receive from the headteacher. Governors feel they are now involved far more in the life of the school. As such, they are beginning to be more effective in taking on the role of critical friend.
54. The leadership and management of special educational needs is good, overall. Special needs staff work together exceptionally well as a team. They carry out identified responsibilities conscientiously and show determination to enable pupils to make the progress of which they are capable. Staff who are funded by the LEA are an integral part of the team and all staff benefit from the sharing of experience and good practice. The team is led efficiently and effectively by the recently appointed co-ordinator. Much of the day-to-day management of the department is ably managed by the specialist teacher, who also plays a major role in liaising with class teachers. Teaching assistants make an effective contribution to the learning and personal development of pupils through their good planning and teaching skills. Although practice reflects up-to-date knowledge of providing for pupils with special needs, the current written policy is out of date.
55. Provision for pupils in the speech and language unit is successfully integrated within the overall provision. The co-ordinator for Diversity and Inclusion has oversight of these pupils and is

responsible for assessing their needs and monitoring their progress. Because of the good team spirit that prevails, expertise is being passed successfully to, and used by, other

staff. This is also true of the management of pupils with behavioural difficulties, which is co-ordinated by a teacher seconded to the school. The result is a fully integrated department that benefits pupils with continuing special needs and those who have short-term difficulties.

56. The co-ordination of provision for English as an additional language and for ethnic minority achievement is good. The co-ordinator has been in post only a short time. She has shown good leadership and management in ensuring that teaching assistants are well trained and well deployed, and in identifying sensible priorities for further development
57. The management of the nursery and reception classes is very good. Good improvements have been made since the previous inspection and planning in the reception classes now meets national requirements. The co-ordinator ensures that teachers and teaching assistants work closely as a team and that provision matches the differing needs of the children, including those from minority ethnic groups and those with special educational needs.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,374,420	Balance from previous year	-10,502
Total expenditure	1,367,995	Balance carried forward to the next	-4,077
Expenditure per pupil	3,007		

58. Financial management and control are good. Over the last few years the school has worked hard to address a large deficit in the budget. The competent administrative staff ensure that the budget is carefully monitored. They work very carefully with the local education authority's finance officer and provide the governing body with regular up-to-date reports. There has not been a recent financial audit. Good procedures are in place to ensure that services and resources provide good value for money and match educational priorities.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The children's level of attainment when they start in nursery is very low particularly in language, mathematical and social skills. Overall, the quality of teaching in the Foundation Stage (nursery and reception classes) is good, and as a result children achieve well. However, most of the children are unlikely to attain the early learning goals in most areas of learning by the time they leave the reception classes.

The Foundation Stage curriculum is managed very well. There have been good improvements in the provision since the last inspection, when planning in the reception class was judged not to be meeting national requirements. Planning is now effective and shared between the nursery and reception classes so there is good progression in the development of children's skills. The activities, which are led by teachers in the reception classes and a team of competent teaching assistants in the nursery, are well organised and prepared.

Staff form very good relationships with the children, building up the children's self-esteem and confidence. Learning is assessed regularly and children's achievements are recorded efficiently and the information used well to plan the next steps in learning. Parents are made to feel very welcome in school so that children feel secure and are able to settle in calmly and happily. Consequently, the children come into school confidently and ready to learn.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because staff have high expectations.
- There are very good relationships between children and adults.
- Children's attitudes to learning are good; they are interested and involved in activities.
- Children learn respect for other cultures and faiths.

Commentary

59. Children achieve very well in their personal, social and emotional development because teaching is very good. This area of learning has a high profile and staff plan activities successfully together to promote personal, social and emotional development in all areas of learning. As a result, most children are on course to attain the standards expected by the end of their reception year. They quickly get to know regular routines. For example, when children enter the nursery at the start of the morning session, they confidently remove their name tag from a coat hanger and sign themselves in. Staff provide good role models for the children by treating them patiently and with respect, so that children learn how to behave. They have high expectations that children learn what is right and what is wrong and children respond appropriately. Snack times are social occasions when children are taught to say "please" and "thank you". Children are interested and involved in the wide variety of activities on offer and learn to make choices. Teachers and teaching assistants have very good relationships with the children. A strong feature of this area is the respect that children are learning for a variety of cultures and beliefs. Every child is valued and learns that his/her feelings are respected. Children with special educational needs are included effectively in the activities. Staff achieve a good balance between directed activities and child-initiated activities, so that children are taught skills and also given opportunities to consolidate their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well, overall.
- Teaching assistants make a significant contribution to learning.
- Reading areas in the reception classes are not well organised.

