

INSPECTION REPORT

Green End Junior School
Manchester

LEA area: Manchester

Unique Reference Number: 105418

Head Teacher: Robin S Wignall

Reporting inspector: Eileen Watson
Inspector number: 13157

Dates of inspection: 8 - 11 November 1999

Under OFSTED contract number: 706765
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INFORMATION ABOUT THE SCHOOL

Type of school: Junior

Type of control: County

Age range of pupils: 7 to 11

Gender of pupils: Mixed

School address: Burnage Lane
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Appropriate authority: Governing Body

Name of chair of governors: Mike Green

Date of previous inspection: 16 to 19 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|--|---|--|
| Eileen Watson Registered Inspector | Mathematics Music | Attainment & progress |
| David Wood Lay Inspector | - | Attitudes, behaviour & personal development Attendance Support, guidance & pupils' welfare Partnership with parents & the community |
| David Abrams | English History | Curriculum & assessment Special educational needs Equality of opportunity |
| Tony Birch | Design & technology Information & communications technology Physical education | Teaching |
| Sue Morse | Science Art | Leadership & management Efficiency of the school |
| Yasmin Umarji | Geography Religious education English as an additional language | Spiritual, moral, social & cultural development Staffing, accommodation & learning resources |

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MAIN FINDINGS

What the school does well

- . Communication with parents is good.
- . Staff development is good.
- . Teachers and support staff are very conscientious, work together well and successfully provide a caring, secure and attractive learning environment for pupils.
- . The school successfully encourages good behaviour in and around school and promotes racial harmony.
- . A whole-school commitment to raising standards is having a positive effect.
- . There are good relationships throughout the school.
- . Good provision is made to help pupils develop socially, morally and culturally.
- . The school promotes positive attitudes to work – most pupils co-operate and work well together.
- . There is good special needs provision, especially for pupils withdrawn from class.
- . Financial control is very good.
- . There are very good administrative procedures in place.

Where the school has weaknesses

- I. Although standards are improving in mathematics, writing and information and communications technology, they are below what is expected for eleven-year-olds.
- II. The school improvement plan does not effectively support strategic planning owing to lack of long-term targets.
- III. There are weaknesses in teaching in some subjects, especially where there is limited written guidance for teachers, and in some classes where behaviour management is less effective.
- IV. There is a lack of effective assessment procedures.
- V. Statutory requirements are not fulfilled in collective worship and in the provision of the parents' brochure.

The weaknesses are outweighed by what the school does well and they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory progress in its planned programme of improvement, with the exception of elements of design and technology.

VI. The use of grammar and punctuation is now satisfactory. However, the use of the school's handwriting scheme is inconsistent and, therefore, still unsatisfactory.

VII. There is satisfactory progress in using and applying mathematics within the numeracy strategy, but it is limited in other areas of the curriculum.

VIII. The school improvement plan has not placed sufficient emphasis on the elements of design and technology identified in the OFSTED action plan and unsatisfactory progress has been made.

IX. Overall, the curriculum framework is satisfactory. There is effective long-term and medium-term planning.

X. There are appropriate links to National Curriculum levels with planned assessment opportunities. Satisfactory progress has been made since the last inspection.

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 |
|-----------------|---------------------------|-------------------------------|
| English | E | B |
| Mathematics | E | D |
| Science | E | C |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

Inspection findings show continuing improvement and overall standards in English are in line with the expected attainment levels for eleven-year-olds except in writing. In science pupils' attainment is in line with national expectations for the majority of pupils. Standards in mathematics are in line with national expectations for the majority of eleven-year-olds, but a significant number of pupils do not attain the expected standard. However, they have made good progress in mental mathematics. Standards in information and communications technology are below national expectations for eleven-year-olds. Standards in religious education are in line with the expectations of the local agreed syllabus.

Quality of teaching

| Teaching in: | |
|---|--------------|
| English | Good |
| Mathematics | Good |
| Science | Satisfactory |
| Information and communications technology | Satisfactory |
| Religious education | Satisfactory |
| Other subjects | Satisfactory |

There is good teaching in half of the English and mathematics lessons. Mental mathematics is a strong feature of lessons and is taught well. Overall, teaching in science and religious education is satisfactory. In information and communications technology weaknesses are related to teachers' expertise. Teaching in the foundation subjects is good when there are detailed schemes of work to help teachers, such as in music. It is unsatisfactory when there is little to guide teachers in their short-term planning. Teaching is also unsatisfactory in some classes and some sets when managing pupils' behaviour affects the progress of work.

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 | The great majority of pupils behave well and relationships throughout the school are very good. |
| Attendance | There has been a great improvement in the past year, but an even stronger performance is held back by holidays taken in term time. |
| Ethos* | A strength of the school. The school has created a caring, friendly, secure and attractive learning environment for its pupils. |
| Leadership & management | The head teacher, staff and governors are committed to raising standards and the development of each child within a broad and balanced curriculum. Strategic planning is an area for improvement. |
| Curriculum | Broad and balanced, enhanced by extra-curricular activities and modern foreign languages. Assessment is not effective. |
| Pupils with special educational needs | Good provision, especially in small groups. Individual education plans are detailed and helpful. |
| Spiritual, moral, social & cultural development | The diverse and rich experiences being offered to pupils enhances and promotes their social, moral and cultural development. However, there are too few opportunities for spiritual development. |
| Staffing, resources & accommodation | Effective staff development, satisfactory use of resources, good internal use of accommodation although outside is in a poor state of repair. |
| Value for money | Satisfactory. |

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

The parents' views of the school

| What most parents like about the school | What some parents are not happy about |
|--|--|
| XI. They are encouraged to play an active part in school life. | XV. Some parents are not |
| XII. They believe the school enables their children to achieve a good standard of work. | XVI. Some parents are not do at home. |
| XIII. The school encourages children to become involved in more than just daily lessons. | |
| XIV. Their children like school. | |

Inspectors' judgements support parents' positive views. Inspectors do not support their views about work at home: the school provides regular homework which helps pupils with their learning. A small number of pupils are occasionally disruptive in class but the standard of behaviour in and around school is good.

KEY ISSUES FOR ACTION

In order to continue to raise standards in English, mathematics and information and communications technology (ICT) the school should:

- ◆ develop further guided reading and writing in English (*paragraph 73*)
- ◆ provide planned opportunities for reading and writing across the curriculum, thereby reducing the reliance on worksheets (science, RE, geography and history) (*paragraphs 9, 20, 23, 83, 100, 114, 118*)
- ◆ implement the handwriting policy consistently across the school (*paragraphs 68, 72*)
- ◆ make effective use of plenary sessions in English and mathematics (*paragraphs 21, 72, 80*)
- ◆ continue the implementation of the school ICT strategy and the National Numeracy Strategy (*paragraphs 79, 95*)
- ◆ use the ICT suite more often to develop skills in other subjects, in particular literacy, numeracy and science (*paragraphs 94, 89*)

Improve the quality of teaching by:

- ◆ continuing the planned staff in-service training programme for ICT, numeracy and behaviour management (*paragraphs 54, 80*)
- ◆ monitoring classroom practice to ensure a consistent approach to the school's behaviour management policy (*paragraph 19*)
- ◆ improving teachers' knowledge and expertise in ICT, mathematics, art and design and technology (*paragraphs 78, 93, 103, 109*)
- ◆ developing the use of day-to-day assessment (*paragraphs 21, 72, 78, 80, 85*)
- ◆ providing feedback to pupils about their work – consistent implementation of school marking policy (*paragraphs 30, 78, 79, 93, 104*)
- ◆ developing appropriate short-term planning to identify learning objectives to meet the learning needs of groups of pupils (*paragraphs 28, 72, 86*)

