

INSPECTION REPORT

Davyhulme Community Junior School
Manchester

LEA area: Trafford

Unique Reference Number: 106316

Acting Headteacher: Mr P. Jones

Reporting inspector: Mr S. G. Evans
21217

Dates of inspection: 15-18 November 1999

Under OFSTED contract number: 706808

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Canterbury Road Urmston Manchester M41 0RX
Telephone number:	0161 748 3392
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Appropriate authority:	Governing Body
Chairman of governors:	Mr R. Haigh
Date of previous inspection:	22 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr S. G. Evans, Rgl	Mathematics Design and technology Information and communication technology Physical education	Attainment and progress Teaching Leadership and management Efficiency
Mrs R. Mothersdale, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr M. Wehrmeyer	English History Geography Art	The curriculum and assessment Staffing, accommodation and learning resources
Mrs S. Russam	Special educational needs Science Music Religious education	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development

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Main findings

What the school does well

- Attainment in mathematics is above average and pupils make good progress. Pupils make good progress in information and communication technology. Attainment is high in music and swimming.
- Pupils' attitudes to work, their behaviour, relationships with one another and personal development are good. They like school and their attendance is above average.
- There is a significant amount of good teaching, which positively affects pupils' progress.
- There is good curriculum provision. This has a positive effect on teachers' lesson planning.
- Provision for pupils' spiritual, moral, social and cultural development is good. This means the high standards of pupils' behaviour, relationships with one another and their personal development have been maintained since the last inspection.
- The acting headteacher provides good leadership.
- The school manages its finances efficiently.

Where the school has weaknesses

- I. Expectations of what pupils are to attain are not consistently high enough.
- II. Pupils with special educational needs miss important work in lessons when they are withdrawn for extra literacy work.
- III. The school development plan is not monitored or evaluated effectively. It is unclear in the school development plan how the success of school initiatives is to be measured.
- IV. The partnership between parents and school is underdeveloped.
- V. The procedures relating to child protection are unsatisfactory.
- VI. There are health and safety issues and procedures that need addressing.

This is an improving school. The school's strengths outweigh the areas requiring development. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Standards in mathematics have improved, and significantly improved in information and communication technology. The quality of teaching has improved significantly. There is now no unsatisfactory teaching (one in five lessons at the time of the last inspection was unsatisfactory), and there is more very good or better teaching (one in four lessons now compared with less than one in ten at the time of the last inspection). The quality and effectiveness of curricular planning has improved significantly. Procedures for assessing pupils' work are much better. The roles and responsibilities of staff and governors are clearer and more effective. The quality of the accommodation is very much better. School development planning is better but still has weaknesses. Expectations of what pupils are to attain are still not consistently high enough across the school. The quality of parental involvement in their children's learning has improved, but leaves room for further significant improvement. The school has the capacity to improve further.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	C	C		
Mathematics	B	B		
Science	C	C		

Inspection evidence reflects the results in the table above. Pupils' attainment in information and communication technology is in line with national expectations, and improving at a significant rate. Attainment in religious education by the age of eleven is in line with what is expected in the locally agreed syllabus. Pupils attain highly in music and swimming. Attainment in art, design and technology, geography, history and physical education is in line with age-related expectations for junior school pupils. Pupils make satisfactory progress overall. They are capable of making better progress, particularly in English, science and religious education.

Quality of teaching

Teaching in	7 – 11 years
English	Satisfactory
Mathematics	Good
Science	Good
Information technology	Good
Religious education	Satisfactory
Other subjects	Satisfactory

The quality of teaching is satisfactory overall, with a significant amount of good and very good teaching. The quality of teaching is satisfactory or better in all lessons, with 31 per cent good, 24 per cent very good and one per cent excellent. Teaching is good in geography, music and swimming. It is satisfactory in history, art, design and technology and physical education.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Pupils' behaviour in and around the school is good. They develop good relationships and attitudes to work.
Attendance	Good. It is above the national average.
Ethos*	Good overall, but there needs to be an even greater commitment to high standards.
Leadership and management	The acting headteacher has provided good leadership in managing the school during the absence of the headteacher. The governing body has provided good support. Subject co-ordinators positively affect standards within the subjects for which they are responsible. School development planning is unsatisfactory.
Curriculum	Good. The assessment procedures are effective in identifying pupils' strengths and weaknesses and for monitoring their progress. Provision for pupils with special educational needs is satisfactory. There is good provision for extra-curricular activities.
Spiritual, moral, social & cultural development	Good. The school teaches well the principles of right and wrong, and the importance of valuing all people, caring for others and increasing self-confidence.
Staffing, resources and accommodation	The school is satisfactorily staffed with teachers. There are too few support staff. It is resourced adequately. The amount of accommodation is ample for teaching all subjects.
Value for money	The school gives satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

Sixty-one questionnaires were returned. This was 31 per cent of those sent out. Ten parents attended the pre-inspection meeting for parents.

What most parents like about the school

- VII. The school encourages parents to play an active part in school life.
- VIII. It enables their children to reach a good standard in most of their work.
- IX. It keeps them well informed about their children's progress.
- X. There is satisfaction with the school's homework provision.
- XI. It promotes positive values and attitudes.
- XII. They feel this is a school with a caring and happy environment.
- XIII. Their children like school.

What some parents are not happy about

- XIV. Parents do not receive of the school and feel excluded from a
- XV. Parents are not well enough hool.
- XVI. There is not enough time during ss fully their children's progress.
- XVII. There is some dissatisfaction with

Inspectors' judgements support most of the parents' positive views. There are a significant number of parents who are right to feel excluded from a meaningful partnership with the school. There is also room for improvement in the information available to parents about what pupils are to learn. New homework procedures have been put in place and are of good quality. More opportunities for parents to speak with teachers informally will help to compensate for shortage of time at parent/teacher consultation meetings.

Key issues for action

In order to raise standards of attainment further the headteacher and staff, in conjunction with the governing body, should:

XVIII. raise expectations across the school of what pupils are to attain by:

- revising the aims of the school to include a commitment to achieving high attainment;
- ensuring work is appropriately hard enough in all lessons;
- marking all work to a consistently high standard so pupils know how to improve their work;
- expecting high standards of presentation of all pupils' work;
- teachers setting targets for the level of pupils' attainment that are realistic, but high enough;
(Paragraphs 8, 13, 14, 25, 51, 66, 82 and 90)

- ensure pupils do not miss lessons in other subjects when withdrawn for additional literacy and numeracy support;
(Paragraphs 26, 28, 71 and 106)

- improve the school development planning process by:
 - setting more specific goals by which the success, or otherwise, of initiatives within the school development plan can be measured;
 - monitoring and evaluating its effectiveness;(Paragraphs 49 and 50)

- strengthen the parent/school partnership by building on recent initiatives and improvements and by:
 - taking measures to involve more parents in supporting pupils' learning within the classroom;
 - providing more information about the work pupils do in lessons;
 - extending a welcome to parents for more informal end-of-day contact with teachers;
 - considering the allocation of a room within the school for use by parents who help in the school;
 - inviting parents into class assemblies;
 - exploring, with parents, the setting-up of an association for parents and friends of the school.(Paragraphs 44 and 45)

The headteacher in conjunction with the governing body should:

- address the health and safety issues identified in the recent health and safety audit of the school;
- as a matter of urgency, deal with the overcrowding of parents on the pavement outside school at the finish of the school day;
- complete a detailed risk assessment to identify potential hazards;
- conduct a fire drill for the emergency evacuation of the school;
- update the school's child protection procedures so designated members of staff receive appropriate training. Also, ensure all staff are aware of child protection procedures.
(Paragraphs 42 and 43)

• **Introduction**

• **Characteristics of the school**

1. The school is situated near to Urmston in a suburban area close to Manchester. There are 249 pupils on roll. Thirty-five pupils are identified as having special educational needs, one of whom has a statement. Almost all pupils transfer from the adjacent infant school. Attainment is broadly average for children of seven years of age. At the time of the last inspection there were 35 pupils more on roll, nine pupils fewer on the register for pupils with special educational needs and no pupil had a statement of special educational need.
2. The percentage of pupils entitled to free school meals is half the national average and approximately five per cent less than at the time of the previous inspection. Pupils come from a range of socio-economic backgrounds. Most pupils live near the school, although an increasing number travel from further afield. Very few pupils are from minority ethnic backgrounds and almost all pupils come from homes in which English is the first language.
3. The school sets out its aims and values for pupils as follows:
“at Davyhulme Junior School we aim to create a challenging and creative environment where a child will be happy, caring and confident. We hope pupils will be armed with the necessary academic, aesthetic and social skills to equip them for life”.
4. Objectives:
 - we aim to create a stimulating environment with a variety of learning experiences to encourage self motivation and the appreciation of knowledge;
 - we aim to build self-esteem, confidence and independence and promote respect and care for others and the environment;
 - we aim to teach them the value of truth, honesty, politeness and tolerance;
 - we aim to offer a variety of enriching experiences and activities to develop their aesthetic awareness.