Commentary

60. Attainment on entry is very low but good teaching, overall, enables the children to achieve well. When children start in the nursery a small number have speech problems and are not confident in communicating their ideas. A high priority is given to developing children's speaking and listening skills. Teaching assistants work very well with small groups to promote the use of children's language as well as their understanding. As a result, children make very good progress and achieve very well in these aspects. Higher-attaining children are confident and initiate conversation. For example, one child who hardly spoke at all when he first started school came up to one of the inspectors and asked, "What are you writing about?" and "Where is that other man?" In both the nursery and reception classes, group times are used well to extend the children's ideas. Children enjoy listening to stories and poems such as 'The Wheels on the Bus'.
61. Throughout the Foundation Stage, appropriate emphasis is placed on well-planned activities to develop reading skills as children learn the elements of a story and the nature of books. Teachers and classroom assistants successfully help children to recognise the sounds associated with the letters and the most common words used in the school's reading scheme. By the end of reception, higher-attaining children can read simple sentences. They make good use of picture cues and their knowledge of letter sounds to make sense of unfamiliar words. The average and lower-attaining children have not yet acquired these skills. Children enjoy books but the reading corners in the two reception classes are not well organised or attractive areas where children can sit and look at a book.
62. From the moment they start school in the nursery, children are encouraged to write by making marks on paper. By the end of reception a small minority write recognisable letters and create their own simple sentences such as 'It is me runen (running)'. Though children make good progress and achieve well in developing their reading and writing skills during the Foundation Stage the majority are still working well below expectations by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The children are taught basic number skills well.
- Mathematical learning is based on well-planned practical activities.

Commentary

63. The children's attainment is well below the expected level by the time they enter Year 1 but achievement in mathematics is good. Teaching is effective and children are provided with an appropriate range of practical activities to develop their number skills. As a result, all children, including those at an early stage of learning to speak English, make good progress. For example, they recognise and name shapes in everyday objects such as a *die* or an *ice cream*

cone. Lower-attaining children in the nursery are taken on walks and shown common shapes in the school grounds. They recognise the spoken names of numbers and enjoy songs such as ‘Five little Children in a Flying Saucer.’ In reception, one very able child answered that “A square has four corners and four sides which are all equal.” A strong emphasis is placed on learning numbers and mathematical vocabulary. For example, children were observed making sandcastles using cubes, cuboids and cylinders as moulds.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Interesting activities excite children’s natural curiosity.
- Children build and construct with a range of materials.
- A strong feature of the school is the integration of a variety of cultures into the life of the school and this process starts effectively in the nursery.

Commentary

64. Most children have only a limited experience of the world around them when they first come into the nursery. As a result of good teaching, children achieve well but standards of attainment are below expectations by the time children start in Year 1. In the nursery they observe the environment and how it changes by recording the weather on a daily basis. Role-play activities such as being at ‘Manchester Airport’ are very effective in helping children to learn about the world of work. The children have a wide range of construction toys, which they use effectively to initiate their own learning. They build and create designs from bricks and commercially produced materials. Children in reception have made models of the different buildings found in their immediate neighbourhood, such as the police station. Computers are available in the classrooms and the children enjoy using them in independent learning sessions. They know that the ‘mouse’ is used to give instructions or to change images on the screen. Through interesting activities, the children learn about traditions and cultures such as the festival of Eid.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are taught skills effectively and have experience of using a range of equipment.
- Children learn to control their movements well.
- The outside play area is in need of further development.

Commentary

65. Children’s achievement in the area of physical development is very good and standards of attainment are in line with expectations, as they were at the time of the previous inspection. Teaching is good. Nursery children have daily opportunities to utilise their skills in climbing, crawling and controlling wheeled vehicles in their purpose-built play area, which, though adequate, is in need of some refurbishment. They pedal bikes fast, turn corners successfully and avoid bumping into each other, showing respect for other people’s space. Reception children make some use this area, but overall opportunities for them to extend their skills are limited because of the lack of appropriate equipment. Good use is made of the school hall to develop their physical skills. For example, in a dance lesson, children followed instructions very well and learned to control their movements successfully. As a result of such activities,

children learn to move with growing confidence and are beginning to understand the effects of physical activities on the heart as they notice that their hearts beat faster after their dance lesson. Staff provide children with appropriate opportunities to use a selection of simple tools and small equipment to develop their fine manipulative skills which as a result of these experiences are broadly average.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are good opportunities for children to develop their skills.
- Children are developing their imagination well.

