

# INSPECTION REPORT

## **RUSSELL SCOTT PRIMARY SCHOOL**

Denton

LEA area: Tameside

Unique reference number: 106206

Headteacher: Mr. S. Marsland

Reporting inspector: Mr. P. Dennison  
17736

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> March 2001

Inspection number: 211044

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Clare Street  
Denton  
Tameside  
Manchester

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Telephone number: 0161 320 5186

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Appropriate authority: The Governing Body

Name of chair of governors: Cllr M Wareing

Date of previous inspection: 1<sup>st</sup> February 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	Mr P Dennison	Registered inspector	Mathematics	<p>What sort of school is it?</p> <p>The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
19366	Mr W Walker	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
20846	Mr A Wilson	Team inspector	<p>Science</p> <p>Information and communication technology</p> <p>Physical education</p>	How good are the curricular and other opportunities offered to pupils?
14816	Mrs S Gordon	Team inspector	<p>The Foundation Stage</p> <p>English as an additional language</p> <p>Geography</p> <p>Music</p>	
12060	Mrs P Peaker	Team inspector	<p>Special educational needs</p> <p>Art and design</p> <p>Design and technology</p> <p>History</p>	
22740	Mrs M Leah	Team inspector	<p>Equal opportunities</p> <p>English</p> <p>Religious education</p>	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Russell Scott County Primary School is in Denton, Tameside. The area has above average levels of economic and social disadvantage. There is a very wide range of attainment on entry to the reception class, although overall it is well below that expected for the age group. The great majority of pupils who join the reception class have not had the benefit of nursery education. At the time of the inspection there were 367 on roll, taught in 13 classes. The number of pupils on the school's register of special educational needs is broadly in line with the national average. Four pupils have a statement of special educational need. The number of pupils eligible for free school meals is well above the national average. Very few children are from families where English is an additional language. None are at an early stage of learning to speak English. The school has a very transient population. Only 59 per cent of the current Year 6 class have been in school since Year 2.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school which provides a good quality of education. Standards have improved since the previous inspection and by the time they leave school, pupils' attainment in English, mathematics and science is well above the average in comparison with similar schools. The headteacher provides excellent leadership and is very well supported by senior staff and the governing body. All staff work hard to raise standards and improve the quality of education. This has enabled the school to make very good progress in addressing the weaknesses reported by the previous inspection. Much of the teaching is good and this helps pupils to make good progress. The pupils have very positive attitudes to learning and their behaviour is good. Overall, the school provides good value for money.

#### **What the school does well**

- The headteacher and senior staff provide excellent leadership and the school is very well managed.
- Pupils achieve well and standards of attainment in English, mathematics and science at the end of Key Stage 2 are higher than those found in similar schools.
- Pupils' attainment in art and design, design and technology, geography and physical education is good.
- The quality of teaching is good overall and is very good in 36 per cent of lessons.
- The provision for pupils' personal and social development is very good.
- Pupils have very positive attitudes to school and their behaviour is good.
- Pupils with special educational needs are provided with good support and make good progress.
- The school has developed a very good partnership with parents.

#### **What could be improved**

- The range and quality of written work for the higher attaining pupils in Key Stage 1.
- The resources for outdoor play in the reception class.
- The provision for music throughout the school.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1999. At that time it was reported to be providing an acceptable standard of education but with serious weaknesses. These related to unsatisfactory teaching and pupils making unsatisfactory progress. The headteacher and deputy headteacher have provided excellent leadership in dealing with these weaknesses and staff have responded well and worked hard to raise standards. Curriculum planning and the assessment and monitoring of pupils' progress have been improved and effective systems of monitoring the quality of teaching and learning have been introduced. Very effective systems of target setting have been implemented. As a result, the school has made very good progress and the issues raised by the last inspection have been successfully addressed. The quality of teaching is now good overall and none is unsatisfactory. Pupils make good progress and standards in English, mathematics, science and information and communication technology have improved. The provision for pupils with special educational needs is now good. All statutory requirements are now met, including those relating to attendance.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	D	C	A
mathematics	C	C	C	A
science	C	B	A*	A*

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

Pupils in the school do well. By the end of Key Stage 2, their results in last year's national tests were much better than those of pupils in similar schools. They were so good in science that they were in the top five per cent of all schools nationally. The school results between 1996 and 2000 have improved at a faster rate than the national trend.

On the evidence of the inspection, the attainment of pupils in Key Stage 2 is now broadly in line with the national expectations in English and mathematics and well above the national average in science. Standards of work are also good in art, design and technology, geography and physical education.

Children in the reception class make very good progress. By the end of their reception year, the majority achieve the expected levels of attainment.

Pupils' performance in the 2000 end of Key Stage 1 national tests was below the national average in reading, in line with the national average in writing and above the national average in mathematics. In comparison with schools with pupils from similar backgrounds, the results in reading were in line with the average. Results in writing were above average and results in mathematics were well above average. Evidence from the inspection indicates that standards in reading and writing are broadly average. Overall, pupils achieve well, although higher attaining pupils do not achieve as well as they might in writing. Standards in mathematics are good.

Pupils' attainment in information and communication technology has improved significantly since the last inspection. Standards are now securely in line with national expectations in each key stage.

The school analyses test results and uses that information to track pupils' progress and to set clear targets for improvement. Realistic but challenging targets have been agreed for the National Curriculum tests in 2001 and the inspection evidence indicates that these are likely to be met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	The behaviour of the great majority of pupils is good. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal development is good. Relationships are very good. Pupils co-operate well with each other and their teachers.
Attendance	Attendance compares satisfactorily with other schools nationally.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very Good	Good	Good

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

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 79 per cent of the teaching observed was good or better, including 36 per cent that was very good and 4 per cent that was excellent. No teaching was less than satisfactory. The quality of teaching has improved considerably since the last inspection when 16 per cent of teaching was very good whilst 17 per cent of teaching was less than satisfactory. Teaching in English and mathematics is good. The skills of literacy and numeracy are taught well.

Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress. On the occasions where teaching is less than good, it is usually because the work lacks challenge and pupils learn at a slower pace.

Support staff work closely with the class teachers and make a very positive contribution to children's learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It provides a wide range of interesting and relevant activities. It is enhanced by extra curricular activities and the good use of visits and visitors. Very good links are made between subjects to support pupils' learning.
Provision for pupils with special educational needs	Provision is good. Pupils with special educational needs are well supported and make good progress.
Provision for pupils with English as an additional language	Pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school cares for its pupils well. Staff know their pupils well as individuals and create a supportive environment in which pupils can develop.

The school has established a very good partnership with parents.

Pupils' academic performance and personal development are monitored very effectively. There are very good systems in place to analyse the results of assessments, set clear targets for improvement and to track progress. Traveller children are well supported and make good progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and has established a very positive climate for learning in the school. He is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is very good and resources are used well to support the school's educational priorities.

There are sufficient, well qualified and experienced teachers and support staff to meet the needs of pupils. The school has a good range of resources to support teaching and learning. Very good use is made of the very limited accommodation in the school. Nevertheless, the accommodation remains cramped, especially for the pupils in Year 5. The school also lacks an appropriate outdoor area for children in the reception class. A major improvement since the last inspection has been the development of a computer suite. This has considerably enhanced the provision for information and communication technology.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• The behaviour in school is good.</li> <li>• The teaching is good.</li> <li>• Children are expected to work hard and achieve their best.</li> </ul>	<p>A small minority of parents would like</p> <ul style="list-style-type: none"> <li>• The school to provide more homework.</li> <li>• A wider range of activities outside lessons.</li> </ul>

Through the questionnaire and in discussions with inspectors, parents expressed much satisfaction with the school's provision. They have a high regard for the leadership and management of the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. They respect the teachers and find them very approachable. The inspectors agreed with these positive views. A few parents have reservations about the homework policy and the provision of extra-curricular activities but the inspectors consider the school's arrangements for these matters to be both adequate and appropriate.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. There is a very wide range of attainment on entry to the school but overall, standards are well below those expected of this age group. Provision in the reception class, now called the Foundation Stage, is very good. The curriculum is soundly based on the six areas of learning suitable for children of this age. Appropriate priority is given to personal, social and emotional development, communication, language and literacy, and to mathematical development. The very good teaching has a positive effect on children's learning and they make very good progress. By the time they are ready to start in Year 1, the majority of the children achieve the expected levels of attainment in personal and social development; communication, language and literacy; mathematics; knowledge and understanding of the world; physical development and creative development. Children with special educational needs receive a good level of support to enable them to participate in activities and to make good progress in their knowledge, understanding and skills.
2. The school's overall results in the 2000 national tests for seven-year-olds in reading were below those of most schools, but in line with similar schools. In writing, standards were in line with most other schools but above those in similar schools. The school has been successful over the last three years in raising the standards of the lower attainers so that there has been a steady improvement in the percentage of pupils who reach the expected level (Level 2). The percentage of pupils who reached the higher level (Level 3) however, was well below that of most schools in reading. In writing, no pupils reached the higher level. Inspection evidence indicates that standards in reading are improving and are now broadly in line with most schools. Standards in writing also remain broadly in line but there is still some underachievement in that not enough pupils are reaching Level 3.
3. The results of the national tests in mathematics were above the national average and well above those of similar schools. Inspection evidence reflects these results. Standards have improved since the previous inspection as a result of good teaching and clear planning based on the framework provided by the National Numeracy Strategy.
4. Teacher assessments indicate that attainment was in line with the national average in science. In comparison with similar schools, attainment was well above average. Inspection findings confirm that attainment is in line with expectations by the end of Key Stage 1. In some individual lessons attainment is good. This is due to the increased emphasis placed on investigative science since the last inspection.
5. Pupils make good progress in English at Key Stage 1. Attainment in speaking and listening by the end of the key stage is generally in line with the national expectation. Most pupils demonstrate the ability to listen attentively, to contribute to class discussion, ask questions and respond to their teachers' questions with confidence. They make good progress in learning to read and develop positive attitudes to books as they move through Key Stage 1. Higher attaining pupils are able to read simple texts with some accuracy. Lower attainers read very simple texts with some fluency. They recognise some frequently used words and are beginning to use the sound of the first letters to help them decode new words. Pupils also make good progress in learning to write. By the end of the key stage, most pupils write independently and are beginning to

write stories with a beginning, a middle and an end. Their spelling of simple words is generally accurate and they are able to use full stops and capital letters appropriately. However, teaching is not always sufficiently focused to enable the potential higher attainers to achieve as well as they can. Not enough attention is given to the teaching of handwriting. Pupils in Years 1 and 2 are not corrected when they hold their pencils awkwardly and form letters incorrectly and so do not form good writing habits. They are not taught to join up their writing. Consequently, they do not reach the higher level in handwriting, which requires pupils' writing to be legibly formed and *'joined'*.

6. Pupils in Key Stage 1 make good progress in mathematics. By the end of the key stage, they have an appropriate mathematical vocabulary. Most have a good understanding of pattern in number and know the difference between odd and even. They have a secure understanding of shape. They are encouraged to use and develop their skills of mental arithmetic and make good progress in this area. They develop skills of simple data handling and can construct and interpret graphs. By the end of the key stage, the higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. They can work out simple problems mentally. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations.
7. Pupils achieve well in science. By the end of Key Stage 1, they know how a simple electric circuit works. They have a clear understanding that electricity is a source of light and energy that can sometimes be dangerous as well as useful. They sort and classify creatures according to their types and characteristics and know their names. They are beginning to set up their own investigations and record their findings using the correct scientific vocabulary to describe what they see. By the end of the key stage, the majority have a clear understanding of the difference between living and non-living things. They make good progress in setting up tests for themselves with varying degrees of support from adults. Higher attaining pupils demonstrate independence in carrying out investigations and accurately measuring and recording results. Lower attainers need adult support to complete practical work and record their results in pictures or on prepared worksheets.
8. Pupils' performance in the 2000 national tests at the end of Key Stage 2 was in line with the national average in English and mathematics and was very high in science. In comparison with similar schools, the pupils' performance was well above average in English and mathematics and very high in science. The results in all three subjects have improved since the previous inspection. The school results between 1996 and 2000 have improved at a faster rate than the national trend.

