

INSPECTION REPORT

MAULDETH ROAD PRIMARY SCHOOL

Withington, Manchester

LEA area: Manchester

Unique reference number: 105426

Headteacher: Mr Andrew Kilcoyne

Lead inspector: Ms Margot D'Arcy

Dates of inspection: 4th – 7th July 2005

Inspection number: 273745

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 – 11
Gender of pupils:	Mixed
Number on roll:	344
School address:	Mauldeth Road Withington Manchester
Postcode:	M14 6SG
Telephone number:	0161 2243588
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Janice Orchard
Date of previous inspection:	June 2000

CHARACTERISTICS OF THE SCHOOL

In this large multicultural school the numbers of pupils White British and Asian heritage are fairly evenly split, with small numbers of pupils from other minority ethnic groups. There are 11 refugee pupils. A fairly high proportion of pupils speak English as an additional language. These pupils receive additional support to help them learn English and to understand the curriculum. The proportion of pupils with special educational needs is broadly average. The range of pupils' needs includes specific and moderate learning difficulties; social, emotional and behavioural difficulties; speech and communication difficulties; hearing and visual impairments; physical difficulties; and autism. The proportion of pupils entitled to free school meals is above the national average. Most pupils attend full time, including the majority of nursery children. A very high proportion of pupils enters and leaves the school other than at the normal admission and transfer times¹. Over half the pupils live in areas that suffer from significant social and economic disadvantage. As such, the school is involved in several government initiatives² that bring in additional funding to support schools working in challenging circumstances. Overall, children's attainment when they begin school is well below what is expected for their age and is particularly low in communication, language and literacy and knowledge and understanding of the world.

¹ Termed 'mobility'

² Excellence in Cities and Sure Start

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23158	Ms M D'Arcy	Lead inspector	The Foundation Stage Design and technology Music French
32661	Mr P Hopkins	Lay inspector	
30810	Mrs L Kounnou	Team inspector	English Information and communication technology Religious education Provision for pupils with English as an additional language
27292	Mr J Calvert	Team inspector	Science History Physical education
23696	Mr J Morris	Team inspector	Special educational needs Mathematics Art and design Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. All pupils, including those with special educational needs and those speaking English as an additional language, achieve well. This includes achievement in the core subjects of English, mathematics and science, where pupils reach the expected standards by the end of Years 2 and 6. Boys and girls achieve equally well. Teaching is good and the school is led and managed effectively. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership
- Children in the Foundation Stage³ get a very good start to their education
- Pupils in Years 1 to 6 achieve well in virtually all aspects of their work
- Standards in information and communication technology (ICT) and physical education are above national expectations
- Achievement in speaking skills is satisfactory overall but pupils are not given enough opportunities to talk in lessons
- Good teaching in all year groups has a positive impact on pupils' learning
- The school is successful in helping pupils to understand how to become effective learners, but pupils do not understand enough about how to improve their work
- The provision for pupils with special educational needs is very good
- Pupils' personal development is promoted very well, resulting in mature, well-rounded individuals. However, their attendance is still in need of improvement
- A good curriculum is enriched very well by a wide range of additional activities
- The school looks after pupils very well and has established very good links with parents

Improvement since the last inspection has been good. Standards in ICT have improved considerably, as have the teaching and overall provision for reception children. Teachers are now assessing pupils much more accurately and matching work well to their needs. Homework is much more consistent and used better to support learning. Improvements have been made to library provision so pupils have many more opportunities to use this and develop good research skills.

STANDARDS ACHIEVED

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

Achievement is **good**. Given the proportion of pupils who are still developing fluency in English, test results reflect the good progress seen by inspectors in pupils' work and lessons. The similar schools grades in the above table are not a true reflection of how well junior pupils achieve. The test results of Year 6 pupils are often adversely affected by the disruption caused by, for example, extended holidays during school time and the high turnover of pupils, with many new arrivals speaking little or no English. Year 2 pupils' test and assessment results in 2004 were below the national average in reading, writing and mathematics, but were above in all three subjects when compared with similar schools, again reflecting good achievement. Throughout the school, pupils achieve well in almost all

³ Nursery and reception children

subjects. The exception is in religious education where they achieve satisfactorily. It was not possible to judge standards and achievement in music, but in all other subjects, standards are at least in line with national expectations and are especially good in ICT and physical education. From a fairly low starting point, nursery and reception children achieve very well in all areas. By the end of the reception year, they reach the expected learning goals in knowledge and understanding of the world and creative development. Standards in communication, language and literacy and mathematical development remain below expectations, but in personal, social and emotional development and physical development, standards exceed the expected goals.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils have very good attitudes to school and behave very well. Despite the school's very good efforts to improve attendance, this remains below the national average. Most pupils are punctual, but a minority continue to arrive late.

QUALITY OF EDUCATION

The school provides pupils with a **good** education. Teaching is at least **good** in all year groups and in most subjects, which helps pupils to build well on earlier learning. Of note is the way that teachers ensure that all pupils are fully included in lessons and are taught strategies to help them become effective learners. However, information about how pupils might do better is not shared sufficiently well with them. There are many more good aspects of teaching, but too few opportunities are provided for pupils to contribute orally in lessons. Support and specialist staff make a good contribution to teaching, particularly for pupils with special educational needs and those learning to speak English. The school's good curriculum is enriched by a very good range of additional opportunities and an innovative approach, such as the Super Learning Days that are thoroughly enjoyed by pupils, staff and parents. Very good attention is paid to pupils' welfare and safety and there are very good links with parents. The school values and includes all pupils and makes good provision to seek and act upon their views.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher leads the school very well. He inspires a very strong commitment to inclusion and to promoting pupils' all-round development. There is good dedication and support for the headteacher from the deputy and other senior staff. Governance is good. Governors work hard to support the school. They have a satisfactory understanding of its strengths and weaknesses and hold it to account for its performance. Governors fulfil all their statutory obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very good opinion of the school and speak highly of all aspects of provision. Pupils like their school very much. They find lessons interesting and say that they get on very well with teachers and other staff.

IMPROVEMENTS NEEDED

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

- raise standards and achievement in speaking by providing more opportunities for pupils to contribute orally in lessons;
- ensure that pupils have a clear understanding about how they can improve their work;
- improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

All pupils achieve well. By the end of Years 2 and 6 standards in English, mathematics and science are in line with the national average. There is particularly good achievement in ICT where standards exceed those expected for pupils' ages. The achievement of children in the Foundation Stage is very good.

Main strengths and weaknesses

- Nursery and reception children make very good progress in all aspects of their work
- Pupils in Years 1 to 6 achieve well in English, mathematics and science
- Whilst pupils' speaking skills develop satisfactorily, their vocabulary is not as comprehensive as it could be and a significant proportion lack confidence when speaking aloud
- Standards in ICT and physical education are above national expectations
- Despite gender differences in test results, girls achieve as well as boys
- Pupils with special educational needs and those whose home language is not English achieve well in response to the good quality of additional support provided

Commentary

1. Children begin school with low standards of attainment in communication, language and literacy and in knowledge and understanding of the world. Standards in personal, social and emotional development, mathematical development, and creative development are well below those expected on beginning school and those in physical development are below. In all areas of learning, children, including those with special educational needs and those learning English as an additional language, make very good progress. This is because they are taught very well and are given appropriately interesting and challenging work. The few children at an early stage of learning English receive very good specialist support and are constantly helped to understand and take part in the curriculum by teachers and other adults. Children with special educational needs also receive extra support that helps them to progress at the same rate as their classmates. By the end of their time in the reception classes, children attain the expected learning goals in knowledge and understanding of the world and creative development. Whilst standards in communication, language and literacy and mathematical development are still below those expected, children make very good gains in both aspects. In personal, social and emotional development and physical development, children exceed the expected goals by the end of the reception year.