Commentary

66. Teaching in this area of learning is good and children achieve well. However, the overall standards of attainment are below the expected level. Role-play contributes successfully in helping the children to use their imagination and express their thoughts. In the 'Airport', children develop their imagination and use language creatively. Displays show that they have the opportunity to draw their own pictures. They are taught techniques and skills well, such as when using different shapes and colours to produce pictures in the style of Wassily Kandinsky. Children are well supported by all members of staff so that they receive individual attention when necessary. This has a very positive impact on the quality of learning. Examples of music being taught were less in evidence. However, the children in a reception class played well with percussion instruments during one lesson. They enjoyed playing the part of the conductor and directing the orchestra.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English across the school is **good**.

Main strengths and weaknesses:

- The good strategies implemented are beginning to raise standards across the school, especially in reading.
- The good quality of teaching enables all pupils to learn well and make good progress.
- All pupils achieve well.
- The co-ordinator's role is still underdeveloped, especially in the area of monitoring teaching and standards in the school.
- The library is under-resourced.

Commentary

67. Results of the most recent standard attainment tests indicate that pupils at age seven and eleven, achieved well below national averages in both reading and writing. Attainment in English was well below the national average in Year 6.
68. Lesson observations and analysis of pupils' work during this inspection show that pupils enter Year 1 with well below average standards but make good progress. By the end of Year 2, overall standards remain well below the expected level, except in reading where standards are higher but still below the expected level. By the end of Year 6, standards are still below the

expected level, overall, but this is a significant improvement on previous years' results. Pupils with special educational needs make good progress. Those pupils for whom English is an additional language are supported well and all make good progress. Most pupils achieve well.

69. Most pupils enter the school with poor listening and speaking skills. Teachers develop these skills well through discussion, effective question and answer sessions and getting pupils to discuss with each other. A good example of this was seen in a Year 3 religious education lesson, where the use of poetry, talking partners, class discussion and presentations supported and developed speaking and listening well. Although many still lack breadth of vocabulary, Year 6 pupils are much more confident speakers.
70. The school has put into place a number of strategies to improve reading and there is evidence that these are raising standards. The parents are encouraged to support reading. For example, and the attractive corridor display, 'How to help your child to read' gives some practical and useful advice. Attitudes to reading are positive through the school, with most pupils spoken to saying that they enjoy reading and read regularly both at home and at school. Some pupils commented on the lack of suitable books 'on interesting things'. The school is aware of the need to extend the range of fiction and it is part of the action plan. Year 2 pupils use a range of skills, such as phonics and picture cues, to help them. Wider book skills are about average and most can explain what is meant by 'author', 'contents' 'fiction' and 'non-fiction', though there is some confusion sometimes. By Year 6, pupils demonstrate competently how to use the contents page and index to help research. They sometimes use books and the Internet to help them in school projects. A few of the pupils spoken to are members of, and use, their local library.
71. Writing is improving. Regular attention is paid to handwriting and presentation is sound and often good. Pupils are given regular opportunities to improve their writing through a range of topics. Some good examples are well presented in displays around the school, such as the Year 6 book blurbs and work on Shakespeare and the Year 3 display about A. A. Milne and Dr Zeuss.
72. Teaching is good, overall, with no unsatisfactory teaching being seen and some very good lessons being observed. This good teaching, supported well by effective teaching assistants, enables most pupils to achieve well. The good relationship between the staff and the pupils helps staff to motivate pupils well. These relationships and the positive attitudes they help create make for a good learning environment. Teachers manage pupils well and have high expectations of behaviour. Work is well targeted to the needs of individual pupils and groups of pupils. Pupils with special educational needs are well supported to achieve the targets set for them. Pupils who are learning to speak English as an additional language make good progress and achieve well. Assessment is good and there are good procedures for tracking how well pupils are progressing. The effective tracking of reading in particular has helped to ensure good progress.
73. Leadership and management are satisfactory. The subject co-ordinator has a clear view of the strengths of English through the school and the action plan reflects an awareness of what needs to be developed. His role is still underdeveloped because there is insufficient monitoring of teaching and learning. Resources are generally satisfactory but there is a need to extend the range of books in the school library and to provide more, and sometimes more stimulating, fiction books in classrooms

Language and literacy across the curriculum

74. Opportunities are missed for pupils to develop their literacy skills in religious education. Pupils enjoy looking for information in history using the Internet, and they word process some of their work. However, ICT skills are not used well.

