

INSPECTION REPORT

WHITEGATE END PRIMARY SCHOOL

Chadderton

LEA area: Oldham

Unique reference number: 105658

Headteacher: Mr A S Guy

Lead inspector: Mr G R Alston

Dates of inspection: 8 – 10 September 2003

Inspection number: 260528

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior, Infant and Nursery
School category: Community
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 218

School address: Butterworth Lane
Chadderton
Oldham
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Appropriate authority: The governors

Name of chair of governors: Mr J Chadderton

Date of previous inspection: 20/09/99

CHARACTERISTICS OF THE SCHOOL

Whitegate End is a primary school that caters for pupils between the ages of three and 11. It is situated on the outskirts of Manchester. This is an average size primary school with 218 pupils on the roll of the main school: 122 boys and 96 girls. In the reception class, seven boys and ten girls attend full time. The school has been under-subscribed in recent years. Children arrive at school reflecting the full range of ability levels, but overall the attainment on entry is below average. Pupils are organised into seven classes; one class has mixed age groups. The pupils come from an area that has signs of deprivation. Housing is mainly terraced and semi-detached dwellings. It is also an area of high mobility; for example, whilst 14 pupils entered the school in the last year, eight left. The majority of pupils are white, although a small number come from Asian or from Black-African backgrounds. Four pupils are at an early stage of acquiring English. This figure is similar to that found in most schools. There are 29 pupils (14 per cent) entitled to free school meals, which as a percentage is below average. Eleven pupils (five per cent) are on the register of special educational needs; the majority have moderate learning or behavioural difficulties, and no pupils have a Statement of Special Educational Needs. These figures are below the national average. The school has recently appointed a new headteacher and an acting deputy headteacher. A nursery unit has opened this term.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20794	Mr G Alston	Lead inspector	Mathematics Art Design and technology Music Special educational needs English as an additional language
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3942	Mr K Sanderson	Team inspector	Science Information and communication technology Physical education
20815	Mrs P English	Team inspector	English Geography History Religious education Foundation Stage curriculum

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PART A: SUMMARY OF THE REPORT

This is a caring school that provides a satisfactory standard of education. Pupils **achieve well** in the Foundation Stage and in infant classes where the teaching is **good**. In junior classes the teaching is **satisfactory** and pupils achieve **appropriately**. The vast majority of pupils enjoy school, have **good** attitudes to work and behave **well**. The new headteacher provides **good** leadership and the management is satisfactory. **As a result, the school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- In the Foundation Stage and infant classes the teaching is good and pupils achieve well.
- The new headteacher, with the support of an acting deputy, provides good leadership.
- The school provides good opportunities that help pupils to develop well socially and morally. As a result the vast majority behave well, form sincere relationships and try hard with their work.
- Pupils benefit from the good links the school has with parents, the community and other schools.
- Pupils receive a wide range of planned learning experiences.
- *Standards in English and mathematics are below average by the age of 11 and in information and communication technology (ICT) by the age of seven and 11.
- The quality of teaching is inconsistent across the school because it is not as good in Years 3 to 6 as in reception and Years 1 and 2.
- *Pupils' ability to solve problems, answer mental type questions in mathematics and to find information in books are weak at age seven and 11.
- *The quality of teaching has not been observed regularly by the headteacher and coordinators.
- *There is a lack of consistency in the use of reading, writing and computers across the full range of subjects.
- Procedures for checking on how well pupils are doing in subjects other than English, mathematics and science are not in place.

** The school has planned programmes in place to address these areas for improvement*

There has been satisfactory improvement since the last inspection. National test results have been improved by the age of seven. Standards have fluctuated at the age of 11 according to the variation in the numbers of lower attaining pupils in the classes that took the tests. These numbers are effected by pupil mobility. The good quality of teaching has been maintained in reception and infant classes but not in junior classes. In addition, the strengths identified last time have been maintained. In relation to the key issues identified:

- pupil achievement in ICT and religious education is better, but still needs to improve;
- the school has recently introduced a new curriculum plan which provides a good range of experiences for pupils;
- there has been a satisfactory improvement in the quality of school development planning;
- the governing body's role in checking on how well the school is performing is well established.