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

Standards in:	School results	National results
reading	15.0 (15.7)	15.8 (15.7)
writing	14.1 (14.0)	14.6 (14.6)
mathematics	15.7 (16.8)	16.2 (16.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year

2. When compared to schools nationally, Year 2 pupils' test results in 2004 were below the national average in reading, writing and mathematics. However, when compared to schools in similar contexts⁴ these results were above average in all three subjects. Although reading results fell in 2004, test results over time have been fairly consistent in reading and writing.

⁴ With similar proportions of pupils entitled to free school meals

However, they have shown some decline in mathematics. Nevertheless, since 2001, results in all three subjects have been either above or well above average when compared to similar schools, indicating pupils' good achievement. Inspection evidence found that pupils make very good progress in reading and good progress in writing and mathematics. The most recent test results (as yet unconfirmed) support these judgements and indicate good improvements in reading and mathematics.

- In 2004, teachers assessed pupils' standards in science as well below the national average, but these assessments showed broadly average attainment when compared to similar schools. Inspection evidence shows that there has been some good improvement in science, with pupils achieving well and the current group of Year 2 pupils attaining average standards.

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

Standards in:	School results	National results
English	28.3 (27.3)	26.9 (26.8)
mathematics	27.5 (27.3)	27.0 (26.8)
science	28.5 (28.0)	28.6 (28.6)

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

- In 2004, Year 6 pupils' test results were above the national average in English and in line with the national average in mathematics and science. These results are extremely favourable when compared to the attainment of pupils in schools that have similar proportions of pupils entitled to free school meals. They are much less favourable, however, when compared to schools whose pupils attained similarly at the end of Year 2. On this benchmark, the 2004 results indicate satisfactory achievement in English, but underachievement in mathematics and science. However, inspectors did not find this to be the case. A significant proportion (17 per cent) of the pupils who took the tests in 2004 only joined the school during Years 3 to 6 and a good number of these had little English when they arrived. Others in the year group experienced some disruption to their education through, for example, extended holidays. When all of these pupils are excluded from an analysis of the school's results, the indicators of achievement are much more positive and concur with inspection evidence that achievement in all three subjects is good.
- Over time, Year 6 pupils' results have not risen at the same rate as those recorded nationally. However, the significant number of pupils who join the school during the junior year groups, often with limited English and varied experiences as refugees, are key factors in what appears to be a fall in standards during Years 3 to 6. The most recent (2005) national test results show an improvement in mathematics, but a slight fall from those attained in 2004 in English and science. However, given that over 40 per cent of the year group arrived during Years 3 to 6, and almost 10 per cent came close to attaining the higher level in English, the fall in results does not reflect negatively on the school's provision or pupils' achievements, both of which are good.
- The school's national test results for pupils in Years 2 and 6 have shown some significant variation in the performance of boys and girls. Overall, boys have performed better than girls in English, mathematics and science. However, this variation is also evident in the assessments that are made of children when they begin school. The school is very aware of the disparity and is implementing a number of initiatives to raise the performance of girls. These include targeting girls in lessons, for example, to answer questions and explain strategies, and ensuring that girls see good female role models. These strategies were clearly evident during the inspection. Inspectors were not able to detect any difference in the levels of interaction, involvement or rate of achievement between boys and girls in any subject.
- Whilst pupils achieve well in most aspects of English, achievement in speaking is not as good, being satisfactory overall. Pupils are very good listeners, but many lack confidence and an

extended vocabulary when speaking. The school has begun to implement a good initiative to promote speaking skills, but in most classes there are still too few opportunities for pupils to talk. Activities that enable pupils to practise writing skills in subjects other than English are satisfactory, but more use could be made of subjects such as geography, history and religious education to this end.

8. Pupils make very good progress in ICT and attain standards that are above expectations. Standards are also above expectations in physical education where pupils achieve well. They achieve satisfactorily in religious education and attain standards that are in line with the expectations of the locally agreed syllabus. Work in other subjects was sampled. Whilst it was not possible to make judgements about achievement, standards in history, art and design, and design and technology are in line with what is expected at the end of Years 2 and 6. No judgements are made about standards or achievement in music.
9. Pupils learning to speak English as an additional language achieve well, especially in response to the very good support they receive from specialist staff. Some pupils achieved particularly well in national reading tests, reaching the higher level even though they knew very little English when they arrived at the school in Years 3 and 4. Pupils' achievement in speaking is satisfactory overall, but the limited opportunities for talk restrict their understanding of English and have an adverse effect on their achievement of the higher levels in tests.
10. Pupils with special educational needs achieve well. Those with learning difficulties in literacy and numeracy benefit from very good sessions in small groups or on a one-to-one basis with trained support staff. As part of the local education authority's new approach to the provision for pupils with special educational needs, support staff are using an innovative method of teaching phonics. In response, pupils make good, and sometimes very dramatic, progress in reading and writing.
11. The school has identified pupils with particular gifts and/or talents in all year groups and begun to make provision to address their needs. Currently this is focusing on promoting thinking skills through talk, for example using programmes linked to philosophy and the development of critical thinking skills. In class, work is matched well to these pupils' needs and they achieve as well as others.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal development, including their spiritual, moral, social and cultural development, is also very good, although attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils' very good attitudes, behaviour and relationships with others support their learning very well
- The school is very successful in promoting pupils' personal development
- Levels of attendance remain below the national average despite the school's very good efforts to improve this aspect

Commentary

12. Pupils like coming to school and enjoy the various aspects of school life. This is evident from discussions with pupils, the way they conduct themselves around the school and the popularity of extra-curricular activities. In the classroom and in assemblies pupils listen carefully and are keen to ask and answer questions. The school is successful in helping pupils to develop effective relationships and a sense of social responsibility. Pupils play well together in the playground, with many older pupils acting as 'buddies' to younger ones. Pupils also show friendship and sensitivity in helping the good many 'new' pupils settle into school. A key element of the school ethos is about respect and care for others and, in all year groups, pupils

demonstrate this very well. They listen when others are speaking and respect views different from their own. Behaviour is very good. Pupils are mature and responsible. They are proud of their school and this is reflected in the caring way they treat the resources and facilities. There were no exclusions in the last school year.

13. The school constantly strives to build pupils' self-confidence and self-esteem and help them to understand and gain strategies for effective learning. The impact on pupils' personal development is evident in many situations, including lessons where, for example, many show very good skills in working independently and co-operatively. Clear school and class rules also support pupils' personal development very well. Assemblies are innovative and interesting with strong messages, for instance about relationships, keeping healthy, and effective ways to learn. These messages are reinforced further in the inspirational notices around the school and in circle time where, for example, pupils discuss a variety of moral and social issues. As part of the school's Eco programme, the school council has been successful in encouraging pupils to minimise waste and ensure that the school is clean and tidy.
14. The school greatly values the diversity of pupils' ethnic backgrounds. As such, it actively promotes pupils' understanding of and respect for different religions and cultures in many lessons and, for instance, by visits to the local church and mosque. The impact of the school's very good efforts in this area is evident in pupils' relationships with each other and the lack of any racist incidents in school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.1
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.