9. This improvement has been brought about through good teaching and the implementation of the national strategies for numeracy and literacy which have provided a framework for planning and led to a clear focus in lessons. On the evidence of the inspection, attainment at the end of Key Stage 2 is currently not as high as last year because of the ability range in the present Year 6. Nevertheless attainment is in line with the national expectation in English and mathematics and is well above the expectation in science.
10. Pupils in Key Stage 2 make good progress in English. By the end of the key stage, most pupils listen carefully to their teachers and other pupils. Their conversational skills are well developed and the higher attaining pupils confidently put forward their views when given the opportunity to participate in discussion. Most pupils are able to read independently, fluently and with good expression from a satisfactory range of texts. The majority of pupils competently use their reading skills to carry out their own research. When asked about their reading they show good comprehension skills. They enjoy reading for pleasure and are able to discuss books and authors. They are able to write letters, stories, descriptions, reports and instructions. Most write imaginatively and with increasing confidence. Their work demonstrates accurate sentence construction and grammar. Pupils' writing in specific handwriting lessons is neat, joined and legible. However, when pupils write for various purposes in other subjects they are not confident, even in Year 6, in fluency and speed.
11. Pupils in Key Stage 2 make good progress in mathematics. By the end of the key stage, the higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. Pupils have an appropriate mathematical vocabulary, an understanding and appreciation of number pattern and measures and a knowledge of shapes and solids and their properties. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate angles, and the area and perimeter of shapes. The lower attaining pupils can apply the four rules of number effectively, use a range of units of measure competently and construct simple graphs to illustrate data they have collected. Pupils make good progress in developing their mental strategies and use their mathematical knowledge to solve problems and to support their work in other subjects.
12. Pupils in Key Stage 2 achieve well in science. By the end of the key stage, they use accurate scientific vocabulary to describe what they know or observe. They have a good grasp of the factual knowledge required by the National Curriculum and they also develop their understanding of the process of scientific enquiry. They carry out investigations planned by the teacher and also demonstrate ideas of their own. Higher attaining pupils display results in a clear and methodical form, often making use of independent research, reflecting standards well above national expectations. Lower attainers make good progress in the presentation of results and in acquiring scientific knowledge, although their ability to reach accurate conclusions unaided is less well developed.
13. Pupils' attainment in information and communication technology has improved significantly since the last inspection, when pupils had too little access to computers. The school now has a computer suite and teachers are using this facility very effectively for the development of computer skills. Consequently, standards of attainment in both key stages are securely in line with expectations for their age groups. All pupils, including those with special educational needs, are achieving well and the school is in a strong position to raise standards further.

14. By the end of Key Stage 1, the majority of pupils use computers confidently and independently. Whenever they use the computer suite, they log on without any help from adults and competently retrieve files or saved work from previous lessons. By the end of the key stage, word-processing skills are well developed and a significant minority demonstrate speed and skills reflecting standards above expectations for their age. A minority are less confident and need help from adults or more competent classmates.
15. By the end of Key Stage 2, pupils use computers regularly to support their work across the curriculum. The majority of pupils are already demonstrating technical skills and competence typical for their age by the end of the key stage. Pupils are familiar with using a digital camera and can attach photographs and other images to their work. Many can use a scanner in the same way, to save and add information from text books to their files. A minority who have had relatively little experience in the use of information and technology, achieve well with the help of adults or classmates.
16. By the end of Key Stage 1, attainment in art and design and design and technology is above the national expectation. Attainment in geography, history and physical education is in line with the national expectation. Attainment in religious education is in line with the expectations of the locally agreed syllabus.
17. By the end of Key Stage 2, attainment in art and design, design and technology, geography and physical education is above the national expectation. Attainment in history is in line with the national expectation and attainment in religious education is in line with the expectations of the locally agreed syllabus. Insufficient lessons were observed to make an overall judgement about the standards achieved in music.
18. Pupils with special educational needs make good progress in relation to their abilities. Individual education plans are thorough and help class teachers to provide work that is well matched to pupils' needs. Additional support enables pupils to make good progress and develop their confidence.
19. The school has worked hard to raise standards since the last inspection. The quality of planning and teaching has improved. Detailed analysis of pupils' attainment has been carried out and very clear targets for improvement have been established. Realistic, but challenging, targets have been agreed for the National Curriculum tests at end of Key Stage 2 in 2001. The inspection evidence indicates that these are likely to be met.

### **Pupils' attitudes, values and personal development**

20. Pupils at Russell Scott are proud of their school. The great majority attend regularly and on time and are eager to learn and to become involved in the life of their school. They have a very positive attitude. Their behaviour in class and about the school has improved significantly since the previous inspection and is now good. Pupils in all classes enjoy the safe and welcoming environment which the school provides. They soon learn to develop strong and constructive relationships with their peers and with members of staff. As they reach the more senior classes, they grow in confidence, readily accept responsibility and show a mature understanding of the feelings, values and beliefs of other people. A small minority of pupils are less involved in school life. Their attendance is irregular and their behaviour unpredictable. At times, they are the cause of disruption in lessons.
21. Pupils learn from the example of their teachers to show much courtesy to visitors. They are, in the main, very pleasant and personable, ready to talk, and anxious to be of assistance. Even in the reception class, most children have the confidence to talk to adults about their activities and to invite them to view their work. As they move through

the school, they maintain their interest in schoolwork and become more aware of the extra-curricular activities on offer. Most are eager to benefit from the varied sporting, artistic and cultural opportunities that are offered. They develop assurance from knowing that their involvement is not dependent on individual skill or accomplishment. The school promotes high standards, particularly in competitive sport, but the headteacher and staff have a commitment to ensure that all pupils have an opportunity to take part in a chosen activity.

22. Standards of behaviour are generally good and often very good. In lessons, pupils respond well to good teaching. They respect their teachers, listen to instructions and apply themselves conscientiously to individual tasks. About the school, pupils are courteous and polite. They hold open doors, await turns patiently, and readily offer help and support to colleagues. All pupils are very familiar with the tenets of the behaviour policy and work hard to achieve the recognition that it provides for good work or thoughtful behaviour. Play times can be boisterous but they are also a time when pupils can be seen at their most caring, sharing their snacks, helping a friend who has fallen, or assisting younger pupils to organise games. There are occasions when a few pupils exhibit poor behaviour, both in class and at play. They can be rude and unpleasant to their colleagues, and occasionally to their teachers. Their noisy and distracted behaviour detracts markedly from the learning environment in the classroom. Teachers handle these problems in a firm and effective manner, consistent with the behaviour policy. Despite considerable provocation at times, the sanction of exclusion is used rarely. The headteacher and staff are at pains, whenever possible, to retain pupils in school. There has been only one fixed term exclusion in the last year.
23. From their early days at school, pupils learn to accept responsibility for their actions. They become progressively involved in daily routines, putting things away, cleaning up any mess, and tidying their classrooms. As they grow older, they become more adept at noticing what needs to be done, picking up articles dropped on the floor, quietly moving furniture in the crowded classrooms. In the Key Stage 2 classes, pupils help their teachers more directly by preparing classrooms for lessons and operating equipment such as the overhead projectors or tape recorders. They provide additional supervision for younger pupils during indoor play periods. In the role of prefect or member of the school "parliament", older pupils take a very constructive role in assisting the smooth running of the school. They supervise entrances to the school building at lunchtimes and sell snacks to their colleagues. They collate opinion on school provision and routines and discuss them with the headteacher before reporting back to the classes that they represent. In all these activities pupils show a growing maturity and a sense of responsibility which will stand them in good stead as they prepare for the next stage of their education in the high school. This maturity was well illustrated in the course of one discussion observed during the inspection. Several Year 5 and 6 pupils showed a particular sensitivity to the welfare of younger or less confident classmates. They felt that the area in the yard available for football should be curtailed, as they perceived a risk that a football when kicked hard could intimidate or hurt passing pupils who were not involved in the game. Unpleasant behaviour by a very few pupils is more likely to be in the form of name calling than physical abuse. Pupils are confident that any incidents that do occur will be quickly resolved.

24. The rate of attendance is satisfactory. It continues to be broadly in line with the national average. The school staff work closely with the education welfare officer to investigate any problems and there is very little unauthorised absence. A few pupils are late for school on a regular basis and the headteacher has initiated an imaginative scheme, using peer pressure, to encourage better time-keeping. The scheme, designed to reward the whole class for improvement, is popular with pupils and is beginning to have a beneficial effect on punctuality.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

25. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 79 per cent of the teaching observed was good or better, including 32 per cent that was very good and a further 4 per cent that was excellent. No teaching was less than satisfactory. The quality of teaching has improved significantly since the last inspection when 44 per cent of teaching was good or better whilst 17 per cent of teaching was less than satisfactory.
26. The teaching of children in the Foundation Stage is very good overall. It was never less than good and was very good or better in 75 per cent of the lessons observed. In 25 per cent of lessons, it was excellent. Teaching in Key Stages 1 and 2 is good overall. In Key Stage 1, 64 per cent of the lessons observed were good or better, including 14 per cent that were very good. In Key Stage 2, 80 per cent of the lessons were good or better, including 35 per cent that were very good and 2 per cent that were excellent.
27. The main strengths of teaching in the reception class are the very good relationships between adults and children, a very good understanding of the curriculum and of how young children learn. The children are respected and valued. Support staff work closely with the class teacher and make a very positive contribution to children's learning. For example, in a lesson on language activities, staff were very well briefed by the teacher enabling them to provide very effective support for group activities ensuring that children made good progress. This followed an excellent whole class session when the teacher's own enthusiasm and lively approach meant that all the children were fully involved and very keen to participate in the reading activities. All activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making very good progress.
28. Teachers throughout the school plan work carefully. Good use is made of the resources available to provide interesting tasks which motivate pupils. In a Year 5 science lesson, very good use was made of photographs taken from the NASA website to stimulate pupils' thinking about the orbits of earth and the moon. As a result, they made very good progress in their understanding of the concept of night and day. Where teaching is good, pupils are encouraged to be responsible and are given opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently, thus enabling the teacher to give more intensive support to others. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress.



29. Teachers have good subject knowledge. They make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. Teachers effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. A good example was observed in a Year 6 literacy lesson. The teacher's choice of a Harry Potter book as the basis for the lesson ensured that pupils were interested, enthusiastic and keen to contribute to the discussion. Her high expectations and the brisk pace of the lesson made pupils aware of the need to work quickly. Good questioning extended their ideas and enabled them to select the important aspects of the text. Pupils with special educational needs were very well supported by the classroom assistant. She extended their vocabulary through effective discussion of a simplified text, enabling them to demonstrate their understanding.
30. On the occasions where teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs. The work lacks challenge and the pace of pupils' response slows with an adverse effect on the progress made.
31. Teaching of English and mathematics is good overall and much of it is very good at Key Stage 2. Teachers generally have high expectations and provide work which is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy strategies. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding.
32. Teachers make good use of review sessions to reinforce and evaluate learning. Many lessons end with a general discussion about what has been learned. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. Written comments are not always used effectively to ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement.
33. Teachers make positive efforts to ensure that appropriate support is provided for pupils who have special educational needs. Any problems are identified quickly, and individual education plans are established which enable pupils to achieve as much as possible. They are well supported in class or in withdrawal groups. The specialist support teaching is good. Support staff who work with pupils with special educational needs are used well in the classroom. They work effectively with individuals and groups to consolidate and extend their learning. The individual education programmes are now used appropriately to identify pupils' targets and to ensure that work and resources are matched to the needs of the pupils. Teachers ensure that the tasks which support staff supervise are well structured and they use the feedback from these sessions constructively when reviewing targets.
34. Homework is used well to support learning. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms, including reading activities, learning multiplication tables and spellings and work which reinforces or extends learning in class.

## HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

35. A good range of learning opportunities supports pupils' academic and personal development. This is achieved through very careful, good quality planning. Teachers ensure that, wherever possible, they build logical, relevant links between subjects into their plans for a half term's work. This means that every subject receives its full time allocation and pupils enjoy a rich and varied curriculum. For instance, links between geography, history, design and technology and art were very skilfully interwoven when a Year 3 class made sculptures to commemorate the regeneration of the area close to their school. Teachers also include the use of information and communication technology in their planning for most subjects. As a result, computers are now widely used throughout the school to support teaching and learning and there has been significant improvement in this area of the curriculum since the last inspection. Literacy and numeracy are effectively promoted throughout the school, both through the national strategies and also through teaching in other subjects. In science lessons, there are regular opportunities for pupils to develop their skills in research, speaking and listening and extended writing. In Year 6, for example, they give group presentations to the rest of the class based on their notes about the food chain taken from reference books or home computers. Teaching in other subjects makes a positive contribution to the development of numeracy skills. Design and technology, for example, requires accurate measurement in the making of models, such as Viking ships or Roman chariots. Good use overall is made of homework to support teaching and learning, particularly in Key Stage 2. The work set is relevant to the topics being taught in school and parents are encouraged to get involved.
36. Provision for pupils with special educational needs is good. The recommendations of the Code of Practice are met. Good clear records are kept and the provision is monitored well by the co-ordinators. Individual Education Plans set out clear targets showing how these will be achieved and evaluated.
37. A good scheme for personal, social, and health education is in the early stages of development. Additionally, issues such as healthy eating are explored thoroughly through science and there is gradual and sensitive promotion of drug awareness from an early age. Teachers enable pupils to explore other moral and social issues such as family responsibilities, improving the environment and citizenship. They learn about the human life cycle in science lessons and this is supported by talks on sexual development provided by the school nurse for older pupils. All Year 6 pupils are offered a residential visit to Manor Adventure Centre and this plays an important part in developing social skills and independence.