The new headteacher and deputy headteacher have a strong commitment to improvement and are very enthusiastic.

STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

E* grades show that standards were in the bottom five per cent nationally.

Overall, pupil achievement is satisfactory. The high numbers of pupils entering junior classes with low attainment or behavioural difficulties has a negative effect on attainment, particularly in Year 6. For example, in the current class, nine new pupils out of the 28 came into the class in Years 4, 5 or 6.

Children enter reception with levels of ability below those expected for their age. They **achieve well** and by the time they enter Year 1 **most will have reached the goals they are expected to achieve by this age.** By the end of Year 2, standards are above average in reading, writing and mathematics. **Pupil achievement is good in Years 1 and 2.** By the end of Year 6, standards are below average in reading, writing, mathematics and average in science. **Pupil achievement is satisfactory in Years 3 to 6.** The continual influx of pupil into junior classes between Years 3 to Year 6 makes comparing standards between these classes of limited value. Pupils with special educational needs and those learning English as an additional language pupils achieve well based on their prior learning.

Taking into account the variation in levels of ability, standards seen in science and in most aspects of English and mathematics are **good by the age of seven and satisfactory by the age of 11.** However, by the end of Years 2 and 6, pupils' mental and problem solving skills in mathematics and information seeking skills in reading are **not as good as they should be.** In ICT, at the ages of seven and 11, pupils' attainment is below national expectations.

The development of pupils' personal qualities is **good.** The school provides a **satisfactory** range of experiences for pupils' spiritual and cultural development. The experiences it provides for their social and moral development are **good.** As a result, relationships are very good and the vast majority of pupils' attitudes to school and their behaviour are **good.** Pupils enjoy their school and attendance and punctuality are **satisfactory.**

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching is satisfactory but not consistent across the school. It is good in the Foundation Stage and in Years 1 and 2. In Years 3 to 6 it is **satisfactory.** The teaching is stronger in the Year 3/4 class than in other junior classes. Pupils learn **well** in Years 1 and 2 and **satisfactorily** in Years 3 to 6.

The good support that pupils with special educational needs and those for whom English is an additional language receive helps them to learn **well.** Higher attaining pupils learn as well as other pupils.

English is taught well in Years 1 and 2 and satisfactorily in Years 3 to 6, with a good emphasis on developing pupils' literacy skills. Although these skills are taught effectively

there is a lack of opportunities for pupils to further develop these skills in other subjects, for example in reading for information or writing at length. **The teaching of mathematics is good in Years 1 and 2 and satisfactory in Years 3 to 6**, but mental strategies are not taught effectively and pupils have limited opportunities to apply their knowledge in everyday, practical situations. The way the school has recently organised its curriculum provides pupils with a **good range of learning experiences**. Links to the community and parents **aids pupils' learning**. The caring environment the school provides encourages the vast majority of pupils to **try hard with their work**.

LEADERSHIP AND MANAGEMENT

The leadership provided by the new headteacher is good. However, management, as yet, is not as strong and is satisfactory. The energetic headteacher, supported by an enthusiastic deputy headteacher, has a clear picture of where the school needs to improve. However, it will take time to establish better management systems in order to check more effectively not only how well the school is performing but also to implement action plans to bring about the identified improvements. The governors are very supportive and have a good knowledge of the school. However, there have been several changes to its composition recently which restricts its input into shaping the development of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They are particularly pleased with the progress their children are making, the quality of teaching and how teachers expect hard work. Some parents are not happy about the school not seeking their views.

The vast majority of pupils enjoy school, like their teachers and feel they have to work hard.