Develop an assessment strategy which helps teachers to make informed judgements about pupils' attainment by:

- ◆ developing portfolios and moderating work together to demonstrate examples of levels in the core subjects (*paragraph 31*)
- ◆ identifying areas of weakness within National Curriculum levels and planning appropriate units of work from this analysis (*paragraphs 28, 87, 96*)
- ◆ using internal assessment information to set curricular targets for pupils across and within sets (*paragraphs 28, 31, 80, 87*)

Improve the school improvement plan by:

- ◆. linking the curriculum action plans devised by staff teams to the plan (*paragraph 49*)
- ◆. ensuring that the targets set are specific, measurable and within a time scale (*paragraph 49*)
- ◆. ensuring that strategies used to meet the targets are clearly defined, including clear procedures for regularly monitoring and evaluating the targets set (*paragraph 49*)

The governors should fulfil their statutory responsibility to provide a current school prospectus (*paragraph 52*)

INTRODUCTION

Characteristics of the school

1. Green End Junior School is situated south of Manchester city centre, sharing its site with a separate infant school. The area surrounding the school is a mixture of local authority housing for rent and owner occupied houses. Most of the pupils come from local authority housing. There is high unemployment in the area and during the last few years many elderly tenants have been replaced by families with younger children.
2. The school currently has 274 pupils on roll with slightly more girls than boys. There has been a slight fall in numbers recently reflecting changes in the birth rate. The school has 55 pupils on its register of special educational need; one pupil has a statement of special educational need. Half the pupils qualify for free school meals and approximately 25 pupils receive support from the ethnic minority achievement service. The school has 51 pupils who come from homes where English is not the first language.
3. There are nine classes, two of which are mixed ages in Year 3 and Year 4, whilst Year 5 and Year 6 are all in mixed age classes with setting for core subjects in English, mathematics and science.
4. The school's priorities are identified in the school improvement plan which includes:
 - . Implementation of the literacy strategy
 - . Implementation of the numeracy strategy
 - . Information and communications technology (ICT) developing curriculum links and the use of the ICT suite
 - . Design and technology - student links
 - . Geography - Europe and developing links with modern foreign languages
 - . Parental links
 - . Internal decorating

Key indicators¹

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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 36 | 36 | 72 |

| National Curriculum test results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 21 | 17 | 23 |
| | Girls | 22 | 20 | 24 |
| | Total | 43 | 37 | 47 |
| Percentage at NC Level 4 or above | School | 60 (60) | 51 (40) | 65 (68) |
| | National | 70 (65) | 69 (58) | 78 (69) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 21 | 21 | 26 |
| | Girls | 27 | 22 | 24 |
| | Total | 48 | 43 | 50 |
| Percentage at NC Level 4 or above | School | 66 | 59 | 69 |
| | National | 68 (63) | 69 (64) | 75 (69) |

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

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

| | | % |
|----------------------|---------------------------|------|
| Authorised Absence | School | 11.5 |
| | National comparative data | 5.7 |
| Unauthorised Absence | School | 0.1 |
| | National comparative data | 0.5 |

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

| | Number |
|--------------|--------|
| Fixed period | 3 |
| Permanent | 0 |

Quality of teaching

Percentage of teaching observed which is:

| | % |
|------------------------|-------|
| Very good or better | 7.81 |
| Satisfactory or better | 82.81 |
| Less than satisfactory | 17.19 |

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Overall attainment on entry is generally below that expected of seven-year-olds, in particular in English. At the end of Key Stage 2 attainment is below that expected of eleven year-old pupils in writing and mathematics. In reading, speaking and listening and in science it is in line with national expectations. The 1999 national tests show pupils' attainment in English, mathematics and science below the national averages in these subjects. When compared with those in similar schools, pupils do better in English and as well as them in science. They are below them in mathematics. In mathematics pupils can measure accurately using millimetres; they know the properties of a range of two-dimensional shapes and can calculate addition, subtraction and multiplication sums using large numbers. They can construct graphs using information gathered in school about attendance. They are developing a wider range of mental strategies and can choose appropriate methods when solving problems. Pupils can talk confidently about their work in science and can discuss the effects of gravity and friction.
2. Standards in speaking and listening are satisfactory. Pupils listen attentively and take part in discussions. A range of opportunities to perform to an audience is provided, including assemblies and visits. Pupils enjoy reading and many can read fluently for their age, but some still need help and support in understanding the meaning of text. Standards in writing are below that expected for pupils' ages. Spelling is satisfactory but the development of complex sentence structures and the use of wider vocabulary are underdeveloped.
3. Attainment in information and communications technology is below the level expected of eleven year-olds, but nine year-old pupils are achieving the level expected for them. Pupils' attainment in religious education is in line with the expectations in the locally agreed syllabus.
4. There are no significant differences between boys and girls across English, mathematics and science. There has been improvement in the school's performance in these subjects over the past three years. The key stage test results for 1999 indicate that the school is maintaining this improvement in English and science with an increase of 10% in mathematics. Inspection evidence shows that the school is continuing to improve, especially in the attainment of pupils in the lower school, Year 3 and Year 4, and that targets set for the upper school (Year 5 and Year 6 pupils) are realistic and challenging for the current eleven-year-olds.
5. Progress in lessons for pupils of all abilities in English, mathematics and science is satisfactory. Progress in mathematics lessons is good in the lower school and satisfactory in the upper school. All pupils make good progress over time in the lower school and in some sets in the upper school. In science all pupils make satisfactory progress in gaining understanding of key ideas and applying previous knowledge to new situations. There is limited progress in recording observations and measurements independently owing to over-reliance on worksheets. Pupils with special education needs make good progress, especially in withdrawal groups for reading and writing. Pupils for whom English is an additional language make good progress in English and science lessons. Progress in reading throughout the school is satisfactory, but unsatisfactory in writing. Progress is satisfactory throughout the

school in information and communications technology, particularly in developing a range of skills. Pupils make satisfactory progress in lessons and good progress over time in religious education, particularly in the study of various religions. Progress in art, geography, history, music and physical education lessons is satisfactory. It is satisfactory over time in geography, history, music and physical education, but not in art and design and technology, as there is insufficient guidance and structure to promote the acquisition of skills.

Attitudes, behaviour and personal development

1. The majority of pupils show an interest in their work and can work independently. They also co-operate willingly and some persist with difficult tasks. Most are happy to discuss their opinions and beliefs and to volunteer opinions and experiences when opportunities arise in assemblies and classrooms.
2. Behaviour in communal areas and at playtimes is good. Pupils get on well with one another, and this is typical of relationships throughout the school. A minority of pupils occasionally exhibit challenging behaviour in classrooms but this is usually dealt with satisfactorily by most teachers.
3. Bullying is not a significant problem. According to parents, on the rare occasions it arises it is dealt with promptly and to their satisfaction. Pupils' attitudes reflect the school's positive approach to cultural diversity, hence promoting racial harmony.
4. Opportunities to take responsibility outside the classroom are limited for younger pupils. The older pupils, on the other hand, act as library monitors. This involves reading to the younger pupils and recording the issuing of books. They also help with assemblies. They organise certificates and prizes at the weekly awards assembly. There is a class rota for assembly music, when the pupils choose the music and organise the tapes and records. All pupils are enthusiastic fundraisers for charities and for school funds.