1. The key issues from previous inspection report were:

to raise further the standards of work and the quality of education provided the governors and senior management should:

- improve significantly the quality and effectiveness of curricular planning;
- take steps to ensure that when planning work teachers set high expectations for all pupils;
- continue to develop systems for the more accurate assessment of pupils' work across all subjects;
- use assessment to improve curricular planning;
- ensure that the National Curriculum requirements in information technology are met and that standards of attainment are improved;
- produce a school development plan which effectively relates curriculum development to financial planning, staff development and governor involvement;
- develop the roles and responsibilities of all staff and governors to strengthen the contribution they can make to raising standards;

- raise the number of hours taught to the nationally recommended minimum.

1. The school has set a target of having 85 per cent of pupils at the nationally expected level in English by 2002.

6.

Key indicators

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	36	48	84

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	27	29	30
	Girls	37	36	42
	Total	64	65	72
Percentage at NC Level 4 or above	School	76(64)	77(50)	86(71)
	National	70(65)	69(59)	78(69)
6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	27	30	31
	Girls	38	38	39
	Total	65	68	70
Percentage at NC Level 4 or above	School	78(64)	81(64)	71(71)
	National	68(65)	69(65)	75(71)

¹ Percentages in parentheses refer to the year before the latest reporting year.

6. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.8
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

6.

6. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

6. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	25
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

6. Educational standards achieved by pupils at the school

6. Attainment and progress

2. In the 1999 Key Stage 2 national tests attainment was above average in mathematics and average in English and science. In comparison with those in similar schools³ standards of attainment in English, mathematics and science were average. In the end of key stage tests over the last three years standards have remained broadly the same except in 1998 when results in mathematics fell. This decline was quickly reversed.
3. Current inspection evidence indicates that standards in mathematics by the end of the key stage are above average. By the end of the key stage standards in English and science are average. Since the last inspection the school has maintained standards in English and science and standards have improved in mathematics. Expectations of the standards pupils are to attain are not high enough.
4. In English pupils' attainment in speaking, reading and writing are average and above average in their ability to listen carefully. Standards of literacy are satisfactory throughout the school. Pupils' use their literacy skills satisfactorily in other subjects. In mathematics pupils' attainment is above average in all areas of learning, including their mental calculation and numeracy skills. Pupils' use of numeracy in other subjects is good across the school. In science attainment is average in all areas of learning.
5. Attainment in information and communication technology is in line with national expectations⁴ by the end of the key stage in nearly all areas of learning. The exception is in the use of the Internet. The school is not yet connected to the Internet. Standards in information and communication technology have risen very significantly since the last inspection. It is now a strength of the school. Standards by the end of the key stage are in line with those recommended in the locally agreed syllabus for religious education. In art, design and technology, geography, history and physical education pupils are reaching expected levels for their age. Standards in music and swimming are above national expectations by the end of the key stage. Since the last inspection standards have improved in design and technology. Standards remain broadly the same in religious education, art, geography, history, music and physical education. Girls attain higher than boys do, although the gap is narrowing.
6. Progress in relation to prior attainment is good in mathematics, information and communication technology, design and technology, geography, music and swimming. In English, science, religious education, art, history and physical education it is satisfactory. The good progress pupils make is due to a high percentage of good teaching, which includes high expectations of what pupils are to attain and secure subject knowledge and pupils' good attitudes to learning.
7. Higher attaining pupils progress well in relation to their prior attainment in mathematics, science and information and communication technology. They make satisfactory

³ Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

⁴ The national expectation is that pupils will attain Level 4 by the end of Year 6.

progress in English and religious education. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. Progress towards the specific targets set in their individual education plans is unsatisfactory. Pupils with special educational needs make slower progress because they are withdrawn from lessons and miss valuable work and teachers do not consistently use effectively pupils' individual education plans when planning their work.

8. The following are examples of the progress pupils make in some lessons. The examples illustrate how high expectations lead to higher attainment and how progress is no more than satisfactory when expectations are not high enough.

- In a Year 5 literacy lesson pupils made very good progress in using the text of a play "William's Workshop". They developed the skills necessary for successful script writing at a very good rate in the lesson. The teacher had expectations of individuals' reading skills and used good performance of previous pupils' work to exemplify best practice. In a Year 4 lesson about identifying the main features of newspaper layout expectations were not high enough. Too much time was spent on cutting out and sticking. Pupils in Year 4 who receive additional literacy support lessons make good progress. The rate of progress in reading at Year 5 is not quick enough because the books pupils read are not sufficiently challenging.
- Expectations of what pupils are to attain are generally high in mathematics lessons. This was evident in a Year 6 lesson involving mental calculation of factors up to 12 times 12. Pupils were expected to work at a fast rate and accurately. They responded by working quickly and accurately. It resulted in good progress.
- In a Year 4 science lesson pupils made good progress in learning the names of the bones in the human skeleton. By the end of the lesson pupils had increased their knowledge about the human skeleton. Pupils' rate of progress was increased by work appropriately matched to their varying needs. In a Year 6 lesson on drawing and labelling a flower pupils' progress was slowed because they spent too much time drawing and not enough on the development of their scientific knowledge and understanding.
- In information and communication technology lessons expectations of what pupils are to attain are high, sometimes very high. Pupils' response is to attain highly. For example, in Year 5 lessons pupils made very good progress in developing their knowledge and understanding of control technology. Pupils' attainment within these lessons was above national age-related expectations.
- Progress in religious education lessons is variable. It slows when the work expected from pupils is not hard enough as in a Year 3 lesson. They spent too much time drawing a picture and not enough on writing an account of the story. In a Year 5 lesson pupils' rate of progress was good when they had to record information using text and diagrams.

1. The school assembles a wide range of data on pupils' attainments and has used this to set targets for each of the existing cohorts of pupils. Following discussions with a local education authority representative the school raised some of its targets. By year 2002 when the current Year 4 pupils are tested the school has set a target of having 85 per cent of pupils at the nationally expected level in English. It is appropriately challenging for that cohort of pupils.

14. **Attitudes, behaviour and personal development**

2. The strong ethos of the school and good role models provided by the staff support and

encourage pupils to develop good relationships, attitudes and behaviour. Their personal development is also good. Since the time of the last inspection the school has maintained good standards in this aspect of its work.

3. Pupils' attitudes to learning are good. In nearly a third of lessons it is very good. In most lessons where the work is interesting and pupils are clear about the purpose of what they do and how to fulfil this purpose their attitudes are consistently good. This has a positive impact upon the standard of their work and the progress that they make. Pupils show a good ability to concentrate for long periods and complete work with enthusiasm and enjoyment. Where pupils are less clear about the purpose of the lesson and how they are to do their work attitudes are, nevertheless, satisfactory. Pupils are well motivated by the consistent implementation of the rewards systems and talk with animation about the Owl Awards, credit points, team points and winning the Team Point Trophy.
4. Pupils' behaviour is good in classrooms and around the building. Pupils understand the need to take turns in whole class lessons and are attentive in listening to the teacher and each other. They ask for help politely without calling out and wait patiently for support when necessary. Pupils are courteous and respectful to adults. They often give good support to each other in their work. Pupils enjoy opportunities to engage in purposeful conversation about what they are doing, both with classmates and with adults. Pupils work with good levels of co-operation and trusting relationships are evident, such as in music where the staff encourage pupils to criticise constructively their performances. Often pupils display a good ability to handle equipment and resources for lessons with care and respect, such as in science where the younger pupils use equipment with confidence and enjoyment. Across the school pupils move around the building in a very orderly way, showing high levels of awareness about the need to be quiet when lining up for assembly and leaving the hall to return to classrooms. Throughout the school pupils frequently display courtesy and good manners by holding open doors and by greeting visitors politely. They are all extremely well behaved when working with a friend using the computers. They work diligently with minimal supervision. The pupils play well and behave properly, if somewhat boisterously at times, with their friends in the playground. There was no evidence of bullying or harassment during the inspection and pupil to pupil relationships are good. There is a high level of respect between pupils and adults. The school has excluded only one pupil in the past three years.
5. When given the opportunity pupils are very willing to take on responsibility. They carry out their duties seriously and develop a good level of self-esteem through this means. The oldest pupils clearly enjoy the opportunity to be school prefects. Pupils enjoy opportunities to find out about the world beyond the school through visits to places of interest and meeting visitors to school. The younger pupils enjoy visits to Manchester Museum and receiving visitors into school, especially two parrots from the Rainforest Cafe in the Trafford Centre. Older pupils also visit local places of interest, but do not have the opportunity to benefit from participating in a residential experience where they would learn about living and working together in a different environment.
6. The good opportunities provided for pupils to take responsibility for aspects of their learning has a positive impact upon their achievements. The recent introduction of pupil self-assessment in music has raised their individual expectations of what they can and want to achieve. In discussion they talk very favourably about being able to influence