38. Provision for extra-curricular activities is good. Teachers give their time generously to provide a range of sports opportunities such as football, rounders and cricket, in which boys and girls compete against other schools. The school achieves notable success in cricket and won the national championships in 2000. There are opportunities to play tag rugby, basketball, and volleyball and to compete in cross-country, athletics and swimming. Teachers also organise clubs for information and communication technology, ceramics, recorders and choir. The school's curriculum and after school activities are fully inclusive and reflect a clear commitment to providing equal opportunities for all.
39. The community makes a good contribution to pupils' learning and there are strong links with the local church. Visitors to the school make positive contributions to pupils' learning and self-esteem. For instance, sports celebrities are invited in to talk in assemblies and to present awards. Parents and grandparents come in to school regularly to help in lessons and to talk about their own childhood. Similarly, teachers make good use of local facilities such as the library and supermarkets to provide interesting experiences for their classes. The school has established good liaison with a local arts college. A music specialist from the college has visited to teach music and Year 6 pupils have the opportunity to go to the college to learn cookery in a purpose-built environment. The school is also an effective provider of training opportunities for students on work experience and nursery nurse or initial teacher training.
40. The school makes very good provision for the spiritual, moral, social and cultural development of its pupils. It is most successful in fulfilling its aim of '*creating opportunities to enable all children to succeed, by generating feelings of self worth, mutual respect, confidence within themselves and a consideration of others.*' This is a strength of the school and a main pillar of its philosophy.
41. The provision for the pupils' spiritual development is very good. The act of collective worship as a whole school or as a class provides a focal point for each day and encourages pupils to consider their own lives at home, in school and in the wider world. For instance, in a class assembly, pupils in Year 6 reflect on events in the Garden of Gethsemane. They consider the story's meaning in their own lives and its relevance to today's society. Opportunities are created in religious education for pupils to learn about the nature of religious belief and about the influence of religion on some people's lives. Pupils in Year 4 empathise with Jesus' suffering on the cross and in role-play ask Him questions like, '*Did you want to get your own back?*' or '*Why were you so calm?*' Pupils are beginning to appreciate the mystical nature of symbolism in the consecration of bread and wine at the Last Supper or in the lighting of candles at a Hindu shrine. Special spiritual moments are sensitively organised to increase the pupils' sense of awe at the wonders of the natural world. This is illustrated when pupils describe the view of the heavens seen through a telescope, or when the whole school wonders at the dramatic eclipse as the moon turned red, or when Year 1 pupils are filled with amazement at the tiny size of cress seeds. Pupils are encouraged to be guardians of the world as they work towards eco-school status.
42. The school makes very good provision for the pupils' moral development. In assembly and in weekly personal, social and emotional lessons, pupils are encouraged to consider ethical and moral dilemmas through modern and traditional stories. They are taught to be thoughtful and set targets for their own personal development. Pupils are asked, for instance, to consider the relative values of money or a treasured possession. Staff took particular care to involve the pupils in drawing up a Code of Conduct for the school. This has been successful, enabling the pupils to feel ownership of it and to enthusiastically promote its rules in their own behaviour and that

of their peers. All pupils are expected to set good examples for others in class and around school and no one is left in any doubt of what is acceptable and what is not. Positive attitudes, effort and hard work are consistently rewarded. All staff including teachers, teaching assistants and mid-day assistants work closely together to provide good role models and set high standards. In the close links developed between the school and Pakistani and African schools, pupils are encouraged to help people less fortunate than themselves.

43. The school makes very good provision for the pupils' social development. All pupils are keen to work hard and gain recognition for their efforts in the school's structured reward system. Weekly achievement assemblies are impressive in the way they lift the corporate spirit of the school and the self-esteem of individuals. All pupils are expected to behave responsibly as monitors in class. Older pupils are given extra responsibilities as prefects, house leaders, or to perform minor administrative tasks around school. The school parliament offers pupils the opportunity to make their voices heard and to put forward the ideas of the pupils they represent. Role-play and drama are used effectively to make pupils aware of the dangers of smoking and drug abuse. In all classes, there are abundant opportunities for pupils to learn to co-operate in pairs or in small groups as they go about their daily work. Residential visits provide for older pupils to grow in independence and learn to get on together in less formal situations. All pupils are taught to be proud of their school. This is especially so when pupils represent the school in competitive sport.
44. The school makes good provision for the pupils' cultural development. Pupils are taught to respect their own heritage and the wide diversity of other cultures. Visits from the Denton Historical Society bring local history to life, as do walks in the locality to observe how things have changed. Visits to Manchester Camerata, Bridgewater Hall, Manchester Museum and the Lowry Centre enhance pupils' aesthetic development. Close links with schools in Lahore and in Uganda and Kenya give pupils some insight into other ways of life. Links with the local secondary school provide opportunities for pupils to learn a good range of cultural pursuits including Brazilian drumming. Pupils learn to celebrate festivals like the Chinese New Year, but opportunities to learn at first-hand from visitors who represent the ethnic diversity of Britain today are not well developed.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

45. The school meets its stated aim to provide a happy and secure atmosphere in which children can learn effectively. The headteacher and staff have built on the sound foundation identified at the time of the previous inspection and have resolved the shortcomings which were found in recording attendance and in providing for pupils in need of medical attention. Arrangements for the health, safety and welfare of pupils are now good. Pupils' academic performance and personal development are monitored very effectively. The educational and personal support for pupils is of a high standard.
46. The school is characterised by a strong sense of community. Very good relationships at all levels help to create an atmosphere of mutual trust and understanding. Teachers know their pupils very well and show great commitment in providing the help and support appropriate to each one. In particular, teachers make time for their pupils; they are very approachable and are always prepared to listen. Particular sensitivity is shown for the needs of the more vulnerable pupils and the school works closely with parents, carers and other responsible agencies to ensure that individual needs are met. The school has fully implemented its revised health and safety policy which was being introduced at the time of the previous inspection. The provision is good but the

headteacher is conscious that some of the procedures lack rigour. Along with the governors, he is already working with the local authority health and safety executive to ensure that the school follows the best practice for risk assessment and monitoring. Child protection arrangements comply fully with locally agreed procedures.

47. A particular and very successful feature of the school is its positive behaviour policy. Based on a series of awards for pupils' level of industry, involvement and social responsibility, the awards serve very effectively to motivate pupils to greater efforts in all aspects of school life. The prestigious status of the crowning "Golden Owl" award for success in each category was exemplified during the inspection week by the dignified celebration of the achievement of just six pupils in reaching that goal. The whole school community, including parents, showed genuine pleasure as they shared in a ceremony likely to live long in the memory of the successful pupils and their families. The policy also incorporates sanctions for inappropriate behaviour. All pupils are familiar with these as they are applied consistently across the school by members of both teaching and non-teaching staff. Teachers have high expectations of behaviour and pupils soon learn to recognise what is expected of them. The school makes very clear its intolerance of any form of oppressive behaviour. The clarity of the school's policy and the consistency of its application contribute much to the civilised environment found in the school.
48. The school has responded well to the findings of the previous inspection, when procedures for monitoring and recording attendance did not meet legal requirements. In the school's documentation and in all contacts with parents, the importance of regular and prompt attendance is stressed. The headteacher works closely with the education welfare officer to monitor patterns of attendance and punctuality. Any unauthorised absence is followed up immediately. A current strategy to reward classes that achieve target levels of punctuality is having a beneficial effect in enabling a prompt start to be made to lessons.
49. Procedures for monitoring pupils' academic performance and assessing their progress and achievement are very good. Further development of assessment procedures since the last inspection, together with valid and reliable target setting and detailed monitoring and analysis of results, have played a significant part in the trend towards the continued improvement of academic standards. The baseline assessment test is used to assess pupils' ability on entry to the reception class and to ensure that work is well matched to their needs. Ongoing assessment monitors the progress of these pupils during their reception year in all the early learning and skill development goals. The test is repeated at the end of the reception year and information is used effectively to set pupils' targets for Key Stage 1. Formal and informal assessment procedures are used at all stages so that the implications for teaching are maximised and ability levels are accurately identified. This programme of assessment and target setting in the core subjects of English, mathematics and science provides a good breadth of information throughout the school and contributes to the detailed individual records held for each pupil. Pupils and their parents are fully involved in the target setting and tracking process. The analysis is used very effectively to inform planning. Targets are constantly emphasised by teachers in the classroom. Effective procedures ensure that pupils who join year groups from other schools are quickly integrated into the tracking system.
50. Assessment procedures for the other National Curriculum subjects have recently been introduced. The school recognises the need for carefully considered judgements on National Curriculum levels of attainment and is making good use of the recent curriculum guidance. The systems which have been implemented are easy to manage and will inform teachers' judgements at the end of the school year. Accurate National

Curriculum levels can then be given and parents informed in the pupils' progress reports.

51. There are effective systems for the regular assessment of pupils with special educational needs. Individual Educational Programmes contain clear and realistic targets. They are reviewed regularly with the parents and new targets set appropriately. Teaching assistants contribute to the monitoring of progress by the regular feedback they give to the teachers when they have worked alongside these pupils.
52. The school's commitment to achievement embraces both academic and personal goals. The emphasis is always on the level of individual effort rather than the attainment of national standards. The school's strategy is particularly effective in supporting pupils with personal difficulties, whether relating to behaviour, attendance or academic performance. Staff work very closely with parents and carers, discussing strengths and weaknesses and agreeing targets. These are now formalised in the recently introduced home/school agreements and pupils' progress is carefully monitored through the ensuing year. The school makes full use of the assistance available from outside agencies to support all pupils, but particularly the more vulnerable. Overall, the educational and personal support and guidance given to pupils has a positive effect in raising their levels of achievement.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53. The school's partnership with parents continues to be a great strength, helping to create a strong sense of community. Parents, carers, family members and friends are very much in evidence, supporting learning in the classroom, discussing worries with teachers, assisting with refurbishment or planning fundraising activities. Through the questionnaire and in discussions with inspectors, parents have expressed much satisfaction with the school's provision. They have a high regard for the leadership and management of the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. They respect the teachers and find them very approachable. A few parents have reservations about the homework policy and the provision of extra-curricular activities but the inspectors consider the school's arrangements for these matters to be both adequate and appropriate.
54. The school has very effective and constructive ways of communicating with parents. The prospectus and governors' annual report are well written, very well presented and comply fully with statutory requirements. The shortcomings in these documents, identified in the previous inspection report, have been resolved. Newsletters and notices convey their various messages with great clarity. These include information about the curriculum on a class by class basis. The arrangements for informing parents of their children's work and progress are very good. Targets for improvement are agreed with pupils and parents early in the school year and are the focus for continuing review with parents until the annual written report is produced at the end of the summer term. Parents of pupils with special educational needs are involved at an early stage and kept well-informed about their children's progress. Formal parents' consultation evenings are held each term and there is a very good response to these from parents. Reading diaries and homework books provide an effective medium for day to day, written communication between school and home. Teachers make themselves readily and routinely available to speak with parents who have any concerns. The school provides an informal and welcoming environment for this purpose. Overall, the information provided is very good and reflects the school's recognition of the central role played by parents in the education of their children.

55. Parents' contribution to their children's learning begins at an early stage. They are invited to school to become familiar with the environment and the expectations of teachers. They agree with teachers' personal and social targets with which they can help their children in the home. In due course they agree future targets for their children as they progress from the Foundation Stage of education. The home/school contract formalises and extends this through Key Stages 1 and 2. Parents already provide effective support for the homework policy which is used effectively to reinforce classroom learning. This fruitful partnership makes a positive contribution to pupils' learning at school and in the home.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The school is very well managed. The headteacher provides excellent leadership, promoting and sustaining a clear sense of direction for the work of the school. The senior managers, and in particular, the deputy headteacher set good examples in the work they undertake and consequently there is an enthusiastic and committed staff team, including those in non-teaching positions. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. Governors, teachers and non-teaching staff work well together to support the headteacher in promoting the school's aims. There has been a high level of attention to raising standards. This has been promoted through the detailed analysis of pupils' attainment and the establishment of very clear targets for improvement. The curriculum management group, led by the deputy headteacher has been very effective in raising academic standards.
57. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. The provision for information and communication technology has been improved by the creation of a computer suite. Work is now well planned and pupils' progress is monitored effectively. Teachers' confidence and skills have been developed as a result of in-service training. Consequently, pupils' standards of attainment have improved. The monitoring and evaluation of teaching have helped to support the clear improvements now evident. The quality of teaching is now good overall and none is unsatisfactory. The link between the reception class and Key Stage 1 is now good. The early years' co-ordinator monitors planning and the teachers work well together to ensure a smooth and constructive transition between the two stages. The assessment of children's attainment is also used very effectively to ensure that good records are passed to the teachers in Key Stage 1, enabling them to plan work which will build on earlier learning and address children's needs. The governing body ensures that the school now complies with all the statutory requirements listed as weaknesses in the previous inspection. Effective measures are being introduced to promote writing across the curriculum. Standards of attainment have improved considerably at Key Stage 2. However, whilst most pupils achieve well in learning writing skills, teaching is not always sufficiently focused to enable the potential higher attainers in Key Stage 1 to achieve as well as they can.
58. The governors are regular visitors to the school and they are kept well informed about the issues. This enables them to make an effective contribution to supporting the work of the school. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities.
59. The school development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It identifies the

school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. It is supplemented with effective action plans for each area of development.