IMPROVEMENTS NEEDED

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

- *Raise standards in English and mathematics by the age of 11, and in ICT by the age of seven and 11.
- Ensure the quality of teaching is consistent across the school by improving the quality of teaching in Years 3 to 6.
- *Improve pupils' ability to find and read information books, solve problems and answer mental type questions in mathematics.
- *Increase the opportunities pupils have to use of their reading, writing and computer skills across the full range of subjects.
- *Check on the quality of teaching through the headteacher and coordinators observing lessons.
- Implement systems to check on how well pupils are doing in subjects other than English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement overall is satisfactory. This judgement is based on the **good** achievement in the Foundation Stage and in Years 1 and 2 and the **satisfactory** achievement in Years 3 to 6. Pupils in the mixed Year 3/4 class achieve **better** than pupils in the other Year 3 to 6 classes. Standards in English and mathematics are above average at age seven and below average at age 11. Standards in science are average at seven and 11.

Main strengths and weaknesses

The main strengths of this aspect are:

- Children get a good start in the reception class and make good progress in their learning.
- Children enter reception with skills that are below the expected level, but by the time they enter Year 1 most will reach the levels expected for their age in all areas of learning.
- Throughout their time in Years 1 and 2, pupils continue to make good progress.
- By the age of seven, standards are above average in reading, writing and mathematics.

The main areas for improvement are:

- Ensure consistency in how well pupils achieve across the school, particularly in Years 3 to 6.
- Raise standards in reading, writing and mathematics by age 11.
- Raise standards in ICT by seven and 11.
- Improve pupils' mental and problem solving skills in mathematics and information seeking skills.

Commentary

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

Standards in:	School results	National results
English	25.1 (26.2)	27.5 (26.2)
Mathematics	25.2 (26.2)	27.4 (26.7)
Science	25.7 (27.6)	28.9 (28.5)

There were 45 pupils in the year group. Figures in brackets are for the previous year

1. The 2002 tests for seven year olds show that results were above average in reading and well above in writing and in mathematics. When compared to those in schools with pupils from a similar background they were well above average in reading, writing and mathematics. Trends over time show that results have been consistently around average. Results in 2002 reflect the high percentage of higher attaining pupils and low percentage of pupils with special educational needs. Results in 2003 were similar to that in 2002.
2. In the 2002 national tests for pupils aged 11, results are well below average in English, mathematics and science. When the school's results are compared to those in similar schools they are very low (bottom five per cent) in English and science and well below average in mathematics. Standards fluctuate from year to year but have risen since the previous inspection. This is because:

- the school currently has significant numbers of lower attaining pupils in junior classes and numbers increase as new pupils enter these classes each year from Year 3 to 6;
- there has been an influx into junior classes of pupils with behavioural difficulties;
- standards are adversely affected by movement of pupils out of school in Years 3 to 6.

The change in pupil population is 14 pupils left and eight pupils entered the school in the last year. This makes it difficult to compare the national test results of cohorts of pupils in Year 2 with those in Year 6. For example, in the current Year 6 class, nine out of the 28 pupils entered the school in Years 4 and 5. Results in 2003 show an improvement from 2002 in English and science but not in maths.