MATHEMATICS

Provision in mathematics is **satisfactory**, overall.

Main strengths and weaknesses

- Standards are well below average in problem-solving and pupils lack speed and accuracy in this aspect.
- Teaching and learning are good, overall, across the school.
- Occasionally unsatisfactory class management results in a small number of pupils not making the progress they should.
- The subject co-ordinator has produced a very good action plan to improve standards in the subject.

Commentary

75. The results of the 2003 national tests were in the bottom five per cent in the country compared with all schools and well below average when compared with similar schools. Inspection findings show that standards this year have improved but remain well below average, with achievement being good, overall. This improvement is due to teaching being better organised and satisfactory use being made of assessment and data analysis in order to provide work that matches closely pupils' learning needs. However, pupils lack confidence in solving practical mathematical problems, for example, when carrying out money calculations. As a result, they make simple mistakes and the speed with which they carry out calculations is too slow. An example of the type of mistake pupils make is when one group of pupils worked out the perimeter of a rectangle when asked to work out its area. When prompted, they realised their mistake and came up with the correct answer.
76. Most pupils achieve well, particularly when teachers have clear and high expectations for all groups of pupils. Pupils with special educational needs achieve well through the effective support of the teaching assistants. Those pupils who are learning to speak English as an additional language also make good progress, as was witnessed in one lesson when a group of Arabic-speaking pupils had the good support of a bilingual assistant. Most teachers provide challenging work or specific time-scales that encourage pupils to maintain their concentration and try their best. This results in good achievement. However, in some classes, more challenging calculations could be set for higher-attaining pupils in the first part of the numeracy lessons.
77. In Year 2, pupils understand the principles of place value and repeated addition but are slow at applying these skills when solving problems. For example, most pupils can work out the answer to 5 times 3 but are less certain when asked to solve the same problem shown in a sentence. In Year 6, pupils are able to conduct investigations associated with using numbers to two decimal places and apply their knowledge of inverse operations well. However, most pupils do not demonstrate speed and accuracy in carrying out mental calculations. The small group of more able mathematicians use their knowledge well, as when asked to work out what change would be left from £1,800 after paying for flights to Portugal, car hire and food to watch England in the European Football championships, taking place during the week of the inspection. Both Year 6 teachers strive to make learning relevant to pupils' everyday experiences. Most pupils convert fractions into decimals and, with some adult prompting, work out the perimeter and area of given shapes.
78. The quality of teaching and learning is good, overall. There is particularly good-quality teaching in Years 1 and 2. In one Year 2 class, observed during the inspection, a strong combination of very good teaching methods and good pupil attitudes is leading to higher standards. Teachers have a good knowledge and understanding of the subject and question keenly to encourage pupils to think a problem through. In the best lessons, teachers are highly skilled in targeting questions at specific pupils in order to challenge all levels of attainment. However, some

teachers are less effective in promoting understanding by setting their pupils practical problems that involve using their knowledge of number and other mathematical concepts.

79. Occasionally, teachers do not reinforce their initial expectations well enough and weaknesses in class management skills result in a small number of pupils wasting time. In these circumstances, which are in the minority, the overall level of pupils' learning and achievement is reduced. For example, in one lesson the fact that a group of pupils were persistently making the same kind of basic mistake was not picked up and rectified.
80. The subject co-ordinator is knowledgeable and enthusiastic. She provides satisfactory leadership, but has not had the opportunity to monitor standards to check on the teaching in classes other than her own. This aspect of the co-ordinators role was mentioned as in need of improvement in the previous inspection. The co-ordinator is beginning formally to analyse strengths and weaknesses across the subject. For example, pupils' subtraction skills have been highlighted for improvement next year.