60. The special educational needs co-ordinator provides good leadership. Detailed policies and procedures and a sound development plan ensure that the provision is well managed and meets legal requirements. The school fulfils the requirements of The Code of Practice in having a special needs register, consulting parents, and holding annual reviews. Effective use is made of all staff to teach pupils with special educational needs. This includes specialist staff provided by the local education authority for pupils with statements of special educational need.
61. The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership and the literacy and numeracy strategies are very well managed and have been implemented effectively.
62. All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced effective whole school policies which support teachers in planning the curriculum. Coordinators are responsible for managing their subject and providing curriculum support. The headteacher regularly monitors curriculum development through classroom observations and the scrutiny of teachers' planning. Co-ordinators are also involved in monitoring planning, teaching and pupils' attainment. They play a positive role in raising standards of attainment.
63. Long term strategic financial planning is good. The headteacher and governors have a clear view of the financial priorities facing them and use the school budget wisely and efficiently to maintain and improve the school. They are fully informed about school development planning and budget issues and are careful to examine several quotations before buying equipment or improving the inside or outside of the building. They are knowledgeable about how their decisions about spending, whether on staffing or equipment, contribute to school improvement. They make informed use of specific grants such as New Opportunities and Standards funding to support staff training, for example in the use of computers, and spending is closely linked to the priorities identified in the school development plan. The management of day-to-day financial administration is efficient. The school enlists the help of a bursar to ensure that the budget is carefully balanced and that the headteacher and governors are kept up to date about the current financial situation. The school clerical staff are welcoming, they deal sensitively and efficiently with all visitors to the office and their contribution ensures minimum disruption to teaching and learning. They organise the collection of money and ordering and distribution of equipment and keep careful records of day-to-day income and spending. The recommendations in the latest auditor's report have been implemented. Effective use is made of computer technology to support school administration and teaching, although school fund accounts are still recorded manually. There are plans to make greater use of computer software for medium-term planning and the analysis of test results.
64. The school is adequately staffed and teachers are supported by a good number of classroom assistants. All have general job descriptions relating to their work as a school team, plus specific descriptions relating to individual roles and responsibilities within the team. Senior management are a close and effective team who work well in supporting staff and pupils and improving all aspects of school life. Support staff offer very effective and valued assistance in all areas of school life. The caretaker and cleaning staff maintain the school to a good standard. Catering and supervisory



assistants also make a valuable contribution to provide effectively for pupils' welfare at lunchtimes.

65. The school strategy for appraisal and performance management is good. The programme, agreed by staff, management and governors, includes opportunities for staff development, procedures to plan in-service training and discussions on the agreement of school and personal targets to improve the work and life of the school and the individual teacher. The induction procedures for newly qualified teachers are good. They include the provision of a school mentor; non-teaching time to observe colleagues, plan and prepare work; and the opportunity to attend courses organised by the local education authority.
66. Very good use is made of the very limited accommodation in the school. Since the last inspection, the headteacher and governors have worked hard to devise ways to improve the learning areas. Considerable improvements to the building have been carried out by staff and parents. Nevertheless, the accommodation remains cramped, especially for the pupils in Year 5. The school also lacks an appropriate outdoor area for children in the reception class. A major improvement since the last inspection has been the development of a computer suite. This has considerably enhanced the provision for information and communication technology.
67. The school has a good range of resources to support learning in most areas of the curriculum. The quantity and the quality of computers has improved since the previous inspection. Resources for outdoor activities in the reception class are unsatisfactory and further provision is required for music, where there are insufficient instruments. There is satisfactory book provision, with both key stages having a library and book collections in all classrooms. Resources are well cared for and accessible to staff and pupils as required. Very good use is made of local places of interest and of visitors to the school to support the curriculum and enhance educational opportunities for pupils.
68. The school has a clear set of aims which are reflected in all aspects of its work. There are high expectations of the pupils in terms of their personal and academic development. The school is forward moving and has a positive and supportive atmosphere, putting the needs of the pupils as a high priority.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

69. To improve the school further, the headteacher, staff and governing body should:

- (1) Improve the range and quality of written work for the higher attaining pupils in Key Stage 1 by :
  1. ensuring that work is well matched to pupils' needs and abilities and provides appropriate challenge for the higher attaining pupils;
  2. providing more opportunities for pupils to use their writing skills in pieces of extended writing;
  3. improving pupils' handwriting skills.  
*(Paragraphs 5, 8, 86, 87)*
- (2) Improve the resources and provision for challenging outdoor play in the reception class.  
*(Paragraphs 67, 73, 80)*
- (3) Improve the provision for music throughout the school by:
  1. implementing the development plan agreed with the local arts college. This involves the training of all teachers, provision of dance experiences for pupils, the offer of instrumental lessons and giving of specific assistance to music co-ordinators;
  2. improving the resources to support teaching and learning, especially the range and quantity of musical instruments.  
*(Paragraphs 67, 147)*

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Governors should continue their negotiations with the local education authority regarding the provision of a nursery class in order to improve the quality of pre-school education experienced by the great majority of pupils entering the school.  
*(Paragraphs 1, 5)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	32%	43%	22%	0%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	367
Number of full-time pupils known to be eligible for free school meals	N/a	140

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	98

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	6.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	28	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	28	28
	Girls	21	21	23
	Total	48	49	51
Percentage of pupils at NC level 2 or above	School	91 (79)	92 (70)	96 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	28
	Girls	20	22	21
	Total	45	50	49
Percentage of pupils at NC level 2 or above	School	85 (72)	94 (84)	92 (68)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	37	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	30	37
	Girls	21	19	26
	Total	52	49	63
Percentage of pupils at NC level 4 or above	School	83 (67)	78 (73)	100 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	30	33
	Girls	21	19	22
	Total	51	49	55
Percentage of pupils at NC level 4 or above	School	81 (66)	78 (69)	87 (85)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	1
Chinese	3
White	331
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	24.5
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	255

### ***Financial information***

Financial year	2000/2001
	£
Total income	629,767
Total expenditure	621,654
Expenditure per pupil	1,574
Balance brought forward from previous year	530
Balance carried forward to next year	8,643

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	367
Number of questionnaires returned	77

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	1	0	1
My child is making good progress in school.	42	53	5	0	0
Behaviour in the school is good.	31	62	1	1	4
My child gets the right amount of work to do at home.	31	49	16	4	0
The teaching is good.	60	38	1	0	1
I am kept well informed about how my child is getting on.	40	49	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	36	3	0	0
The school expects my child to work hard and achieve his or her best.	61	38	0	1	0
The school works closely with parents.	35	52	10	0	3
The school is well led and managed.	52	45	0	0	3
The school is helping my child become mature and responsible.	47	49	0	1	3
The school provides an interesting range of activities outside lessons.	25	48	16	4	8

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

70. On entry to the reception class, assessments show the attainment of the majority of children is well below the expectation in all areas of learning. There is no nursery provision at the school and few children have received any nursery provision before school entry. This results in the first term of their schooling being focussed upon settling into a community and learning the social skills required to enable learning to begin. Teaching and provision are of high quality throughout, enabling children to progress well in their learning and acquisition of skills so that, by the end of the foundation stage, evidence suggests that the majority of pupils will reach standards in line with those expected for this stage.
71. The quality of teaching is very good overall. It is never less than good and at times it is excellent. All staff work hard and the warm, welcoming, secure and challenging environment they create makes children's first experience of school interesting, happy and positive. Good relationships and trust between children and staff allow children to explore ideas and be confident to ask for help. The teacher's knowledge of the foundation stage is very good. The comprehensive short, medium and long term planning, along with thorough assessment of children's progress, results in constantly changing learning and practical opportunities which stretch their thinking and demand concentration. Staff have high expectations of the children and the praise and encouragement they give is rewarded in the achievement of the children. Children receive a good amount of individual input and they respond positively to the challenges asked of them. Staff work closely together as a competent and effective team, their skills complementing each other. They continually develop their professional skills and expertise. The classroom assistants provide good quality support to the teacher in the running of the unit.
72. Parents and school work closely together in the Foundation stage. Parents bring children into the unit daily, and have the opportunity to talk to teachers regularly. This enables any concerns to be dealt with as they arise; it also reassures children and encourages them to be confident about coming into school. Children are very proud of their work and talk confidently about the contributions they have made to the very good quality displays in the classroom. During the week, some parents help in the class, their input is directed by the teacher and is a positive contribution to the groups' work.
73. There are colourful and interesting resources to support learning in all areas, except for physical development. There is a comfortable library corner, exciting role-play facilities and well-equipped and well-organised areas for practical activities. However, the outside accommodation is currently unsatisfactory, as there is no suitably equipped safe play area.
74. The last inspection report identified the links between the reception class and Key Stage 1 as an area of weakness. This has been successfully addressed. Teachers work well together to ensure a smooth and constructive transition between the two stages. The assessment of children's attainment is also used very effectively to ensure that good records are passed to the teachers in Key Stage 1, enabling them to plan work which will build on earlier learning and address children's needs.

## **Personal and Social Development**

75. The quality of teaching and learning in this area is very good and pupils are cared for very well and make very good progress. The aims of the school are effectively implemented by the promotion of good, caring relationships, which encourage good responses and good behaviour and ensure children feel safe and secure. Children interact well with each other showing consideration and kindness. They are aware of the difference between right and wrong. Concentration is good; children are involved for quite long periods on particular tasks, they are well organised and gain independence in managing themselves. Children settle well into the routines of school life because teachers make clear what is expected. In whole class sessions, especially those when big story books are read together, most listen attentively and their acknowledgement of class routine is good. They put up their hands and ask questions confidently. Self-confidence and independence grow as children are given responsibilities in the unit for a variety of tasks to which they respond positively. At the end of activities, they help to tidy up and put things away. Children share equipment, take turns in groups and are aware of the needs of those around them, even those with differing views to their own.

## **Communication, Language and Literacy**

76. The quality of teaching and learning is very good with many examples of challenging opportunities presented to children. Children's skills on entry are very limited and staff work extremely hard to considerably raise standards during the year. Use of good and varied language is promoted in all activities. Children talk and role-play well, and staff sensitively encourage the development and use of good vocabulary, particularly in the home corner, currently organised as an animal hospital. In sharing sessions, children are encouraged to speak to the group and they talk clearly and in extended sentences about their likes and dislikes. They listen carefully to the teacher and to each other. Teachers make use of every opportunity to extend and develop children's language. Children are developing a growing enjoyment of books and stories and they thoroughly enjoy playing games which help them make a sound start with early reading skills. Staff place a good emphasis on reading and they are positive and encouraging in stimulating children's interest and enjoyment. A good selection of books and a small, comfortable and interesting library corner provides a good focus for reading for pleasure. When listening to stories, children concentrate attentively. Words and labels are clearly evident in the classroom and many children make attempts at using a few familiar words in the writing corner, to accompany their pictures. They are developing pencil control and learning how to form letters. Early writing skills are presented in small, focused sessions with much individual help and structured guidance given by staff.

## **Mathematical development**

77. Teaching and learning are very good. Children make very good progress in practical and investigative skills. They have many opportunities to develop their numeracy skills using a variety of apparatus both in structured activities and in play situations, individually and in groups. They make repeating patterns using beads. They sort shapes and can identify some basic shapes. They order toys into large and small groups. Using basic apparatus, they are beginning to correctly use the language of quantity and measurement such as bigger than, smaller than, more or less than, tallest and shortest. They enjoy using dice to develop their speed in recognising numbers. The children enjoy singing a variety of songs and jingles, which are number related and which consolidate their understanding of numbers and positional language. They are beginning to recognise and count numbers to ten and carry out simple addition and subtraction sums using apparatus. Counting and ordering skills are encouraged



through use of a wide variety of games. In lessons, children are challenged to count for themselves and they do so accurately. There are many areas displaying mathematical language around the room. When staff sit with children to work on numeracy skills, they encourage them to use and develop appropriate mathematical language.

### **Knowledge and understanding of the world**

78. The quality of teaching and learning is very good. Children achieve well and gain good experience of the world around them. They are offered a wide variety of experiences indoors and out which provide them with opportunities to learn about their world. A laptop computer is accessible and children experiment with an animal game, gaining experience in controlling a program by using the mouse. They observe and record the weather and the changes of the seasons. They respond enthusiastically and are very keen to extend their knowledge about everything they experience. Children talk about their journeys to school as they arrive. Every opportunity is taken to involve them in considering directions and observing what they see. They make a plan of their classroom and are able to describe where each area is on the map. Children talk about their family members who are older than them. They are encouraged to talk about past events and they recognise the difference between past and present. Visitors from various occupations visit the unit and speak to the group. During the inspection, they enjoyed listening to a visitor talk about animal care. They then used this information to effect in their role-play in the animal hospital. A group of pupils froze toy animals in ice. They then melted the ice in warm water and carefully observed the changes that took place, confidently suggesting why the ice melted and the warm water became cold.