their progress by setting themselves targets for improvement. They develop their capacity for personal study through their knowledge and use of information and communication technology, which also helps to support the development of their independent learning skills.

19. **Attendance**

7. Attendance at the school is good and most pupils are punctual. Very few parents take their children out of school for holidays during term time and the school is aware of all of the reasons for pupils being absent from school. Registrations are prompt and registers meet statutory requirements, which is an improvement since the previous inspection.

20. **Quality of education provided**

20. **Teaching**

8. The quality of teaching is satisfactory, with a significant amount of good and very good teaching that has a positive effect on pupils' attainment and progress. The quality of teaching is significantly better now than at the time of the previous inspection. Teaching is satisfactory or better in all lessons, with 31 per cent good, 24 per cent very good and one per cent excellent.
9. The quality of teaching is good in mathematics, science, information and communication technology, geography, music and swimming. It is satisfactory in English, religious education, art, history and physical education. As the inspection team saw only one lesson in design and technology no overall judgement is made on the quality of teaching in this subject.
10. Teachers prepare lessons well, are conscientious and hard working. The planning usually shows clearly what is to be taught and learnt. In a small minority of lessons what pupils are expected to learn is not clear. Teachers give pupils opportunities to develop literacy and numeracy skills in different subjects, for example, graph work in science, measuring accurately in design and technology and word processing in information and communication technology. There is satisfactory use of pupil assessment to ensure that activities are matched to pupils' varying needs and prior attainment. This means the school has addressed one of the key issues identified in the previous inspection.
11. Teachers use a range of appropriate teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. They use time and resources efficiently. They use computers very efficiently to support pupils' learning. Teachers have secure subject knowledge. They manage pupils' behaviour effectively. A strength of the teaching is the good relationships between staff and pupils.
12. The difference between the satisfactory teaching and the good or better teaching relates to teachers' expectations of what pupils are to attain. In the satisfactory lessons the rate of pupils' progress will increase when teachers set harder work for pupils, expect more work to be completed in lessons and consistently insist on good standards of presentation. The quality of the marking of pupils' work is satisfactory. Not all work is marked, although most is. Teachers do not implement the school's marking policy consistently across the school. The best marking places an emphasis on what pupils

need to do to improve their work further. There is a newly introduced homework policy that is of good quality. It has a positive effect on pupils' progress.

13. The teaching of pupils with special educational needs generally takes place within the classroom, with some withdrawal work, and is satisfactory. Work usually matches their needs accurately, but the effective use of pupils' individual education plans is not consistent across the school. The withdrawal of pupils with special educational needs from class for extra literacy lessons means they miss important work in other subjects. In a Year 3 mathematics lesson they missed skilled teaching and good pupil interaction. This good quality mathematics provision cannot be made up. In-class support for pupils with special educational needs is extremely limited because there are no classroom support staff. Pupils receive good support from skilled support staff as part of the additional literacy support project. There is very good liaison between class teacher and support staff to ensure pupils benefit fully from this provision.

26. **The curriculum and assessment**

14. Curriculum provision is good. The school has made a determined and systematic response to redress the weaknesses identified in the previous report. It is appropriately balanced, broadly based and relevant to pupils' needs. It effectively promotes pupils' intellectual, physical and personal development. The school prepares its pupils well for the next stage of education. The curriculum meets statutory requirements to teach all the subjects of the National Curriculum and religious education. Information and communication technology now has a high profile in the school. Literacy and numeracy receive a high priority. Although the school makes many effective links with other subjects the planning of literacy and numeracy into the wider curriculum is not a formal process. An appropriate, but informal, programme of sex education based on the school's sound policy document prepares older pupils for the changes which will occur as they grow older. A good planned programme of personal and social education promotes pupils' personal development and includes suitable reference to health education and dangers of drug misuse.
15. The curriculum meets the requirements of the Code of Practice⁵ for pupils with special educational needs. Pupils with special educational needs are withdrawn from various lessons. They miss work across the curriculum. This denies them equal access to the curriculum. This is unsatisfactory.
16. Planning for progression and continuity is good. The school has adopted a common format for long and medium term planning, shared by parallel classes in each year, to improve consistency significantly. Where teachers plan their daily lessons separately the consistency is weakened somewhat. In some year groups the school misses the opportunity to plan lessons to teachers' individual strengths.
17. Long term planning is based on good school schemes of work or recent national guidelines where the sequence of development of knowledge and skills is clearly laid out from Year 3 to Year 6. The schemes ensure that learning builds systematically on existing knowledge, avoiding wasteful repetition. The curriculum is enriched by a good range of visits to places of educational interest which act as valuable starting points and

⁵ Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

reference sources for science, history, geography, art and design.

18. A good range of extra-curricular activities builds skills, which feed back into the curriculum of English, music, art, information technology and particularly physical education. Roughly a quarter of pupils take part in these activities. The school football, netball and skittle-ball teams are successful in competitive games.
19. Procedures for assessing pupils' attainment are good. The policy, updated since the last inspection, details not only a good range of systems but also promotes consistent use from class to class. The school gives priority to the core subjects where procedures enable teachers to identify pupils' levels, track their progress in, for example, reading and spelling and monitor the value added by the teaching. The benefit to pupils' progress is raising the teachers' awareness of levels of ability, which informs the matching of work appropriately. In a broader sense it enables teachers to set higher targets for year groups. The school does not yet use the good quality information to set detailed targets for groups within classes or to influence the rate of progress within planning. Annual assessments in the foundation subjects help teachers to frame relevant comment in reports to parents.
20. The use of assessment to inform curricular planning is satisfactory. Lesson plans have a section for teachers to record significant evaluations of pupils' performance and teachers use this information to guide further planning. The consistency with which this is done reflects the considerable improvement of practice. Regular analysis of the assessment data, particularly of the national standard tests, enables the school to detect trends.

33. **Pupils' spiritual, moral, social and cultural development**

21. The school makes good provision for the spiritual, moral, social and cultural development of pupils. Since the time of the last inspection the school has maintained the good provision identified in the previous report.
22. Pupils' spiritual development is good. Pupils have regular opportunities to appreciate music when entering the hall for assembly, which helps to reinforce the positive ethos of the school. Behaviour in assembly reflects a good understanding of reverence and respect for formal prayer. Pupils are familiar with expressing thanks and gratitude for the good things in their lives through both formal and informal prayer. They have good opportunities to reflect upon their own experiences, to consider and discuss their feelings and to experience some sense of incredulity and wonder. The school promotes spiritual development well through collective acts of worship. It places appropriate emphasis upon Christianity and other world faiths ensuring pupils develop a balanced view about a sense of occasion for whichever festival is celebrated within other non-Christian communities.
23. Pupils' moral development is good. They all have a very clear understanding of the differences between right and wrong and the implications of their behaviour upon others. Teachers regularly praise and acknowledge in class the contribution all pupils make to the life of the school and their individual skills and abilities. Pupils are familiar with standards expected of them in class, the playground and at lunchtime and conform willingly to the school rules. Adults within the school, whether they are teachers, ancillary staff or volunteers, all provide good role models. They work together to ensure

the pupils are clear about why rules are part of society in general. The aims and values of the school encompass this aspect of pupils' development and provide a clear statement about the standards of discipline expected by the school. Pupils themselves feel it is reasonable that the school expects them not to distract or disturb other people, nor hurt them physically or verbally. They endeavour to be polite to people at all times, respect their own and others' property and move safely and in an orderly manner around the school.