Mathematics across the curriculum

81. Overall, satisfactory use is made of mathematics to support other areas of the curriculum. Good links are made with the science curriculum, with graphs and charts used soundly in science work. However, only limited use is made of mathematics in relation to the development of ICT skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Although still below average, standards are rising.
- Teaching is good and has improved since the previous inspection.
- Standards are affected adversely by the above average numbers of pupils who leave and join the school.
- Pupils show a good attitude to work and behave well in lessons.
- Leadership and management of the subject are good.
- The use of marking to show pupils how they can improve is inconsistent.

Commentary

82. In 2003, national test results at the end of Year 2 and the end of Year 6 were very low when compared with national averages.
83. Inspection evidence indicates that standards are well below average at the end of Year 2 and below average at the end of Year 6. There are no differences in attainment across the four aspects of the subject. Improvements in teaching are now showing dividends in terms of a stronger recent rise in standards. Taking into account pupils' attainment on entry, and the high level of pupils entering and leaving the school, this means that pupils achieve well. There are no differences in achievement between boys and girls. Pupils with special educational needs and pupils from the various ethnic groups in the school achieve as well as the rest of the school.
84. Teaching and learning are good, overall, and have improved since the previous inspection. Planning for lessons is thorough and practical management aspects of lessons are carefully thought out. Pupils show interest in science and have good attitudes to work. Pupils' work is marked and corrected but written comments rarely provide pointers for improvement. The subject makes a good contribution to pupils' literacy and numeracy development. Numeracy

development was reported as poor at the previous inspection. During the inspection, one lesson was observed where teaching was unsatisfactory. In this lesson, the teacher over-estimated pupils' competence with computers, and tasks were set that a number found too difficult. In general, teachers control their classes well. As a result, pupils behave well in lessons. The use of ICT to enhance and enrich the curriculum is unsatisfactory. This was reported as unsatisfactory previously. There are good procedures in place to track pupils' progress and attainment. The use of that data to help pupils improve their work and to set targets is inconsistent.

85. Resources were of poor quality at the time of the previous inspection and have shown considerable improvement. The role of the subject co-ordinator was not well developed at that time. Subject co-ordination is now good. The co-ordinator has shown good leadership and management in helping to improve teaching and in ensuring that a cohesive and well-planned scheme of work is being followed. The subject has made very good progress since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**, overall.

Main strengths and weaknesses

- Pupils' standards of attainment are well below those found in most schools.
- The ICT suite is used well by most teachers to develop pupils' skills.
- Some teachers lack confidence in teaching the subject and teaching is unsatisfactory, overall. ICT is not used effectively to support learning in mathematics or science.
- The leadership and management of the subject is unsatisfactory. There is no whole-school approach to assessing and recording pupils' skills.

Commentary

86. By the end of Years 2 and 6 standards are well below those found in most schools and all pupils, including those with special educational needs and those learning English as an additional language, are not achieving as well as they should. These judgements are similar to those made at the time of the previous inspection.
87. The majority of pupils in Years 1 and 2 have only a limited range of skills and experience. Higher-attaining pupils in Year 2 log on to the network competently, retrieve stored work and help others who are having difficulty. They have reached the expected standard with regards to word processing and communicating ideas graphically. Lower-attaining pupils perform basic tasks, such as manipulating the mouse accurately and typing simple sentences directly to screen. By the end of Year 6, pupils have average word-processing skills and can create simple multi-media presentations. Though pupils combine words and graphics, and use the Internet to research specific topics, most are not sufficiently competent in the use of control technology.
88. There is evidence that standards are improving. The school has recently fitted out a new computer suite with the most up-to-date equipment. Most teachers are now making good use of it to introduce new programs and skills. For example, during the inspection, pupils in a Year 3 class learnt how to create a text box and how to import a picture into it. They made good progress because the teacher made effective use of the projection facilities in the ICT suite to demonstrate and explain what to do. However, the quality of teaching is unsatisfactory, overall, because pupils' skills are not being developed systematically as they move through the school. Some staff lack confidence teaching the subject and would welcome more training.
89. The co-ordinator has provided support for staff on a day-to-day basis but has not observed colleagues to help gauge the quality of teaching and learning throughout the school. There are

no consistently applied procedures for assessing and recording the development of pupils' skills. Consequently, the activities the teachers plan do not build sufficiently on pupils' past achievements and the skills they have developed. Resources have improved significantly recently and are satisfactory overall, but the school does not have sufficient sensing or control equipment for pupils to use computers to command things to happen.