### **Creative development**

79. Children's achievement and the quality of teaching and learning are excellent. Children use paint, mixing and applying it in a variety of ways and creating original and colourful paintings in a variety of sizes and textures. They create collage pictures using a very good variety of textures and they confidently create three dimensional models. Children have the freedom to choose the materials they use and, when questioned, they are able to explain why they make their choices. Many children make good progress with observational skills and their representations of what they see reflects their capacity to look accurately. Children handle play dough with interest using tools correctly and they describe what it feels like and identify ways of improving it for easy handling. Their work is celebrated in excellent displays throughout the unit. When taking part in role-play, children are provided with interesting tasks and they perform these well, developing their range of vocabulary and increasing their confidence in performing with peers. Children sing tunefully and they have learnt many songs by heart, remembering words well. They enjoy their singing and sit up well as they sing. They understand when a song begins and when it ends. Many of them are able to repeat a simple rhythm pattern and they know how to use simple untuned percussion instruments. A small group accompanied 'Old Macdonald' with the drum and tambourine to good effect!

### **Physical development**

80. No lessons were observed. However, lesson plans show that a good variety of apparatus and equipment is used in lessons and children experiment with shape, space, speed and dynamics. They learn what their bodies can and cannot do. Children have access to the school hall for physical education lessons. However, outdoor accommodation is unsatisfactory. There is no safe, enclosed play area offering good opportunities for a variety of activities to develop skills and enhance teaching. There are limited opportunities for children to experience challenging outdoor play. Children are

given a variety of tasks to develop their physical skills in the classroom. They manipulate construction equipment with ease, they cut and glue competently and they manage small equipment in maths carefully. The majority of children are starting to find their way around the computer keyboard and use the mouse with increasing proficiency.

## **ENGLISH**

81. The school's overall results in last year's national tests for seven-year-olds in reading were below those of most schools, but in line with similar schools. In writing, standards were in line with most other schools but above those in similar schools. The school has been successful over the last three years in raising the standards of the lower attainers so that there has been a steady improvement in the percentage of pupils who reach the expected level (Level 2). The percentage of pupils who reached the higher level (Level 3) however, was well below that of most schools in reading. In writing, no pupils reached the higher level. Inspection evidence indicates that standards in reading are improving and are now broadly in line with most schools. Standards in writing also remain broadly in line but there is still some underachievement in that not enough pupils are reaching Level 3.
82. The school's overall results in last year's national tests for eleven-year-olds in English were in line with those of most schools. They were very high when compared to similar schools. Standards have risen considerably, at a greater rate than that found nationally, over the last three years. This is a result of the good teaching, the rich and well-organised curriculum and the clear setting of relevant targets. The total determination of staff and their close teamwork is instrumental in driving up standards. Due to the nature of the current Year 6 classes, including the high percentage of pupils with special educational needs, standards are not quite as high as last year. Nevertheless, almost all pupils are achieving as well as they can, and standards seen during the inspection are still close to those found in most schools. Standards have improved since the last inspection.
83. Particular care is taken to identify and support pupils with special educational needs. They make good progress towards the targets in their individual education plans. This is due, in part, to high quality help from teaching assistants and the provision of appropriately graded work. All pupils have full access to the curriculum. The few withdrawal groups are sensitively arranged so that pupils are not disadvantaged by always missing the same lessons.

84. At the age of seven and eleven years, standards of speaking and listening are generally similar to those found in most schools. There is, however, a wide variety of attainment in all year groups. Many children start the school with poorly developed language skills. Appropriately, the school gives high priority to improving speaking and listening skills in English lessons and in other subjects. The school has established a climate of mutual trust, and teachers constantly promote the pupils' self-esteem so that they are not afraid to express their opinions and join confidently in conversation. In all classes, well-organised opportunities are provided for pupils to engage in focused discussion in pairs, in small groups and in whole class sessions. This enables the vast majority to achieve well. As pupils move through Key Stage 1, most concentrate for longer and longer spells when listening to their teacher and to each other. They respond to questions enthusiastically. Their answers show that they have understood the content of the discussion. Occasionally, when class management is not fully effective, some pupils do not listen well. They call out while the teacher is speaking. Instructions have to be explained more than once and this slows the pace of learning. By the age of seven, many pupils extend their vocabularies to use subject specific language appropriately. In science, for instance, they plan their '*investigations*' to find out what plants need to '*survive*'. Pupils in Year 3 are very enthusiastic in their appreciation of rhythm and rhyme through speech. They read aloud together with expression and much obvious fun. In Year 4, pupils are expressive in role play and articulate in asking and answering questions directly to find out the feelings of the person in '*the hot seat*'. By the end of Key Stage 2, pupils are able to organise and express the pros and cons of an argument. For instance, they rehearse reasons for and against the new redevelopment plans for Denton. Higher attainers are confident to feed back group findings to the class in science, and use an appropriate vocabulary, as when explaining the food chain with reference to *predators*, *consumers*, their *interdependence* and *adaptability*.
85. Teachers use their own love of books to raise the status of reading in their classes, and promote the pupils' interest. As a result, pupils achieve well in developing enthusiasm for books and in acquiring reading skills. By the end of Key Stage 1, they read confidently together from class books. They read with accuracy and fluency and their expression takes account of punctuation such as commas, full stops and question marks. Almost all are aware of differences between fiction and reference books and have sound skills in locating information by contents or index pages. When reading alone, most pupils use a range of strategies for decoding unfamiliar words. Systematic teaching of basic skills enables most pupils to use their knowledge of letters and their sounds particularly well to increase their understanding. Higher attainers talk enthusiastically about their favourite authors, and are articulate in describing the plot and characters in their books. Lower attainers read simple captions in the first readers and recognise the characters. They use their knowledge of initial letter sounds and picture clues successfully to tell the story. They have little confidence to tackle an unfamiliar text. The number of words they recognise by sight is low. Infrequent use of home/school reading diaries to co-ordinate support for readers does not make best use of possible parental contributions. This results in slower progress for some pupils. By the end of the juniors, the majority of pupils competently use their reading skills to carry out their own research from books or multi-media presentations. They are adept at using the school library to find information, and in using the 'blurb' on the back cover to identify fiction that appeals to them. They are aware of a wide range of genre, and of the work of famous classical authors. They enjoy well-known children's fiction like the *Harry Potter* books. Higher attainers are particularly enthusiastic in retrieving information and carrying out research. They have developed efficient skimming and scanning techniques. Lower attainers are much less confident. They have several strategies to decode new words. However, their generally poor vocabulary holds back

their understanding so that the meaning of the text is not always clear to them even when they have read the words.

86. Whilst most pupils achieve well in learning writing skills, teaching is not always sufficiently focused to enable the potential higher attainers in Key Stage 1 to achieve as well as they can. In Year 2, most pupils use speech bubbles to retell the dialogue in a story they know. They write in simple sentences with some use of full stops, capital letters and apostrophes. Lower attainers copy the writing, using the teachers' script as a model. When attempting a more extended piece of writing about a shipwreck, many pupils are beginning to show some imagination. For instance, they use descriptions like *'frightened to death'*, and *'strange noises'*. Monosyllabic words are usually spelt correctly and longer words are phonetically justifiable. However, very few pupils are able to extend their ideas logically and sentence structure is not well developed. Whilst marking constantly reminds pupils of the need to use capital letters and full stops correctly, many pupils do not heed this advice and continue to be unreliable in their use of basic punctuation. Teachers do not always give clear instructions or intervene sufficiently in groupwork to ensure that all pupils consistently achieve as well as they can. By the end of Key Stage 2, pupils use their writing skills to organise their work in other subjects. They write for a wide range of purposes with a good awareness of the characteristics of different genres. For instance, in Year 5, pupils make accurate notes of their research and convert them to a form accessible to others. Year 6 pupils also analyse the common features in a short text to assess how the author creates an atmosphere of suspense. They use this information to compose their own examples. Following a geography field study visit, the majority of pupils draft out a comprehensive list of arguments for and against the redevelopment of Denton before choosing a particular point of view. They write in short sentences and develop points logically and effectively, before drawing them to an appropriate conclusion. Spelling and basic punctuation are correct. Higher attainers use specific vocabulary effectively to make their points and are aware of bias. Lower attainers, with help, write factually to a set format to describe the planned redevelopment and the reasons for change.
87. Not enough attention is given to the teaching of handwriting. Pupils in Years 1 and 2 are not corrected when they hold their pencils awkwardly and form letters incorrectly and so do not form good writing habits. Whilst teachers' writing on display is consistently of a high standard, teachers do not always provide good role models when writing on the board. Pupils in Key Stage 1 are not taught to join up their writing. Consequently, they do not reach the higher level in handwriting, which requires pupils' writing to be legibly formed and *'joined'*. In Key Stage 2, the pupils' writing in specific handwriting lessons is neat, joined and legible. However, when pupils write for various purposes in other subjects they are not confident, even in Year 6, in fluency and speed. They often resort to printing, for instance, when taking notes. This slows down their rate of working.
88. The quality of teaching in Key Stage 1 is satisfactory overall and it was good in 40 per cent of the lessons observed. In Key Stage 2, teaching is good overall. It was good or better in 69 per cent of the lessons observed and very good or better in 31 per cent of lessons. At times it is excellent. The quality of teaching has improved since the previous inspection when it was unsatisfactory at Key Stage 2. Teachers use their good knowledge and understanding of the subject to ensure that all the elements of the National Literacy Strategy are implemented rigorously. The curriculum is further enhanced by weekly well-planned lessons to extend pupils' writing skills. Objectives are made clear to pupils at the beginning of each lesson, so that they concentrate and work hard for success. Most teachers know their pupils well and set individual targets, which challenge them to do their best. Groupwork is carefully organised to extend and

consolidate teaching points, and pupils respond with co-operative attitudes and collaborate purposefully together. Teachers use plenary sessions very well to check on pupils' understanding, and to promote self-esteem through positive feedback. Homework, especially in Key Stage 2, is used appropriately, and regularly to support learning in class. In the excellent lesson, the teacher's exceptional knowledge and understanding, very clear focus on learning objectives throughout the lesson, combined with her lively enthusiastic approach and imaginative choice of text, motivated the pupils very well and enabled them to make excellent progress. When teaching was less than good, work was not always sufficiently challenging for the higher attaining pupils. Occasionally, when class management is not fully effective, the pace of learning slows.

89. The curriculum co-ordinators provide very good leadership. Comprehensive assessment systems are used to monitor attainment. Test results are analysed and used to set targets for further improvement. Teaching and learning are evaluated carefully and good practice shared. Literacy skills are practised and used effectively to support learning in all areas of the curriculum.

## **MATHEMATICS**

90. Pupils' performance in the 2000 end of Key Stage 2 national tests was in line with the national average. It was well above average in comparison with similar schools. Taking the years 1998 to 2000 together, pupils' overall performance in mathematics was close to the national average. Standards have risen steadily during this period. In 1998, 61 per cent of pupils achieved National Curriculum level 4 or above. This had risen to 78 per cent in 2000.
91. The performance of the pupils in the 2000 end of Key Stage 1 national tests was above the national average. It was well above average in comparison with similar schools. Taking the years 1998 to 2000 together, pupils' overall performance was above the national average.
92. The evidence from the inspection reflects these results. Standards are above expectations at the end of Key Stage 1 and broadly in line with expectations at the end of Key Stage 2. The large number of pupils who enter the school during Key Stage 2, makes comparisons between the key stage results very difficult.
93. The improvement in standards is the result of good teaching and clear planning based on the framework provided by the National Numeracy Strategy. This has brought clear improvement in the development of pupils' mental skills and their understanding of mathematical processes. The quality of teaching and the standards of attainment have improved since the last inspection.
94. Pupils in both key stages achieve well. Pupils in Key Stage 1 develop an appropriate mathematical vocabulary. By the end of the key stage, the higher attaining pupils have a clear understanding of the value of numbers and carry out simple calculations accurately. Most have good understanding of pattern in number and know the difference between odd and even. They use money effectively and work out simple problems mentally. They handle and talk about numbers competently. They handle simple data and can construct and interpret graphs. Lower attaining pupils recall number facts less confidently, but they are able to use apparatus effectively to aid calculations. The majority of pupils have a secure understanding of shape, space and measures.
95. Pupils in Key Stage 2 make good progress. This is an improvement since the previous inspection when progress was unsatisfactory. By the end of the key stage, the higher

attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. Pupils have an appropriate mathematical vocabulary, an understanding and appreciation of number patterns and measures and a knowledge of shapes and solids and their properties. The higher attaining pupils have an understanding of percentages and perform calculations involving fractions and decimals with accuracy. They are able to calculate angles and the area and perimeter of shapes. The lower attaining pupils apply the four rules of number effectively, use a range of units of measure competently and construct simple graphs to illustrate data they have collected. Pupils measure length, weight and capacity with a reasonable degree of accuracy, but the lower attainers are not always confident or accurate when making estimates or recording their work. Pupils are becoming confident when handling data. They interpret graphs and charts to find particular information.