24. The social development of pupils is good. They work together successfully in a range of situations, both in the classroom and in less formal groups. They confidently accept responsibility for organising resources for lessons. The monitors responsible for organising equipment for lessons are particularly diligent in the undertaking of their duties, as are the corridor monitors. Other monitors are responsible for the library, the registers and special duties such as organising the music for assembly. Pupils are also involved with the local community and received many letters of thanks from elderly neighbours for their harvest parcels. They also recently conducted a survey about the impact on the immediate locality of the Trafford Centre during the year it has been open. Visitors to the school develop pupils' skills in social interaction. The school gives good support to charitable fund-raising.
25. Pupils develop a good knowledge and understanding of their own culture and that of others. The school makes effective use of visits to museums and other places of interest to deepen pupils' understanding of the richness of past cultures. Year 3 visited Manchester Museum as part of their work whilst studying Ancient Egypt. There they were able to handle and make rubbings of Egyptian artefacts. Other pupils visited Tatton Hall and spent the day as Victorians. Art, music and literature within the curriculum, together with pupils' interest in current, national and world events, promote their cultural development. They regularly read newspapers and cut out articles of interest such as "Smog Threatens to Destroy the Taj Mahal", "Terror Blast in Moscow" and "Devastation in India". They talk knowledgeably about the impact of such happenings on countries and their people. The school endeavours to address further the multi-cultural aspect of pupils' development through the recently implemented and well-planned religious education scheme of work.
38. **Support, guidance and pupils' welfare**
26. The school's procedures for support, guidance and pupils' welfare are satisfactory. Procedures for monitoring and promoting pupils' progress and personal development are satisfactory and have improved since the previous inspection. Staff meet regularly to discuss pupils and detailed procedures are in place to assess pupils' progress. The headteacher regularly monitors all classes. Teachers know the pupils well, but do not formally monitor pupils' progress and personal development.
27. The school's procedures for the monitoring and promoting of discipline and good behaviour are satisfactory. The school's behaviour policy is currently under review. No formalised control and restraint procedures are in place and the school does not maintain a bound incident book to monitor any behavioural incidents. Effective procedures are in place to reward good behaviour by awarding badges and team points.
28. The school's arrangements for the monitoring and promoting of attendance at school are very good. It completes attendance registers with the support of a computerised system

and this is very effective in ensuring that it collates and analyses all reasons for absence and unpunctuality. The school promotes the awarding of a weekly attendance trophy. Appropriate procedures are in place to record when pupils have left the premises or returned during school time and the late book records any pupils who arrive after the completion of registration. The school closely monitors the authorisation of discretionary holiday absence for pupils during term time.

29. The school's procedures for child protection are unsatisfactory as neither of the two designated persons have received recent and relevant training and neither has there been any whole school arrangements for staff to be trained in the relevant child protection awareness procedures. The school acknowledges the need for updating its present child protection arrangements and is reviewing its procedures.
30. Overall the school's procedures for the health and safety of its pupils are unsatisfactory. The school's arrangements for the health of its pupils are good. There are three trained first aiders on the staff and the accident book is up to date. First aid and medical arrangements are well organised. The school liaises closely with the school nurse and doctor. Some aspects of the school's procedures for the safety of its pupils and staff are satisfactory but still require the completion of risk assessments and the speedy addressing of all the concerns raised in the recent inspection of the school premises by the local education authority's health and safety unit. The school is conscientious to maintain the safety of portable electric appliances, fire fighting equipment, checking of fire alarms and physical education equipment. There are detailed notices around the school for the safe evacuation of pupils and staff from the building in the case of an emergency, but the school has held no fire drills for over a year. The current arrangements for the collection of pupils after school represents a considerable risk to pupils and many parents have expressed their concern on this issue as they are not encouraged to meet their children within the boundaries of the school. The school recognises the need to address these concerns but has not yet acted on them.
43. **Partnership with parents and the community**
31. The school's partnership with parents and the community is satisfactory. The quality of information to parents is satisfactory and parents value the recent provision of regular newsletters, which is an improvement since the previous inspection. However, there is no dedicated noticeboard for parental information nor has a parents' room been established in the school. A significant number of parents would welcome more information on the areas of learning covered by their children on a day-to-day basis and an extension of the time available to them during the parental consultation evenings. Information on the school's policy for pupils with special educational needs is limited within the school's prospectus and the governors' annual report to parents. Annual reports to parents meet statutory requirements and the headteacher's commentary now targets areas of development for pupils. The reports have improved since the previous inspection.
32. Parental involvement in children's learning is satisfactory and there are now a significant number of parental helpers in school, which is an improvement since the previous inspection. However, a significant number of parents feel excluded from a partnership with the school in the education of their children. Many of these same parents perceive that regular parental access to teachers at home time, regular parental involvement and invitations to school and class assemblies, and parental involvement in the setting up of

a parents' association would help to secure this partnership. It would also improve communication between parents and school. Although most parents do acknowledge that there has been an improvement in the relationships, communication and involvement between home and school since the previous inspection and most especially since the acting headteacher has been in post, these remain important and necessary areas for further development. The initiation of home/school link books is encouraging parents' participation in their child's learning at home and the now regular homework provision across the school encourages the parental support.

33. The school's partnership with the community is satisfactory. The school has close links to the neighbouring infant school. Pupils share grounds and the science garden with the Infant School. There are regular visits between the schools for pupils to view concerts and performances and to support the smooth transition of Year 2 pupils into the school. Inter school sports and musical activities support good links to neighbouring schools in the area. The school makes satisfactory use of the immediate area of the school. For example, Year 5 pupils have carried out a traffic survey in the area and pupils also visit the local supermarket and shops as part of their schoolwork. There are limited business and commercial links in the area for the school, but pupils do maintain those community links described in the previous report and continue to distribute goods from the harvest festival among local senior residents in the area. The school has close links to a local theatrical company and stores a large number of their props on the school premises.

46. **The management and efficiency of the school**

46. **Leadership and management**

34. Since January of this year the headteacher has been on secondment to the local education authority. The deputy headteacher, in his capacity as acting headteacher, provides good quality leadership in ensuring continuity and stability. He also provides good leadership by successfully introducing new initiatives. He led the school well through the major rebuilding work and kept to a minimum the disruption to pupils' education. There is a good sense of teamwork within the school.
35. All teachers assume responsibility for the management of subjects and have a clear understanding of their role. They demonstrate a clear vision of how they want their subjects to develop. In mathematics, information and communication technology, religious education and music the quality of leadership is particularly strong. Subject co-ordinators monitor teachers' planning within their subject. The acting headteacher and co-ordinator with responsibility for assessment monitors closely pupils' attainment and progress. The acting headteacher has begun an effective system for monitoring the quality of teaching.
36. The governing body meets regularly and statutory requirements are met. The governing body manages its meetings efficiently and effectively. Committees oversee various aspects of school life and designated governors provide valued support, for example, in respect of finance. Governors, for example the governor with responsibility for numeracy, demonstrate a good understanding of their roles. The governing body participates in long-term planning and decision making. Governors do not monitor the school development plan closely enough. Therefore they are unable to evaluate it effectively.
37. The school development plan sets out in detail areas for development during the current year and in outline future plans covering the next two years. The school development plan is better than at the time of the last inspection. However there are still weaknesses. The school development plan does not provide clear enough targets for improvement against which the school can measure its initiatives. The development plan is not monitored closely enough or evaluated effectively. This is unsatisfactory.
38. The quality of the school aims is generally satisfactory except there is no commitment to high attainment. The school meets its aims satisfactorily. Parents give good support to the values the school promotes. There is a positive ethos that is reflected in the good relationships within the school. The ethos of the school positively affects standards as it did at the time of the last inspection. To improve standards further a greater emphasis needs to be placed on the commitment to high attainment.

51. **Staffing, accommodation and learning resources**

39. The match of number, qualifications and experience of teachers to the demands of the curriculum is satisfactory. The staff have coped well with the difficult teaching conditions over the last couple of years during the refurbishment of the premises. The match of number of support staff to the demands of the curriculum is unsatisfactory. There are fewer support assistants than commonly found in a school of this size.