3. When children enter reception their attainment varies with different groups of children and in the past has been below average when compared with that of children of a similar age. Most children have limited personal and social skills; their communication and early mathematical skills are also underdeveloped and this affects their overall learning. The children get a good start in the reception class that helps them to achieve well. As a result, by the time they reach Year 1 the attainment of the vast majority is likely to reach the national expectation in all areas of their learning.
4. In the reception class the children achieve well because:
 - the curriculum is lively, broad and well planned;
 - the quality of teaching is good;
 - assessment is consistently used to inform planning;
 - the good accommodation and resources are organised well to support learning;
 - there has been a clear focus on improvement by the deputy headteacher who taught reception. (Now the new headteacher).
5. By the age of seven, pupils' standards of work seen during the inspection are above the nationally expected level, mainly because standards in writing, speaking, listening and mathematics are above expectations. This is because the proportion of pupils working at the expected level (Level 2) and above is higher than that found nationally. However, standards are lower than expected in aspects of mathematics, such as pupils' mental and problem solving skills. Similarly, standards are not high enough in aspects of English in pupils' ability to seek and read to gain information.
6. In Years 1 and 2 pupils achieve well because:
 - teachers teach the basic skills well;
 - the quality of teaching is good;
 - pupils have good attitudes and are well managed;
 - the coordinator leads a strong experienced team well.
7. Overall, although all pupils achieve satisfactorily, the standards of work seen during the inspection by the age of 11 are below the nationally expected level in English and mathematics but at the expected level in science. This is because the proportion of pupils working at the expected level (Level 4) and above is lower than that found nationally in English and mathematics. However, pupils' ability to answer mental type questions or solve problems in mathematics is weak, as is their ability to seek and read for information.
8. In Year 3 to 6 pupils achieve satisfactorily because:
 - overall, the quality of teaching is satisfactory and is not consistent with the good quality found in other stages;
 - a lack of monitoring of teaching by the previous headteacher has failed to identify how the teaching could be improved;

- the turnover of pupils in these classes (especially lower attaining pupils and pupils with behavioural difficulties) impacts on achievement;
 - the coordinator does not have the same significant impact on the management as that found in other stages across the school.
9. The school has made a good effort at introducing the National Literacy and Numeracy Strategies. Careful monitoring in English and mathematics has enabled the school to modify the Strategies to meet the needs of its pupils. Recent monitoring has identified weaknesses in writing and pupils' problem solving skills, and a planned programme to address these areas has been implemented. However, pupils' literacy skills are not given sufficient emphasis and further developed in other subject areas in both infant and junior classes. There are few opportunities for them to write at length for different purposes in subjects other than English. Likewise, there are too few opportunities for reading for information across subject areas. In subjects other than mathematics, appropriate use is made of pupils' numeracy skills to classify, compare and measure. Examples were seen in art and design, design and technology, ICT, and science. However, there are too few opportunities for pupils to use and apply their mathematical knowledge in practical, everyday situations in mathematics lessons.
 10. Although provision for ICT has improved recently this has yet to impact on standards. Pupils achieve satisfactorily but do not meet the standards usually expected at the age of seven and 11. Standards are also affected because there is limited use made of pupils' computer skills in other subjects, and computers in classrooms are under-used.
 11. Pupils who have special educational needs achieve well. Class teachers assess their needs and progress, and discuss them with the special educational needs coordinator, who draws up and monitors the individual educational plans. This close co-operation and frequent reviews of pupils' targets contribute significantly to the good progress made by these pupils. About four per cent of the total pupil population have English as an additional language. A small number of these pupils, particularly in infant classes, are new to the English language. The school's strategies for assessing and identifying targeted support are beginning to have an impact on the progress pupils make towards their targets. Overall, the progress of pupils who are at an early stage of English language acquisition is good throughout school. This is mainly because teachers are clear about what pupils know and understand, and plan their lessons well to consolidate and extend their learning. Gifted and talented pupils' needs are met through the challenging tasks that are provided in lessons and the good opportunities which they and other pupils have to take part in out-of-school clubs, particularly in sport and music.

Pupils' attitudes, values and other personal qualities

The vast majority of pupils' attitudes to school are good and they behave well in lessons. Provision for their personal development is **good** and their attendance is **satisfactory**. Provision for social, moral, spiritual and cultural development is **good**. This reflects the views of many parents and those expressed in the previous inspection report. This quality of provision makes a major contribution to the good personal development of all pupils and subsequently to their attainment and achievement overall.

Main strengths and weaknesses

The main strengths in this aspect are:

- The good attitudes of pupils.
- The very good relationships between pupils and staff.
- Pupils' willingness to take responsibility in lessons and around the school.
- Involvement of pupils in the school for example, school council.
- Provision for moral development is good.
- Provision for social development is good.

Areas for improvement

- A very small number of junior pupils (usually ones who have joined the school in junior classes) are disruptive and distract other pupils in class at times.
- There is no whole-school guidance to promote spiritual, moral, social and cultural development across the curriculum.