Attendance

1. Attendance in the school year 1998-99 was 90.9%, an improvement of 2.5% over 1997-98. So far this term it has improved further, to 91.03%. Authorised absence, most of which is for holidays, is high. However, this too shows an improving trend. In 1997-98 it was 11.5%, while in 1998-99 it was 7.5%. The class with the best attendance each week is recognised at the awards assembly. The winning class in the inspection week had 96% attendance.

QUALITY OF EDUCATION PROVIDED

Teaching

2. Overall the quality of teaching is satisfactory but there are significant weaknesses in some subjects and some classes. This is associated with limited subject knowledge and with ineffective methods and behaviour management. Teaching is satisfactory or better in just over eight out of ten lessons. It is good or very good in a half of these. Good teaching was seen in English and mathematics in half of the lessons observed and in one third of science lessons.
3. Where subject knowledge is good, this contributes to the teacher sharing the richness of the subject with the pupils and responding effectively to their ideas, for example in English and mathematics. In one very good information and communications

technology lesson the teacher was able to explain ideas clearly to the pupils and develop their understanding through asking appropriate questions about how using a computer for an art activity compares with traditional methods. Subject knowledge was an issue in a number of lessons and in some cases leads to inappropriate methods and organisation.

4. Teachers' expectations of pupils are satisfactory. Some teachers have a clear view of what they want the pupils to achieve. In other lessons they do not demand work in sufficient amount, or of sufficient quality. For example, in some independent work observed in the literacy hour pupils were unclear what they were to do by the end of the lesson.
5. Planning of lessons is effective when teachers have clearly identified what they want the pupils to learn and then share this information with them. The short-term plans for the week of the inspection helped teachers to do this effectively in most classes.
6. Behaviour management is unsatisfactory in some lessons. In most lessons inappropriate behaviour is dealt with swiftly and the lesson continues at pace. In other lessons, however, minor misbehaviour results in the lesson slowing pace and the teacher's behaviour management distracts him/her from challenging and motivating teaching and impedes pupils' learning. Where behaviour management strategies are consistent with school policy and positively reinforce good behaviour and when pupils are given clear instructions, they respond well and work with interest and concentration.
7. Overall, time and resources are effectively used. In some lessons there is a good pace where pupils' learning is moved forwards quickly when they have learned what the teacher has planned. Sometimes, however, the pace of learning is slow. This is sometimes the result of over-use of worksheets; this practice denies pupils the opportunity to set out their own work and thus develop their own ideas. In some science lessons, for example, pupils do not have opportunities to record their work independently in a variety of ways.
8. Day-to-day assessment of pupils' learning is unsatisfactory. Too often pupils' learning in a lesson is unchecked and opportunities to consolidate knowledge are missed. In some lessons where plenary sessions take place they provide an effective way of finding out what pupils have learned or of representing learning in a different form. This use is underdeveloped, however, in both English and mathematics.
9. There are some good examples of homework that involve pupils taking home problems and number practice in mathematics and keyword spellings and shared reading in English. Where this involves an active dialogue between teacher, parents and child, this has a positive impact on pupils' learning, for example, the use of the "share books" is particularly effective.

The curriculum and assessment

1. The curriculum is broad and balanced and covers all subjects of the National Curriculum and religious education. There are schemes of work in place for all subjects. However, there is insufficient guidance to help teachers in their short-term planning, especially in art and design and technology. There is appropriate emphasis and there are effective strategies for literacy and numeracy. Since the last inspection the school has developed a more coherent framework for managing curriculum development but this needs further work to link it with the school improvement plan. There is satisfactory provision for the pupils' intellectual, physical and personal

development and this prepares them for secondary school. The teaching of literacy and numeracy is insufficiently developed in other subjects of the curriculum.

2. The curriculum for pupils with special educational needs is satisfactory and targets within individual education plans are clear. It is fully integrated for all pupils with special needs. The school has an up-to-date register. The school uses standard assessment test results and reading tests to target pupils who have a reading age below six and also those who are under-attaining. There is no general overview of pupils' progress when they are on the register but there are plans to set measurable targets and review as appropriate from December 1999. Provision for pupils who are withdrawn from lessons is good.
3. Statutory requirements are met for all National Curriculum subjects. Religious education conforms to the locally agreed syllabus.
4. Throughout the school pupils are taught in some single-age classes but mostly they are of mixed age. Setting is used for English, mathematics and science with some allowance for behaviour management of individual pupils for pupils in Years 5 and 6.
5. Sex education is taught. There is good provision for drugs and health education and there are anti-smoking displays in the school.
6. Throughout the school, long and medium term planning is good, providing a good framework for the curriculum. It provides for continuity and progression and for standardisation across the year groups. However, the school's short-term planning lacks appropriate activities to match pupils' prior attainment.
7. Provision for extra-curricular activities is good and enriches the school. Modern foreign languages are linked to geography. Sport, including football and lacrosse, choir, a recorder group and residential visits take place on a regular basis. St John's Ambulance Brigade delivers a First Aid club to pupils.
8. The school has a marking policy but this is not consistently used. In most cases work is well marked and up-to-date, with some teachers providing good positive comments. The best examples inform pupils about how to improve the quality of their work.
9. There are opportunities for assessment of the plans but are not often used and as such do not effectively feed planning. The school has some assessment procedures for English, mathematics and science, but none is in place for information and communications technology or religious education or for the remaining foundation subjects. The system for mathematics is good and is used effectively to inform planning. In science the tests at the end of the units of work are used to inform pupil reports. The use of the assessment tests to inform future planning is limited to the upper school. In English they use a range of reading tests and a school spelling test to order groups. They have started to use the optional standard assessment tests to analyse weaknesses in the curriculum but this is in an early stage.
10. Reports to parents are of good quality. They provide information about what pupils can actually do and set future targets.

Pupils' spiritual, moral, social and cultural development

1. Pupils' moral, social and cultural development is a strength of the school. Pupils' spiritual development is not so strongly developed. Pupils are given too few opportunities to reflect on their own beliefs and values. Assemblies do not always

include an act of collective worship. Lessons observed did not always provide opportunities for pupils to reflect on meaning and purposes. Pupils were made aware of Remembrance Day during an act of collective worship but little follow-up was undertaken to develop a sense of meaning and value amongst the pupils.

2. The school provides a wide range of opportunities for pupils to develop, express and understand moral values. Pupils are encouraged to distinguish right from wrong through various strategies including well-chosen stories in religious education lessons. The story of Moses and the Ten Commandments in the lower school is studied as part of Judaism and the story of Rama and Sita as part of the study of Hinduism in the upper school. Both stories encourage pupils to explore the concept of good conquering evil. Pupils learn to develop respect and mutual understanding for each other's culture and beliefs. There are various opportunities for pupils to explore ideas about rights and responsibilities. Various captions in the classrooms and around the school relay very positive messages about attitudes and outlook towards life in general, some examples being "You never know you can do it unless you try" and "It is nice to be important but more important to be nice".
3. The pupils' social development is greatly enhanced by the good relationships that exist between the staff and the pupils and amongst the diverse group of pupils. There was no evidence of bullying or racial tension during the period of inspection. An atmosphere and sense of racial harmony was observed and felt. Friendship groups in the playground are mixed in respect of gender and ethnicity. Pupils enter and leave the school building in an orderly manner. The pupils' behaviour and systems introduced for the management of the cafeteria system in the dining hall are of a high quality. Pupils take responsibility for collecting their lunch and for tidying up after they have eaten. Classroom monitors demonstrated a good sense of responsibility for the distribution and collection of lunch boxes in the dining hall.
4. The school has greatly improved the cultural development of its pupils since the last inspection. All classroom walls have multicultural displays including one called "We are special" which consisted of photographs of pupils of various ethnic backgrounds as well as a child in a wheelchair. There are relevant multilingual signs and displays around the school identifying some of the languages spoken or being studied by the pupils. A selection of religious artefacts and information is also on display along the corridor. This contributes to the enhancement of some of the pupils' own religious identity as well as helping to promote better understanding and recognition of the diverse community in which they live.
5. Pupils are given opportunities to study other countries including Egypt, Greece, France, Spain and Germany through the history, geography and modern foreign languages curriculum. This further helps to promote diversity within the curriculum. Pupils visit museums, art galleries and the local library and participate in musical concerts and productions.

