

INSPECTION REPORT

LIME TREE PRIMARY SCHOOL

Sale Moor, Manchester

LEA area: Trafford

Unique reference number: 106302

Headteacher: Mrs Ruth Dyas

Lead inspector: John Heap

Dates of inspection: 29th September - 1st October 2003

Inspection number: 256736

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	149
School address:	Budworth Road Sale Moor Manchester
Postcode	M33 2RP
Telephone number:	0161 973 1554
Fax number:	0161 912 3598
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Denis Mallalieu
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Lime Tree is a primary school that caters for pupils between the ages of 3 and 11 years. It is situated in the Borough of Trafford, near to the city of Manchester. There are 121 pupils on the roll of the main school: 70 boys and 51 girls. This is a below average sized school in England. The roll has decreased in recent years. Pupils arrive at school reflecting the full range of attainment levels, but overall, attainment on entry is well below average. Pupils are organised into five classes, two of which have more than a single age group of pupils. The pupils come from a large, suburban catchment area, which has areas showing significant signs of deprivation. Housing includes both local authority estates and private individual dwellings. It is also an area, which has a large turnover of pupils. The vast majority of pupils are white and there are representatives from a fairly wide range of ethnic heritages. Eight pupils (7 per cent) have a first language other than English, which is a higher figure than most schools. They are at an early stage of English acquisition. Eight pupils are asylum seekers or refugees and they are mainly from Kosova. Around 45 per cent of the pupils are entitled to free school meals: this is well above the national average. There are 54 pupils (45 per cent) on the register of special educational needs and the majority have moderate learning or behavioural difficulties. This is well above the national average. Five pupils (4 per cent) have a statement of special educational need, which is above the national average. There has been a total turnover of staff in the last year, including the headteacher who has been in post since September 2002. Furthermore, the governing body has also undergone several changes of personnel. The school has received a School Improvement Award.

The school has a 26-place nursery. Children enter the nursery at the age of 3 years, and many of them have limited development in English, mathematics and social skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18824	John Heap	Lead inspector	English Physical education
13723	Jean Overend	Lay inspector	
30954	Brian Ashcroft	Team inspector	Mathematics Music Special educational needs
12301	Joan Boden	Team inspector	The Foundation Stage Information and communication technology Geography History
32347	Jen Brighthouse	Team inspector	Science Art and design Design and technology Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory and improving school, that has a number of strengths. Children in the reception class achieve very well where the teaching is very good. In the infant and junior classes achievement and teaching are satisfactory. The headteacher is leading the school well and management is sound. Consequently the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Overall, standards in English and mathematics for 11-year-olds in the 2002 national tests were well above average when compared to similar schools;
- Effective provision for pupils' spiritual, moral and social development enables pupils to relate well to others, have interest in all they do and mostly act in a sensible and orderly way;
- High quality teaching and provision in the reception class leads to good standards and achievement;
- By reception, Year 2 and Year 6 there has been steady progress and pupils' achievement is good;
- The headteacher shows good leadership, and she has made some good improvements;
- Standards in information and communication technology (ICT) are too low;
- There are insufficient opportunities to use literacy, numeracy and ICT skills across the full range of subjects;
- Levels of attendance are too low;
- Overall, the level and quality of learning resources is unsatisfactory and in some subjects they are poor;
- The governing body has insufficient skills, knowledge and understanding of their strategic and evaluatory roles.

The school has improved significantly since the last inspection. Successes include:

- Better standards in national tests at the age of 11 years, particularly in English and mathematics;
- Provision and achievement of pupils with special educational needs is now good;
- The quality of teaching is better, though inconsistent;
- There is now a very good curriculum for children in the nursery and reception;
- The amount and quality of information for parents is better.

Further improvement is needed in:

- The amount and quality of learning resources;
- The leadership of the governing body and the way co-ordinators manage their subjects.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	B	E	D	A
mathematics	D	B	D	A
science	D	E	E	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

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

Overall, pupils' achievement is good. Children enter reception with levels of ability that reflect the full range, but are very low overall. Children achieve very well and, by the time they enter Year 1, a small number will meet the goals they are expected to achieve by this age in communication, language and literacy and mathematics. By the end of Year 2, standards are below average in reading, writing and mathematics. This, however, represents good achievement for most pupils starting from a very low base. By the end of Year 6, standards are broadly average in English, mathematics and science. Pupils achieve well in Years 3 to 6. Pupils with special educational needs make good progress towards the targets set for them. Standards in basic English skills are good enough in Year 6. In the 2002 national tests, girls did better than boys and the school is watching the situation closely. Standards in ICT are

well below average. Pupils learning English as an additional language and those identified as being gifted are well challenged in lessons and make good progress towards their targets. Early indications from the 2003 results for 11-year-olds show further improvements in English and science, but mathematics scores were low.

Overall, pupils' personal development is good and the provision for pupils' spiritual, moral, social and cultural development is good. The strengths are in the good provision for developing pupils' self-esteem and capacity to take responsibility. Consequently, pupils' attitudes are good, but whilst most pupils invariably behave well, there are some pupils who cause disruption and this means that behaviour is judged to be satisfactory. Pupils enjoy school, but attendance is unsatisfactory, and this hinders achievement for some pupils.

QUALITY OF EDUCATION

Overall, the quality of education is satisfactory. The quality of teaching and learning is satisfactory, but inconsistent. The best teaching is seen in reception where there is evidence of very good practice, and children are very interested in the lessons and do a great deal of work. Overall, in Years 1 to 6, the quality of teaching and learning is satisfactory. During the inspection the amount of good and better teaching outweighed the satisfactory and small amount of unsatisfactory work. However, the analysis of pupils' work shows inconsistencies in marking and in the matching of tasks to individual pupils' needs. Pupils with special educational needs and those learning English as an additional language benefit from good support.