Commentary

12. Relationships in the school are very good and pupils get on well together both in lessons and at breaks and lunchtime. They show care for one another and happily share and work sensibly together. In junior classes this is not always the case in lessons. A small number of pupils (mainly those who have joined the school from Year 3 to Year 6) are disruptive and distract other pupils at times. This is particularly so in Year 6. The school has sought and developed links with the Behavioural Improvement project and with a special school for pupils with emotional difficulties in order to provide effective support for these pupils. However, this support at the time of the inspection had limited impact in improving these pupils' behaviour.
13. Pupils happily accept responsibility in lessons as monitors and doing jobs around the school. They take their responsibilities seriously and contribute to the school's development through the school council.
14. A high priority is placed on moral development. A whole-school policy on behaviour ensures that rules are practicable. Systems of rewards and sanctions are appropriate and teaching and support staff have a consistent approach and equally high expectations. The understanding of right and wrong, honesty and fairness are effectively cultivated through direct teaching opportunities in personal, social and health education lessons. These are planned throughout the school. It is further enhanced through the consistently positive personal example of all staff. Pupils are encouraged to consider the consequences of their actions and their positive behaviour is always acknowledged.

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	195	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	5	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – African	2	0	0

15. All members of staff show considerable respect for pupils and provide good role models in demonstrating social conventions and how relationships are initiated and sustained. These features and the sensitive use of opportunities for direct teaching make a significant contribution to the development of social skills and the very good relationships throughout school. The understanding of responsibility is fostered well through helping with class and school routines. Other opportunities are provided through the membership of school and class councils and involvement in fund raising projects for local and national charities. Pupils are eager to accept responsibility from tidying their classrooms through to being responsible for care and control of resources. For example, they take command of maintaining a clean play yard at breaks with rubbish bins. The school is reviewing opportunities to further involve pupils and take more responsibilities by becoming more aware of their own learning.
16. There is currently no whole-school policy and guidance on the provision for spiritual, moral, social and cultural development, to ensure a common approach to planning opportunities for promoting development through areas of the curriculum.

Attendance

The table below shows the attendance figures for the school. The school monitors these carefully and strives to make parents and pupils aware of the importance of full and punctual attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.2
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Strengths include the good range of planned learning experiences that pupils receive, the care shown to pupils and the consistently good teaching in some classes. A further strength is the links the school has forged with its parents and the community. However, there is a need to improve the way the

school checks on how well pupils are doing in most subjects and to ensure the quality of teaching is consistent between stages.

Teaching and learning

The overall quality of teaching is satisfactory and the needs of all pupils are appropriately met. In the 29 lessons seen all the teaching was at least satisfactory, and it was very good in ten per cent of lessons. The quality of teaching has been maintained in the reception class and infant classes where it is good. However, the quality of teaching in junior classes is not as good and is satisfactory. As a result of the quality of teaching, pupils' achieve well in the reception and Years 1 and 2 and satisfactorily in Years 3 to 6. The teaching in the Year3/4 class is good and pupils achieve well. This confirms the positive views expressed by parents about the teaching in the Foundation Stage and in Years 1 and 2 but not about the teaching across Years 3 to 6. The vast majority of older pupils and all younger pupils find that the teaching is interesting and they are expected to work hard. Small numbers of older pupils (usually pupils who entered the school into junior classes) find the work uninteresting. There has not been a strong focus on improving the teaching through observing teachers and professional discussion. The new headteacher has a clear plan to promote this.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	11	15	0	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.

Main strengths and weaknesses

The strengths in the teaching and learning lie in:

- High quality teaching in the Foundation Stage provides children with a good start to their education.
- The teaching in Year 1 and 2 builds well on past learning.
- The needs of pupils with special educational needs and those for whom English is an additional language are met well.