15. The school is taking positive action to improve attendance. Standards are monitored and tracked using a computerised system so that the school can easily identify those pupils with poor attendance and take action to address this. Systems are very good. Early contact is made with home and if a pupil's attendance falls below a certain level, meetings are set up with the pupil and parents to reinforce the importance of good attendance on pupils' education. Newsletters and annual reports reiterate this message. Awards, such as certificates and house points, are used to motivate pupils. These very good efforts have had some positive impact, but pupils taking extended holidays abroad and the observance of religious festivals adversely influences attendance levels. Whilst the school authorises these absences it is vigilant in requesting proof, such as copies of travel documents. The school clearly explains the detrimental effect on pupils' education and the possibility that extended holidays could result in pupils being taken off the school's roll. The considerable efforts of the school appear to be producing an improvement, as the attendance figures over recent months have risen. The majority of pupils arrive promptly, but there is still a significant minority who regularly arrive late.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a good education.

Teaching and learning

The quality of teaching and learning is good. Assessment is satisfactory.

Main strengths and weaknesses

- Very good teaching for children in the Foundation Stage gives a significant boost to their learning
- In almost all subjects the quality of teaching for pupils in Years 1 to 6 is good
- Learning is enhanced by the good provision the school makes to inform pupils of how to become effective learners
- Specialist support teaching for pupils learning to speak English is very good
- There is very good teaching of basic literacy and numeracy skills to pupils with special educational needs
- There are good systems to assess pupils' attainment, but insufficient use is made of the information gained from assessments

Commentary

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	19 (41%)	20 (43%)	5 (11%)	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.

16. The table shows the quality of teaching seen throughout the school during the inspection. Although two lessons fell below the required standard, neither of these was linked to a specific teacher, or year group. The good quality of teaching for pupils in Years 1 to 6 noted by the last inspection has been maintained. The overall quality of teaching for children in the Foundation Stage has improved and is now very good.
17. Teaching in the nursery is good and occasionally very good. In the reception classes, teaching is consistently very good. This highly effective teaching is characterised by a solid team approach, good quality planning, and high expectations and challenge for children. Staff have a good knowledge and understanding of how young children learn and of the most effective teaching methods. The outcome is clearly being seen in children's very good rate of learning. The teaching provides children with an especially good start to their education.
18. There is no significant difference between the rate of learning of pupils in Years 1 and 2 and of those in Years 3 to 6. Similarly, boys and girls were seen to be learning equally well, co-operating effectively with each other in group work. In line with the school's initiative to address the gender disparity in attainment, teachers often chose girls to contribute orally in lessons. Overall, however, both groups showed the same level of keenness to take part in this way.
19. In virtually all subjects, teaching and learning are good. Lessons are characterised by content that interests pupils and motivates them well. Coupled with pupils' very good attitudes and behaviour this has a very positive impact on their learning. Teachers set significant store by valuing all pupils' achievements. Due emphasis is given to the acquisition of basic skills, but pupils are helped to recognise that if their talents lie in other areas, these are equally important. All the same, a key aspect of teaching is giving pupils good strategies to become effective learners. These are reiterated throughout lessons as well as in many other situations and contribute considerably to pupils' self-esteem and very good attitudes to learning.
20. Other significant features of successful teaching and learning include teachers' secure subject knowledge, the way that they match work effectively to pupils' different needs, their varied use of methods and brisk pace, and high expectations of pupils' behaviour. These aspects were evident in many lessons. Teachers also make good use of opportunities for pupils to use and practise skills in ICT and numeracy across the curriculum. They provide a good focus on investigative work in science. Whilst some teachers give pupils good opportunities to speak in lessons, this effective feature is not evident in all classes. Given many pupils' limited language skills, this is an aspect that could be improved. Homework is used well and this provision has improved since the last inspection. Pupils are given interesting assignments, which they enjoy

and which help them to recognise that learning occurs in a variety of ways. Support staff are used effectively and make a good contribution.

21. The teaching of pupils who speak English as an additional language is good. Specialist support in small groups is particularly effective. This is due to the teacher's very good subject knowledge, skilled assessment of each pupil's needs, and the supportive relationships developed with pupils. In class, these pupils frequently receive additional help from support staff and teachers. New vocabulary is often explained well, but there are some missed opportunities to allow pupils to use and practise speaking skills.
22. Pupils with special educational needs learn well because they receive very good teaching of basic literacy and numeracy skills in small groups and, where necessary, individually. Support in lessons is also good.
23. The school's procedures for assessment are thorough and provide a wealth of information. This is used effectively to make forecasts about pupils' future attainment, set targets and determine where additional support or challenge might be needed. A limitation, however, is that the information is not used rigorously enough to track individual pupils' progress and is not shared sufficiently well with pupils so that they know exactly how they might improve. There has been good improvement, however, in the way that teachers use assessment information to match work to pupils' needs, which was noted as a weakness by the last inspection. Marking is regular and offers good praise for pupils' efforts. Too often, however, it does not inform pupils of what they do well and how to improve.

The curriculum

Curriculum provision is good, with very good experiences for enrichment. Overall, the accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- The curriculum is well organised, equally accessible to all pupils and meets their needs well
- Enrichment opportunities are very good
- Provision for pupils with special educational needs is very good and makes a real difference to their achievement
- The school shows good innovation in its approach to planning pupils' learning experiences

Commentary

24. The curriculum is carefully planned to meet the needs of all pupils. Since the last inspection there have been a number of improvements to the accommodation that stimulate pupils' interest and support teaching and learning across the school. These include better library provision, a well-equipped ICT suite and extensive playground facilities. The use of ICT to support and enhance the curriculum in other subjects has improved markedly. The school has shown good innovation in implementing an approach to learning that focuses on developing pupils' different learning styles and enabling them to understand that learning opportunities are evident in all sorts of situations, both in and out of school. While the approach benefits pupils greatly and the school consistently promotes a 'premium on experience' philosophy, it is recognised there is a need to provide more opportunities for pupils to write, meaningfully, in subjects other than English.
25. Children in the nursery and reception classes receive a very good range of learning experiences. There is a very good emphasis on play in the nursery and good opportunities for children to develop independence in making choices about their work. Work becomes more structured in the reception classes, but the strong focus on practical experiences remains and supports children's very good achievement.

26. The provision for pupils with special educational needs is very good and benefits from the close relationship between the school and the local education authority's Diversity and Inclusion Team. An innovative approach to planning has been implemented, which is meeting individual pupils' needs effectively by providing specific, targeted support.
27. The school provides a very extensive range of additional opportunities for all pupils that enrich their learning and development very effectively. In particular, the provision for and pupils' participation in extra-curricular clubs and sporting activities are very good. These include skipping before school, gymnastics, choir, drama, art and sports clubs. Work in the 'KIWI Club', linked with eight other local schools, successfully provides for pupils to learn 'real life' skills. There is a very good range of carefully chosen visits to places of interest. These are beneficially integrated into the planning of subjects such as history, geography, science and religious education. For example, pupils undertake 'faith trails' where, in conjunction with the local mosque and Christian church, they seek to explore a view of what to look for in the respective places of worship. These increase pupils' understanding of different faiths. Many visitors are invited into the school and pupils have the chance to work with visiting specialists, for instance in music and French, which brings about new insights. Older pupils experience a residential visit to the Lake District, which provides fun and opportunities for promoting their physical, moral, personal and social development. The school's annual 'Super Learning Days', 'Learning to Learn' weeks and 'Link Days' further enhance the curriculum. These provide additional, meaningful, opportunities where, for example, pupils work within the community, find out that learning happens in many situations, not just in school, and develop skills in how to learn.
28. The school is well resourced in many areas and the accommodation is enhanced by good quality displays that stimulate pupils' thinking and celebrate their work. The occasional withdrawal from lessons of pupils learning to speak English as an additional language for small group support is productive. However, as the support teacher has no base, this often occurs in somewhat unattractive areas, which is not ideal in terms of promoting these pupils' self-esteem.