Support, guidance and pupils' welfare

1. The school provides a secure and caring environment for its pupils. There is a comprehensive child protection policy, managed by the head teacher, and the school's health and safety policy is detailed and appropriate.
2. Pupils' behaviour and attendance are monitored and recorded and this contributes to the quality of the school's annual reports to parents.
3. The school offers First Aid training to the oldest pupils, organised and delivered by a

teacher. First Aid provision in the school is good: there are three trained First Aiders, including the senior lunchtime organiser. Training is also provided for parents by a St John Ambulance trainer.

4. Visitors to the school include the education welfare officer, doctor and nurse. The community police officer assists in drugs awareness lessons which also draw on outreach programmes by Manchester City and Stockport football clubs.

Partnership with parents and the community

1. Communications between the school and parents are good. Annual reports to parents are very good. They give parents a detailed picture of their children's attainment and behaviour, and suggest a number of ways in which performance can be improved.
2. There are two parents' evenings each year at which parents receive a summary report about their children. Parents of children receiving learning support or learning a musical instrument receive reports that cover those activities. A newsletter is sent home every half term.
3. Sixteen parents were present at one assembly, and a number of parents attended Thursday's awards assembly. "Share books", which involve parents in their children's homework, work well for the younger children.
4. Visitors to the school include clergy, who often take assemblies, and this year has seen a visit by a theatre group with a drama presentation about electricity.
5. Pupils pursue outdoor activities at Ghyll Head, Windermere, and at Debdale Sailing Centre. Each year they take part in the Manchester Music Services "showcase" at the Royal Northern College of Music.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

1. The head teacher and governing body provide a clear educational direction for the school and are committed to raising standards. Governors have a number of committees and have recently established a performance and standards committee. The school is currently monitoring setting arrangements for the core subjects in the upper school and evaluating the effectiveness of setting in raising standards.
2. The management systems established by the head teacher are used effectively for curriculum development. For example, the curriculum teams working together with co-ordinators drive developments in particular subject areas. Roles and responsibilities are negotiated with staff to build upon individual strengths. The senior management team meets regularly to discuss current issues and identify future areas for development. Structured curriculum monitoring has taken place within some curriculum areas. This has resulted in whole staff discussions and is used to inform future developments.
3. The school improvement plan relates only to the current academic year. The plan has priority areas for development, which are costed within the school budget and timed. However, the targets set within it are not specific or measurable and the strategies to be employed for monitoring and evaluation are not identified. There are no clear links between the curriculum action plans devised by the teams of staff and the school improvement plan. This has a negative impact on informing further strategic planning.

4. The governing body, head teacher and all members of staff share an approach which is based upon respect and consideration for others. The school is committed to equal opportunities, the involvement of parents and the development of the whole child within a broad and balanced curriculum and this is reflected through all of its work.
5. The head teacher has the full support of the governors, parents and staff; he is accessible and communicates well. The ethos of the school is strong and all members of the school community are committed to the aims and policies of the school. Relationships in the school are good.
6. The governing body does not fulfil its statutory responsibilities with regard to the school prospectus and collective worship.

Staffing, accommodation and learning resources

1. The number and experience of the teaching and non-teaching staff satisfactorily match the needs of the curriculum and enable the curriculum to be effectively taught to all the pupils. The non-teaching assistants have a clear understanding of their roles and responsibilities and work alongside teachers to plan and support groups of pupils effectively.
2. There is effective induction of all new staff. The three new members of staff have each been allocated a planning partner who acts as a support and critical friend. New members of staff are encouraged to use the staff handbook to determine and familiarise themselves with school rules and routines. Guidance for staff is effective and staff development is well planned and matched to need. In-service training for identified needs is planned for the current term, including behaviour management and numeracy.
3. The induction of the newly qualified teacher (NQT) is good and fulfils statutory requirements. The NQT and her mentor regularly meet to plan and identify progress and support needs.
4. The limited amount of money available is effectively used to fund training and in-service courses targeted at the priority areas of the school improvement plan. Other areas receive a small amount of funding which allows the co-ordinators to attend local authority cluster meetings.
5. Judged solely in terms of internal space and play areas, accommodation allows the curriculum to be taught effectively. The interior of the school is clean and uses pupils' work in displays to excellent effect. Outside, however, the building presents an almost derelict appearance, with a patchwork roof, paint is peeling and window frames rotting. Playground space is generous and there are grassed and all-weather soccer pitches. However, administrative accommodation is woefully inadequate.
6. There is an adequate range of learning resources which contributes towards the development of pupils' learning and the work they produce. The library is satisfactorily resourced and contains non-fiction books. There is a good range of fiction books in each classroom. The information and communications technology suite is effectively used to develop pupils' information communicating skills. The computers in the classroom are less well used. A selection of resources is centrally stored and easily accessible. A number contribute towards promoting diversity across the curriculum in a positive way.

The efficiency of the school

1. The school is managed efficiently and allocates its income effectively to support its aims and priorities. The head teacher and governing body have worked hard to achieve a balanced budget at the end of this financial year. Governors seek value for money effectively and the finance committee meets regularly and carefully monitors spending.
2. The school makes good use of the internal accommodation. A high proportion of the school budget is allocated to building maintenance and development. The school has recently started on a programme of internal decoration in order to enhance the learning environment for the pupils, and vandalism taking place out of school hours accounts for the high spending in this area.
3. The educational resources in school are carefully selected in order to meet the needs of the curriculum. When funding becomes available the school plans to develop further the range and quantity currently in school.
4. Effective deployment of staff enables maximum use of teaching and non-teaching expertise to meet the needs of all pupils. Money allocated to special educational needs is effectively used to support pupils' learning. Grants for in-service training are effectively used in the development of teachers' skills and in providing opportunities for staff to meet with curriculum co-ordinators from other schools.
5. Very good administrative procedures are in place. These are efficiently organised and supported on a day-to-day basis by the school administrator and do not intrude on the life of the school. Financial control is very good and the main recommendations from the auditors' report have been acted upon.
6. Taking into account the educational standards achieved, progress made, the attitudes of pupils, the quality of education provided and unit costs, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