The areas for improvement in the teaching and learning lie in:

- There is not enough good teaching in Years 3 to 6.
- The ineffective teaching of library skills and not enough opportunities for pupils to use and develop their reading and writing skills across all subjects.
- The weak teaching of mental mathematics and there is a lack of opportunities for pupils to use and apply their mathematical knowledge in everyday practical situations.
- Provision for ICT is unsatisfactory and there are not enough opportunities for pupils to use their ICT skills across all subjects.
- A lack of detailed recorded evidence of exactly what pupils know, understand, or can do.

Commentary

17. **In the reception class the quality of teaching and learning is good.** Particular strengths are:
- the good understanding of how children learn is crucial to the effective development of their basic skills;
 - the good planning and management of the children ensure that time is well spent and profitable;
 - the effective partnership between teachers, nursery nurses and teaching assistants fosters a happy working atmosphere and an enthusiasm for learning;
 - the rigorous observation and recording of what the children have achieved and using this information well to plan interesting, challenging tasks;
 - a strong focus on learning through play and good opportunities for children to choose for themselves.

There are no significant weaknesses in the teaching.

18. **The quality of teaching and learning in Years 1 and 2 is good.** The particularly strong aspects in the teaching are:
- the good teaching of basic skills. For example, in a Year 1 literacy lesson the pupils were taught to write captions for their own illustrations. Pupils developed good skills in writing sentences that will help them with their writing;
 - teaching methods that challenge pupils. For example, in a Year 2 mathematics lesson the teacher got the pupils to match numbers to the written form. Pupils began to understand and use the vocabulary successfully in playing a memory game using their new learning;
 - very good pupil management. For instance, in a Year 2 ICT lesson pupils were able to respond well to clear instructions and successfully typed their name, changed the font size and colour, and saved their work.

There are no significant weaknesses in the teaching.

19. **The teaching of pupils with special educational needs is good** and they make good progress towards their targets because:
- planning reflects the targets identified in pupils' Individual Education Plans;
 - teaching assistants who work with pupils with special educational needs are used well in lessons to offer focused individual and group support;
 - the support offered by these staff is good, as they have a good understanding of pupils' academic and emotional needs.
20. **The teaching of pupils with English as additional language is good** because:
- there is a strong emphasis on developing their speaking and listening skills;
 - the good relationships teachers have with their pupils give those who are new to English language the confidence to join in the class activities;
 - pupils are provided with opportunities to work alongside their monolingual peers;
 - modelling of language by other pupils helps pupils to transfer the knowledge they already have about the structure of their home languages into English.
21. **The teaching and learning in Years 3 to 6 are satisfactory**, being strong in the class with Year 3 and 4 pupils present. In the best lessons the teacher's planning clearly links with previous work and sets out unambiguous intentions for pupils' future learning. For example, in a Year 3/4 mathematics lesson the teacher asked the pupils, 'What coins could I pay for this chocolate bar with?' From the brainstorming that followed she then

introduced a challenging task that involved pupils using their new knowledge in buying items. Where teaching is less effective, common weaknesses in these lessons are:

- low expectations; higher attaining Year 3 pupils quickly rounded numbers up and down to the nearest ten and were not sufficiently challenged;
- work not matched to lower attaining pupils' abilities, in Year 5 the task of describing a character proved too difficult and pupils did not understand how to use a prompt sheet.

In addition, in a number of classes there are pupils who have emotional difficulties (usually pupils who have entered the school into junior classes) who at times impact on pupils' learning. In a Year 6 mathematics lesson, excessive noise made it difficult for some pupils to concentrate well on their task.

22. **Further areas for improvement are needed** where the teaching fails to make good use of the skills that pupils have been taught because:

- there is a lack of opportunities for pupils to use their reading, writing and ICT skills across all subjects;
- pupils are not given enough tasks that require them to use their mathematical knowledge and understanding in practical problem solving type activities.

These deficiencies restrict pupils' achievement in their ability to read for information, to solve mathematical problems and improve their ICT skills. A lack of resources for control in ICT hampers pupils' achievement in this aspect of the subject.