Care, guidance and support

The provision for pupils' care, welfare and health and safety is very good. Pupils are given good support, advice and guidance and are effectively involved in the work of the school.

Main strengths and weaknesses

- The school has a thorough approach to care and safety that ensures a safe environment for pupils and very good promotion of their well-being
- The trusting relationships engendered by staff help pupils to feel safe and cared for
- There are very good systems to help new pupils settle into school
- The KIWI Club provides good support for developing pupils' self-confidence and self-esteem

Commentary

29. The school has clear and detailed policies for health and safety and child protection, which are known by all staff. There are annual inspections of the school premises and regular risk assessments, and specialists carry out all mandatory checks on equipment, such as fire apparatus.
30. Across the curriculum, in assemblies and in personal, social and health education (PSHE) lessons, the school constantly reinforces to pupils the benefits of a healthy lifestyle. There is a great emphasis on healthy eating and drinking, exercise, the avoidance of smoking and the dangers of drug misuse. Pupils have water bottles and use them regularly throughout the day, fully aware of how this assists them in their learning. Pupils are also taught about the importance of sleep for good health and alert minds. A recent survey by the school council to

assess the amount of sleep pupils, have led to the design of posters to encourage earlier bedtimes. Healthy living is also well reinforced in the many notices around the school. Visits from the police, fire brigade and road safety officers provide good support for pupils' understanding of safety issues.

31. The very good and trusting relationships that staff forge with pupils result in a happy atmosphere in school that gives pupils confidence in their abilities. In discussion, pupils said that they would be happy to take any concerns to teachers or other adults who work in school. Staff know pupils very well and understand their individual needs. They use praise effectively and help pupils to recognise that they all have different skills and talents, which they should value. Pupils with special educational needs receive very good support and guidance, whether they have learning difficulties, present challenging behaviour or have physical disabilities.
32. The school is very sensitive to the needs of vulnerable pupils and is flexible in making arrangements to support them and their families. There are very good systems to help settle in the many pupils who arrive in school other than at the usual admission and transfer times. Pupils are paired with 'buddies' and made to feel welcome in numerous ways. Those arriving with little or no English are supported very well. The caring ethos helps them to adjust quickly, gain confidence and settle, all of which greatly helps their overall achievement.
33. In partnership with other Manchester schools and the University of the First Age, trained support staff at the school run the Kiwi Club. This boosts pupils' confidence and self-esteem and helps them to develop responsibilities and organisational skills that will help them in everyday life. For example, pupils decide upon a visit that they would like to make, plan the journey and use the telephone to buy tickets. The club also ensures that school staff are able to link with pupils' parents and offer advice on how they can help at home. Assessments of pupils who have attended the club show good improvements in confidence and personal skills.

Partnership with parents, other schools and the community

The school has very good links with parents. Links with the community and other schools and colleges are good.

Main strengths and weaknesses

- The school provides parents with an extensive range of good quality information
- Parents are very supportive of the school
- The school encourages parents to develop their own skills and understand how to support their children's learning
- Good links with other schools help to improve practice and extend opportunities for pupils to work with a wider group of their peers

Commentary

34. Parents appreciate the extensive information that they receive about activities in school and the progress of their children. The school brochure provides very detailed information about care, the curriculum, school aims, discipline, and how parents can help their children at home. This is supplemented by a clear annual report from the governors and regular newsletters. Parents are also given useful information about pupils' targets in literacy, numeracy and attendance and how they can help them achieve these. Annual progress reports are informative.
35. There is good attendance at formal parents' evenings and the school's 'open-door' policy ensures that there are many opportunities for parents to chat informally to staff about their children's progress. Parents are particularly happy that the school promotes very good behaviour and relationships and that their children are well cared for. They have great confidence in the staff and see the headteacher as totally approachable and committed to the

well-being of their children. Parents help out on school trips and sports activities and many attend the Super Learning Days

36. The school supports parents in developing their own skills, which better enables them to help their children at home. Each year a number of courses, on literacy, numeracy and ways to work with children, are held. In the 'family learning' classes, parents with children in the nursery attend an enjoyable craft workshop. This is intended to help them understand the range of learning that can occur across the curriculum in such work. Parents are encouraged to take further courses, such as those in ICT and managing behaviour. Classes are well attended by parents from many different ethnic groups, with interpreters arranged if necessary.
37. The school has strong links with other primary schools in the area. The headteacher and other staff regularly meet with colleagues from other schools to consider new ideas and best practice. Of note have been the foci on addressing pupils' different learning styles, on healthy lifestyles and on finding ways for the school councils to meet and work together.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good and the leadership of other key staff is good. Management is good. Governance is good.

Main strengths and weaknesses

- Very good leadership from the headteacher has resulted in a very strong sense of teamwork and purpose among all staff
- The work of key staff is good and contributes well to pupils' achievements
- The arrangements for staff development are very good
- The monitoring of performance data is not used to best effect to raise standards

Commentary

38. The headteacher is a very effective leader and a good manager. He has a very strong vision of how the school can best meet the wide variety of needs of all its pupils. This vision is successfully shared with the staff so that there is a common sense of purpose and good teamwork. There is a clear educational direction to the work of the school and the staff share the headteacher's very high aspirations to meet all pupils' needs.
39. The leadership and management of other key staff are good. The deputy headteacher and other senior staff carry out their responsibilities and duties diligently and support the headteacher well. The arrangements for performance management, staff training and professional development, and the induction and support of new staff are very good. There are good opportunities for staff to participate in courses out of personal interest as well as those deemed pertinent to achieving individual performance management targets or whole school priorities. Teaching assistants are trained well including, for example, in delivering the new 'direct phonics' programme. The way that the school works with colleagues from other schools makes a particularly good contribution to the implementation of new initiatives and the priorities identified in the school's good improvement plan.
40. The leadership and management of provision for pupils learning English as an additional language are satisfactory overall. There are good assessments of pupils' progress over time that ensure each pupil at an early stage of learning English receives well-matched support from a specialist teacher. However, senior managers have not ensured that all teachers have sufficient skills to meet these pupils' language needs in day-to-day lessons. This means that, occasionally, pupils at an early stage of learning to speak English work at inappropriate activities. The special educational needs co-ordinator is very effective in her role. This leads to all teachers and support staff having a very good understanding of their responsibilities in supporting this group of pupils and results in them achieving well.