1. The 1999 national tests show pupils' attainment in English was below the national average for eleven year-olds. It was above the average in relation to similar schools. This was not as good as the previous year's national test results when attainment was well above that of similar schools.
2. By the end of the key stage speaking and listening standards are in line with expectations for eleven-year-olds. In the last report they were good. Pupils are able to listen attentively to teachers and other pupils. They can take part in discussions and gain quiet pleasure from their success in making predictions. In the best lessons they are keen to offer ideas and experiences and ask relevant questions. In small groups they respond confidently and give ideas and opinions. Not enough opportunities are given in lessons to develop speaking skills by the setting of challenging open-ended questions. In assembly pupils are given opportunities to speak to the rest of the school.
3. By the end of the key stage reading standards are in line with national averages, which matches the last report. Pupils enjoy reading. They know the difference between fiction and non-fiction. Pupils read storybooks and regularly read at home. They have a "share book" in which parents or carers generally make comments. Not enough opportunities are given during the lessons for pupils to make full use of non-fiction to research topics which they are covering, nor to record this information. The guided reading groups take place but planning is insufficient: whilst it may reflect the lesson objective, it is not rigorous enough to cover all aspects of reading including higher level skills. Many pupils read stories and information books accurately by themselves, both silently and aloud. Pupils are given some opportunities to read their own writing at the end of lessons but this is not used effectively to promote reading skills. Lower attaining readers continue to need help and do not always understand the meaning of text. They are, therefore, unable to use the meaning to work out what a word should be. Higher and average attainers read fluently at the correct level. Average readers can make simple deductions and talk about authors. Written reading exercises do not take pupils sufficiently into the deeper meanings in text. Pupils know how to use index and contents pages. Pupils understand their own library system but this does not reflect using a library referencing system.
4. By the end of the key stage writing standards are still below the national average. Pupils still do not use neat and legible joined up handwriting most of the time. This was an issue during the last inspection. The standard of handwriting is better in the lower school. The school introduced a new scheme following the last inspection but it is not demonstrated effectively or used consistently by all teachers. Pupils do not use exciting and adventurous vocabulary or sustain ideas well in their writing. Writing often does not contain the more complex sentences. Pupils use straightforward punctuation but there is little evidence of more complex punctuation being used. Spelling is usually accurate by the end of both lower and upper juniors but when mistakes are made they are not always highlighted by teachers.
5. In the lower school the range covers some imaginative writing: letters home from Roman soldiers, playground poems based on the work of Alan Ahlberg and their own ten commandments. In the upper school there are elements of a range of writing

which includes autobiography and writing from different opinions, for example the viewpoint of a situation based on being either a crocodile or an elephant. However, pupils do not use paragraphs well or develop ideas sufficiently in stories. Little opportunity is given to develop writing in other subject of the curriculum. Most pupils tend to write as they speak, often forgetting to use appropriate grammar. Most pupils use only simple sentences, as teachers do not teach complex forms effectively. The school has already identified this weakness, and whilst they have provided extra time in the school day and a detailed plan to cover all the aspects of creative writing, they are not using the guided writing session of the national literacy strategy to model writing effectively.

6. The progress made by pupils of all abilities over the four years of the key stage in writing, except those with special educational needs, is unsatisfactory. All pupils make satisfactory progress in reading over time. Overall, they make satisfactory progress in lessons. Pupils with special educational needs and those for whom English is an additional language make good progress because of skilled support. These pupils are sensitively withdrawn from lessons and receive a high level of support to enable them to work more effectively in the classrooms.
7. Pupils' response to the literacy strategy is good. In small groups it is very good. They show interest and enthusiasm. They concentrate well and behave well. Class lessons where attitudes are good have the same features. Personal development is good as pupils take responsibility for their learning by working well independently.
8. The quality of teaching is good overall. It is good or very good in half the lessons seen. In these lessons teachers' questioning and well-focused activities keep pupils concentrating and learning. Teachers' subject knowledge is satisfactory. However, in handwriting some teachers do not always follow the school policy or insist that pupils do. This has a detrimental effect on the quality of handwriting. Teachers generally match group tasks well to pupils' different levels of understanding. However, they do not always plan different learning objectives. The plenary is not used effectively to revisit and reinforce the teaching points of the lesson and is often unclear – a "show and tell". Pupils are well managed and teachers relate well to them. Homework with reading and spelling is used effectively through the "share book" to support learning. Day-to-day assessment relies on each class teacher, as there is no formal system. However, a good start has been made in the lower school. In unsatisfactory lessons teachers do not match the work well, the pace of learning is slow, behaviour is not well managed and the lesson plan is not always followed.
9. The curriculum is balanced, and medium-term planning is of good quality with plans for literacy, comprehension and creative writing. However, there are limited detailed learning objectives for the guided part of the literacy hour in reading and writing.
10. The co-ordinator has monitored the introduction of the strategy and is aware of what the school now needs in order to improve further the standards in English. She has co-ordinated resources well and sets a role model for other staff.

Mathematics

1. Pupils' attainment in mathematics is below that expected of eleven-year-old pupils. In the 1999 National Curriculum tests the school's results were below the national average for eleven-year-olds and below those of similar schools. However, the number of pupils attaining level 4 at the end of the key stage continues to increase. Pupils in the lower school (Year 3 and Year 4) are attaining the level expected for their age. Younger pupils can choose the appropriate operation of addition or subtraction

when solving “real life“ problems. They know the properties of two-dimensional shapes, including irregular rectangles. Older pupils can use addition, subtraction and multiplication using large numbers to solve problems. They can interpret data and know about fractions. They can measure accurately in millimetres and have an understanding of probability. There are opportunities for using and applying mathematics within the Numeracy Framework. Pupils have used information on attendance in school to produce graphs. This is an area of improvement since the last inspection.

2. Most pupils in the lower school make good progress in lessons and over time. Pupils with special educational needs make good progress towards the targets set for them. In the upper school most pupils make satisfactory progress in lessons and, in some sets, good progress over time.
3. The majority of pupils are keen to join in and respond well to the mental mathematics sessions at the start of each lesson. Many pupils in the lower school concentrate well and persevere with tasks to complete them in the time given during the main activity part of the lesson. They work well in pairs, sharing resources and ideas in problem solving activities. Most pupils are developing quick recall of facts and are willing to explain their methods and solutions to others. They present their work neatly and organise it well.
4. The quality of teaching is satisfactory overall. When teaching is good, time is used effectively especially in the main activity session. Activities are interesting and motivate the pupils who keep on task and thus the use of time is maximised. The behaviour of pupils is well managed and discussions are interactive so that pupil's responses are used to develop the lesson and misunderstandings are dealt with and corrected. When teaching is unsatisfactory activities do not challenge pupils' thinking or ideas. The majority of pupils lose interest and do not concentrate on their work and teachers then spend too much of the lesson time managing behaviour. Ineffective questions do not help pupils to work out strategies and ideas for themselves and share them with others. Limited discussions means that teachers are not checking how much the pupils know or understand.
5. Pupils' work is marked regularly and teachers make positive comments about the quality of presentation. Only a few teachers record explanations about mistakes and how to improve work by, for example, using a ruler with greater accuracy and care when measuring lines. Older pupils receive informative written comments about their understanding of the relationship between addition and subtraction. The school is planning from the National Numeracy Framework and the quality of planning is generally very good. Homework makes a significant contribution to the progress that pupils make, especially in learning tables. Older pupils have completed some written work at home on probability.
6. The curriculum is broad and balanced, and includes opportunities for using and applying mathematics knowledge and skills. However, there are only a few planned links in design and technology using measuring, understanding numbers in history and some co-ordinates work which will inform work in mapping in geography. There are appropriate links in information and communications technology through the data handling aspect of mathematics. The subject is well led by a co-ordinator who has only recently taken up the post, but has been part of the school working group for mathematics. He is effectively supported by the head teacher and the local authority consultant. The numeracy hour is fully implemented and the oral introduction is having a positive impact on standards in numeracy. Further development of the plenary session and more focused direct teaching in the main activity part of the

lesson will improve the quality of teaching and learning in some classes and some sets. The school has recently introduced assessment to the level descriptions of the National Curriculum and more recently modified them to fit the Numeracy Framework review and assessment process. These do not, however, inform curriculum planning effectively for the next steps in learning or for revision.