Overall, the curriculum is satisfactory. The programme for the reception class is very broad. In Years 1 to 6, the curriculum is satisfactory, with good opportunities for enrichment. There are too few opportunities for pupils to use their literacy, numeracy and ICT skills across the full range of their work. The steps taken to ensure pupils' care, welfare, health and safety are satisfactory and this helps to consolidate the good working ethos in the school. Links with parents are satisfactory, but there are too few opportunities taken to seek parents' views and act upon them. The school has good links with other schools that have helped to bring about improvements in provision, such as ICT.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are satisfactory. The headteacher is dynamic and leading the school well towards a clearly articulated vision, where standards are improving. Changes in staffing have meant that it is too soon for management initiatives to be having a full impact on teaching and learning. Consequently, there are still inconsistencies in the quality of teaching. The work of the governing body is both supportive and committed, but it lacks the knowledge and understanding needed to fulfil a strategic and evaluatory role.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views about the school. They are particularly pleased with the quality of teaching and leadership and management. Some parents talk of the great faith they have in the headteacher, particularly as she ensures that things get done as she says they will. A small minority of parents is rightly unhappy about the behaviour of a similarly small number of pupils, and there was evidence in the inspection to support their view. **Pupils have a good opinion of the school:** they enjoy school, like their teachers, work hard and do well. Pupils' opinions are sought and they consider that they are valued by staff.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT;
- Increase the opportunities for pupils throughout the school to use their basic literacy, numeracy and ICT skills in other subjects;
- Continue to seek ways of improving the rate of attendance and diminish the incidences of unauthorised absence;
- Improve levels of learning resources across the school;
- Develop governors' confidence and competence as strategic planners and evaluators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, and subjects

Overall, achievement is good. This reflects the gains, over time, from the very low beginning in the nursery to the near average attainment at the age of 11 years. From time-to-time there are inconsistencies in national test results, for example, the very low mathematics results for 11-year-olds in 2002. However, inspection evidence shows that these results do not reflect pupils' true levels of attainment. Parents replying to the inspectors' questionnaire and the few who attended the meeting with inspectors mainly consider that their children are making good progress.

Main strengths and weaknesses

- By the age of 11 years, results in national tests are well above average when compared with similar schools;
- Achievement in nursery and reception is very good;
- Achievement by the ages of 7 and 11 years is good;
- Good progress is made in developing basic skills of literacy and numeracy;
- Pupils with special educational needs and those learning English as an additional language make good progress towards the targets set for them;
- The school provides a good level of challenge for the very few pupils identified as gifted.
- Attainment in ICT;
- The use of basic skills to enhance standards in other subjects.

Commentary

Results in national tests

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.5 (23.6)	27.0 (27.0)
mathematics	26.2 (27.4)	26.7 (26.6)
science	26.5 (25.8)	28.3 (28.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year

1. On the basis of these average points scores, standards are a little below average in English and mathematics and well below average in science. The proportion of pupils attaining the higher Level 5 was average in English, below average in mathematics and well below average in science. Over 3 years, results are below average in English and mathematics and well below average in science. The trend is inconsistent but overall, is similar to the national trend. Girls outperform boys in English, mathematics and science.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	14.6 (13.9)	15.8 (15.7)
writing	11.9 (11.9)	14.4 (14.3)
mathematics	15.1 (14.9)	16.5 (16.2)

There were 23 pupils in the year group. Figures in brackets are for the previous year

2. In relation to the table above showing average points scores, standards are well below average in writing and below average in reading and mathematics. The proportion of pupils attaining the higher Level 3 was average in reading, below average in writing and well below average in mathematics. Teacher judgements of attainment in science show well below average attainment. Over 3 years, results in reading, writing and mathematics were well below average. Girls do better than boys, particularly in reading. Management has spotted this, and books that will interest boys, in particular, have been purchased. The school has been consistently improving, but below average.
3. Early judgements of children's levels of attainment show that they enter the nursery with very low standards. There are particular weaknesses in literacy, numeracy and social skills. By the end of reception, the children have achieved very well, but standards are still well below the expected level. Children are likely to attain the goals they are expected to reach by the end of reception in physical and creative development. Standards are likely to be well below these Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world.
4. By the age of 7 years, standards are below the nationally expected level. However, achievement is good because:
 - Basic skills of literacy and numeracy are developing well, owing to effective teaching;
 - Pupils' attitudes are good and this helps them to learn.
5. However, achievement is not as high as it might be because of the low levels of resources and inconsistencies in teaching. In general, pupils do well enough. In English, standards are below national expectations in speaking, listening, reading and writing. Similarly, in mathematics standards are below national expectations, but achievement is good, because:
 - Marking of work is regular and individual targets are written in the books;
 - Challenging work is set, especially in number.
6. In science, standards are average and achievement is good. Higher attaining pupils could achieve more if:
 - There was greater emphasis on investigative work;
 - The match of work to extend previous learning was more accurate.
7. By the age of 11 years, standards in English, mathematics and science are at, or around the national average. The strengths are:
 - Higher attaining pupils' reading standards;
 - Pupils' skills, knowledge and understanding in number and angle work;
 - Most pupils reach the nationally expected Level 4 and show increased skills in investigative work and forming hypotheses in science.
8. Areas for improvement include:
 - Library and information-gathering skills;
 - Pupils' use of expression in their reading, to bring out colour, life and characterisation in texts;
 - Increasing the use of writing and reading skills in other subjects.
9. Achievement in Years 3 to 6 is good. Pupils' knowledge, skills and understanding are progressing well, most particularly in the basic areas of literacy and numeracy. However,

there are also marked and useful gains in the development of pupils' investigatory and problem solving skills. Improving attention to the data gained from judging pupils' levels of attainment has ensured that higher attaining pupils are now much more involved with work that challenges them, most particularly in mathematics and science.

10. In ICT, standards are well below national expectations at ages 7 and 11. The reasons for the low standards are:
 - Weaknesses in the curriculum and resources have meant that pupils have not kept pace with the general advances in skills in recent years;
 - There are insufficient opportunities to use ICT skills in other subjects;
 - However, in the last few months these weaknesses have been identified and the curriculum and resources have been improved. Consequently, although it will take time for standards to improve, pupils' achievement is now satisfactory and as good as it should be.

11. In religious education, standards at ages 7 and 11 match the expected levels in the locally Agreed Syllabus. Standards in singing exceed the average. In physical education, standards are typical for pupils of their age in gymnastics and swimming. It was not possible to make secure judgements about standards in design and technology, geography, history and the full range of music.

12. Pupils with special educational needs attain standards that are well below the national average. However, they work well in lessons. Teachers and support staff take good account of individual education plans. Pupils' achievement is very good in the Foundation Stage and good in Key Stage 1 and Key Stage 2. Pupils learning English as an additional language, who are often refugees and asylum seekers, are also achieving well and progressing towards the targets set for them.

Pupils' attitudes, values and other personal qualities

Attendance is **unsatisfactory**. Punctuality is **satisfactory**. Pupils' attitudes are **good** and their behaviour is **satisfactory**. The provision for pupils' spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

The school is establishing very good procedures in place to promote and monitor attendance and punctuality.

- Pupils have good attitudes and form good relationships with each other;
- Spiritual, moral, social and cultural development are actively promoted;
- Attendance is unsatisfactory.