41. Governance is good. The governing body has a satisfactory knowledge and understanding of the school's work, what it does well and what it could do better. There are nominated governors for key areas, such as literacy, numeracy, special educational needs and health and safety. These individuals offer good support and monitor the school's work in these areas.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1,092,779	Balance from previous year	191,196
Total expenditure	1,068,479	Balance carried forward to the next	215,496
Expenditure per pupil	3,070		

42. Financial management and day-to-day administration are good and ensure the smooth running of the school. However, there is a very significant under-spend in the school's budget. This has built up over a number of years as part of the school's plans to improve the accommodation, which will not be fully funded by the local education authority. It has recently been realised that it will not be possible to carry out this work in the planned timescale, so in the coming year the headteacher intends to reduce this figure by about half by employing additional support staff.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching and learning experiences capture children's interest and promote their very good attitudes to school
- Children's behaviour is very good
- Children's personal development is constantly promoted by all staff throughout each day

Commentary

43. By the time children leave the reception classes they have achieved very well and exceeded the expected learning goals. Children in all classes show growing confidence and interest in their environment. They are eager for new experiences, show natural curiosity and are keen to explore their surroundings. The quality of teaching is very good. Nursery children are given good opportunities to develop initiative and independence. They enjoy choosing from a range of stimulating and challenging activities and sustain good levels of interest in their work. Relationships are very good and children are keen to share their achievements with adults. Children in the reception classes enjoy more structured and directed activities that encourage high levels of motivation and keenness to achieve well. Staff continually reiterate the attributes of being a good learner, giving children very good opportunities to think for themselves and be self-reliant.
44. Children's behaviour is very good. They are taught the difference between right and wrong and have adjusted well to routines and simple rules. Self-help skills are taught very well; for example, nursery children learn how to use a knife and fork and reception children learn the best ways to remove and fasten clothing. Good manners, sharing and taking turns are promoted very well in a variety of situations throughout each day. Circle time makes a particularly valuable contribution to reception children's personal development as well as offering very good activities for them to develop speaking and listening skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children develop very good listening skills, but require more frequent opportunities to talk
- Progress in reading and writing is very good
- The overall quality of teaching is very good, with work matched particularly well to the varied attainment of reception children
- The curriculum for reading and writing is very carefully planned to meet the needs of all children

Commentary

45. Although standards are below expectations by the end of the reception year, children achieve very well from a low starting point. They make particularly good progress in reading and writing in response to very well planned activities and very good teaching. Progress in speaking and listening ranges from satisfactory to good.

46. Both nursery and reception children listen very well during whole-class sessions and in small group work. They are eager to answer questions, but many do not have the vocabulary to explain themselves as well as they wish. Teachers and other staff make very good use of pictures and actions to explain new vocabulary and to help children understand what is being taught. Effective use is also made of play and small group work in both year groups to engage children in talk. For reception children, there are some thoroughly planned, good quality, sessions to promote speaking skills. The provision for speaking and listening, including that specifically aimed at supporting pupils at an early stage of speaking English, is having a generally good impact. However, further opportunities could be found for children to talk, including reviewing of the size of some teaching groups in the nursery. For instance, in some sessions there are too many children to give all of them sufficient opportunities to contribute orally.
47. Children's progress in reading and writing develops very well. All show very good interest in and enjoyment of books. By the end of reception, most have a sound understanding of how books work. They know where to find the title and that print is read from left to right. They have learned many letter sounds, recognise some basic words by sight and have gained strategies to help them read unfamiliar words. In discussion about a text read previously, many children remembered key characters and events. During their time in the nursery, children progress from early mark making to the production of letter-like shapes, with a few writing their own names. Good opportunities are provided for writing, including that done in role-play areas. By the end of reception, many children are confident to attempt writing simple phrases and sentences independently. In this, they show good use of their knowledge of letter sounds, for example 'brbecyoo' (barbecue), with higher and some average attainers including full stops and paying attention to aspects of presentation, such as the spacing between words.
48. Teaching, overall, is very good. Children are given many opportunities to write for a purpose, such as the postcards produced by reception children in connection with their topic on transport. There is particularly good challenge for children in this year group, with tasks being matched well to their different attainment. Children's efforts are discussed with them and their work is marked very well, so that they gain a good understanding of how to improve; for example, higher attaining children were challenged to "try to put two sentences together using 'and' and 'then'."

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching and learning is very good
- A good range of practical work helps nursery children to gain a good understanding of number and other mathematical ideas
- Reception children are challenged very well

Commentary

49. From a well below average starting point, children achieve very well, with just over half reaching the expected goals by the end of the reception year. Nursery children recognise some numbers and many count confidently to five. In practical situations they are learning the vocabulary of position and measure, such as 'in front of', 'behind', 'big' and 'small'. In a well-taught lesson on shape, nursery children made good progress learning about the properties of two and three-dimensional shapes. The teacher helped them to recognise common features, such as the number of sides and corners, and provided good opportunities for the children to learn the key features of the different shapes through handling them, sorting them into groups

and drawing them in the air. Mathematical development is promoted daily within the very good range of activities provided across the whole curriculum for nursery children.

50. Reception children are challenged very well. Counting skills are promoted effectively using methods that motivate children and reinforce good strategies. For instance, children watched the swinging teddy keenly and regulated their counting in rhythm. They have learned that the count of a number of objects will be more accurate if these are placed in a line and touched as they say each number. During the inspection, reception children were making very good progress learning the skills of estimation and how to tell the time on an analogue clock. This was in response to highly effective teaching of these skills based on well thought out practical activities. Work during the past year has included good activities to help children understand money, measure, shape and the ideas of addition and subtraction. The children have learned good methods for recording their work, including jottings, pictures, simple graphs and tallying.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of practical learning experiences, including visits to places of interest, helps the children to make very good progress
- Teaching is very good
- Achievement in ICT is particularly good so that by the end of reception, standards in this aspect are above expectations

Commentary

51. Children enter the nursery with very limited basic general knowledge. However, from this low starting point, they make very good progress so that by the end of reception, well over half attain the expected goals. This is in response to very good teaching and an extensive range of very good learning experiences. In the nursery, children's natural curiosity is capitalised upon well. Consequently, they are productively engaged in work that encourages them to investigate their surroundings and develop an understanding of the world around them. During the inspection, nursery children gained much from a walk around the locality noting the different buildings and types of traffic. Past work has included children observing and describing plants from different parts of the world and various forms of sea life; riding on trams and trains; and visiting a farm and art gallery. Regularly, the children work productively in sand and water, build models using construction equipment and reclaimed materials, and use computers.
52. Reception children experience the same comprehensive range of work and further develop early scientific, technological, geographical and historical skills. Their ICT skills are particularly well developed and show teachers' high expectations. During the inspection, the children quickly logged onto the network and used the mouse with very good control to navigate and choose the correct programs from horizontal and drop-down menus. Practical science work helps the children understand phenomena such as floating and sinking, and consider the properties of materials and the best conditions for growing seeds. The children are developing a good understanding of the difference between past and present and make informed comments about how to tell if an object is old or new. For example, when examining a range of objects to take to the seaside, they commented that the suitcase was very old because it was scratched and dirty.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Nursery children learn very well in response to an extensive range of very good quality outdoor activities and very good teaching
- Reception children attain good standards in response to high quality teaching
- The importance of working safely and of physical activity for good health is promoted very well

Commentary

53. Children make very good progress and reach standards that are above those expected by the end of their reception year. Nursery children are given very good opportunities to develop physical skills through outdoor play. Here, they quickly develop their ability to move with control and co-ordination, for instance when manoeuvring wheeled toys or negotiating climbing equipment. All staff constantly interact very well with the children so that they are continually engaged in learning. Skills such as catching, throwing and striking are taught very effectively and children are also helped to understand the need to co-operate as a team. This was evident in the parachute activities where, for example, they worked together to control the movement of a ball to different parts of the parachute.
54. Reception children's performance in an indoor physical education lesson showed the very good progress that they have made. Children's personal development was evident as they worked co-operatively in assembling apparatus, paying good attention to safety. They showed creativity in the way that they performed movements and sequences, for example always travelling back to their starting point in an interesting way, such as rolling, skipping, hopping or on three body points. Very good teaching, characterised by high expectations, kept the lesson going at a brisk pace. Plenty of opportunities were provided for the children to demonstrate, observe and evaluate their performances, to improve their work. Children are constantly reminded about the importance of physical activity for good health and to make them more effective learners.
55. In both the nursery and reception classes, children are given very good opportunities to develop dexterity and co-ordination. They handle a range of small tools, such as writing implements, scissors and cutlery with increasing confidence.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- The nursery provides a rich learning environment that encourages children's creativity and imagination.
- Structured activities in art and music for reception children help them to build very well on earlier learning, but opportunities for speaking skills to be developed through creative play are limited
- Specialist music teaching promotes children's very good achievement and helps them to reach standards that exceed expectations for their age

Commentary

56. Children begin nursery with limited experiences of using different media and materials and of appreciating and responding to music, stories and other similar entertainment. Many are initially unimaginative in their artwork and lack confidence when playing with others. However, they are provided with rich, varied learning experiences that enable them to experiment imaginatively in activities, such as modelling, painting and collage. During the inspection, nursery children were learning how to create different tones of colour by adding varying quantities of darker colour paint. Very good opportunities are provided for imaginative play where adults generally interact well to support children's language development.