96. Standards of numeracy at the end of each key stage are sound. Higher attaining pupils use their multiplication tables well and handle numbers satisfactorily in mental work. Pupils make good use of mathematical skills in other subjects, such as science and design and technology to measure accurately and record results. Pupils also make effective use of information technology to support their work in mathematics; for example, when producing graphs to display data or when programming a floor robot to reinforce work on directions.
97. The majority of pupils display positive attitudes to work. They behave well and respond positively to challenge. They are keen to contribute to discussions and settle quickly to their work. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. These positive attitudes to learning have a beneficial effect on their attainment and progress.
98. The teaching of mathematics is almost always good throughout the school. In Key Stage 2, much of the teaching is very good. Features of the very good teaching are the high expectations of pupils' behaviour and attitude to work, the very good management of pupils and the variety and effectiveness of teaching methods. Teachers have good subject knowledge and provide work which is challenging but well matched to pupils' needs and abilities. They make good use of questioning, not only to assess pupils' learning, but to reinforce and consolidate concepts learnt and to correct misapprehensions. Pupils with special educational needs are well supported in class, or in sets grouped by ability. They work at the appropriate levels of the numeracy strategy and make good progress in relation to their attainment. The best learning occurs in those lessons where teachers enthuse their pupils and build their confidence through the use of humour and good relationships. In those lessons, pupils are self-motivated, enjoy mathematics teaching and strive to understand and improve their skills.

99. Lessons are well prepared and structured, with clear aims which reflect the National Numeracy Strategy. Lessons begin with a session of mental work when teachers encourage the development of skills and strategies to improve pupils' performance. A very good example of this was observed in Year 5 when pupils responded very positively when challenged to identify the properties associated with a range of shapes and angles. The teacher was also extremely skilled at building pupils' confidence and encouraging them to give clear explanations. This enabled her to ensure that they had a clear understanding. Teachers' explanations are good and they make good use of questioning to develop pupils' understanding and provide support as necessary. Pupils in Year 1 responded well in a lesson to develop their skills of simple addition. High expectations and good class management helped them to make very good progress as they practised their skills as part of a game using dice.
100. Throughout the school, good use is made of assessment information to group pupils and to plan work that is well matched to their needs. In Key Stage 2, pupils are grouped according to ability for mathematics lessons. Higher attaining pupils are provided with challenging work that enables them to make good progress. Lower attaining pupils, including those with special educational needs, are well supported and respond well. A good example was a lesson on area in Year 6. The teacher's good classroom management skills and appropriately high expectations of behaviour and attainment led to pupils responding positively. Good use of challenging questions enabled them to consolidate their understanding of the processes required to solve problems. Clear instructions and explanations ensured that all pupils had a clear understanding of the task and enabled them to make good progress. Good use is made of an appropriate range of practical apparatus to support learning and develop pupils' understanding. Classroom support staff are used very effectively and make a very positive contribution to pupils' learning.
101. Teachers generally make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Day to day assessment is good and teachers know their pupils well. Weekly planning is evaluated effectively and teachers record pupils' progress against the learning objectives outlined in the National Numeracy strategy. The school analyses the results of the national tests and uses these to set targets for improvement. Realistic but challenging targets have been agreed for 2001. Targets are shared with pupils and parents and pupils are given great encouragement to improve their work. The school has developed a very effective system to reward hard work and effort.
102. The leadership and management of the subject are very good. The co-ordinators have provided useful guidance to support colleagues in the implementation of the Numeracy Strategy. Very effective systems are in place to monitor the quality of planning, teaching and learning. A good range of resources supports learning. Mathematics has been a priority area in the school development plan and the school has effective strategies to develop numeracy. Homework is used well to support learning in mathematics. The National Numeracy Strategy is now used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. These strategies are having a positive effect on standards of attainment.

## SCIENCE

103. In the teacher assessments at the end of Key Stage 1 in 2000, pupils attainment was average, both at Level 2 and at the higher Level 3. In comparison with similar schools, attainment was well above average. Inspection findings confirm that attainment is in line with expectations by the end of Key Stage 1. In some individual lessons attainment is above expectations. This is due to the increased emphasis placed on investigative science since the last inspection. Pupils of all abilities are achieving well and the school is in a strong position to raise standards further.
104. In Key Stage 2, attainment in the 2000 national tests was very high when compared with schools nationally and with similar schools. All pupils achieved Level 4 and 70 per cent achieved Level 5. This represents a very significant improvement in standards since the last inspection when they were reported as in line with national expectations. In the years from 1998-2000, standards have risen much faster than the national trend. Inspection findings confirm that more efficient use of assessment data and sharply focussed teaching have brought about this improvement. Standards are well above national expectations by the end of Key Stage 2 and pupils of all abilities are achieving well.
105. By the end of Key Stage 1, pupils know how a simple electric circuit works and construct one for themselves. They have a clear understanding that electricity is a source of light and energy that can sometimes be dangerous as well as useful. The vast majority name, draw accurately and label a number of natural and electrical light sources. They sort and classify creatures according to their types and characteristics and know their names. When talking about their work, they use the correct scientific terms and are beginning to form conclusions for themselves. A Year 2 pupil, for example, explained that snails "like a damp environment" and suggested, "a snail's habitat is its shell." They are beginning to set up their own investigations and record their findings, showing a clear understanding of the conditions needed for a fair test. A Year 1 class demonstrated this when measuring the growth of beans they had planted. By the end of the key stage, the majority have a clear understanding of the difference between living and non-living things. They can illustrate the life cycle of plants and insects, using clear diagrams and charts, and know that their growth is influenced by seasonal changes. Most pupils can explain, for example, why plants need roots and sunshine in order to live or why butterflies are not found in winter. Above average attainers at this stage explain clearly how they arrive at conclusions and organise their work systematically. Average attainers show clear understanding of ideas through labelled diagrams and pictures, but need support to explain what they have found out. Lower attainers produce simpler pictures or diagrams of what they have seen and need adult support for labelling or writing about their work.
106. By the end of Key Stage 2, the majority of pupils give clear explanations of the human life cycle and how healthy eating and exercise can effect the growth of bones and muscles. They know that all animals and plants eat, breathe, grow and reproduce and understand clearly how a food chain works. They use accurate scientific vocabulary to describe what they know or observe. A Year 6 pupil, for example, explained, "Plants and creatures in the food chain are interdependent and have to be adaptable." The majority of pupils describe the differences between solids, liquids and gases. They know that mixtures can be separated through filtering, dissolving and evaporation and have a clear appreciation that physical and chemical change can be permanent or temporary. They carry out investigations planned by the teacher and also demonstrate ideas of their own. In a Year 5 lesson seen, the teacher made very good use of overhead projector transparencies of satellite pictures of the earth to demonstrate the



difference between night and day. The class then used globes and torches to provide their own explanations. One pupil worked out that the north and south poles would have significantly longer or shorter days, depending on the time of year. The majority of pupils had a clear understanding of how the earth orbits the sun and of its position in the solar system. Pupils likely to achieve above the national expectation at this stage provide extended written and verbal explanations of scientific processes using clear language and precise vocabulary. A significant minority display results in a clear and methodical form, often making use of independent research, reflecting standards well above national expectations. Average ability pupils produce well-organised and clear records of their findings, which demonstrate some independent thinking. Lower attainers are making good progress in the presentation of results and in acquiring scientific knowledge, although their ability to reach accurate conclusions unaided is less well developed.

107. The quality and organisation of the work seen in science books reflect good overall attitudes to the subject throughout the school and a clear interest and involvement in lessons. The presentation of work towards the end of Key Stage 2 is of a consistently good standard. Behaviour is good or very good in most lessons. Most pupils are clearly motivated, particularly when they are given opportunities to handle materials and to take part in practical activities such as observing min-beasts under microscopes. They co-operate very well when asked to work together in groups to give presentations to the rest of the class. A small minority are less co-operative, have difficulty in listening to others and need careful supervision.
108. The quality of science teaching is good throughout the school and there were no unsatisfactory lessons. In the majority of lessons the teaching is lively and there is good pupil participation and motivation. The teacher shares the target for the lesson with the class and this provides a clear focus. Teachers are aware of the wide range of abilities and needs in their class and try to involve everybody through skilful questioning. They draw individuals into discussions and investigations and their opinions are listened to and valued. A strength of the teaching is the emphasis on encouraging pupils to think for themselves and to present findings clearly. In many lessons, groups are expected to give clear verbal, pictorial and written explanations of their findings to the rest of the class. Teachers set relevant homework, particularly in Key Stage 2, to reinforce learning or to promote the use of research skills in preparation for the next unit of work. They include the use of information and communication technology, for example for recording temperature variations at different times of the day. Teachers throughout the school consistently remind pupils to use scientific language when talking about their work and this makes a positive contribution to their achievement. Most teachers have appropriately high expectations of pupils' behaviour and of the quality of their work and the majority respond accordingly. On a very small minority of occasions, the management of behaviour is less secure and this slows the pace of the lesson. There has been good improvement in the quality of teaching, which was reported as satisfactory in the last inspection.
109. The co-ordinator has placed increasing emphasis on the use of investigative science throughout the school and this is having a very positive effect on standards. There is also effective monitoring of teachers' planning to ensure that all elements of the curriculum are covered. Test results in the end of unit and national or optional tests are very carefully analysed and discussed among the co-ordinator and class teachers. On the basis of this, clear targets for improvement are set for individuals and groups of pupils. These strategies are increasingly effective by the end of Key Stage 2 and account for the significant improvements in teaching and learning achieved since the last inspection.

## ART AND DESIGN

110. During the inspection, two lessons, one in Key Stage 1 and one in Key Stage 2, were observed. These observations, combined with the analysis of pupils' previously completed work and discussions with teachers and pupils, provide evidence to indicate that standards are above those expected for these age groups. Pupils, including those with special educational needs, make good progress. Standards have improved since the last inspection.
111. Pupils in Year 1 investigate a range of materials as they explore a variety of weaving techniques and look at pattern and texture in textiles. Painting self-portraits gives them the opportunity to explore skin tones and mix paints appropriately. Year 2 pupils explore shape and pattern found in buildings. A walk in Denton to look at tile patterns encouraged their observational skills and they made and decorated their own clay tiles. They had the opportunity to experience the malleability of the clay and appreciate the tactile qualities of the finished tile with its raised surface. A natural progression from this was to look at repeating patterns. Using computer software, the pupils devised their own colourful patterns. By the end of Key Stage 1, pupils develop an understanding of colour mixing, and the selection of appropriate materials. They express themselves through drawing and painting and modelling and use simple techniques with developing control. Their accuracy in representing what they observe is developing well, but they also have opportunities to express their thoughts and feelings in an imaginative way.
112. In Key Stage 2, pupils have the opportunity to develop further their skills of portraiture. Year 3 pupils paint self-portraits to which they attach their personal targets. These developing skills enhance the portraits of Henry the eighth and his wives painted by Year 5 to complement their history. Year 3 pupils explore sculpture in public buildings and spaces. Inspired by the work of various sculptors, and in particular by Antony Gormley's 'Angel of the North', they discuss how their environment can be improved. Based around their historical study of Denton, the pupils design sculptures that have links with the town's industrial past. They explore how shape, form, space, colour and texture can be used to create a maquette that they subsequently convert into an actual sculpture using a range of media. Some pupils use cement and bricks to represent the ruins of a demolition site and build their sculptures on top of these. Pupils in Year 4 build on their earlier experiences of investigating pattern which they extend to printing reliefs on card, fabric printing and stencilling and stippling. In Year 5, pupils explore how stories have been represented in textiles in different times and cultures. They work together to make a tapestry of George and the Dragon which brings together many of the skills they have developed earlier in school; weaving, collage, sewing, and fabric painting. Those in Year 6 have made hats and masks using paper maché which they decorate with collage. By the end of Key Stage 2, pupils demonstrate good skills and understanding of how to use a variety of media.

113. All pupils in both key stages have sketch and design books. They list resources, make notes on the outcomes of their work and improve their drawings. In their work on 'People in Action', the Year 6 pupils' sketches show progress from simple line drawings to the use of thick lines to show strength and overlapping lines to indicate movement. In both key stages, pupils concentrate well and handle materials confidently. They enjoy what they are doing and share equipment well. Those in Year 3 talk impressively and knowledgeably about their sculptures. They make informed choices about materials.
114. The quality of teaching and learning is good. Teachers have a good knowledge of the subject which helps them to prepare well-focused lessons. Lesson planning takes account of the needs of pupils of all abilities. There is a good balance of instruction by the teacher and practical time in which pupils can develop and refine their technique. Teachers build successfully on pupils' previous learning, planning challenging activities which motivate pupils to sustain their interest over time and to produce good results. Teachers encourage their pupils to develop good work habits, for example in using sketch books to practise details and to develop and refine techniques.
115. The subject has good leadership from an enthusiastic and well-informed co-ordinator. She ensures that planning is implemented well and monitors standards of work throughout the classes. The school has a close partnership with the adjoining secondary school and an after-school ceramics club is run by them for the primary pupils. Work on display represents a variety of techniques and media and is of a high quality. A recent display of work in a local supermarket by pupils in the reception class led to the award of four pictures to the school.