Commentary

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.6
National data	5.4

Unauthorised absence	
School data	1.0
National data	0.5

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

13. Attendance for the previous school year was unsatisfactory and the registers show punctuality was a problem. However, attendance for September 2003 has improved significantly compared to September 2002 and punctuality during inspection week was satisfactory. The school is doing all that it can to improve the rate of attendance. The improvements are due to:
- The development of very good procedures to promote and monitor attendance and punctuality. This is a good improvement to the previous inspection findings;
 - A book that registers pupils who are late has been introduced;
 - Assembly has been moved 10 minutes earlier to reinforce the time of the start of the day;
 - Breakfast club, which is open to all children, has been particularly recommended to children with punctuality problems;
 - The school has trialled various attendance rewards to see which were more effective motivators of good attendance, including certificates, vouchers and a weekly class cup.
14. Daily contact with the educational welfare officer has been arranged for persistent latecomers and non-attenders. There are however, a small minority of parents who keep their children at home or take holidays in term time.
15. Pupils' attitudes to school and their work are good. They respond well to being valued:
- Through the improvement to their learning environment;
 - By the enrichment of their curriculum experiences;
 - By developments that raise their confidence and self-esteem such as, experiencing success through good use of praise and reward systems and involvement in the school dramatic productions, which pupils and parents speak of very highly.
16. Pupils are willing to be enterprising and take responsibility, such as Year 6 pupils filling water bottles for the rest of the school. Older pupils also help look after younger ones, providing good role models and encouraging good relationships. The provision of the breakfast club also helps children's attitudes by improving their concentration. Pupils with special educational needs show good attitudes towards their work. They enjoy good relationships with the adults who work with them.
17. Overall, behaviour is satisfactory. There has been one exclusion recently. The vast majority of pupils are well behaved, but a small minority cause minor disruptions. It is to the credit of this inexperienced team of teachers that their management of pupils is good and disruption is minimal.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	122	0	0
White – Irish	0	1	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – any other mixed background	2	0	0

Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – any other Black background	4	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	6	0	0

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

18. The school uses well planned assemblies to develop pupils’ spiritual awareness but also uses subjects of the curriculum such as, music and drama to develop pupils’ self awareness and self expression. Pupils formulate their own class rules and all staff reinforce pupils’ understanding of right and wrong throughout the day. Pupils have opportunities to relate to one another in a wide range of circumstances such as, the breakfast club and after school clubs. Links with the church and local community help extend the children’s understanding of the wider society. Displays, visits, visitors, literature and celebration of special theme weeks, such as European, Refugee and Black Awareness weeks, all help promote appreciation of their own and other cultural traditions. Pupils learning English as a second language and from refugee backgrounds have worked with children from other schools to produce a super banner for world peace and displayed it prominently in the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, provision is **satisfactory**. Teaching, learning and the curriculum are **satisfactory**. The provision for pupils’ care, welfare, health and safety is satisfactory. Links with parents are satisfactory and with the community they are good.

Teaching and learning

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (29 %)	11 (32 %)	11 (32 %)	2 (6 %)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Overall, the quality of teaching and learning is satisfactory. The vast majority of parents who responded to the inspectors’ questionnaire are happy with the quality of teaching. In relation to the lessons observed, over half were good or very good and a small number were unsatisfactory. The most effective teaching and learning was seen in nursery and reception and the unsatisfactory lessons were in Years 1 and 2. The following factors are taken into account when looking at the effectiveness of teaching:

- The inspection is early in the first term of the year and teachers are still getting to know challenging classes;
- There has been an almost complete change in the teaching staff since September 2002, which means that there is an inexperienced team;
- There is a significant lack of resources in many subjects.

As a result, even though teaching observed was often good and better and pupils’ achievement over time is good, the present level of teaching is satisfactory. Furthermore, the quality of teaching is inconsistent and this is properly recognised by management.

Main strengths and weaknesses

- Teaching in nursery and reception is very good;
- Throughout the school, there is an appropriate emphasis on teaching the basic skills of literacy and numeracy;
- Management and control of pupils and lessons is good and ensures that the challenging behaviour of a few pupils does not unduly have an adverse effect on teaching and learning;
- Teaching for pupils with special educational needs and those learning English as an additional language is effective.
- Inconsistencies in marking and the use of judgements of pupils' attainment to guide lesson planning;
- Lack of use of literacy and numeracy skills in other subjects.

Commentary

19. Main strengths of the teaching in the nursery and reception are:

- A very good range of activities are presented so that children get a good start to their time in school;
- Good questioning provides children with opportunities to talk about their feelings and the activities they engage in;
- Very good relationships between staff and children enable the adults to provide good role models in a secure atmosphere;
- Very good examples of the use of judgements of children's attainment to guide teaching and the provision of activities.

20. As a result, children work hard, do a lot and develop good attitudes to school. This is further enhanced by the exemplary work of assistants and nursery nurses. During the inspection it was clear that all staff make a significant contribution to children's confidence and the development of their self-esteem.

21. Teaching and learning in Years 1 to 6 is satisfactory. The strengths in provision are:

- Teachers show good knowledge and understanding of what they teach, most particularly in the basic skills and this leads to pupils' good acquisition of skills, knowledge and understanding. There are plenty of examples across the school of good lessons that challenge pupils and expect them to develop good basic skills;
- The effective encouragement of pupils to take a full part in all activities;
- The effective deployment of support staff;
- The effective promotion of equal opportunities. This is evident across the school with the good provision for pupils with special educational needs, those learning English as an additional language (often asylum seekers) and those identified as gifted.

22. The unsatisfactory teaching was seen in Years 1 and 2. The main areas of weakness in these lessons were:

- Weak management and control. For example, in a Year 1 physical education lesson pupils became disinterested in the unchallenging activities and consequently disrupted the lesson. As a consequence, most pupils made little progress and did not achieve anywhere near their capabilities.
- Insufficient challenge that leads to missed opportunities for learning. For instance, in a Year 2 religious education lesson, lower attaining pupils drew and coloured themselves; there was little learning in the activity. The activities bore little relation to

the lesson objectives and this affected the interest and understanding of higher attaining pupils.

23. However, these teachers also produced good lessons that were controlled and challenging, most particularly in English.
24. The school is aware that there are important inconsistencies in the teaching, relating mainly to the use of basic skills more widely across subjects and in the use of judgements about pupils' attainment to guide lesson planning. The school has good systems for monitoring and recording the academic progress and personal development of pupils, and the judging of pupils' levels of attainment and progress is improving and is carried out methodically, but the information is not always used effectively to guide teachers' planning, although, it is very well used in nursery and reception. However, the emphasis on basic skills is correct. Higher standards and even greater achievement are shown to be possible when skills, knowledge and understanding are used effectively to increase pupils' independent learning, most particularly for the highest attaining pupils.
25. Teaching provision for pupils with special educational needs is good overall. Staff are committed to moving their learning forward. The quality of individual learning plans is good with specific targets to guide the pupils' learning.

Assessment in **special educational needs** is **good**.

Main strengths and weaknesses

- Well maintained 'cause for concern' register;
- Good individual education plans.

There are no significant weaknesses.