57. Reception children produce good quality artwork using sketchbooks to experiment with techniques such as shading, drawing from observation, and mixing colours. Work in two and three dimensions includes: colourful prints, for example of leaves; finger painting to produce snail pictures stimulated by the work of Matisse; and masks to wear at Cinderella's ball. By the end of the year, the children achieve the expected learning goals in this aspect. The children's limited language skills inhibit their creativity somewhat in play situations but, overall, standards here are in line with those expected.
58. Throughout each day, there are many opportunities for children to listen to music, perform action songs, sing number rhymes, and experiment with making sounds. Specialist teaching has had a particularly good impact on the children's musical development so by the end of the reception year they exceed the expected learning goals in this aspect. In a very good lesson, reception children showed a well-developed awareness of key musical ideas, such as rhythm, pitch and dynamics. They know the names of a wide range of instruments and the different ways that these can be played. They listen and respond well to signals by the teacher and sing a range of songs tunefully.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make particularly good progress in reading
- Pupils achieve well in writing because they are enthusiastic about the many exciting activities that are provided
- The school has recently introduced a good initiative to encourage pupils to talk more confidently, but this is not yet being implemented consistently well in all lessons
- Teachers gather a good range of information about pupils' achievements, but do not share this sufficiently with pupils

Commentary

59. The good achievement noted by the last inspection has been maintained. Throughout the school, teachers continue to teach English well. Consequently pupils of all ages make good progress and attain broadly average standards by the end of Years 2 and 6. Although test results show boys performing better than girls, inspection evidence found that both achieve equally well. Throughout the school, pupils do particularly well in reading. They use this skill effectively in many lessons to support learning across the curriculum. Almost half the pupils are at various stages of learning to speak English and their fluency varies widely. In the current Year 6, almost a quarter of the pupils arrived in England during the last four years, some speaking no English at all. This group of new arrivals have done particularly well in the recent national reading tests, reflecting the very good support that they receive from specialist staff. The very good school ethos also makes a significant impact on these pupils' confidence and overall achievement because new arrivals are made to feel welcome and therefore settle quickly.
60. The school plans many extra activities to capture pupils' interest, such as 'Super Learning Days'. These provide pupils with exciting things to write about and make a significant contribution in helping them to reach average standards. All teachers pay great attention to ensuring that all the recommended elements of the National Literacy Strategy are thoroughly taught. This means that pupils learn the basic skills of writing thoroughly and achieve well. By

Year 6 most write neatly because teaching handwriting in a specific style has a high priority in the school. However, few pupils in Year 6 use a pen to write, and in Year 2 most still print letters rather than joining up their handwriting, which slows the pace of their work.

61. Although pupils achieve satisfactorily in speaking, a significant proportion do not reach average standards. This is partly because many are learning to speak English as a ~~new~~ or an additional language. A good, new, initiative is encouraging teachers to provide better opportunities for pupils to improve their speaking and listening skills; for example, pupils are asked to discuss things with a 'talk partner' or to work co-operatively in a group. However, this is not being implemented consistently well in all classes. In general, too many opportunities for pupils to speak to one another or to the teacher are missed. This is particularly so at the start of lessons, where pupils often spend too long listening to teachers. Here, teachers more often ask the whole class a question and select one pupil to respond. This helps with developing listening skills but greatly limits the number of chances for every pupil to make a spoken contribution. In some classes, pupils are given many opportunities to contribute orally. For example, in Year 1 they are regularly asked to discuss their ideas together, which results in good progress. Throughout the school, pupils make good progress in listening. Higher attainers from Year 5 and 6 are regularly challenged to extend their speaking and listening skills, for instance by debating challenging issues in small groups. These opportunities contribute well to their success.
62. Teachers gather a great deal of information about pupils' achievement in English. A new primary strategy team has responsibility to raise standards in the subject and they do this satisfactorily. They support teachers well, helping them to regularly review pupils' progress towards the annual targets that are set for them in reading and writing. Teachers keep a great deal of information about each pupil's progress. However, they do not always use this information sufficiently well when planning lessons. Consequently, when pupils learn how to complete a specific writing task they do not always improve against the skills specified in their writing targets. A significant number of pupils are unclear about the targets they are set and how to make the next steps in learning to read and write. Targets are shared with pupils' parents each year, but are, generally, not visible in lessons to remind pupils. Teachers mark pupils' work regularly and consistently praise them for their efforts. However, marking does not usually provide pupils with a clear idea of why their work was good or how it could be better. This limits pupils' insight of how well they are learning.
63. Pupils with special educational needs receive very good help from teachers and support assistants. As a result they make good progress towards their individual English targets. Pupils learning to speak English also receive good support when taught by a specialist teacher.

Language and literacy across the curriculum

64. This is satisfactory. Teachers are good at planning links across the curriculum that motivate pupils very well. Some good promotion of writing was seen in design and technology, and in science pupils were given good opportunities to engage in talk and learn new vocabulary. However, there are too many missed chances for pupils to develop writing and speaking skills across the curriculum, which limits, somewhat, their overall achievement. Reading skills are used and promoted well in many subjects. Pupils' confidence in using ICT means that this subject makes a good contribution to English. Pupils use computers to redraft work and infant pupils regularly enjoy using computers to play literacy games that help them to learn key skills.

French

65. Only one lesson was seen so no judgements are made about provision, standards or achievement. The quality of teaching in the lesson for Year 6 pupils taken by a visiting specialist from a local high school was very good. This lesson focused very well on oral work, with the lively, brisk and animated approach from the teacher really motivating pupils. They were able to answer and ask simple questions, for instance relating to their names, ages and

birthdays. It is clear that pupils thoroughly enjoy these lessons, which enrich the curriculum and provide good support for pupils' cultural development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain average standards
- The school is paying good attention to concerns arising from the results of national tests about the performance of girls
- Pupils learn well because they are highly motivated and work is well matched to their needs
- Teaching is good but there are missed opportunities to involve pupils in whole-class discussions
- The curriculum is good, but there is scope to provide more problem-solving activities