23. **Similarly, some skills are not taught effectively** because:

- in mathematics, the mental/oral starter has too narrow a focus of questions, teachers fail to allow pupils to explain their strategies and questions are not differentiated. Little use is made of whiteboards to ensure all pupils are fully involved or for teachers to check on their learning;
- in reading, there is not a clear focus on teaching pupils how to find information or how to extract the information they require from non-fiction text.

As a result, pupils are not confident or as competent as they should be in answering mental mathematical questions or reading non-fiction text.

24. **The testing and recording procedures of what pupils know, understand and can do in English, mathematics and science are satisfactory.** Pupils are regularly tested in English and mathematics. Information gained from testing is used appropriately either to plan work for groups of differing levels of attainment or to identify the right group for individual pupils. Systems of testing and record keeping are not in place in most other subjects. The exceptions are science and ICT, where procedures have just been introduced. In these subjects, the records reflect what pupils have learnt in their lessons based on the intentions the teacher set. However in most subjects, information about individual pupils' achievements is not sufficiently detailed or easily accessible to teachers. As a result, teachers do not have a clear picture of what pupils know and understand, and of the skills they have in these subjects. This reduces the security for teachers in planning the next stage of learning by building on the work pupils have learnt in the previous lessons. This was in evidence in less effective lessons where groups of pupils were not sufficiently challenged at times. The school has plans to develop this practice into all subjects linked to a planned programme of curriculum development.

The curriculum

The quality of the curriculum is satisfactory overall. A satisfactory range of extra-curricular activities enriches the curriculum. The accommodation and resources support the delivery of the curriculum effectively.

Main strengths and weaknesses

The strengths in this aspect are:

- Effective planning to meet the needs of the youngest pupils.
- An overall framework ensures a well-balanced curriculum.
- Provision for pupils with special educational needs is good.
- Improvement in resources.

The areas for improvement are:

- A lack of planned opportunities to use skills learned in English, mathematics and ICT in areas across the curriculum.
- Improved resources to support the aspect of control in ICT.
- Better outdoor facilities and resources for the youngest pupils.

Commentary

25. The school effectively uses the national advice to plan the learning opportunities for children in reception. The breadth of purposeful and practical experiences in all the recommended areas of learning makes a significant contribution to the good progress all children make towards the agreed Early Learning Goals. It also ensures a smooth transition to the National Curriculum at a time best suited to each child. However, the lack of a secure outdoor area and appropriate range of equipment for purposeful, vigorous activity continues to have a limiting effect on physical and creative development. The school expects this to be rectified with completion of the nursery project.
26. The headteacher has developed, and recently introduced, a clear curriculum framework that ensures that pupils enjoy a well-balanced curriculum. It indicates when Programmes of Study are to be taught and the proportion of teaching time to be devoted to each subject. This effectively supports teachers in planning to ensure that pupils are systematically building on what they already know, understand and can do. It is too early to judge the impact of this development on overall achievement, as pupils move through the school. However, it represents a significant improvement in provision since the previous inspection and indicates that the school is now well placed to improve pupils' achievement in all areas of the curriculum.
27. The advice of the national strategies for literacy and numeracy and national guidance on ICT are effectively adapted to meet pupils' needs. The opportunities to practise these skills in purposeful activities linked to work in other areas of the curriculum are, however, too often overlooked.
28. The school places a high priority on ensuring that all pupils have equal opportunity to enjoy the curriculum and all aspects of school life. Pupils with special educational needs have full access to the curriculum and none are disapplied from the National Curriculum. Pupils at all stages on the special educational needs register are well provided for and the school's procedures comply with the Code of Practice. Teachers use their knowledge of pupils' achievements in order to plan future targets and the individual education plans are reviewed regularly to ensure that targets reflect the progress made.
29. Overall, the school has appropriate accommodation and sufficient learning resources to cover almost all areas of the planned curriculum. There has been a significant improvement in the range and quality of resources since the previous inspection when they were judged to be unsatisfactory. The development of a computer suite has raised

standards in ICT. However, the lack of equipment with which to develop skills in control systems limits progress in this aspect. The organisation of the library and improvement in the quality of books provides good opportunities for pupils to borrow and enjoy a variety of books. This has a positive impact on reading development.