Science

1. In 1998 there was a significant rise in attainment. Results in the national tests were in line with national expectations at the end of the key stage and well above the national average when compared with similar schools. In 1999 65% of pupils achieved level 4 or above, which was in line with similar schools but below the national average.
2. In all the lessons observed pupils were able to demonstrate levels in line with the national average in terms of their scientific knowledge and understanding. Pupils are able to talk confidently about the science they have been taught. They are able to explain how day and night occur and are able to discuss the effects of gravity and friction.
3. Pupils' progress is satisfactory across the key stage. Pupils gain in understanding key scientific ideas and principles and are able to apply previously gained knowledge and understanding to new situations. Pupils' progress in recording observations and measurements independently in a progressively clearer and more sophisticated way is limited owing to an over-reliance on the use of worksheets. Pupils with special educational needs make good progress.
4. Pupils' response is never less than satisfactory and is sometimes good. Most pupils behave well and respond positively to the tasks set, although a small number of pupils do display challenging behaviour during lessons which is effectively dealt with. Pupils are able to ask and answer questions of the teacher and are able to work co-operatively in groups and independently when required.
5. The quality of teaching is satisfactory. When teaching is good tasks are matched to pupils' level of attainment and questions are used effectively to probe pupils' knowledge and understanding. Teachers provide pupils with the opportunity to develop their scientific vocabulary and explanation is informative and well structured. There is insufficient use of day-to-day assessment to inform planning.
6. The co-ordinator provides enthusiastic leadership and has a good knowledge and understanding of the subject. The school has a subject policy and a good scheme of work that provides teachers with clear guidance on the work to be covered in each term within the upper and lower school. The lesson planning during the week of the inspection was good, but short-term plans for lessons, which include work planned for different groups and focused learning outcomes, are not evident at other times in teachers' planning files.
7. The school has established assessment procedures in the form of tests at the end of each unit of work and the results are recorded on individual pupil sheets. The information is used to inform the pupils' school reports at the end of the year and also to place the pupils into ability sets in the upper school. The units of work for the ability sets in the upper school are not matched to pupils' levels of attainment.
8. There are revision units within the scheme of work for the upper school and science facts lessons are also taught to the mixed ability classes which comprise Year 5 and Year 6 pupils. These lessons have implications for continuity and progression in

understanding for the Year 5 pupils who are revising and learning facts in areas of science they have not yet covered.

9. The school has a range of resources which meet the needs of the science curriculum. Some items are limited in terms of the quantity required. The school is in the early stages of utilising the new suite of computers but there is limited software available to support pupils' learning in science.

OTHER SUBJECTS OR COURSES

Information and communications technology

1. Attainment in information and communications technology (ICT) is below what is expected nationally of eleven year-old pupils. Pupils in Year 6 have developed skills in logging on and off their computer network. They can use the functions of a desktop publisher and a graphics program and can create straightforward sets of instructions to control objects. However, they do not yet use these tools independently and purposefully. Their skills and knowledge in modelling and data handling are limited. A growing number of pupils are beginning to meet national expectations as a result of the new National Grid for Learning standard resources and also through attending after-school and lunchtime clubs. These pupils are beginning to develop a sense of audience in their work and can combine several skills together to create, for example, a bookmark or identity card. The attainment of nine year-old pupils is in line with national expectations and pupils can, for example, use word processors and art programs to create simple designs and patterns. They can search the Internet for simple information, for example about planets and moons in science, with direction from the teacher.
2. Pupils make satisfactory progress in lessons throughout the school, particularly in developing a range of skills from logging on and off their network to how to create pictures and use the Internet. They are being introduced to a limited range of well chosen programs which build their confidence and some pupils are now becoming independent in knowing when and why to change a font or add a picture. While some pupils are beginning to understand the benefits of using ICT, many are not yet developing explanations as to how a painting program might compare with traditional methods. The networked computer suite is well managed and is now contributing to consistent and steady progress by providing a high quality resource that is easy to use.
3. Pupils' response to using ICT is satisfactory overall. They enjoy their lessons and in some cases are highly motivated and industrious. Most pupils take care in their work at the computer and are able to collaborate to achieve the end result requested by the teacher. There are many instances where pupils are able to collaborate and co-operate. However, some pupils when working away from the computer are off-task and unmotivated.
4. The teaching of ICT is satisfactory overall. It ranges from very good to unsatisfactory. The very good teaching is associated with well-developed subject knowledge. In such lessons specific skills are taught but pupils are also encouraged to explain their work and evaluate the quality of what they are doing. Such teaching also challenges the pupils to produce and reflect on the benefits of ICT in their work. In good and very good lessons pupils are encouraged to use technical vocabulary and are stimulated by being taught new features of the software to extend and improve their work. Unsatisfactory teaching is associated with low teacher confidence with ICT. In such lessons pupils receive little feedback on how to improve their work and management

of the pupils is weak. The computer suite requires half the pupils to work on other tasks. In some lessons observed pupils were frustrated because they did not get a turn. In good or very good lessons work away from the computer is related to ICT and interests the pupils and all pupils use the computers in each lesson.

5. The organisation of the computer suite is good – equipment is well maintained and software and files are being increasingly well managed. However, space in the room is sometimes problematic and teachers find it difficult to move between groups of pupils and especially to move the pupils when they swap from ICT to other tasks. The room is heavily used in the afternoons but does not contribute to ICT development in the mornings. This means there is presently limited use of ICT to support the national numeracy and literacy strategies. The use of the suite for clubs at lunchtime and after school, which involves substantial numbers of pupils, parents and governors, has a major impact on attainment and progress.
6. The school has developed an effective and thorough action plan with clear targets for action related to the National Grid for Learning. While new equipment is well used older classroom equipment was rarely used in the week of inspection and some of this is now becoming unreliable.
7. Clear curriculum planning helps teachers recognise the skills and knowledge to be taught to pupils and a framework has been consistently developed to cover all the areas of the programmes of study. The co-ordinator is providing very effective leadership through managing the new network, providing support and guidance for teachers, leading extra-curricular activity and by setting an example through effective teaching. However, while files of pupils' work are developing on the network, assessment of pupils' attainment is underdeveloped.