Commentary

66. All pupils, including those with special educational needs and those learning English as an additional language, achieve well. There is no inspection evidence to support the view that girls are underperforming compared with boys, as depicted in national test results over the last three years. The school is clearly very aware of this and has taken good action to address the situation. For instance, there were numerous examples of teachers choosing girls over boys to contribute in class discussions. Inspection evidence shows that standards are average by the end of Years 2 and 6. This reflects good achievement in relation to pupils' starting points and capabilities. The most recent test results for Year 6 pupils (as yet unconfirmed) show good improvement on those attained in the last two years and indicate that pupils have achieved well.
67. Lessons and pupils' work show that teaching and learning are good. During the inspection, teaching was very good in half the lessons and there was no unsatisfactory teaching. Teachers have high expectations of work and behaviour and most provide interesting activities that are matched well to pupils' different abilities. In the best lessons teachers involve many pupils in whole-class activities and individual tasks. These very effectively challenge all, including stretching the most able and providing extra help for those who need it. This was demonstrated very well in a Year 2 lesson on multiplication. A significant factor in all of the good and very good lessons was the very positive response of pupils, who are clearly eager to learn. Throughout the school, pupils listen very carefully during whole-class activities and work diligently on their own, in pairs or in groups.
68. Within this positive picture of teaching and learning there are some aspects that could be improved. Overall, pupils do not experience enough activities where they have to identify and solve problems presented in written form and based on real-life situations. However, a good example of this way of working was seen in a Year 1 lesson. In more general terms, teachers sometimes do not create enough opportunities for pupils to contribute orally. The use of talking partners is good and developing, but in too many lessons teachers talk too much. In these situations, there are limited opportunities for pupils to talk or write on the board to explain and show what they have understood or are thinking. Occasionally, teachers miss opportunities to really impress on pupils the importance of specific mathematical vocabulary, but again good practice was seen in a number of lessons, including one in Year 6 about three-dimensional shapes.
69. Leadership and management are satisfactory. The school staffing structure includes a 'Primary Strategy Team' that oversees the provision for literacy and numeracy. This is effective in providing good support for classroom staff and building a strong sense of teamwork in the school. The monitoring of performance data is satisfactory and has resulted in well-chosen priorities in mathematics. However, it is not systematic or rigorous enough to precisely track individual pupils' progress. Overall, improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

70. Teachers effectively reinforce and extend pupils' numeracy skills through activities in other subjects. Simple calculations are built into daily routines at registration and other times. ICT is used well to reinforce basic number knowledge and skills and to analyse data. Good data work was seen in science and geography. In design and technology, pupils have good opportunities to use and apply what they have learned about shape, space and measures.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Consistently good teaching enables the pupils to achieve well
- Pupils' enjoyment and enthusiasm for science support their learning well

Commentary

71. By the end of Years 2 and 6 pupils have achieved well and attained broadly average standards. This represents satisfactory improvement since the last inspection. Pupils' good achievement is the result of effective teaching, coupled with pupils' very positive approach to learning. There has been a significant improvement in Year 6 pupils' science results in the last two years. In the most recent tests there has been a slight fall in the proportion of pupils attaining the higher level, but the results strongly suggest that pupils have made good progress. Inspection evidence did not find any difference between the rate of achievement of boys and girls.
72. The good teaching seen across the school enables all groups of pupils to achieve well, including those with special educational needs and English as an additional language. Teachers plan lessons thoroughly. They organise and manage time and resources well so that all pupils are fully engaged in their own and others' learning, for example through collaborative work. There is a strong emphasis on developing pupils' investigative skills through practical work, which helps to develop their confidence and strengthen their understanding. In lessons there are good opportunities for pupils to improve speaking and listening skills; for example in Year 5 and 6 they discuss an investigation with a talking partner or group members to clarify their thinking.
73. Teachers are very insistent on high standards of conduct and behaviour. The interesting lessons planned stimulate pupils' desire to learn and help them to remain focused upon the tasks in hand. Boys and girls work co-operatively, sharing ideas well. Effective use of ICT was seen, representing an improvement since the last inspection, where there was little evidence of ICT to support science. Marking across the school varies, but is never less than satisfactory. At its best, teachers pose questions and comments that challenge pupils and guide them to the next stage of learning. Pupils organise and present their work neatly, reflecting teachers' high expectations. By Year 6 pupils show a good understanding of the scientific principles of prediction, fair testing, careful observation and accurate recording, for instance as they investigated how mixing materials can cause them to change.
74. Leadership and management of science are satisfactory. The co-ordinator, who is fairly new to the post, has carried out her role and responsibilities with commitment and professionalism and has a good vision for improvement. Until very recently, assessment procedures were fairly basic, with pupils only being assessed annually. More formal procedures have recently been introduced by the headteacher and co-ordinator, but these have yet to impact as well as they might on provision and achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils make very good progress because teachers have very high expectations of what they can achieve
- The curriculum is well planned to help pupils improve their skills in ICT as they get older
- ICT is used well to support learning in other subjects

Commentary

75. There has been very good improvement in ICT since the last inspection. This is due to good leadership and management. Senior staff and governors have ensured that the resources available for teaching ICT have improved considerably. There are also clear plans to continue to update resources to keep pace with changes in technology. For example, many classrooms make use of an interactive whiteboard in lessons across the curriculum, and this motivates pupils very well. In the best lessons, pupils frequently use the technology themselves. Pupils achieve very well in ICT and reach standards that are above those expected. This is mainly due to teachers' very high expectations, including very good opportunities for pupils to work independently. Right from the start, children in the reception class are taught how to open up the machines and find the program they need for the lesson. Consequently, throughout the school pupils quickly and purposefully navigate their way around the computer screens. By the end of Year 2, they confidently select, edit and save their work. By Year 6, pupils have had plenty of opportunities to work at all aspects of ICT; for example, they are familiar with simple spreadsheets, and learn how to set up and control a traffic light sequence.
76. Teaching and learning are good throughout the school. Teachers are particularly careful to plan a curriculum that provides challenging activities for all. The work that they set captures pupils' interest so that they are keen to get started and work industriously. Teachers make good assessments of pupils' achievements so that they know how well they are progressing. However, these are not shared with pupils to give them a better insight of how well they are doing and where they might improve. The co-ordinator regularly checks the assessments to ensure that the curriculum is planned at the right level to ensure skill development for all year groups. Furthermore, she keeps a close eye on the standards achieved in each year group.

Information and communication technology across the curriculum

77. There are plenty of opportunities for pupils to improve their skills in ICT as they work in other subjects. English lessons are a rich source of material, with pupils regularly drafting and editing their writing on computers and often playing games that help to improve basic skills. Teachers from Years 4 to 6 have regular access to interactive whiteboards and often use these well to present exciting activities that motivate pupils. When they are used most effectively pupils are also highly involved in using the technology. This often generates great excitement, such as when pupils in a Year 5 and 6 class worked together to sort a list of French and Italian words. In many lessons, pupils make good use of classroom computers, which contributes well to their very good achievement. A very good example was seen in Year 1 where pupils used a range of different fonts and skills to design and illustrate a 'Wanted' poster for the character 'Burglar Bill'. Activities such as this improve ICT skills and foster greater enjoyment of reading and writing.

HUMANITIES

78. Work in geography and history was sampled. Judgements about provision, standards and achievement in geography are not made. In history, it was possible to judge standards, but not the quality of provision or achievement.