## **DESIGN AND TECHNOLOGY**

116. Pupils, including those with special educational needs, make good progress. At the end of both key stages, pupils' attainment in design and technology is above the nationally expected standards. The good standards of work seen at the last inspection have been maintained. Plans and photographs show that pupils have good opportunities to develop their designing and making skills. Planning, which is linked to the national guidance, ensures that pupils are given relevant experiences using a range of materials and tools.
117. Pupils in Key Stage 1 use their design books well to plan their moving pictures which are linked to nursery rhymes read in literacy. They understand how to create movement and make simple levers and slides from card with a paper fastener. The pupils' knowledge of simple mechanisms is enhanced when they work together to produce vehicles with moving parts. They are given relevant opportunities to consider problems in the movement of wheels and they learn that if the axle is too tight the wheels will not turn. Building on this knowledge of wheels and axles, they are introduced to the concept of winding mechanisms. They interpret their ideas by illustrating 'The Lighthouse Keeper's Lunch', a text used in their literacy lessons.
118. Pupils in Year 3 develop their understanding of control through an investigation of simple pneumatic systems by designing a monster with moving parts controlled by pneumatics. Pupils in Year 4 design and make a musical instrument that could be used for sound effects in a Viking raid. Pupils show that they can, after reflection, modify and simplify their designs to match the materials which are available and their skill level. Using design sheets and working enthusiastically and confidently in pairs, Year 5 pupils draw and model the techniques they will need to make a toy with a cam. Year 6 work builds on pupils' previous experiences and shows that in making shelters they have considered carefully the strengths of various shapes and appropriate materials to use.

119. Pupils are very enthusiastic about practical tasks and many assignments are completed for homework, for example chairs and Viking longboats in Key Stage 2 and gardens in Key Stage 1.
120. The quality of teaching and learning is good. Teachers show a secure knowledge and understanding of the subject and set high expectations which challenge the pupils and enthuse them to work hard. Teachers have good organisational skills and strategies and the management of pupils, often in quite cramped conditions, ensures that objectives are achieved. Good use is made of demonstration and discussion to further pupils' knowledge and understanding. Safety routines are promoted well by demonstration and careful observation. Appropriate use of efficient support staff and good resources contribute to the high standards achieved in the subject.
121. The subject is led well by an enthusiastic co-ordinator who provides support for teachers and monitors progress across the school. The school makes good use of the recent national guidelines. Design and technology is effectively linked to other subjects of the curriculum which broadens and enhances pupils' learning.

## **GEOGRAPHY**

122. Standards of attainment by the end of Key Stage 1 are in line with national expectations. By the end of Key Stage 2, standards are above those expected for the age group. Throughout the school, pupils with special educational needs make good progress. Standards of attainment have improved since the last inspection. This improvement has been brought about by good quality teaching and continuing implementation of a thorough scheme of work, appropriate to the school and relevant to the lives of the pupils, which helps teachers to plan lessons that cover the required knowledge, skills and understanding.
123. Pupils in Key Stage 1 complete a variety of work on the locality around the school. They describe their environment well. They explain how they reach school from home each day and demonstrate a growing sense of direction and sequence in describing a route. Pupils know where they are in the school building and they can give simple instructions on how to reach another area of the school using the correct directional vocabulary such as forward, along, ahead, around, through. Their maps and plans of classrooms and school grounds show they are beginning to develop skills in representing an area. Pupils are introduced to different world areas through the travels of Barnaby Bear as he accompanies them on their holidays. They find their holiday destination on a world atlas and bring photographs of the bear's adventures back with them and these are attractively displayed. Teachers give pupils lots of opportunity to talk about differences between Denton and their holiday destinations. Pupils share their ideas confidently with classmates who listen carefully and enjoy learning of different lifestyles and environments. Because the pupils are interested in what they do, they listen well and their behaviour in lessons is good. Pupils regularly record the weather as a class activity and teachers' questioning results in the development of good observational skills, and also encourages pupils to deduce factors about seasonal weather patterns. Teachers concentrate on practical skills so, whilst pupils' written work is satisfactory, it is limited in quantity. There are some missed opportunities to develop pupils' extended writing skills.

124. Pupils in Key Stage 2 are introduced to the study of a different environment, Lahore in Pakistan, contrasting the locality to their own. They use atlases effectively, read graphs and maps to find out facts about human and physical patterns and discuss the different lifestyles of people living in Lahore. They are aware of the effects that environment has on the inhabitants of an area, comparing and contrasting this area with their own. The school has established good links with a school in Lahore so pupils are able to send information about their own environment to Pakistan and research information about Lahore to help them in their work. In their work on the locality of Denton, pupils have studied aerial photographs and, as well as describing the features they see, made deductions on land use, transport and habitation. In Year 6, pupils working with maps can read co-ordinates and recognise symbols. They transfer information from aerial photographs to maps and plans and are extremely conversant with all aspects of the area they study. Written work shows pupils have used keys and scales on maps, drawn charts and graphs to illustrate facts, provided good quality sketches and well thought-out script to accompany reports on practical activities. In Year 5, pupils wrote and carried out a survey on the views of local people on the redevelopment of the area. They decided on a good place to interview people, walked there, proceeded to conduct the interviews, then returned to school to use the information gained.
125. The quality of teaching in Key Stage 1 is satisfactory. In Key Stage 2, teaching is good. Teachers are enthusiastic about presenting the work and they involve pupils in making deductions about the effects of various industries on the area in the past and present. They create a good climate for learning which enables pupils to contribute confidently to discussion. Lessons begin with teachers sharing learning objectives with the class, resulting in pupils knowing what they need to achieve. Teachers mark work positively and encourage pupils with suggestions on how to improve further.
126. In the best lessons, progress is good because the pace of learning is lively and pupils are motivated by the teachers' knowledge and enthusiasm. Pupils take pride in their work and are keen to share their ideas with adults.
127. The subject is effectively managed and the co-ordinator ensures that staff are updated on all developments in the subject area. A detailed scheme of work is being implemented which will ensure pupils cover a comprehensive range of aspects over time, building on the knowledge and understanding of previously taught work in a systematic way. Present resources are linked to the first topics being studied from the new scheme and they are used effectively to aid learning.

## **HISTORY**

128. During the inspection, the four lessons observed were at Key Stage 2. There were no lessons timetabled at Key Stage 1. Judgements are based on the lessons seen, evidence from pupils' previous work and discussions with teachers and pupils. Standards have been maintained since the last inspection. Pupils' attainment is in line with nationally expected standards at the end of both key stages and they make sound progress. The attainment of pupils with special educational needs is appropriate to their abilities.

129. Pupils in Key Stage 1 are introduced to the subject through stories which help them to develop concepts of time and place. Discussions with pupils showed that they have a good recollection of what they have been taught. They know that Grace Darling lived about a hundred and fifty years ago and that Guy Fawkes lived before that. Their study of Remembrance Day had made a firm impression. One child observed that 'the soldiers sacrificed their lives so that our lives could be better'. They know why there is a two minutes silence 'on the eleventh day of the eleventh month at the eleventh hour'. A comment made by the same child. Their visit to look at primary evidence at the Portland Basin Museum helped them to recognise the similarities and differences between then and now. They had clearly benefited from being able to handle some of the artefacts. By the end of the key stage, pupils are showing a developing sense of chronology. They can place events and objects in order and recognise that their own lives are different from the lives of people in the past. They have benefited from making personal time lines, comparing old and new objects and using a variety of sources for evidence such as pictures, artefacts, video recordings and computer software.
130. Pupils in Key Stage 2 demonstrate an increasing depth of factual knowledge and understanding of the history of Britain and other civilisations. The range of work is comprehensive and includes a study of Denton in Year 3 and again in Year 6 when pupils study the Victorian era. Using archive material, pupils in Year 3 look closely at photographs of old Denton to make decisions about things which have changed. The nearby motorway forced the demolition of many properties and they consider the effect of these. Pupils are actively encouraged to make informed decisions about the past. In a Year 3 lesson, pupils had a collection of interesting and intriguing objects from the past to study in groups. They were encouraged to ask a range of questions about the objects. They realise that they cannot get all the answers they need and will have to go to other sources. The discussion arising from handling these objects and the questions which they asked, enhanced their knowledge and understanding considerably and helped them to develop a sense of chronology. Teaching is well organised to promote learning. For example, in Year 4, pupils make a study of the Vikings. An interactive display begins with pupils' first impressions of these people with drawings done in charcoal, chalk and pastels making a strong supportive link with art and design. They continue with imaginative writing, 'Preparing for a Viking Raid'. Their display will remain unfinished until the study ends. At which point, the pupils will look at all their evidence from historical sources and make an informed impression of the Vikings. They will assess to what extent their views have changed from their first thoughts and drawings. They draw substantially on information from their visit to Jorvik, which is well-documented in the display.
131. Activities in Year 4 assist pupils to understand the difference between fact and fiction and to use and question a variety of sources. They appreciate that in order to gain a balanced view many sources are required. They put this into practice by looking at a variety of interpretations of Viking life. In Year 5, pupils identify changes and differences in the Tudor world map and a present day map. They understand that maps changed as explorers brought back information from their voyages. No lessons were observed in Year 6 but pupils talk fluently and knowledgeably about their study of Denton in Victorian times. They researched the topic independently, using the local library and the Internet. They demonstrate well their use of historical evidence.

132. Pupils are enthusiastic about the subject. They often work well together and show a developing independence in researching information. They are very keen and respond to questions confidently, often making important observations from their research. When Year 3 had a visitor to talk about old Denton, the pupils were particularly well-behaved. They enjoyed the humour and expressed considerable wonder at some of the practices.
133. The quality of teaching seen at Key Stage 2 is good. Good planning, preparation and thorough teaching usually ensures that pupils select and organise information to produce good work. In the best teaching, teachers' knowledge of and enthusiasm for the subject, challenges pupils. Pupils are set work that is well-matched to their abilities.
134. The subject is well managed by the two co-ordinators. They are developing a portfolio of pupils' work to use alongside other records which will help teachers to assess pupils' attainment and enable them to set targets for further improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

135. Pupils' attainment in information and communication technology has improved significantly since the last inspection, when progress was reported as unsatisfactory in Key Stage 1 and poor in Key Stage 2 because pupils had too little access to computers. The school has been very successful in addressing these issues. Governors have made good use of specific grants, subsidised from the school's budget, to provide a computer suite. Teachers are now using this facility very effectively for the development of computer skills. Consequently, standards of attainment in both key stages are securely in line with expectations for their age groups. All pupils, including those with special educational needs, are achieving well and the school is in a strong position to raise standards further.
136. By the end of Key Stage 1, the majority of pupils use computers confidently and independently for all of their work. Whenever they use the computer suite, they log on without any help from adults and competently retrieve files or saved work from previous lessons. They use computers for a variety of purposes. In Year 2, for example, they produce graphs to illustrate the number of adults and children in each class member's family. By the end of the key stage, word-processing skills are well developed and a significant minority of pupils demonstrate speed and higher than expected skills for their age. This was clearly illustrated in the presentation of Year 2 work about 'Mrs. Jolly' which was well laid out and accurate. A minority are less confident and need help from adults or more competent classmates. All pupils are becoming aware of some of the wider uses of information and communication technology. They are given opportunities to use modelling software, for example to create pictures in the style of various artists, and to programme a floor robot. Most pupils can load CD-ROM, edit and save their work and close a program without help, although a minority ask for help from adults.
137. By the end of Key Stage 2, pupils use computers regularly to support their work across the curriculum. A Year 3 class, for instance, showed good skills in interpreting data collected from a questionnaire they had asked their parents to complete. They were able to answer questions prepared by the teacher by organising the information into graphs. They were also skilled in displaying the graphs in a variety of colours and forms. Consequently, they had a clear appreciation that computers are a quick and efficient means of editing and reorganising information. This develops further as they move through the school. In Year 4, the majority of pupils have the necessary word processing skills to present their research on the Viking invasions in the form of newspaper columns. To achieve this, they choose appropriate sizes and styles of text

and move images or blocks of print around the screen to suit their needs. Considering that the computer suite has only been in operation for a year, the majority of pupils are already demonstrating technical skills and competence typical for their age by the end of the key stage. All pupils are familiar with using a digital camera and can attach photographs and other images to their work. Many can use a scanner in the same way, to save and add information from text books to their files. A minority who have had relatively little experience in the use of information and technology, achieve well with the help of adults or classmates. Most pupils do not yet have sufficient experience in the wider uses of information and communication technology required by the end of Key Stage 2. They are not yet able to control and change events for themselves or to incorporate sound in their presentations. This is because these elements of the scheme of work are not yet fully included in teachers' planning.