40. The school addressed the weaknesses in staff development found in the previous report and effected a significant improvement. Arrangements for the induction of new members of staff and for newly qualified teachers are good. Teachers now have access to in-service courses linked to the needs of the school identified in the school development plan. This training is beginning to have a positive impact on the expertise of staff and has established an ethos for subject development. The senior management team makes time available for the co-ordinators to carry out their role of monitoring provision in their subjects. Staff now have detailed job descriptions which specify their roles as classroom teachers or as subject co-ordinators. Although the formal appraisal system is inoperative the school operates a more rigorous and comprehensive informal system of its own. The school is proud of its achievement of the Investors in People Award.
41. The school secretary assists the headteacher very ably to ensure the smooth operation of the routine administration. The site manager and his cleaning team tend the site well and maintain the school as a clean and secure environment, creating a welcoming and tidy impression. The teachers have worked particularly hard in the short time since the completion of building works to provide a quality atmosphere with bright, often interactive displays, not only celebrating pupils' work, but also providing a record of progress and at times a good teaching resource. The midday supervisors contribute well to the pleasant, orderly atmosphere at lunchtime in the dining hall and playgrounds.
42. Most of the defects in accommodation found by the previous inspection have been rectified with the support of the local education authority. There is better than average accommodation, securely roofed, for the needs of the pupils and the curriculum. Many large and bright classrooms create a good working environment. The school site has good sports facilities and environmental study areas. A well stocked library is available for pupils' research or quiet independent study, but is more often used for changing books or literacy lessons. Attractive modern furniture has replaced the worn out desks. All classrooms have sinks and running water in or near them. The fabric of the building has been brought up to a good state of repair. Overall accommodation is considerably improved and has a positive impact on teaching and learning. The toilet areas remain relatively unattractive by comparison. One unsafe playground is scheduled for re-surfacing in the near future.
43. The school has upgraded its resources for teaching and learning since the previous inspection and they are at least satisfactory for the needs of the curriculum and the range of pupils. Some are good, for instance, equipment and materials for English, mathematics, music, history and special educational needs. Large apparatus for physical education is good, but the smaller equipment is more limited. Resources for science, information and design technology, geography, art and religious education are satisfactory. Co-ordinators audit their resource levels to identify gaps and to bring their subject up to a good level. Good planned use of outside resources and visits contributes well to the quality of education.
56. **The efficiency of the school**
44. The overall efficiency of the school is good. The expenditure per pupil is below the national average for primary schools. The governors consider a number of budget options before setting a budget that makes the best use of funds available. The school

carried forward a significant underspend. It plans to use this underspend effectively. The school is to be redecorated internally and there is to be a new computer suite. The installation of the computer suite will raise further standards of attainment in information and communication technology. This is appropriate and well planned use of these funds. Governors receive all the information they need to make considered decisions. There is an active finance committee that understands the school's financial position. They make good use of available financial information and plan ahead as far as is reasonable. Governors monitor expenditure, but do not evaluate the effects of spending decisions on pupils' progress. The school ensures its grants for staff training and special educational needs funding are spent satisfactorily.

45. The school deploys its teaching and support staff satisfactorily. All teachers take a lead and support in at least one curriculum area. The school uses its resources efficiently to support pupils in their learning and uses its available accommodation well. The school makes very good use of the school's computerised library system.
46. The school secretary very ably serves the school. The school's day-to-day organisation and administration run very smoothly and are efficiently carried out by the administrative staff. The school has acted upon the recommendations of the latest audit report.
47. Taking into account pupils' attainment on entry, the overall satisfactory quality of teaching and progress pupils make and the low costs involved, the school gives satisfactory value for money.

60.

60. **PART B: CURRICULUM AREAS AND SUBJECTS**

60. **English, mathematics, science, information and communication technology and religious education**

60.

English

48. National Curriculum test results in 1999 show pupils' attainment is in line with the national average and that of similar schools. Performance in the standard tests shows a slight declining trend over three years, but this has halted with the improvement in 1999. The reason for this is the focus on literacy and the re-organisation of policy, planning and provision, which represents a significant improvement since the previous inspection.
49. Inspection findings confirm that attainment at the end of Key Stage 2 is in line with the national average. Standards in speaking are average. Pupils' listening skills are above average. Standards in reading at the end of Key Stage 2 are in line with the national average. Standards in writing also are in line with the national average. Overall these standards are not high enough to reflect the pupils' potential.
50. Pupils listen attentively and reflect on what they hear. They take in information from teachers and fellow pupils and follow instructions accurately. Most pupils are eager to talk and are quite articulate, particularly when they use complete and complex sentences. These pupils have a good awareness of Standard English. A small minority are more hesitant and not achieving the average level by the end of Year 6. Lower attaining pupils display less confidence. Pupils have not yet developed the skill of listening and contributing to group discussions sufficiently well.
51. By the end of Year 6 pupils possess a satisfactory groundwork of words known by sight and use the strategy of splitting words into segments to tackle new words. The majority of Year 6 pupils do not know the fast reading strategies of skimming and scanning. Most extract information accurately from text, either in books or on the computer screens. The ability to read with lively expression and infer deeper meaning within the text is stronger in higher attaining pupils, who can explain their understanding well. Many state the genre of the books they are reading. Pupils with special educational needs read with limited expression, but maintain motivation and interest. Throughout the school reading is used as a satisfactory literacy strategy to support work across the curriculum.
52. Higher attaining pupils are competent at writing for a wide range of purposes and literacy is sufficiently well developed to promote writing in historical style or geographical report. Pupils with special educational needs find it difficult to distinguish between the styles. Spelling, grammar and punctuation are satisfactory for most pupils. Only a minority of pupils consistently use a well formed cursive script. Some Year 6 pupils deviate from the school policy when using yellow pencils or other colours which are difficult to see. Though pupils use their notebooks well for first drafts of a good range of styles of writing their competence in planning writing is not as far developed as expected for pupils of this age.
53. Pupils make satisfactory progress. On occasion pupils make very good progress in particular lessons. This is linked closely to the quality of teaching. Teaching overall is

satisfactory. Reading progress is maintained at a steady pace through the structure of the National Literacy Strategy and of the reading scheme. The previous report criticised the scheme as outdated. Much of the material has been upgraded and the pupils enjoy the older books remaining in the system. By Year 4 most pupils have gained good skill in de-coding words with a variety of strategies, possess an above average vocabulary of sight words and know the library conventions and information finding procedures well. The additional literacy work positively affects standards in Year 4. In Year 5 the pace slackens, the scheme books are too easy for the pupils and they do not practise the skills gained earlier with sufficient challenge. The groundwork which is necessary for Year 6 to achieve deeper insight into authors' techniques and purposes has been insufficiently developed in earlier years and the vocabulary introduced in Year 6 is insufficiently demanding.

54. As teachers become more familiar with the National Literacy Strategy they plan in greater detail. The focus on spelling and word level work contributes more to sound progress in both reading and writing. Pupils use increasingly more complex sentence structure and more vivid vocabulary. The attention given to speaking in Years 3 and 5 effectively develops confidence in both speech and reading with expression. Teachers use an interesting and effective range of methods to put across the learning points. They prepare their resources well. The pupils always have sufficient textbooks for individual work.
55. In the very good lessons teachers set precise objectives for what they want pupils to know, understand and be able to do. They make these objectives known to the pupils and assess progress towards them at the end. The marking of work in these lessons relates directly to the learning goals. One lesson included an explanation of the National Curriculum attainment levels so those pupils could see the progress they needed to make to reach the next level. The practice of setting individual or group targets of this precision is not consistent through the school. In these lessons teachers have high expectations of pupils' work and behaviour. In this way Year 3 pupils realised that their first attempt to produce a non-chronological style of writing did not represent their best work so they tried harder till they achieved success. The good and very good lessons end with very effective plenary sessions valuing the work of pupils of all abilities, summarising the main points and reinforcing the objectives clearly. Weaker lessons lose pace and fail to give the opportunity for all groups to contribute to the plenary or miss the plenary altogether.
68. **Mathematics**
56. Pupils' attainment in mathematics is above the national average at the end of the key stage. These inspection findings reflect the results in the 1999 national test result. It represents an improvement since the last inspection. Better teaching, improved planning of pupils' work and the introduction of mental calculation work have brought about the improved standards.
57. By the end of the key stage pupils have good recall of number facts and manipulate numbers competently. Throughout the key stage pupils begin each lesson with a session of mental mathematics in which they learn and consolidate these skills. This has contributed significantly to the improvement in standards of attainment. Pupils have a good knowledge of the fundamental facts in shape, measures and data handling. As a result of teachers beginning to use mathematics to develop pupils' literacy skills a

range of mathematical language is used correctly. Pupils understand the value of a digit in numbers to one thousand. They know the properties of numbers such as multiples, factors and what a prime number is. Pupils construct line graphs accurately and they are skilled at interpreting information presented in graphical form. They have a sound knowledge of probability.