Commentary

26. In the overall context of good overall provision for special educational needs; pupils who have special educational needs making good progress and achieving well in relation to their abilities and pupils being well supported by the class teacher and support assistants. All statutory procedures for identifying and assessing pupils are fully in place. Pupils are placed on a useful 'cause for concern' register by the class teacher and reported quickly to the co-ordinator. The pupil is assessed using tests appropriate for their age and disability and if the results indicate that the child is in need of special support, they are placed on the school's special needs register at the school action stage. A good individual education plan is written for the pupil in consultation with the class teacher and the co-ordinator. This individual education plan is appropriately reviewed twice yearly. If insufficient progress is made by the pupil, the learning support service is informed and a series of helpful, further assessments are made. Correct procedures are in place to move the pupil up to another point on the register or vice versa. Parents and all outside agencies are rightly included in the procedures.

The curriculum

The school provides a **satisfactory** range of worthwhile curricular opportunities that caters for the interests, aptitudes and particular needs of pupils and ensures progression in their learning. The school provides good opportunities for enrichment, including through extra-curricular provision. The quality of the accommodation is good. Resources are good in the Foundation Stage, but unsatisfactory throughout the rest of the school.

Main strengths and weaknesses

- The curriculum in the nursery and reception classes is very good and a strength of the school;
- The provision for pupils with special educational needs;
- There are many opportunities for pupils to take part in extra-curricular activities;
- The curriculum is enriched by visitors and visits;
- Large spacious building, parts of which have been refurbished to a high standard, and good areas for outside play.
- Too few opportunities for literacy, numeracy and ICT to be developed across the curriculum;
- Resources in many subjects are unsatisfactory.

Commentary

27. The curriculum meets statutory requirements and all the subjects of the national curriculum are taught, including provision for religious education and collective worship. All pupils benefit equally from the provision and this equality of access and opportunity helps all groups of pupils is good:
- The school makes good provision for pupils with special educational needs and this is an improvement since the previous inspection. The experienced co-ordinator consults with staff and parents regarding individual education plans. This ensures that all pupils are fully included in all aspects of the curriculum;
 - Those learning English as an additional language, often refugees and asylum seekers, are recognised as individuals with specific needs and are well provided for.
28. The very good curriculum in the Foundation Stage, ensures that the pupils get off to a flying start. The programme is stimulating, relevant and prepares pupils well for entry into the National Curriculum. This is a significant improvement on the findings of the last inspection.
29. The school offers a good range of additional learning opportunities through its interesting range of out-of-lesson activities. The provision for musical experiences is particularly good. Some pupils in Year 6 will have the opportunity to attend a residential trip to the Isle of Man next summer. This is a new venture for the school and pupils are looking forward to experiencing a wide range of new activities.
30. The school has rightly identified improving the accommodation for both staff and pupils as a priority. During the past year the premises have been significantly upgraded and plans are in hand to continue this refurbishment. This has led to improved morale and all in the school feeling valued.
31. A weakness of the curriculum is that there are too few opportunities for the pupils to develop their literacy and numeracy skills across other areas of the curriculum. Whilst the provision for ICT has improved greatly, too few opportunities are given for the pupils to use it.
32. The school has correctly identified the many shortcomings in learning resources and improvements have been made. However, the amount and quality of resources are still unsatisfactory in many subjects, including English and mathematics. Plans are in hand to improve these further. The headteacher is proving to be successful at attracting money for these developments. Finance has been used wisely to ensure that resources and the outdoor play area for the nursery and reception are both good.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **satisfactory**. The school provides good support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- Pupil care, support and guidance in the nursery are good.
- Close links with outside agencies help to coordinate support for pupils.
- The support for children with special educational needs or with English as second language is good.
- A significant minority of pupils does not feel confident that they could approach an adult for help if they had a concern.

Commentary

33. Children in the nursery and reception are supported and cared for by staff who have a very clear understanding of their needs. The continuous and ongoing judging of what the children can do are well used to plan carefully for their next steps of learning so that they achieve well. The children are well supervised at all times and with the good facilities and resources available, their needs are met.
34. Pupils with special educational needs have good access to well-informed support, advice and guidance from their teachers and support assistants. Further support is available through the close links with outside agencies such as the learning and behaviour teams. Having the ethnic minority support team on site is beneficial to the pupils learning English as an additional language and they quickly become independent of classroom support. Good support is provided also for the personal development of these pupils through the work of the weekly 'story teller.' The school is working closely and effectively with the educational welfare officer to target persistent absentees and latecomers and this is raising attendance figures. Statutory child protection requirements are met and the good links with social services and other agencies helps the vigilant staff to fulfil this considerable obligation.
35. Pupils returning questionnaires to the inspectors are mainly very positive in their views of the school. However, a minority of pupils in Years 3 to 6 did not feel there was an adult they would be comfortable to approach if they had a concern.

Partnership with parents, other schools and the community

Links with parents are **satisfactory**. The extended services and educational support programmes provided by the school are good. The links with other schools and colleges impact well on pupils' learning.

Main strengths and weaknesses

- Parents receive good information and show a very high level of satisfaction with the school;
- Community links are well planned and impact positively on learning;
- Family support programmes are good;
- Strong links with other schools and colleges enhance learning opportunities.
- Parents have not been formally canvassed for their views;
- The number of parents involved in the life of the school is small.

Commentary

36. The good information for parents includes half-termly curriculum letters with topics and guidance on homework and how to help their child. The end of year progress reports, which were judged unsatisfactory in the previous inspection, are now of good quality. They give a clear indication of progress made and the next steps for learning. There is generous provision of 3 formal parents evenings as well as an open-door policy. As a result, parents hold the school in very high esteem. They are confident that their children like school and

are impressed with recent improvements. The school is evaluating new initiatives to get more parents involved in the life of the school and parents feel the school consults them. The school keeps parents well informed about any concerns and about the progress of pupils with special educational needs. They are given opportunities to discuss the individual education plans for their children.

37. Community groups regularly use the school facilities. The Sale Moor music centre, for example, meet weekly in the school providing free music tuition for pupils. Links to the local church enrich children's experiences of religious education and assemblies, as does the local Christian group 'Frantic', who visit regularly and provide an after school club in the area. There is an excellent partnership with commercial bakers who fund the breakfast club, thereby helping the school to remove barriers to learning for some pupils. Links to local sports teams encourage participation and develop pupils' sporting skills. 'Crucial Crew' run by the local emergency services prepares the older pupils for emergency situations and helps keep them safe. Other local experts such as drama students and local musicians are regularly invited in to help raise achievement.
38. Good transitional links are in place with the nearby secondary school and the pupils take part in projects there that extend their learning experiences and help them transfer easily. Links with other schools include sporting events and productive links are in place with other schools through Sale Moor music centre. A residential holiday is being provided for the first time this year through linking up with another primary school. Work experience students from the local secondary school and students from other colleges receive placements at the school so providing a service for both the colleges and for Lime Tree.
39. As part of its good links with the community, the school offers the community a 'toddler gym' that is financed by the children's fund. It is important because:
 - It aims to improve early language skills in children before they start school;
 - It cements links with a local further education college which helps staff the facility;
 - Good relationships are developed with the families of children coming to the school in future.
40. A wide variety of family learning courses has been provided by the school and is planned to continue. These are spoken well of by those who attend but there is only a small attendance. Courses offered have been carefully chosen to help parents support their children's learning and to help parents gain sufficient skills to get back to work or further education.