Religious education

1. Standards of attainment in religious education (RE) are in line with the expectations expressed in the locally agreed syllabus. All the pupils are aware that Britain is a multi-faith society and have a developing knowledge of Christianity and the other religions they are studying. Younger pupils can name and explain the uses of Jewish artefacts such as Kippah and Mezuzah. They know that Saturday is the Jewish day of rest called Shabbat. Older pupils are able to use the story of Rama and Sita to elaborate further the concept of good conquering over evil.
2. Most pupils are making satisfactory progress in the study of the various religions identified in the scheme of work. They have a developing awareness of some of the rituals and expectations of some of the religions such as Hinduism, Islam, Judaism and Christianity and make good progress in considering moral and social issues. The two year rolling RE programme provides opportunities for pupils to continue to develop their skills and acquire further religious knowledge and understanding, making good progress over time in the study of various religions identified in the scheme.
3. Pupils usually show interest in the subject content being taught. When teachers use visual aids, pupils respond with enthusiasm and demonstrate a good level of concentration. A few pupils who have a strong faith or belief in their own religion take responsibility for their own learning. This was clearly observed in one of the lessons when a Muslim boy compared the Shabbat with Juma, the Islamic holy day, and explained that Jews would worship God in congregation on Saturday just like Muslims go to mosque on Fridays.
4. The quality of teaching is satisfactory. Lessons are well prepared though there is an

over-reliance on the use of worksheets to develop understanding and in the follow-up of pupils' tasks and activities. Many of the lessons observed provided very few opportunities for pupils to reflect or to experience a moment of wonder or mystery. Good teaching was characterised by the skilful use of question and answer sessions accompanied by secure teacher knowledge and understanding of the aspect being taught.

5. The well-informed and enthusiastic co-ordinator has recently produced an effective scheme of work which is based upon the locally agreed syllabus. The co-ordinator sets targets, which effectively helps her prioritise tasks in the development of the new scheme. Planning is of a good quality and the RE curriculum provides clear directions, continuity and progression. However, teachers are not effectively using the short term plans to match work, hence pupils with special needs or English as an additional language are not always able to access the opportunities provided.
6. The subject contributes to the pupils' spiritual, moral, social and cultural development through the sensitive and appropriate use of faith of pupils and visitors who share beliefs, experiences and values. Artefacts are effectively used to create appropriate atmospheres and to stimulate curiosity. A spiritual and calm atmosphere was created in a lesson by a burning candle and the use of two Hindu pupils to share their experiences of the recent celebration of the Diwali festival. There is an adequate range of resources to support the delivery of the new scheme that strongly reflects and contributes towards the implementation of the school aims.

Art

1. Progress in the few lessons observed was satisfactory. Throughout the key stage pupils are given the opportunity to work with paint in a variety of ways experiencing colour washing, marbling and colour mixing. They are given the opportunity to create their own pictures using the work of artists such as Kandinsky and Munch as a stimulus. Progress over time across the key stage is unsatisfactory. The scheme of work does not provide teachers with sufficient guidance and structure to ensure continuity and progression in the acquisition of skills.
2. Pupils are able to collaborate and co-operate with each other and demonstrate care for their own and others' work. The majority of pupils are able to work with sustained concentration on the task in hand and share materials well. Opportunities for pupils to select appropriate resources and evaluate and modify their work are limited.
3. The quality of teaching is mainly satisfactory. When teaching is good pupils are given the opportunity to discuss the use of colour and shape when working on mosaic patterns. Lessons are well planned and plenary sessions are used to revisit key points. Teaching is unsatisfactory when the teacher spends too long on exposition and the instructions for the pupils are unstructured and complex.
4. The recently appointed co-ordinator has produced a draft art policy. The school has insufficient resources to cover the range within the art curriculum; in particular, resources for three-dimensional art and textile work are limited and these areas are underdeveloped. The use of sketch books across the key stage is inconsistent.

Design and technology

1. No design and technology lessons were seen during the week of inspection. From evaluation of teachers' planning, discussion with pupils and scrutiny of their work progress is unsatisfactory.

2. Pupils receive a limited range of experience in design and technology. While most pupils in the school have made pop-up books during this academic year they have not had sufficient opportunity to analyse and disassemble them. They have had little opportunity to talk about and practise designing and making and in discussions have limited knowledge of using specifications or developing design briefs. Where teachers have allowed pupils opportunities to create storyboards and to examine other pop up books they are much clearer about the design process. Pupils have had little opportunity to use a wide range of materials and techniques or to evaluate, for example, commercial pop-up books. There is little variety in pupils' work and much of this is created to teachers' specifications so that those artefacts on display do not reflect pupils' ideas and designs.
3. The curriculum is satisfactorily planned with a scheme of work that is developed through weekly plans. However, curriculum guidance currently provides little information to teachers on what standard of work to expect from pupils or the teaching methods appropriate to design and technology. The school improvement plan has not placed sufficient emphasis on design and technology to address those elements identified within the previous Ofsted action plan and unsatisfactory progress has been made.

Geography

1. During the week of the inspection only one geography lesson was observed. From the scrutiny of pupils' work and teachers' plans only a limited amount of work in geography has been completed this term.
2. Discussions with nine-year-olds and eleven-year-olds show that in the lesson observed and over time progress is satisfactory overall. Younger pupils are able to draw a plan view of the school and discuss the similarities and differences between Burnage and Stockport. Older pupils are able to use co-ordinates to locate different places on a map. They are developing understanding about the features of localities they have visited or studied.
3. Pupils are very willing and keen to share their experiences and knowledge of various countries they have visited. Most pupils show pride in their work by well-presented, neat and accurate drawing and written accounts.
4. In the lesson observed teaching was satisfactory. The lesson was well planned with effective management of pupil behaviour and appropriate use of a question and answer session at the start of the lesson.
5. Geography is effectively linked to the modern foreign languages curriculum through the study of Europe, and to history. There is little evidence of assessment in geography. There is an appropriate long-term plan which covers a two-year planned programme of localities, themes and skills. At the moment the subject does not have a co-ordinator. There is a suitable range of resources available for the teaching of this subject though there is an over-reliance on the use of worksheets.

History

1. Progress is satisfactory for all pupils including those with special educational needs. They have an understanding of time through comparing the role of Egyptian Pharaohs with the role of the Queen. They are aware of the similarities and differences between the past and present. For example, they know that the Pharaoh was like a God and

had absolute power whereas the Queen has little power. Younger pupils have an understanding of Roman life in Britain and understand the basic structure of Roman cities and how they compare with those of today.

2. In the few lessons seen pupils' attitudes were unsatisfactory overall. Where they were satisfactory, behaviour was good and pupils were interested in the topic, although not many volunteered to answer questions. Where the response was not satisfactory it was in the latter part of the school day and the class teacher did not effectively deal with disruptive pupils who were off task and chattering amongst themselves. Personal development is also unsatisfactory, as pupils are not prepared to take responsibility for their own learning.
3. Overall, in the lessons observed, teaching was unsatisfactory. Lesson planning is sound and is embedded in the topic plan. Whilst the plans contain opportunities to evaluate the learning this is seldom used. Teachers' knowledge is sound. Where teaching is satisfactory in the lessons, there are high expectations of good work and good behaviour, there are clear learning objectives and pupils are well managed but there is little use of open-ended questioning. Where teaching is unsatisfactory, it is because the strategies for behaviour management do not always keep the pupils involved in learning.
4. Literacy is effectively integrated into this subject for the lower school where they use extended writing to develop their own ideas and support the topic. For example, they imagine that they are Romans soldiers and write home to tell their families what it is like in Britain. In the upper school little opportunity is given for pupils to extend their writing and the work is dominated by worksheets.
5. There is a detailed scheme of work and pupils follow a rolling programme of study to ensure that it covers the curriculum. Not enough use is made of research to allow pupils to develop those skills needed to improve their knowledge of the subject further. Resources are satisfactory and contain books, videos and subscription to local history magazines.