58. Pupils, including those with special educational needs, generally make good progress. The exception is for pupils with special educational needs who are withdrawn for literacy work. The progress for these pupils in mathematics is unsatisfactory.
59. In a Year 3 numeracy lesson pupils made good progress when they extended their mental calculation skills to work out subtraction of numbers to 20. Lower attainers made good progress in a lesson about multiples of 10. By the end of the lesson they increased the speed at which they made mental calculations. Year 5 pupils made good progress when they calculated at speed multiplication table facts. Pupils in a Year 5 lesson made very good progress when working with co-ordinates. They labelled each axis correctly and showed a developing understanding of negative numbers. The average attainers in Year 6 made sound progress when classifying quadrilaterals according to their properties. They consolidated their knowledge of right angles and parallel lines.
60. Pupils' attitudes to learning are good. They enjoy their lessons, are interested and are generally enthusiastic when doing their work. They listen carefully and answer questions in whole class discussions. They work hard to complete tasks and work with sustained concentration for a length of time appropriate for their age. They work co-operatively and collaboratively when required.
61. The quality of teaching is good overall, although it varies from satisfactory to very good. This represents an improvement since the last inspection. Teachers group pupils in lessons according to their prior attainment and match work accurately to their varying needs. There is an appropriate mix of whole class, group and individual work. Planning is detailed and clearly shows what is to be taught and learnt. The organisation of lessons is good and resourcing is appropriate. The National Numeracy Strategy has been introduced well. It contributes significantly to the good teaching. Teachers assess pupils' work regularly and mark it conscientiously. The school uses homework satisfactorily to extend and consolidate pupils' learning.
74. **Science**
62. At the end of Key Stage 2 National Curriculum test results in 1999 show that pupils' attainments are in line with the national average and also that of similar schools. The number of pupils who achieved standards higher than average exceeded the national figure. Attainment over time based on the national test results indicate that standards have been slightly above the national average and that girls attain higher standards than boys do. Evidence from the inspection indicates pupils' attainment at the end of the key stage is average. Pupils, including those with special educational needs, make satisfactory progress. The school has maintained standards since the time of the last inspection.
63. Pupils' skills in planning and carrying out investigations are satisfactory. Pupils all show a natural curiosity through asking questions and are confident to offer suggestions about

what might happen next. The majority have a good understanding about how to modify an experiment by changing an element of a test and most pupils have a clear understanding of the features of a fair test and can begin to draw conclusions from interpreting test results or evaluating scientific evidence. The most able pupils make simple predictions such as why wrapping an ice cube in a paper towel will slow down the rate at which it melts.

64. Throughout the key stage pupils acquire a satisfactory knowledge and understanding of life processes and living things. Older pupils undertake more work about diet, lifestyle and health. They study the digestive system, function and care of teeth, muscles, bones, joints and the skeleton. They also develop a knowledge and understanding about the main reproductive organs of flowering plants and the interdependence of plant, insect and animal life.
65. Pupils' knowledge and understanding of materials and their properties is satisfactory. They adequately describe the similarities and differences between materials. They explore the effects of heating and cooling water. In discussion they can explain how some of these changes are reversible, whilst others are not, such as ice and water are reversible whilst boiling an egg is not. They record information graphically and group materials according to given criteria, such as whether they are natural or man-made.
66. Pupils are confident in their work about physical processes. They talk about how electricity is needed for a number of household appliances including the television and kettle in order to make them work. They are clear about the process involved through the construction of simple and complex circuits. The oldest pupils have some knowledge and understanding about the earth and beyond. They know how day and night occur, that the earth rotates on its axis, the moon has phases and that the length of shadows changes over the course of the day.
67. Opportunities for pupils to take responsibility for their learning are satisfactory. Teachers give pupils opportunities to perform their own experiments, extend their scientific vocabulary and use mathematical and graphic skills to record their work. This is especially well developed where teachers are confident in their own knowledge and understanding of the subject. This in turn facilitates better progress being made by all pupils.
68. The attitudes of the majority of pupils to their science lessons are good. They clearly enjoy positive relationships with their teachers and show them high levels of respect. They are generally highly motivated, listen attentively and show pleasure in achieving success. When pupils find their work less interesting they are fidgety and too few make good efforts to answer the teacher's questions. On the occasions pupils are afforded to perform investigations and experiments themselves they demonstrate high levels of enjoyment and clearly achieve great satisfaction from the opportunity to learn through discovery. When the pupils experienced this opportunity during the inspection the quality of their learning was much greater than in lessons over-directed by the teacher.
69. The quality of teaching is good. In the best lessons teachers have a secure knowledge and understanding of the subject. Explanations are effective in enabling pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking through their own enthusiasm for the subject. In less effective lessons the tasks provided by teachers do not adequately challenge the

pupils or have a sufficient focus on developing scientific skills, knowledge and understanding. In these lessons teachers do not have confidence in their knowledge of the subject or high enough expectations about the quality of the work pupils should achieve.

Information and communication technology

70. Pupils' attainment in information and communication technology is in line with expected levels by the end of the key stage. Standards in information and communication technology are rising throughout the school and are significantly better than at the time of the last inspection. This is due to a number of reasons. The introduction of a clear scheme ensures pupils' work becomes harder as they move through the school and the skills they learn develop in an appropriate order. The use of information and communication technology in lessons is well planned and organised. This ensures pupils have increased access to computers on a regular basis. A considerable investment in time and money has included significant staff training, which has improved confidence and competence among staff. The co-ordinator shows very good leadership and has clear plans for the subject's continued development and the ability, support and commitment to implement them.
71. Throughout the school pupils gain confidence and competence working with computers. They organise, amend and present ideas using information and communication technology and save data and retrieve stored information using straightforward lines of enquiry. For example, Year 5 pupils use their skills in a geography lesson on routes. Year 3 pupils, in making greeting cards position text, alter size and type of font, use graphics, save and print. Pupils demonstrate a high level of word processing skills and ability to include computer generated illustrations in their poetry work. In a Year 3 art lesson pupils use a computer program to generate repeating patterns. Pupils in Year 6 use a spreadsheet on the computer to practise calculating the area of shapes. Pupils in Year 5 demonstrate very high level skills in their work on control technology. They design a program to control lights and a motor. Pupils across the school are skilled in programming floor robots. Pupils use information and communication technology for library administration.
72. Progress in gaining information and communication technology skills is good. Pupils with special educational needs also make good progress. Pupils in Year 5 make very good progress in their work on control technology. The only area in which pupils' progress is not appropriate is in the use of the Internet. The school is not yet connected. The planning to introduce this branch of information and communication technology is well advanced.
73. Pupils' attitudes to information and communication technology are good. They are interested in their work, listen carefully to instructions and answer questions eagerly. They handle equipment with care. Pupils work together effectively by supporting and teaching each other new skills.
74. The quality of teaching is good overall. It varies from excellent to satisfactory. Teachers competently set individual and paired tasks which are usually related to the lesson being taught. The use of information technology in individual lessons is well planned. Where teachers support pupils using the computer they show good knowledge of the subject and help pupils make good progress. Helpful checklists and pupil records monitor the

use of the computer by pupils. The excellent and very good teaching is characterised by very secure subject knowledge and very high expectations of what pupils are to attain.