The family learning programme and the school's supportive links with the community are **good**.

Main strengths and weaknesses

- Good, informative courses for parents;
- Good links with other educational establishments and professionals.

There are no significant weaknesses in the provision.

Commentary

41. Family learning support courses offered by the school are spoken well of by those who have attended though their uptake has been small. They have included literacy, numeracy, ICT, first aid and 'keeping up with the kids'. Courses for this coming year include the use of ICT in literacy and numeracy.

42. The titles reflect the principle that courses are carefully chosen to be of most use to parents. Their aim is to build parents confidence and enable them to help their children learn or even get back to work or into education. The courses are run with the help of the local further education college staff, as is the Toddler Gym, which is part of the school's community programme. Again the needs of the community have been carefully considered looking at the attainment of children entering nursery or reception. Staff aim to help parents give quality time to their children and encourage early language skills by demonstrating good parenting skills. These supportive links with the community are building strong and trusting relationships with the parents.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **satisfactory**. The leadership of the new headteacher is good and has already made an impact on the school. Leadership of other key staff is satisfactory overall. The management of the school is satisfactory and although improving at a significant pace the huge changes in staff have not contributed to its progress. The governance of the school is unsatisfactory.

Main strengths and weaknesses

- The new headteacher has a dynamic approach and a clear vision for improving the school;
- Systematic and effective staff evaluation procedures and newly installed monitoring systems are beginning to impact on teaching, standards and overall school improvement;
- Very good leadership and management of the Foundation Stage;
- Although individuals are displaying a high commitment, the high turnover of staff in the past year means that the newly appointed teachers have not been in place long enough to use new systems and initiatives to their fullest extent;
- The newly formed governing body as yet lacks full understanding of its roles and responsibilities and has not had sufficient time to make any impact.

Commentary

43. The almost new governing body, with its new Chair and newly formed committee structure is committed and supportive of the school. Some governors have attended appropriate training, but, as yet, they rely too heavily upon the headteacher for assistance. She gives them good information about the strengths and weaknesses of the school and they are beginning to develop an understanding of the issues that need to be addressed and their essential role in shaping the vision and direction of the school. Governors have not yet developed monitoring systems and are therefore not holding the school to account or offering challenge to senior managers. Performance management systems are satisfactory, have been fully discussed and around two-thirds of the staff have been through the system.
44. Since her appointment the headteacher has generated a climate for change, created and motivated an almost totally new staff team and demonstrated a clear vision for improvement in both her actions and in a comprehensive school improvement plan. Parents give high praise and are particularly pleased that she does what she says she will do. Through good leadership and a positive attitude she has set up clear lines of responsibility, systematic self evaluation procedures and effective monitoring. Teachers and support staff are aware of the school's priorities, involved in their formation and committed to their implementation. A particular interest and focus of expertise for the headteacher is the education and attainment of ethnic minorities and the school has an appropriate policy for race equality that is effective. Teachers have all taken on appropriate leadership responsibilities and have established sound action plans, with clear success criteria, in their curriculum areas. As a result, there is an enhanced sense of purpose and challenge in many lessons and this is having the desired effect of increasing pupils' learning and achievement.

- 45. Although in its early stages, the leadership team is demonstrating its capacity to effect change. The headteacher is appreciative of the support and commitment of the new deputy headteacher who has played a significant part in the creation of the new team and in the promotion of the school's values.
- 46. There is a commitment by management to self-evaluation and systems in place can be seen to be shaping the direction of the school. Improvements have been made in significant areas since the last inspection.
- 47. Recently introduced procedures for checking provision are already having a positive impact on teaching, although this aspect needs to be developed further to raise the standard of teaching overall. An analysis of performance data and tracking systems is now fully in place and effective. For example, the school analyses data according to groups, including ethnic minorities. Subject co-ordinators have all been given time to check on their own curriculum area and have plans to develop and improve their subject.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	435,541	Balance from previous year	31052
Total expenditure	393,019	Balance carried forward to the next	42522
Expenditure per pupil	2673		

- 48. Financial controls are in place, approaches to financial management are linked to the school's educational priorities and the school has satisfactory procedures to ensure that value for money is obtained when purchasing resources and services.
- 49. New staff, in particular newly qualified teachers, are inducted well and receive mentor support from the head and deputy head teacher. The development of all staff is linked to whole school targets as well as their personal and professional development.
- 50. Leadership and management of special educational needs are good. The co-ordinator is skilled and knowledgeable and has ensured that the provision for special educational needs has now improved. She works with staff to review pupils' progress in meeting their individual targets and liaises effectively with parents and with all external agencies.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

51. Provision for children in the Foundation Stage is **very good** across all the areas of learning. This represents good improvement since the last inspection. From the moment they enter the nursery class, the children are exposed to a stimulating learning environment. There is good continuity between nursery and reception because the two classes operate as a foundation stage class. The co-ordinator provides very good leadership and management and has created a strong team spirit amongst the staff. The quality of teaching is very good across all the areas of learning. Teachers and support staff have an excellent understanding of how very young children learn. Through appropriate praise of good work and behaviour, they constantly nurture good attitudes. Activities are planned meticulously to take learning forward in an enjoyable way. Very good attention is paid to following and recording the achievements of individual children, evaluating their learning and planning the next steps. Children with special educational needs are identified early and supported sensitively. This enables all the children to achieve very well in all the areas of learning. There are no significant weaknesses in any of the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well from a very low starting point, although standards by the end of their reception year are on course to be still well below average in some aspects;
- Teaching and learning are very good because teachers take every opportunity to develop children's skills in every situation;
- Children settle quickly to the routines of school life because of good induction procedures;
- The consistent approach by all the adults means that the children know what is expected of them;
- Most children find it difficult to concentrate, and this affects their learning in all areas.