79. In the one **geography** lesson seen, teaching and learning were good. Pupils in Years 3 and 4 made good gains in understanding the use of symbols and keys on maps and plans and gave good thought to how the school environment could be improved. Examination of pupils' work shows that the requirements of the National Curriculum are met. Written work is limited, however, so best use is not made of opportunities to reinforce and extend writing skills in this subject, particularly in Years 5 and 6.
80. Discussions with pupils and an analysis of their work in **history** indicate that standards are average by the end of Years 2 and 6. The wide range of history-linked visits and visitors and the many good links that are made with other subjects promote pupils' interest and understanding. Year 6 pupils recall with clarity and enthusiasm their previous experiences of, for example, work on the Egyptians, Tudors, Vikings, Anglo Saxons and Victorians. Their studies have included visits to local places of interest or history workshops, for example, based on the Victorians and Britain at War. Pupils say, "It is good to learn about generations before us". The school's approach to learning through experience, gives pupils many opportunities to review and build on what they already know, developing skills of empathy and asking key questions to help them discover about the past. Year 6 pupils admit, "We do not do lots of writing in history", but they offer one or two particularly good examples such as their letter to Zeus in Greece and their diary of a World War Two evacuee.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Many of the activities planned for religious education are well designed to capture pupils' interest
- There are missed opportunities for pupils to develop writing skills

Commentary

81. Pupils achieve satisfactorily. By the end of Years 2 and 6, standards are in line with the expectations of the locally agreed syllabus. This is a similar picture to that seen at the time of the last inspection. Teaching and learning remain satisfactory. No individual teacher has overall responsibility for leading and managing the subject. However, the school overcomes this by using the services of a consultant teacher to support staff and to teach occasional lessons. This arrangement has had a satisfactory impact overall and has led to some interesting developments, for instance the faith trails within the locality, which are strengthening links between the school and the local church and mosque. The arrangement has also been most effective in ensuring that the activities taught are well designed and help pupils to reach the expected standards. Teachers have gained confidence in tackling challenging questions and pupils' work shows that they respond well to this. In discussion, Year 6 pupils clearly show that they have a sound basic understanding of the main faiths represented in Great Britain. During the inspection, older juniors gained a very thorough understanding of the five Buddhist precepts in activities that gave them many chances to discuss and present their ideas.
82. Teachers have high expectations of how pupils present their work. Pupils respond well to this and produce neat work that is carefully organised. However, there is very little written work in pupils' books and folders. Whilst there is some evidence of good written recording in Year 2, across the school more ways could be found for pupils to improve upon their writing skills in this subject. Nevertheless, despite the limited amount of recorded work, pupils make satisfactory progress because they are regularly asked to discuss religious ideas together.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. Work in art and design, design and technology and music was sampled so judgements about provision are not made. It was possible to judge standards in art and design and design and technology, but not achievement. There was insufficient evidence to judge standards and achievement in music.
84. During brief observations of two **art and design** lessons in Years 3 and 4, pupils were fully involved in a very stimulating activity making sculptures out of natural materials. Pupils' work in sketchbooks and displayed around the school shows that standards are in line with expectations. Some of the work on display shows that teachers make very effective links with other subjects such as science, geography and history. For example, pupils have made flags of several countries as part of an 'around the world' project. They have also made African shields and masks and produced striking pieces of artwork based on high magnification photographs of human body parts, such as the iris. The subject has a high profile in the school and pupils clearly benefit from participation in creative activities. There is also good extra-curricular provision comprising two art clubs. Visits to galleries and visitors make a good contribution to the pupils' learning and personal development. The subject is led and managed well.
85. Work in **design and technology** shows that pupils cover all the required aspects of the subject and attain the expected standards by the end of Years 2 and 6. Infant pupils learn about mechanisms, such as levers. By the end of Year 2, pupils use these purposefully to make moving pictures. A variety of joining techniques are acquired, including sewing, glueing and nailing. Making tasks often have a real purpose, such as the fridge magnets produced by Year 2 pupils to hold their spelling lists.
86. Junior pupils cover a good range of work. In Year 3, they investigate and make a variety of cold drinks considering such aspects as appearance, taste, texture and how healthy these can be. Older juniors make various types of puppets, including glove, rod, string and shadow, and use these to perform the play-scripts that they have written. Planning tasks include some detailed drawings of, for example, different elevations, and list the materials and tools needed. Making tasks are often preceded by research activities, sometimes for homework, that promote literacy skills. Pupils' written evaluations of their work are thoughtful, reflecting what they found easy or difficult and how they might improve their products. There are frequent, good, links with numeracy, as pupils are taught to measure and fold accurately. This was evident in the good lesson seen with Year 5 pupils in which they constructed various nets to make shells for buggies built in an earlier lesson.
87. No **music** lessons were seen for pupils in Years 1 to 6. However, the quality of singing from these pupils in assemblies was good. Pupils sang tunefully, showing good diction and control. They show good enjoyment as they sing, listening well to the accompaniment and entering on the correct beat. The small ensemble that played before one assembly showed that they had developed good skills in performing together. The school has invested in providing specialist teaching, with provision for pupils to learn to play an instrument, such as recorders and wind and string instruments. Music makes a very good contribution to pupils' personal development with, for example, good opportunities for them to perform songs, play instruments and evaluate music from different times, traditions and cultures.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above expectations by the end of Year 6
- Good teaching promotes pupils' good achievement and very good enjoyment of the subject

- The wide range of extra-curricular sports enriches learning
- An enthusiastic co-ordinator leads and manages the subject well

Commentary

88. Good and often very good teaching results in pupils attaining standards that are above expectations by the end of Year 6. This represents good improvement since the last inspection.
89. Teachers are willing and enthusiastic and demonstrate good subject knowledge. These features motivate pupils well and support their good achievement. Pupils are encouraged to take responsibility for, and to evaluate, their own performance to improve their skills, which they do in an increasingly mature way. All pupils, including those with physical disabilities, are fully included in lessons. These are well planned and instructions are clear, enabling all pupils to achieve well. Swimming is undertaken in Years 3 and 4, enabling a very large proportion of pupils to achieve the expected 25 metres. Older pupils experience outdoor activities both locally and on an annual residential visit to the Lake District.
90. Pupils' attitudes to physical education are very positive. They respond very well to the tasks set, planning, working and playing co-operatively together. Infants and juniors also benefit from the wide and varied range of sports-based extra-curricular clubs and activities, with high participation in these. Year 6 pupils are enthusiastic in talking about lessons and clubs and the tournaments they have with local schools for hockey, athletics, netball and football. They also thoroughly enjoy activities such as rock climbing and canoeing undertaken on their residential visit. Year 2 pupils say that, "PE makes our body feel awake".
91. The subject co-ordinator is enthusiastic and committed to the continuing improvement of provision and standards. Effective use is made of very good resources, which have improved considerably since the last inspection. While poor drainage restricts regular use of the field, pupils benefit from an extensive range of outdoor equipment on the two playgrounds. In addition, pupils really enjoy the structured programme of lunchtime activities that are well supervised. During the inspection, very effective and regular use was made of the large hall and its gymnastic apparatus. These experiences impact positively upon pupils' physical, personal and social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. Provision in **personal, social and health education** was sampled. Provision is supported very well by the school's strong commitment to developing pupils' personal development, which is evident in all of the school's work. The school plans an outline programme of study, where all pupils experience key messages that are shared and taught in assemblies and lessons. There are very good opportunities for pupils to develop social skills and self-esteem in a range of lessons in other subjects. The planned programme incorporates special events, which provide a basis for learning through first-hand experience.
93. During the inspection, younger pupils demonstrated a very good attitude towards learning in circle time activities in which there was evidence of very good development of speaking skills. Pupils listened well and were fully engaged in the activities. The school has a consistent focus upon healthy eating and developing a healthy lifestyle. This approach is exemplified by replacing crisps and biscuits at break times with fruit, and ensuring that pupils have constant access to water throughout the day.
94. Pupils from each class serve as representatives and members of the school council, which allows them to participate in decision making. In all year groups, pupils are provided with opportunities to take on responsibilities. Pupils say that they appreciate the good rapport they have with teachers who readily "listen to our opinions, suggestions and points of view."

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	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).