Religious education

75. In relation to the locally agreed syllabus the standards pupils attain in religious education are in line with expected levels. Throughout the key stage they make satisfactory progress. Pupils with special educational needs make similar progress to that of their classmates.
76. In each year group pupils study Christianity. The younger children develop their knowledge and understanding of Bible stories, such as Jonah and the whale, Noah and Adam and Eve. They relate the events in the stories to happenings in their own lives and readily share their personal experiences such as what happens if they are always groaning about things at home. They know the Bible is split into the Old and New Testaments and that the stories in the Old Testament refer to the times before the birth of Christ and those in the New Testament relate to the time of Christ. Pupils in Year 3 learn about other world faiths through listening to stories such as Krishna and the butter thief, a traditional Hindu tale. Older pupils develop an understanding of the significance of symbols within world faiths including why it is important for Sikhs to belong to the Khalsa and how they demonstrate this by what they use or wear. They learn about the significance of the 5Ks and understand the bangle worn by Sikhs called a Kara is their symbol for God is eternal. In Year 6 pupils consolidate their knowledge and understanding of information from and about the Bible, including the number of books in each testament and the names of many. They relate facts they have learned about Moses and the Ten Commandments and extend their knowledge further when discussing their significance, not only to Christians, but also to people of the Jewish faith.
77. Pupils make satisfactory progress in religious education. The school gives adequate emphasis to the subject as a core element of the curriculum. In discussion pupils demonstrate an ability to use appropriate terminology to explain matters of belief, concepts and symbolism and they have a satisfactory knowledge of the richness and diversity of all other religions. Throughout the school detailed recording and written accounts of work studied are weak. Recording in many classes relies too heavily on completing superficial colouring tasks or worksheets.
78. Pupils' response to religious education is good. They are respectful of views other than their own and absorb information quickly. They are given regular exposure to interesting factual information to stimulate their interest and thirst for knowledge. In assemblies most pupils respond appropriately when listening to stories and receive adequate time to reflect upon the themes. They had satisfactory planned opportunities for formal prayer during the time of the inspection. Pupils' capacity to reflect on what is taught in lessons is satisfactory and their behaviour is good. Pupils are particularly responsive when they are given opportunities to discuss topics to which they can relate or when they are able to handle and learn about artefacts belonging to world faiths. Year 5 pupils were particularly well motivated when discussing the visible symbols used or worn by Sikhs.
79. The quality of teaching is satisfactory, although a minority of teachers have an inadequate knowledge and understanding of the subject. Most plan and organise the lessons to make satisfactory use of the time and resources they have at their disposal.

Where teachers are more secure in their knowledge and understanding of the subject lessons are lively. These teachers also manage the class more effectively. However, too few lessons include meaningful written tasks. As a positive element within the curriculum teachers have recently begun to place greater emphasis and importance on studying other major world faiths. Religious education does not yet make a sufficient contribution to the development of literacy skills, but it is satisfactorily impacting upon pupils' spiritual development. Due to circumstances beyond the control of the subject co-ordinator the well-planned assessment procedures have not yet been implemented. The school is aware this needs to be addressed with haste and rigour and are prepared to introduce its strategies in the very near future.

80. Since the time of the last inspection the school has implemented effective measures to improve the areas of weakness identified in the report. It has used these measures well.

93.

93. **Other subjects or courses**

93. **Art**

81. Progress is satisfactory. Pupils develop satisfactory basic skills in colour mixing, line drawing and various forms of collage and textural work. Pupils study the work of a small range of well-known artists. The scheme of work, introduced since the previous inspection, guides teachers in planning of art skills as a sequence of steps to be learned, and also where to apply the skills within the planning of other subjects. Teaching is satisfactory and more consistent than found in the previous inspection. Teachers plan their lessons well and ensure that the materials they and the pupils need are to hand. They focus well on particular techniques. Year 6 pupils, for instance, make sound progress in acquiring control of the coloured pencil medium by learning the screened shading technique. Their worksheet contained windows for four attempts and on each attempt they improved their skill.

82. Art skills are used to good effect in science where technical drawings, for example of botanical specimens, aids the process of recording and understanding. In literacy art skills are used to accompany text appropriately as illustrations for pupils' writing. There are some examples, on worksheets or in books, of drawing or colouring in which does not have a particular relevance to either subject. A significant proportion of good teaching occurs, and this is characterised by a particularly clear set of objectives, where teachers have in mind what pupils will know, understand and be able to do at the end of the lesson. For example, Year 4 pupils used particularly close observation of fragments of Roman pottery, by practice learned to transfer the detail to their history books by careful pencil shading and in the process enhanced their experience and understanding of Roman culture in Britain. Observational drawing and dry media work is the strength within art. Pupils match their delicate pastel work to the style of Monet or the bolder style of Van Gogh, and gain knowledge about their work and lives. Pupils have sketchbooks but these do not indicate the carrying out of a project through several stages and media to completion.

83. The scheme of work makes a sound base for literacy with word lists for each year. The level of vocabulary in these lists is not sufficiently challenging. Numeracy, while not planned specifically into lessons, is frequently involved in developing pupils' awareness of shape and space. Pupils' response is very positive. The quality of learning is good,

characterised by careful listening to instructions and often intense concentration, with independence in following individual lines of experiment.

96. **Design and technology**

84. During the inspection it was possible to observe only one of the three design and technology lessons taught. From this lesson, scrutiny of pupils' work, photographic evidence, talking to pupils and examining teachers' planning files it is evident that by the end of the key stage pupils make good progress. Pupils with special educational needs also make good progress. This work represents a significant improvement since the last inspection.
85. Pupils in Year 5 design and make fairground rides. They consider the suitability of various materials for their projected uses. Year 6 pupils label accurately their designs for a "big-wheel" ride. In their designs they produce step-by-step instructions. They evaluate their work effectively. They design and make carts using batteries to power them. Year 3 produce work using levers. They design and make paper aeroplanes. In Year 4 they design and make Saxon jewellery. In food technology pupils make various types of bread. Prior to the making pupils test various breads as part of their planning.
86. There are effective links with literacy and numeracy. Written plans involve good use of pupils' writing skills. They make lists and make use of labelling of diagrams. They write accounts of their work. For example, pupils write extended accounts regarding fairground technology. Pupils develop their numeracy skills through measuring and weighing. This is good practice.
87. There is insufficient evidence to make an overall judgement on the quality of teaching or the attitudes of pupils. In the lesson observed the teaching and response of pupils was good. Pupils are attentive and work with purpose. They sustain high levels of concentration. They handle tools and equipment sensibly and with due regard for safety. The teacher prepares thoroughly and manages the organisation of the lesson very effectively. The teacher has high expectations of behaviour and attainment. There is due regard for safety throughout the lesson.

Geography

88. The particular strength in geography lies in the older pupils' ability to look for reasons to account for the facts they have learned. Thus Year 6 pupils learn that social as well as economic forces influenced the development of land use in the Davyhulme area. Progress is good and the skills, which lead pupils to develop interpretation, develop well throughout the school. The quality of teaching is good, both improved and more consistent than found in the previous inspection.
89. The scheme of work, new since the previous inspection guides teachers to plan in clearly defined steps. Where there is repetition it is always at a higher level. The longer term planning links the content closely to the programmes of study and balances the attention given to content and skills learning. Teachers plan a lesson conscientiously, as a unit with a clear objective for pupils to achieve by the end. These steps and the clear explanations given in class contribute directly to the good progress pupils make in lessons. Thus the maps of the classrooms drawn in Year 3 become increasingly finer in scale through the years and pupils learn to extract increasing amounts of information

from them. By Year 5 pupils locate on detailed maps features which can be seen in aerial photographs of the same region. Teachers are well informed about the subject and prepare the resources well so that activities can be started quickly to make the best use of time. To maximise time further some years are linking geography closely and effectively with history.

90. Teachers prepare their resources carefully and make good use of them. The good quality information pack on Ghana enabled Year 4 pupils to make good progress in their knowledge of social and climatic conditions there. Even more valuable is the opportunity for pupils to construct their own evidence base. So Year 5 not only compiled their own data by an outside survey of Urmston traffic conditions and the residents' views on this, but also understood the process of gathering information and sorting it. Later they put the data to good use to inform their lively debate on the pros and cons of pedestrianisation. In this context literacy and numeracy are well used to underpin progress in geographical skills. The specialised vocabulary contained in the scheme of work is useful but too simple for the potential of most pupils in the year groups.
91. By the time they leave school pupils use globes, maps and atlases to locate places and explain how these relate to the locations they have studied, and understand how instruments can be used to measure weather features. Attainment is in line with standards expected for their age. Pupils have a good attitude to geography and study the subject thoughtfully. A good range of visits gives pupils first hand experience on which to base investigations, influencing progress positively.