138. Pupils throughout the school are responsible and co-operative when using computers. They help each other out when in difficulties and treat equipment with respect. They are enthusiastic about the subject and keen to learn more. The behaviour of a small minority deteriorates when they are not in direct view of the teacher due to the layout of the computer suite.
139. The quality of teaching is good overall throughout the school and there were no unsatisfactory lessons. A strength of the teaching in both key stages is the very effective use of the computer suite to support work in a range of subjects. The tasks planned for completion in the suite are carefully prepared and clearly related to the work that is being covered in the various subjects. For example, a Year 5 teacher made imaginative use of the facility to enable her class to carry out research on Jewish traditions. Pupils are regularly asked to produce and interpret graphs and tally charts for their work in mathematics and this makes a good contribution to the development of numeracy skills. Teachers throughout the school have developed the practice of conducting an entire mathematics lesson in the computer suite. Consequently, each of the two subjects is having a very positive effect on achievement in the other. For example, by giving pupils the maximum time possible to use computers, teachers are ensuring that they develop keyboard skills. Similarly, pupils develop a greater understanding of data handling by displaying information on a monitor. Teachers also make very good use of the computer-linked projector as a means of introducing a lesson and guiding their class through the processes they will need to use. This is occasionally less effective when pupils out of the teacher's view do not pay attention as well as the rest of the class. In many lessons, however, teachers and support staff work closely to make sure that all pupils are supervised and helped as and when necessary. Teachers make effective use of available resources both in the suite and in classrooms. Older pupils in Years 5 and 6, for example, use laptop computers to develop their skills in extended writing.
140. The subject is very well led by the co-ordinator. He has worked hard to support colleagues and to encourage the use of the computer suite on a regular basis. He leads a curriculum team for the subject that has established very clear priorities for development. Consequently, they have concentrated initially on teaching the basic skills throughout the school before introducing the wider curriculum into planning. This has had a significant effect on standards, although the co-ordinator is aware of the need to include the remaining elements of the scheme of work in order to improve standards further. The school is also making effective use of specific grants to develop teachers' competence and confidence in the use of computer technology for both teaching and planning.

## **MUSIC**



141. At the last inspection, no judgements were made at either key stage due to lack of evidence. However, in lessons observed standards reached were said to be below national expectations. Teachers lacked confidence and subject knowledge and were unable to extend pupils' learning. Overall, standards have improved since the last inspection and, in lessons observed in both key stages, pupils attained standards in line with those expected for their age; however insufficient lessons were seen to make an overall judgement about standards achieved as a school.
142. Since the last inspection the quality and range of musical experiences offered throughout the school have improved considerably. However, the school is very reliant on the support of outside specialists. As well as structured music lessons, pupils have the opportunity to learn recorder, violin and participate in a choir at certain times of year. A specialist musician from the local high school has provided very good teaching to Year 6 and pupils enjoy participating in a drum band working on samba rhythms. The school choir, trained by teachers from the high school, performed in the town to the public at Christmas and the pupils speak with enthusiasm about the experience.
143. In Key Stage 1, pupils have a good sense of rhythm, they can repeat and follow given patterns, keep together in rhythmic clapping games and show enthusiasm and energy in this work. Pupils use untuned percussion instruments. They create short patterns of their own and they are confident to play these for their peers. Pupils have opportunities to sing together in class and in assembly. They enjoy singing and approach it with enthusiasm and vigour. The teachers' skill and enthusiasm in presenting songs which appeal to the pupils' sense of rhythm is an important factor in creating their positive responses to singing. Pupils remember the words of favourite songs and are able to join in as directed. When listening to music, pupils concentrate well and they are keen to respond to what they hear. They are able to state whether music is fast or slow, high or low and the more able pupils are beginning to identify some of the instruments they hear.
144. Pupils in Key Stage 2 sing well, they know when to begin a song and how to end. They sing clearly, accurately and tunefully, diction improves and they interpret the mood of songs well. They have good opportunities in assembly to use their singing. Pupils in Year 3 are able to perform songs using the pentatonic scale and they can maintain a good rap rhythm whilst providing a body sound accompaniment. Pupils are able to identify a range of orchestral instruments and families and they describe how instruments are played.
145. The quality of teaching was good in the small number of lessons observed. The enthusiasm of the teachers encourages good responses from pupils and helps them gain confidence to perform before an audience. Lessons are prepared and planned well, have clear learning objectives and there is a balance of activities throughout. Pupils in Year 6 clearly benefit from the skills and experience of a talented musician from the local high school, who involves them in percussion work using drums. They are involved and engrossed in the work and the very good teaching they receive ensures they make good progress in their lesson.
146. Older pupils can learn to play recorder. They vary in performance skills from beginners to intermediate. Most recognise simple notation and play basic pieces accurately, keeping correct time. They enjoy learning and are well supported by the help and encouragement of the teacher who is patient and supportive of their work. They have opportunities to play to the school.

147. The school has a very good development plan to further raise the status and standard of music throughout the school. Co-ordinators are very helpful to colleagues. They attend regular training on developments in the area and offer advice and guidance on the content and delivery of lessons for each age group. The full implementation of the development plan, and subsequent positive effect on music in the school is incomplete. The agreed input of the local high school, due to begin in September 2000, which involves the training of all teachers, provision of dance experiences for pupils, the offer of instrumental lessons and giving of specific assistance to music co-ordinators, has not taken place as planned. Resources to support learning are limited. The range and quantity of instruments are insufficient. Many teachers are still lacking confidence in their own knowledge and understanding of the subject and although there have been many improvements since the last inspection, provision overall is still limited.

## **PHYSICAL EDUCATION**

148. By the end of Key Stages 1, standards are in line with national expectations. The school has maintained the standards reported in the last inspection and all pupils, including those with special educational needs, achieve well. In Key Stage 2, teaching by members of staff is supplemented by professional coaching from outside agencies, both in lesson time and after school. There is also a good range of extra-curricular sports. These are well attended and they enable pupils to develop their ability in playing games, sometimes achieving standards well above expectations for their age. As a result of this increased emphasis on physical education in Key Stage 2, all pupils continue to do well and standards are above expectations by the time they leave school.
149. By the end of Key Stage 1, pupils show increasing confidence and independence in gymnastics and improve the co-ordination of their movements. They show a good awareness of space and use it safely. They follow instructions correctly, changing pace, direction and levels of movement when asked. They transfer these skills successfully onto simple apparatus and are beginning to develop a sequence of movements which they continue to work on and improve. They are given opportunities to play games, develop the skills to play a variety of sports, and to respond to music through movement. They are becoming increasingly aware of the benefits of exercise and the need to warm up at the beginning of a session.
150. By the end of Key Stage 2, pupils demonstrate an increasingly sophisticated approach to team games. From Year 3 onwards, they develop the necessary skills for competitive sports such as football. The majority of pupils in Year 3 receive, control and pass the ball on different parts of the foot. As they get older, they develop an awareness of rules and tactics in the games they play and of the need to co-operate with teammates. Good teaching in a variety of games helps them to develop hand-eye co-ordination and an awareness of the space around them. They adapt striking, passing and catching techniques to a wide range of sports, including cricket, tag rugby and volleyball. In a Year 6 lesson on volleyball, for example, the vast majority mastered the difficult skills of 'digging', 'setting' and catching the ball, a significant minority displaying accuracy well above expectations for their age. Only a very small minority lack co-ordination, although these are still able to join in activities with some success. The school's scheme of work ensures that there is good attention to all areas of the curriculum throughout the school year, including an emphasis on athletics in the summer term. The majority of pupils are competent swimmers by the time they are aged eleven.
151. Pupils' response to physical education is very good. They thoroughly enjoy and

appreciate the activities planned for them, participate with enthusiasm and behave very well. This is reflected in the very good attendance at extra-curricular sports. They develop responsibility and self-control and they learn to participate with a sense of fair play. No inappropriate behaviour was noted at any time during the inspection. In Year 6, pupils are asked to organise a 'mini-Olympics' for the KS1 classes and they do this very responsibly.

152. The organisation of the physical education programme meant that many lessons were taught by professional coaches from outside agencies during the inspection week. The quality of teaching by coaches and class teachers is consistently good or very good. This is because half-termly programmes are meticulously planned and individual sessions are well prepared and organised. Teaching is imaginative and enthusiastic and this is reflected in pupils' response. The pace of teaching is lively, the development of skills is carefully structured and this ensures that most pupils make at least good progress in individual lessons and over time. Teachers and coaches regularly ask good performers to demonstrate their skills to the rest of the class and consistently offer praise where it is deserved. This has the effect of encouraging everyone to do better and nearly always improves standards. They manage time and equipment efficiently and this ensures good attention to all areas of the curriculum throughout the school year.
153. The co-ordinator provides very good leadership. She has drawn up a clear development plan for the subject and has enlisted the support of outside agencies to improve standards. This has also had the effect of raising the confidence of class teachers in teaching the subject. She is also well supported by her colleagues in developing a good range of extra-curricular sports. These activities, including a residential visit to Manor Adventure Centre, offer very enjoyable opportunities for pupils to travel, develop social skills and self-esteem and to become more independent. The contribution of physical education to the curriculum as a whole, particularly through extra-curricular sports, exemplifies the strong sense of community within the school.

## RELIGIOUS EDUCATION

154. Standards have been maintained since the last inspection. The attainment of pupils at the end of both key stages meets the expectations of the locally agreed syllabus. The vast majority achieve as well as they can. They learn successfully about the nature of religious belief through major world faiths and develop thoughtful, perceptive and questioning attitudes. This is due mainly to the sensitive skilled teaching, and to the rich, relevant curriculum. Pupils with special educational needs are well supported in class and make good progress.
155. By the end of Key Stage 1, the pupils, through learning about Christianity and Islam, know that religions have special books and key figures. They link stories to festivals, for instance, when thinking about Jesus' Birth at Christmas. They are becoming aware of the special meaning of symbols such as light to different religions. Through stories, festivals and traditions, pupils become aware that most people believe in a God. They are learning that people themselves are special and consider, in preparing for Mothering Sunday, who is important to them.
156. By the end of Key Stage 2, the pupils are curious and confident. As they move from class to class, they gradually build up their knowledge of four major world faiths; Christianity, Hinduism, Islam and Judaism. They understand that religious belief is very important to some people and can have enormous effect on their lives and on the lives of those around them. The pupils are thoughtful in considering different points of view. For instance, in Year 4, they show considerable insight into the reactions of different groups, the disciples, Roman soldiers and Pharisees, to the events of Palm Sunday and Passiontide. In Year 6, the pupils are beginning to appreciate the importance of symbolism. They know that the gift of Bread and Wine has powerful meanings to Christians, and has led to the worship of God in special ceremonies. They explore feelings associated with guilt and betrayal when considering the role of Judas. Through careful guided questions, they are beginning to consider philosophical and ethical issues for themselves.
157. The quality of teaching has improved. It is now more consistent than at the time of the last inspection when standards ranged from very good to very poor. All unsatisfactory teaching has been eradicated and teaching is now good overall with some very good teaching in Year 4. All teachers take care to build good relationships with the pupils. Through careful use of praise and encouragement, they establish calm and supportive atmospheres in their classes where pupils have confidence to reflect, and consider issues in depth. The teachers' high expectations encourage pupils to think independently and achieve well. Very good use is made of artefacts. For instance, in Year 3, the teacher teaches the pupils effectively about the special nature of a Hindu Shrine, by introducing lighted candles and the Puja Tray. Teaching assistants work closely alongside class teachers. They are well informed and in groupwork intervene frequently to reassure or extend pupils' thinking. They contribute significantly to the pupils' good achievement. Occasionally, in the less than good lessons, the pace of learning slows when group tasks are too hard or too easy, and the main points of the lesson are not successfully consolidated. In the very good lesson, the teacher made excellent use of role-play, as pupils questioned '*Jesus*' about his feelings. This significantly enhanced the pupils' knowledge and perceptions.

158. Very good cross-curricular links, especially with information technology and literacy, support all round learning extremely well. In Year 5, for instance, pupils use information technology skills successfully to carry out their own research about Judaism on the computer. Well-focused discussion promotes speaking and listening skills effectively. Opportunities to write in a wide range of genre from note taking, diary writing, poetry or presenting an argument promote English skills as well as consolidating knowledge from a religious perspective. Artefacts are attractive and used well, but more visits and visitors are needed to give pupils first-hand experience of other faiths.
159. The curriculum co-ordinator has a good overview of the school's achievements. She has been instrumental in ensuring a whole school approach, which promotes the pupils' spiritual and moral development within and beyond religious education lessons. Assessment is in the early stage of development and is the co-ordinator's next priority.