Music

1. All pupils make satisfactory progress in class lessons and good progress in instrumental lessons and the choir. They are developing a good technical vocabulary and understand elements of music such as pitch and duration. Younger pupils perform musical patterns by ear and from notation. Older pupils sing songs in rounds and parts, developing the ability to listen to other performers. Pupils' singing in the choir shows accuracy, control and expressive use of voice. This is also evident in the school production of Earthsmoke and Rue. Pupils make good progress in instrumental tuition and in extra-curricular provision playing recorders. All pupils make satisfactory progress over time in playing tuned and untuned instruments and good progress in singing and playing woodwind instruments.
2. All pupils enjoy music. Younger pupils are confident to take turns as individuals and respond well as a group or class. They are sensible when selecting and playing instruments. They work well together and listen to each other when singing or playing. Older pupils are confident performers who listen, work hard to improve techniques and enjoy the challenge of new pieces.
3. Teaching is good. The scheme of work is effectively used to provide a good balance of musical activities and supports teachers through good lesson planning. The activities are interesting and motivate pupils. There is a brisk pace to lessons and the

range of short practical activities keeps pupils motivated and on task.

4. The curriculum is broad and balanced with opportunities to listen to a range of music in assemblies. The school choir performs at the Manchester Festival and in the local church, and last year's school production was presented to an audience at a large local theatre. Music makes a significant contribution to the school's ethos and, whilst there are changes in the co-ordinator role, the school is currently well supported by the local music service.

Physical education

1. Only two physical education lessons were seen during the week of inspection. There is, therefore, insufficient evidence to make an overall judgement about teaching, progress and pupils' response.
2. There is a well-balanced physical education curriculum with appropriate time allocated to it. Planning suggests that pupils receive regular lessons in gymnastics, dance and games. Athletics is taught during the summer term and pupils in Year 3 and 4 receive swimming instruction.
3. Pupils made progress in the techniques of some of the traditional games during the week of inspection. They were seen to be learning to hold a hockey stick correctly and developing the passing techniques in both hockey and football. Some pupils performed these skills and demonstrated precision and control.
4. In the physical education lessons observed there was evidence of teachers planning active lessons which engaged the pupils. In games, for example, one teacher taught a range of skills that was followed by small group activities to develop techniques in hockey. Teachers were able to demonstrate effectively including one example that showed pupils how to pass a football with the side of their foot. Sometimes inappropriate pupil behaviour was not swiftly dealt with and this led to the lesson losing pace and other pupils becoming distracted.
5. Extra-curricular provision contributes to pupils' development in physical education. The football team plays with energy and team spirit and a small number of pupils enjoyed a lacrosse session with a visitor from a local club. Outdoor activities take place including climbing, caving and rafting at Ghyll Head for the oldest pupils and Debdale for all pupils where both water and land based activity takes place.
6. Provision for swimming makes a positive contribution to the curriculum, helping the Year 4 pupils observed to develop safety skills successfully and build confidence. Teaching is effective in giving pupils the basic elements of standard strokes, in this lesson back crawl. In the lessons observed pupils listened well and responded to the tasks confidently. Some pupils lack the confidence to swim the width of the pool on their backs. The journey to the pool adds significantly to the time allocated to physical education.

English as an additional language: EMAS support

1. The ethnic minority achievement service (EMAS) support teacher is well qualified and experienced to teach pupils for whom English is an additional language (EAL). She currently offers support to targeted pupils in the lower school.
2. The consistent and good quality support being offered by the EMAS teacher is having an impact on the standards of achievement of the EAL pupils. The planning is of a

high quality and is done in collaboration with the class teachers involved. Pupils are taught in class, except for new arrivals who receive effective intensive language support at the beginning and end of the days when the EMAS teacher is in school.

3. Progress is good overall. Pupils learn new words and meaning during lessons, especially the new arrivals. Pupils are given opportunities to consolidate concepts and vocabulary previously learnt and are also introduced to new words and concepts during lessons. Above average pupils are able to select imperative verbs from a passage and use them to write short sentences. Below average pupils are able to identify key words on their worksheet and explain why they are imperative verbs. New arrivals are able to identify various words learnt and use them in sentence construction. They are also able to copy them in their books using the correct letter formation.
4. Detailed, targeted pupil profiles are well kept by the teacher and effectively used to monitor progress and achievement. They are updated at the end of every term to inform the planning for the following term. Such monitoring procedures contribute towards providing relevant support.
5. The EMAS teacher plays an active role in the dissemination and sharing of information regarding the linguistic, religious and cultural needs of some of the pupils. Some parents use her effectively to communicate with the teachers.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

1. The inspection was carried out by a team of six inspectors, including a lay inspector. During the four days in school the team observed 64 lessons, accounting for over 50 hours.
2. The inspectors heard pupils read and talked to many about their work. A range of assemblies, registrations and classroom routines was observed as well as play-time, lunch-time and extra-curricular activities. Pupils were observed entering and leaving school. The work of several pupils from each year group was examined along with photographic evidence of work in previous terms, work on display around the school, class books, school reports, assessment records and teachers' planning files. Inspectors interviewed all subject co-ordinators and several support staff. Meetings were held with the deputy head teacher, the full governing body and the chair and vice-chair of the governing body. The lay inspector also spoke to the head teachers of the main receiver secondary schools.
3. School documentation was scrutinised, including the school development plan, the previous inspection report and action plan, the special needs register, attendance records, registers, curriculum planning, assessment results, minutes from meetings of the governing body and their annual report to parents.
4. Parents' views were received at a meeting prior to the inspection, attended by five parents. The inspectors also considered the information from the 21 questionnaires returned and the additional comments written on them.

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 |
|---|---|--|---|
| 274 | 1 | 55 | 126 |

138. Teachers and classes

138. Qualified teachers

Total number of qualified teachers (full-time equivalent):

| |
|-------|
| 12.30 |
|-------|

Number of pupils per qualified teacher:

| |
|-------|
| 22.28 |
|-------|

Education support staff

Total number of education support staff:

| |
|---|
| 0 |
|---|

Total aggregate hours worked each week:

| |
|---|
| 0 |
|---|

Average class size:

| |
|------|
| 30.4 |
|------|

Financial data

| | |
|--|---------|
| Financial year: | 1999 |
| | £ |
| Total income | 440077 |
| Total expenditure | 428140 |
| Expenditure per pupil | 1476.34 |
| Balance brought forward from previous year | 38932 |
| Balance carried forward to next year | 26995 |

PARENTAL SURVEY

| | |
|------------------------------------|-----|
| Number of questionnaires sent out: | 200 |
| Number of questionnaires returned: | 21 |

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 | 19.05 | 61.90 | 9.52 | - | 4.76 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 28.57 | 42.86 | 23.81 | - | - |
| The school handles complaints from parents well | 14.29 | 61.90 | 14.29 | 9.52 | - |
| The school gives me a clear understanding of what is being taught | 28.57 | 47.62 | 14.29 | 4.76 | - |
| The school keeps me well informed about my child(ren)'s progress | 33.33 | 42.86 | 9.52 | 9.52 | - |
| The school enables my child(ren) to achieve a good standard of work | 23.81 | 57.14 | 9.52 | 9.52 | - |
| The school encourages children to get involved in more than just their daily lessons | 19.05 | 66.66 | 9.52 | 4.76 | - |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 9.52 | 61.90 | 9.52 | 14.29 | 4.76 |
| The school's values and attitudes have a positive effect on my children | 19.05 | 52.38 | 19.05 | 9.52 | - |
| The school achieves high standards of good behaviour | 4.76 | 42.86 | 33.33 | 14.29 | 4.76 |
| My child(ren) like(s) school | 47.62 | 33.33 | 9.52 | 4.76 | 4.76 |