History

92. Progress over time is satisfactory throughout the school. In roughly half of the lessons progress is very good. The previous inspection noted that the range and depth of interpretation and enquiry in history was relatively weaker than factual knowledge and chronology. It is precisely the enquiry skills, which the new scheme of work encourages, and which characterise the very good lessons where most progress occurs.
93. Teaching overall is satisfactory. In almost half the lessons the inspection team saw very good progress linked to very good teaching. In these lessons teachers set challenging, multiple objectives. They have clearly in mind what, by the end of the lesson, the pupils will know in historical data, what they will understand of the process of interpreting that knowledge, and of extension to the skill of handling artefacts and extracting the right questions. In this way Year 6 pupils' curiosity was engaged by a wealth of items for which they had to judge the uses. From this questioning pupils built up a picture of what domestic life was like in Victorian times. Recalling their visit to a Victorian mansion further strengthened their understanding. The practice of withdrawing pupils with special educational needs from parts of lessons means that they miss key information from introductions, which cannot be made up later.
94. Literacy skills contribute effectively to progress. Pupils use reference books well to find or check facts. This is part of teachers' good preparation. In those lessons where a challenging search task based on a good range of Roman artefacts was backed by books which contained the information pupils needed they made very good progress in identifying the objects and locating the likely places they might be found. In a similar lesson where the books had not been checked pupils had difficulty finding the clues and made less progress. Teachers do not use numeracy extensively, but timelines in all

classrooms enable pupils to work out the chronology of events and periods. Pupils use information technology to record their impressions, but the computer is not yet a significant source of historical information. The clarity of teachers' explanations and good management of pupils contribute significantly to the quality of learning. Pupils have a good attitude to history and study the subject thoughtfully.

Music

95. Pupils throughout the school achieve high standards in their music lessons and make good progress. Pupils with special educational needs make similar progress to that of their classmates. The high standards have been maintained since the last inspection.
96. The youngest pupils sing tunefully and develop the ability to perform actions to interpret rhythm simultaneously. They know the role of the conductor and can follow directions given by the class teacher when they perform this role. They follow the teacher's direction when clapping in time to the tune of John Brown's Body. They use a range of percussion instruments sensibly to create loud and quiet music.
97. Older pupils recall vocabulary such as tempo and dynamics and are able to explain their meanings. They discuss the mood created by pieces of music, including the works of Sir Andrew Lloyd Webber and how the composer has used certain instruments to create effects. They are familiar with how instruments are grouped within an orchestra, including strings and percussion. Year 5 pupils follow more complex clapped rhythms accurately and compose and perform their own three and four beat rhythms. They articulately explain the difference between a steady beat and rhythm and use instruments to demonstrate the difference. They recall and use subject specific terminology such as 'ostinato' and 'pentatonic' accurately. They listen to music from other cultures, such as The Sleeping Angel, originating in the Orient, and identify elements of repeated patterns within the composition. Using this as a theme they replicate the style using a range of percussion instruments. Pupils successfully build upon their earlier work as they move through the school. They develop and refine their skills in listening to and appraising a range of music. They develop sensitivity for audience, venue and occasion. Photographic evidence shows their successes in working together to produce Christmas concerts and Year 6 leavers' concerts at the end of the summer term.
98. Pupils enjoy their music lessons very much. They are confident to share their ideas and feelings. Even the most reluctant soon become absorbed by the activity and readily participate in discussions about their own work and that of others. Pupils behave very well in their lessons and respond positively to teachers' expectations. On occasions they become over-excited and tend to be flippant. Nevertheless, they generally respond quickly and positively to firm management.
99. The quality of teaching is good. Pupils are given a clear understanding of the tasks they are to undertake and teachers draw their attention to points that arise from work in progress. Good provision is made for all pupils to take part in a range of activities, covering all of the National Curriculum programmes of study. The pace of lessons is generally good although at the end of the day some pupils are very tired and find it difficult to sustain concentration. A particular strength of music teaching is the good contribution made by staff with expertise in the subject.

100. Pupils have the opportunity to learn a range of instruments through lessons with school staff and visiting teachers. This provision makes a positive contribution to the musical life of the school and to pupils' personal development. The contribution of musical productions, the orchestra and choir also add a valuable dimension to the pupils' social, moral and spiritual development. This is further supported through a wide-ranging, well-used sensitive choice of music for assemblies.

Physical education

101. Five lessons were observed during the inspection, covering the curriculum areas of dance, games and swimming. Over the school year the school plans a full programme of physical education activities. Pupils learn to swim and almost all (90-95 per cent) achieve at least the nationally expected standard of swimming 25 metres unaided. Attainment in swimming is a strength in the subject. Pupils, including those with special educational needs, make very good progress in swimming. In other areas of the curriculum pupils, including those with special educational needs, make satisfactory progress. This means the school has maintained standards since the last inspection.
102. Year 3 pupils show a developing skill in passing a football. They show good technique in passing on the move. Year 4 pupils move with imagination in response to musical stimulus. They show increasing control of movements whilst varying shape, level and speed. They practise and improve their own performance, repeating previously performed series of dance moves with increasing control. In Year 5 swimming lessons pupils swim using a range of strokes. The higher attainers practise water safety skills with great confidence and ability. Pupils swim confidently, tread water and float in various ways. They reach very high standards.
103. Pupils' response to their dance and games lessons is satisfactory. They collaborate and co-operate with each other in pairs or groups satisfactorily. They share equipment, take turns and usually encourage each other. Relationships with their teachers and other adults are good. They behave satisfactorily. In swimming attitudes are excellent. Pupils thoroughly enjoy the lessons. Their behaviour is excellent and they listen very carefully to instructions and respond appropriately. They work very hard.
104. The school makes very good use of specialists provided by the local authority's leisure services for the teaching of swimming. The quality of teaching of swimming is excellent. The teaching is characterised by very high expectations and very secure subject knowledge. Teaching of other areas of physical education is satisfactory. Planning is sound. Effective use is made of warm-ups and cooling down. There is due regard for safety. Teachers and pupils dress appropriately for physical education lessons. Extra-curricular sporting events significantly enhance pupils' learning.

117.

117. PART C: INSPECTION DATA

117.

117. Summary of inspection evidence

105. The inspection team consisted of four inspectors, one of whom was a lay inspector. They spent 14 inspector days in the school.

106. During the inspection:

- they saw 55 lessons or part lessons;
- they held discussions with teaching and non-teaching staff;
- they held discussions with members of the governing body;
- they held discussions with representatives of the agencies which support the school;
- they observed pupils in and around the school at break times and lunch times;
- they took lunch with the pupils;
- they scrutinised samples of work from all classes together with pupils' records, reports and teachers' planning files;
- they heard pupils in each class reading and spoke to them about aspects of their work and school life;
- they scrutinised minutes of governing body meetings, school policy documents, the attendance registers, the school development plan, the previous inspection report and the action plan;
- they held a meeting of parents before the inspection and analysed questionnaires giving parental views.

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DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 - Y6	249	1	35	26
- Teachers and classes				
- Qualified teachers (Y3 - Y6)				
	Total number of qualified teachers (full-time equivalent):			10.1
	Number of pupils per qualified teacher:			24.7
- Education support staff (Y3 - Y6)				
	Total number of education support staff:			2
	Total aggregate hours worked each week:			16
	Average class size:			31
- Financial data				
	Financial year:			1998-99
				£
	Total Income			391,586
	Total Expenditure			381,175
	Expenditure per pupil			1,407
	Balance brought forward from previous year			33,500
	Balance carried forward to next year			43,911

- **PARENTAL SURVEY**

Number of questionnaires sent out: 200
 Number of questionnaires returned: 61

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	18	62	8	10	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	49	3	7	0
The school handles complaints from parents well	16	48	27	7	2
The school gives me a clear understanding of what is taught	20	54	13	10	3
The school keeps me well informed about my child(ren)'s progress	21	57	12	10	0
The school enables my child(ren) to achieve a good standard of work	23	57	15	3	2
The school encourages children to get involved in more than just their daily lessons	25	58	14	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	65	3	7	3
The school's values and attitudes have a positive effect on my child(ren)	27	60	13	0	0
The school achieves high standards of good behaviour	23	61	14	2	0
My child(ren) like(s) school	49	36	10	3	2

- **Other issues raised by parents**

- A minority of parents feel they are excluded from a meaningful partnership with the school in their children's learning.