Information and communication technology across the curriculum

90. ICT skills are not used well in other subjects. Word-processing software is used soundly to present work in an eye-catching way and pupils are provided with appropriate opportunities to research information for other subjects, such as history. Good use is made of paint programs in art, but there is little evidence of ICT being used effectively in science or mathematics.

HUMANITIES

91. Because of inspection and timetable arrangements, it was possible to observe only one lesson in geography and one in history. It is not possible to make judgements on overall provision or on teaching and learning.
92. Pupils work in **geography** indicates that standards are well below average at the end of Year 2 and the end of Year 6. This is mainly because insufficient time is given to teaching the subject. Pupils' achievement is unsatisfactory as a result. Pupils show a good attitude to work and take care over presentation of it. Work is marked and corrected but teachers make limited use of marking as a means of giving pupils advice about how they can improve. A satisfactory scheme of work is in place, but too little time is allocated for it to be implemented. Progress since the previous inspection has been unsatisfactory.
93. Standards of attainment in **history** are well below average at the end of Year 2 and below average at the end of Year 6. Analysis of pupils work indicates that they achieve well. Pupils take care over the presentation of their work. As in geography, work is marked and corrected but the use of marking to help raise standards is limited. The curriculum and scheme of work are satisfactory. The co-ordination of the subject is satisfactory.

RELIGIOUS EDUCATION

Provision in religious education is **good**, overall.

Main strengths and weaknesses

- Pupils achieve well and, by the end of Year 2 and Year 6, standards are at the expected levels.
- Good links to other subjects increase the subject's relevance and meaning for pupils.
- Pupils have good opportunities to build up understanding of world faiths. This knowledge helps to promote good attitudes and makes a valuable contribution to the school's highly successful approach to inclusion.
- Sometimes, opportunities for pupils to develop and use their writing skills are missed, especially for higher-attaining pupils.

Commentary

94. The standards noted in the previous inspection have been maintained. By the end of Year 2 and Year 6, pupils have a sound grasp of world faiths. Pupils whose first language is not English take a full part in lessons, as do those with special educational needs, and make the same progress as other pupils. The school makes good use of the fact that its pupils represent many different faiths by involving them fully in lessons and allowing them to share their knowledge with others.

95. Opportunities are taken to visit places of worship. Pupils can identify religious practices and ceremonies well. They know about the stories that Jesus told and about key events in his life. However, in some classes, opportunities are missed for pupils to use their writing skills following up work done in lessons. Tasks are sometimes limited to filling in the answers on worksheets or to drawing pictures. This is especially so for higher-attaining pupils. However, there are some isolated examples of writing being used well. In Year 4, as part of a topic on 'People who guide me', a child wrote, '*The person who has guided me the most is my mum.*' Discussions held with pupils demonstrate clearly that they enjoy lessons and appreciate the opportunities to find out about world religions.
96. It was not possible to make any overall judgement about teaching in Years 1 and 2. Teaching in Years 3 to 6 is good, overall. Most teachers use a variety of original ways of linking key ideas to their pupils' everyday experiences and plan creatively in order to make the introduction to lessons interesting. For example, in a very good lesson in a Year 3, pupils were motivated very well by listening to poems about Guru Nanak during a topic on Sikhism. With their *talking partners* they discussed what the poems were about. As a result, pupils were receptive to key ideas and made good gains in learning. The teacher demonstrated the school's commitment to equal opportunity very well by asking a pupil who was a Muslim and another pupil who was a Christian to contribute their ideas to the discussion. In another Year 3 class, pupils demonstrated a remarkable knowledge of the importance of the 5 Ks to Sikhs.
97. The co-ordinator is an experienced teacher but new in post. She is aware of the need to improve monitoring and evaluation in the subject. She has audited resources, updated the policy and produced a clear action plan. Good links are made to other subjects so that pupils begin to understand the significance of religion and culture in relation to time and place. Teachers make good use of local resources, such as the neighbouring Christian Church and a Hindu temple, so that pupils come to understand the symbolism of features of worship and religious artefacts. A school governor, who is also a minister of religion and an ex-pupil, contributes his expertise well to the subject. Religious education contributes very well to pupils' personal development, including their moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The subjects of design and technology, music and physical education were only sampled and therefore no secure judgements can be made on standards or achievements.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6 and pupils achieve very well.
- Good links are made with other subjects and visits to galleries enrich the curriculum.
- Pupils' work is not assessed to ensure skill development.
- The leadership and management of the subject are good.