Commentary

52. Most of the children have very poor social skills when they start in the nursery. The staff work closely with parents to ensure that that the experience of starting school is positive and enjoyable. This is done through a flexible system of visits in the term prior to starting in the nursery. Parents may attend with their children at times to suit them, and stay for as long as the child is happy. This makes the children feel secure. All the staff adopt a consistent approach, so the children quickly get used to class routines. Adults put great emphasis on encouraging the children to become independent, such as in fastening their own coats and looking after their belongings. They are very good at working and talking with children during 'free choice' activity time. They intervene calmly and sensitively to encourage the children to share and take turns. They also put an unobtrusive emphasis on common courtesies such as saying 'please', 'thank you' and 'excuse me.' Children benefit from these moments because they are helped, through well focused questions and discussion, to concentrate for longer periods. Despite very good teaching, only a small minority of children are on course to attain the goals children are expected to reach by the end of reception in this area. The majority are on course to attain well below average standards, mainly because of their difficulties over concentration.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very well from a very low starting point;
- Despite very good achievement, standards are still below those expected by the end of the reception year;
- There is an unremitting focus on developing children's spoken language skills in every area of learning;
- Teachers keep a careful check on children's learning and match future work accurately to their needs to take learning forward;
- From their earliest days in school, children are introduced to the enjoyment of books.

Commentary

53. The vast majority of children enter the nursery with very low standards in this area. Speaking skills are particularly poor, and a significant minority of children need outside specialist help for identified speech and communication difficulties. Teachers and other adults are good at constantly engaging children in conversation as they work. Discussions with children are matched well to meet their individual needs. Adults are particularly good at developing lower attaining children's speaking skills by asking questions that require more than a few words to answer. Higher attaining children, on the other hand, are challenged to retell stories they have heard. Children whose first language is not English are supported well and they achieve at a good rate. Whole-class lessons are used very effectively to build up children's confidence in speaking in front of a group. Teachers put good emphasis on the need to speak clearly and make eye contact in conversation. They are aware that some children find this difficult, so they make it easy and fun by using puppets to ask the questions. Children are introduced to a good range of books and, by the end of their reception year, a significant minority are well launched into reading. They can sound out simple unfamiliar words because they know the sounds that letters make. Teachers use display well to help children to understand the importance of writing. As a result, children take frequent opportunities to write, such as in the role play area. Overall, standards are on course to be well below those expected by the end of the reception year. However, the small minority of higher attaining children are on course to attain the goals children are expected to reach by the end of reception.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well from a very low baseline;
- Teachers use a good range of interesting practical activities that stimulate the children;
- Teachers take good opportunities to develop children's mathematical skills in other areas of learning;
- Teachers keep a careful check on children's learning. Future activities are matched carefully to individual needs.

Commentary

54. Whole-class sessions are used well to develop children's counting skills. Children who are less confident benefit particularly because they repeat what others have said and so learn to

say the numbers in order. Teachers use support staff very well during these sessions to make notes of individual children's responses. This enables them to follow up specific difficulties when children are working independently. The very good organisation and efficient use of time and staff means that the children are taught in small groups or individually. This enables them all to progress at their own rate and achieve very well because the work is matched accurately to their needs. Very good planning ensures that teachers take every opportunity to develop children's mathematical skills in other areas of learning. Very good emphasis is put on developing mathematical vocabulary. Despite very good teaching, only the small minority of children are on course to reach the early learning goals in this area. The majority are on course to reach well below average standards overall.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan a good range of activities that help children to achieve very well and make up for their lack of experiences;
- Despite very good achievement, overall standards by the end of the reception year are on course to be well below those expected.

Commentary

55. Most children start in the nursery with very poor general knowledge and little experience. Teachers plan a good range of activities to arouse their curiosity and encourage them to take an interest in the world around them. They constantly engage the children in discussion about what is happening or about what they have found out. They seize opportunities as they arise, such as when workmen arrived to prune the branches from a tree next to the outdoor area. Children have very good opportunities to explore a good range of materials and to experiment with a good range of tools. Adults work very effectively with them during such activities. However, no matter how hard the adults try, most children find it hard to sustain concentration. Children enjoy working on computers, and most can use the programs competently. For example, they can move images around the screen to build up a picture. They explain readily that they are 'clicking and dragging.'

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's achievement is good and they are on course to reach the expected standard by the end of their reception year;
- The outdoor learning area has been improved. It now allows much more imaginative learning to take place;
- Children develop strong manipulative skills because they have good opportunities to use a wide range of tools and implements.

Commentary

56. Teachers plan a good range of activities to develop children's physical skills, both inside the classroom and outside. Activities such as threading and lacing develop good hand-eye co-ordination, while the good range of tools and implements for writing, painting and modelling give children good experience in manipulating small objects. No whole-class physical education lessons were seen, so it is not possible to judge children's jumping and balancing

skills. However, provision for outdoor play is good. Children have access to a good range of large wheeled toys. Although a very small minority of children with special educational needs constantly crash into other vehicles, the majority can steer their way out of trouble.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is good and most children are on course to reach the levels expected by the end of their reception year;
- Adult intervention helps children to extend their play and develop their ideas.

Commentary

57. Planning for role play is thorough. This is the strongest area of creative development. Teachers intervene very sensitively and adopt roles alongside the children. This enables them to extend the children's ideas and keep them on task. Often, they combine role-play with re-telling a story and inviting the children to act out the roles. This gives the children confidence to initiate their own ideas. Children are encouraged to be creative in their painting, for example, by adding grains to change the texture. No music or dance was seen, so a judgement on these areas cannot be made.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- From low standards on entry to the main school, pupils achieve well and make good progress;
- Results in some national tests for 11-year-olds are well above average compared to similar schools;
- There is good improvement in the gaining of higher than average (Level 5) results;
- By the age of 11 years, standards in the basic skills of handwriting, spelling and punctuation are good.
- There are insufficient opportunities for pupils to use their literacy skills in other subjects;
- There are significant weaknesses in resources;
- There is a lack of opportunity for direct checking of teaching by co-ordinator.

Commentary

58. Overall, pupils' achievement is good. This is due to good teaching and effective provision for all pupils, taking into account their particular needs. For example:
- Matching work closely to individual pupils, such as the gifted Year 4 pupil who works in a Year 5/6 class;
 - Asylum seekers receive extra help and this means that these pupils are accurate, fluent writers with a good range of vocabulary.

59. Throughout the school:
- Higher attaining readers are fluent and accurate and understand the books they read. However, they are not so strong at expressing changes of mood and character;
 - Skills, knowledge and understanding in using the library and finding information are not high enough;
 - Basic writing skills are accurate and used well. This represents good achievement because standards on entry to the school are poor and pupils, in general, have few experiences to draw upon;
 - Speaking and listening skills develop well. Pupils in Years 2 and 6 meet the nationally expected standards.
60. Overall, the quality of teaching and learning is good. All of the lessons observed were good, and the strengths were:
- Good preparation of lessons. For example, in Year 1 the large range of pupils' needs are met well and this leads to good productivity by all pupils and pupils staying interested throughout the lesson;
 - High expectations led to brisk learning in a Year 2 lesson about writing a poem;
 - Good, open questioning in a Year 6 lesson led pupils to give thoughtful responses and to speak with developing confidence.
61. In all the lessons observed, challenging classes were managed and controlled well. The main barrier to higher quality teaching and learning is the lack of a broad range of reading resources and, particularly, the poor state of the library.
62. Overall, the co-ordinator of English is satisfactory, with some significant strengths, which are:
- Their knowledge, understanding and analysis of test and other data;
 - The thoroughness with which they audit provision and honesty with which they learn lessons from their findings;
63. However, the co-ordinator has had few opportunities to observe lessons even though she has detailed and thorough discussions and feedback with the headteacher after she has done the observations. Nevertheless, she checks books and has accurately analysed strengths and weaknesses in provision and standards. Importantly, she recognises that there needs to be greater links between teachers' judgements of individual pupils' attainment and the work that is set for them in lessons.

Language and literacy across the curriculum

64. Overall, the opportunities to use literacy skills in other subjects is **unsatisfactory**. In subjects such as geography, history and religious education the amount and quality of written work is patchy. The low levels of book resource are a significant factor in this.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics throughout the school. From a very low starting point most pupils reach above average standards when compared to similar schools;

- The National Numeracy Strategy has been implemented well. Lessons are usually well planned and have a good structure. The mental part at the beginning of the lesson provides a good focus for counting and refining number skills;
- ICT is not used to support the learning in most lessons.

Commentary

65. Since the last inspection, standards in mathematics have improved. Work seen during the inspection indicates that the pupils are on track to achieve the targets set for them in 2004. All areas of the mathematics curriculum are taught and by Year 6, pupils have a good knowledge of number. They understand place value and can multiply and divide decimals by 10 and 100. They have a good knowledge of metric measures and understand the relationship between decimals, fractions and percentages.
66. The quality of teaching is satisfactory overall, but some good lessons and one very good lesson were observed. Lessons are usually well planned and tasks are set to match the individual needs of the pupils in the class. When this is not done, the rate of progress is slower. For example, in a lesson in Year 6 all the pupils completed the same worksheet and this hindered the progress of the higher attaining pupils. Teachers question the pupils well. They draw upon previous knowledge to reinforce the learning and give pupils the opportunity to explain how they have worked out their answers, thus showing their understanding. A strength of the lessons is the way in which what is to be taught in the lesson is shared with the pupils. This helps the pupils understand the purpose of the lesson. Teachers do not make the most effective use of the time at the end of lessons to assess and review what the pupils have learned.
67. Only one lesson was observed where ICT was used to support the learning. In this good lesson in Year 5, lower attaining pupils were reinforcing their knowledge using a program that set questions for them at an appropriate level.
68. Pupils with special educational needs and those pupils learning English as an additional language, make good progress in relation to their prior levels of attainment when developing their number skills. This is because they are well supported by the class teachers and support assistants who make very good contributions to the pupils' learning.
69. The subject leader has only been in post for a comparatively short period of time and so has not yet had the opportunity to make an impact on the standards and quality of teaching. However, she has some good ideas for the development of the subject. Her detailed scrutiny of work at the end of the summer term, has resulted in more practical work and problem solving being completed by all the pupils.

Numeracy across the curriculum

70. All areas of the mathematics curriculum are taught, but few opportunities are given for the pupils to extend their mathematical skills in other areas, for example, science. ICT is not used appropriately to support the learning in lessons, as opportunities are not given for the pupils to use selected programs to develop their mathematical skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Considering the standards being reached from a very low starting point, pupils' achievement is good by the end of the Year 6;

- A new co-ordinator, who is very focussed, has used scheduled monitoring time to track individual pupils and to perform a useful detailed analysis of Year 6 test results;
- There is a need to place more emphasis on investigative work which allows children to plan and undertake their own experiments, and which can also be transferred to other subjects;
- Resources need to be extended.

Commentary

71. Standards in science have improved since the last inspection and although below the national average, are in line with similar schools in both Year 2 and Year 6. Pupils in Year 1 demonstrate an awareness of how animals and humans grow and by Year 6 pupils are able to display skills in measuring, predicting, observing and investigating using appropriate scientific language. Pupils come in to school with low attainment and an analysis of pupils' work shows that the progress made by the time they leave is good.
72. Overall, the quality of teaching and learning is satisfactory. In all lessons, teachers show good subject knowledge and this enables pupils to increase their knowledge about life and living things. For example, Year 4 and 5 pupils' understanding of living species are developed through activities such as, classifying herbivores, carnivores and omnivores. Pupils' accurate recording of their work and their good understanding of what constitutes a fair test was also demonstrated well in a Year 6 investigation on change of temperature. Pupils have insufficient time to explain their thinking, plan their own experiments and to investigate for themselves. Pupils with special educational needs and those learning English as an additional language receive good support, through:
- Good lesson planning that takes their needs into account;
 - The good practices of class teachers and teaching assistants.
73. Other adults in classrooms make good contributions to the pupils' learning and help to ensure all pupils make progress.
74. Procedures for judging pupils' attainment and monitoring their achievement are good, particularly at the end of Year 6, where they are well used prior to the end of year tests and relates effectively to revision work and subsequent planning. The recently reviewed long term planning for the subject is ensuring pupils do not repeat work and that they build upon what they have learned before.
75. Leadership and management are good. The subject leader, who is new to the post, has used her allocated monitoring time to do a very detailed and useful analysis of Year 6 tests. This is already having an impact on teaching in the upper junior class. She is well aware of where the subject needs to be improved and has a detailed plan of how to develop science with a strong emphasis on raising standards. The school is aware that, although some funds have already been allocated, resources in science are still inadequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT has recently improved and is now **satisfactory**.

Main strengths and weaknesses

- Owing to significant improvements in provision pupils are catching up to the expected level;
- The school is well-equipped with computers;
- There is a wealth of expertise amongst the staff;
- Standards are well below those expected of pupils at the ages of 7 and 11;
- Not enough use is made of ICT in other subjects.

Commentary

76. Standards at the ages of 7 and 11 years are not as high as those found at the last inspection when they were judged to be below those expected. The school has not kept pace with developments in the subject, and standards are now even further behind. This is because, for the past few years, the school has not had enough reliable equipment to enable regular teaching to take place. This weakness has now been dealt with, but the improved provision has only been in place for a matter of weeks, and there is a lot of ground to make up. Nevertheless, the school is beginning to move forward and most pupils are beginning to achieve at a satisfactory rate.
77. The quality of teaching is satisfactory overall. Teachers have good subject knowledge that enables them to teach confidently. They make good use of the well-equipped computer suite, using time productively to teach basic skills to the whole class.
78. Leadership and management of the subject are satisfactory. The co-ordinator has a clear action plan to move the subject forward. However, because he has only been in post for a short time, it is too early to judge the impact. The school has made a good start in integrating ICT into other subjects, but there is still a long way to go.