Commentary

98. Pupils' attainment is similar to that found in most schools in Year 2 and achievement is good. The standard of work produced by pupils in Year 6 is above nationally expected levels and achievement is very good. These judgements are an improvement on those made at the time of the last inspection, when standards by the end of Year 6 were found to be average.
99. Pupils in Year 2 have produced satisfactory observational drawings of natural objects, such as shells, starfish and driftwood. Some of the sketches show a good eye for detail. Pupils in

Year 1 have studied the work of Barbara Hepworth and created their own good quality 'sculptures' using stone or cardboard, sprayed silver to look like steel. In Years 3 to 6, a significant number of pupils produce work of a particularly high standard and the good range of techniques that they learn to use by the time they leave school can be seen in the displays of their work along the corridors. For example, very effective work in the style of Andy Warhol's portrait of Marilyn Monroe can be seen in Year 6. Pupils in Year 3 have recently produced some outstanding work as a result of their involvement in the 'Manchester Arts Initiative', which has contributed to their very good achievement. They have created very colourful collages depicting their own personality.

100. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers' knowledge and understanding of the subject are secure and they use a variety of methods to challenge the pupils. For example, in a good lesson taken by the art co-ordinator, effective use was made of ICT to enable the pupils to design their own friendship patterns. A strength of the teaching throughout the school is the very good use made of the works of a wide variety of famous artists to stimulate pupils' interest and also to give them an insight into the use of different techniques. Good cross-curricular links are sometimes made with literacy. For example, one pupil in Year 1 wrote, 'Barbara Hepworth made big and small sculptures.' Visits to galleries, and workshops taken by specialists, provide opportunities for further curricular enrichment.
101. The subject is well led and managed by an enthusiastic co-ordinator, who has a good knowledge and understanding of the subject. She monitors teachers' plans and pupils' work but has not yet had the opportunity to observe colleagues in the classroom.
102. Insufficient evidence was obtained to make secure judgements about standards or the quality of teaching and learning in **design and technology**. Teacher's planning indicates that, throughout the school, pupils are introduced to the full design and make process. They draw pictures for their designs before making them but there is no evidence of any evaluation of the completed work taking place.
103. The work on display shows that pupils cover an appropriate range of work but that skills are not being developed systematically. Pupils in Year 4 have made some purses out of material and have decorated them, whilst pupils in Year 6 have designed a pair of slippers and made them out of paper. There is currently no permanent co-ordinator. The curriculum is suitably planned, using national guidelines, and there are sufficient resources.
104. It was only possible to observe a very limited number of music and physical education lessons during the inspection. In the three Year 1 lessons observed teaching was good, with high expectations of behaviour, good pupil management and effective teaching methods. Pupils had positive attitudes, enjoyed the lessons and responded well, making good progress and achieving well in both subjects.
105. In one **music** lesson, pupils in Year 1 sang tunefully and demonstrated a wide repertoire of songs, which they enjoy singing. Many pupils clap out a rhythm and keep time, though some have difficulty. They listen to music and are able to pick out the sound of the cuckoo in the music and several are able to say whether it is the higher or the lower note that comes first.
106. In **physical education** lessons, most pupils were able to plan and demonstrate soundly a simple sequence of actions involving moving, stretching, jumping and rolling. In addition to the physical education lessons and swimming, there is a wide range of activities to enrich the curriculum. These include football, dance, netball, badminton, tag-rugby and basketball. Pupils have many opportunities to take part in competitions, often with pupils from other schools.
107. Music and physical education both make a good contribution to pupils' spiritual, moral, social and cultural development. In particular, there is good use of music and dance from a variety of

cultures. In music, pupils are able to learn African drumming and this is popular with all the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

108. Insufficient lessons were seen to support an overall judgement on provision or teaching. A well-written policy and scheme of work ensures that knowledge and understanding are developed progressively as pupils move through the school. The school provides plenty of opportunities for pupils to learn respect for the values and beliefs of others, and to develop their own self-worth and confidence. The school's population embraces a wide range of different cultures and the school does its best to celebrate the many different festivals that occur during the year. Issues to do with sex and relationships, drugs and health education are planned well into the curriculum. The school views pupils' personal development as highly important and the outcomes of the school's approach can be clearly seen in good attitudes, behaviour and relationships. Pupils learn that they can play an active part in citizenship, through activities such as being involved in the school council.

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