ICT across the curriculum

79. In general, staff do not make enough use of the computers in their classrooms to let pupils practise their skills. This affects lower attaining pupils in particular because they find it hard to remember what they have learnt from one week to the next. It also means that higher attaining pupils do not always achieve as well as they might because they are not challenged enough.

HUMANITIES

Only one lesson was seen in **geography** and none in **history**. The geography lesson was satisfactory and led to the setting of homework relating to the learning of the capital cities of countries in Africa. There was not enough work in pupils' books to allow a secure judgement on standards.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- A comprehensive planning system is in place, which follows the local education authority Agreed Syllabus for religious education;
- In Years 3 to 6, there is an inconsistent and patchy teaching of the subject. This means that there is too great an emphasis on learning about religion that there is on learning from religion.

Commentary

80. Standards in religious education in Years 3 to 6 are the same as the previous inspection and remain satisfactory. Pupils' attainment is broadly in line with that expected of the locally agreed syllabus. It is not possible to judge standards in Years 1 and 2 as pupils do little recording and no written work was available on the inspection.
81. Pupils in Years 3 to 6 cover a range of topics including work on aspects of leading faiths such as religious buildings, sacred writings and religious festivals. There is a stronger emphasis on learning 'about' rather than learning 'from' religion. Pupils in Years 3 and 4 were observed learning about the main facts relating to Judaism and were able to discuss the significance of the synagogue, the Torah and the role of the rabbi. Throughout the

school, there are too few opportunities for pupils to reflect on religious practices and values and relating these to their own experiences. There are strong links to the personal and social education curriculum and pupils in Year 6 have produced some good work on 'Dilemmas', finding their own solutions to real life situations and relating these to their own friends.

82. Leadership and management of the subject are satisfactory. The co-ordinator, who has very recently taken over the subject, is aware of improvements which need to be made and the fact that religious education provision needs to be more cohesive and given a higher profile in the school. The subject is evident in displays around the school and a variety of faiths are represented in information books, artefacts and children's writing.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Overall, provision in creative, aesthetic, practical and physical subjects is **satisfactory**.

ART AND DESIGN

No art lessons were observed during the inspection which means it is not possible to make a judgement on teaching and learning. However, from work seen and discussions with children and the co-ordinator, standards are at the expected level across the school. This is evident from the following.

Main strengths and weaknesses

- Art is highly valued by the school and this is demonstrated by the large framed paintings and jigsaws around the school, many by known artists such as Stubbs, Lowry and Leonardo da Vinci;
- A range of media and materials are used in children's displays. These relate to various curricular areas as well as to the direct teaching of art;
- Throughout the school, pupils use a good variety of techniques such as printing, collage, painting, pastels and pencil sketching;
- Pupils in Year 6 demonstrate, through discussion, their enjoyment of the work done in art, are able to articulate key facts about the life and work of artists such as Picasso and Van Gogh, and have a good recall of successful projects undertaken;
- The newly appointed co-ordinator is leading the subject satisfactorily, and appreciates that the subject needs to be developed further and has plans to implement change and monitor its impact.

There are no significant weaknesses.

DESIGN AND TECHNOLOGY

As no lessons were observed and there was insufficient evidence available in the school at the time of the inspection it is not possible to make a judgement on design and technology.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- A wide range of experiences is offered to the pupils;
- Leadership of the subject is very good.

There are no significant weaknesses.

Commentary

83. It is not possible to form a judgement on the composing and listening and appraising aspects of music, but the quality of singing in schools is above average. This is a similar judgement to the previous inspection.
84. Pupils are given many opportunities to take part in musical performances both in school and in the community. The profile of the subject in school has been raised by the acquisition of imaginative resources and instruments that are now available for the pupils. The subject co-ordinator, who is the headteacher, leads by example. Her enthusiasm and expertise is helping to make music a strength of the school.
85. In a very good lesson in Year 3 - 4, which was taken by the co-ordinator, the teaching ensured that all the pupils knew how to respond to a conductor's instructions when performing a song. By learning how to follow a pentatonic scale, the pupils were able to produce sounds that were tuneful and expressive.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Good provision and achievement in swimming;
- Provision for sport is good;
- Breadth of curriculum, including input into personal, social and health education;
- Inconsistencies in teaching, particularly in the use of rigorous warm-up;
- Apparatus needs to be upgraded.

Commentary

86. In the work seen (five lessons), standards in gymnastics at ages 7 and 11 years are typical nationally. Overall, the quality of teaching is satisfactory. By the age of 7, the majority of pupils:
- Work confidently on the floor and on apparatus whilst showing adequate balance and flexibility when moving;
 - Discuss and criticise their own work and that of others.
87. By the age of 11 years, pupils build well on their gymnastic skills and show:
- Improvements in performance through watching good exemplars of control and balance, particularly on apparatus;
 - High quality stretching and balancing. One boy performs at an excellent standard. He is able to balance on one foot whilst stretching the other above his head.
88. Teaching is satisfactory. It is very strong in swimming, particularly the teaching of strokes and the very high expectations of lower attaining pupils. In general, teachers are skilled at using pupils as exemplars and this leads to confidence, improvement and energetic performance. However, improvements are needed in:
- The application of a rigorous warm-up;
 - Providing more opportunities to discuss health and safety considerations and each others' work.

89. Pupils in Years 4 and 5 learn to swim at the local leisure centre. Overall, achievement is good and higher still for Year 4 pupils and lower attaining pupils who respond very well to the very high expectations of them.
90. The co-ordinator leads the subject well. He is keen and enthusiastic and has forged good links with local organisations who provide expertise, for instance:
- Cricket - Lancashire County Cricket Club
 - Rugby - Sale Sharks
 - Soccer - Manchester United
91. Whilst good work is done in personal, social and health education, he also recognises that:
- He has few opportunities to monitor teaching and ensure consistency in areas such as, warm-up and health and safety instruction;
 - Some of the larger apparatus needs to be replaced because it is old and worn out.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Good social development throughout the school which is particularly strong in nursery and reception classes.
- Too few opportunities to discuss health and safety matters in physical education lessons.

Commentary

92. The provision for personal, social and health education is satisfactory. Reflective lessons, such as 'Circle Time' (whole-class discussions) have been introduced recently and are used effectively. In these, pupils are given more opportunities to listen, think and speak. They explore a variety of issues, consider how to develop ideas about themselves and deal with difficult situations that might arise in their own lives, such as 'relationships', 'friendships' and 'community.' The school's emphasis on respect for all, aims to ensure that everyone's viewpoint is considered. External health providers support the delivery of health education. The police come into school to talk to pupils about 'stranger danger.' There is insufficient emphasis on highlighting the importance of health and safety in physical education lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).