Care, guidance and support

The care, guidance and support for pupils are good and support pupils' learning well. Health and safety procedures are **good**. The checking on and recording of pupils' achievement and personal development are **unsatisfactory**. The involvement of pupils in the school's work and development are **satisfactory**.

Main strengths and weaknesses

The strengths in this aspect are:

- Very good relationships exist between pupils and staff.
- Induction and transfer arrangements for pupils are good.
- The school provides a secure, safe place for pupils.
- The school provides opportunities for pupils' opinions to be reflected in the running of the school.

The areas for improvement are:

- The procedures the school uses to check on and record how well pupils are doing are not in place in a number of subjects.

Commentary

30. All the staff care well for their pupils and the very good relationships between staff and pupils provide security and a feeling of warmth for the pupils. Pupils' happiness feature highly in the school's ethos and much is done to ensure the school achieves this end. As a result, the vast majority of pupils try to please their teachers and consequently, work hard in their lessons. Arrangements for children to enter the reception class are well planned and effective in helping children settle quickly to their new school life. Similarly, good arrangements are in place to support pupils in their transfer to the next stage of their education.
31. The governing body has adopted the local authority's policies on Health and Safety and carry out regular risk assessment. Child Protection is held in high regard with a suitably trained designated person who is keen to develop further whole-school awareness.
32. The school has recently introduced a school council, which encourages pupils to become more involved in school life. They have already brought to the school's attention areas they would like to see improved for example, the provision of playtime equipment.
33. Teachers know their pupils well in terms of their personal qualities and backgrounds. Pupils feel that they are well supported and trust their teachers enough to discuss any worries that they have about school. Although, there are effective systems in place to support and improve pupils' attendance and punctuality there is a weakness in assessing and recording pupils' academic performance.
34. New pupils who enter the school in classes other than the reception class are quickly assessed as to their abilities. This information is then used effectively in ensuring their needs are met. For example, concerns are recorded about any learning or behavioural

problems. From this information pupils who require support are targeted for extra adult support in the classroom.

Partnership with parents, other schools and the community

Partnership with parents, the local community and links with other schools are **good**.

Main strengths and weaknesses

The strengths in this aspect are:

- Parents have good views about the school.
- Information to parents is good.
- The school seeks parents' views and fully involves parents in pupils' learning.
- There are strong links with other schools.
- Parent Teacher Association is active, however, funds raised are not being targeted effectively.

There are no significant areas for improvement.

Commentary

35. Parents' views expressed pleasure in what the school provides and they have confidence in the school to fully develop their children's learning skills. The school seeks parents' opinions about the school and acts on their views. The information provided by the school for parents is good. The curriculum information and termly meetings along with pupil's reports give parents a clear picture of how their children are progressing. There have been a number of parents' meetings organised by the school aimed at improving parents' understanding of school teaching methods. These assist parents in better supporting their children's learning at home. Pupils are well supported by their parents at home and receive help in completing homework. This helps pupils make better progress and extends the learning that has taken place in the classroom for example, in reading, spelling and mathematics.
36. There are good links with the local high school as well as other schools in the area. These links enhance the quality of education and the academic and personal development of pupils. For example, pupils regularly visit the high school for science mornings, to see dress rehearsals and other school events. Teachers from the High school visit pupils in their own school and on occasions teach lessons, such as music.
37. There is a strongly supportive Parents and Teachers Association (PTA) which currently has a significant amount of finance on reserve. This is not being used at present for the benefit of pupils currently within the school.

LEADERSHIP AND MANAGEMENT

The leadership and management are satisfactory. The leadership of the headteacher is **good**. The leadership of other key staff is **satisfactory** and rapidly developing. Management is **satisfactory**. Governance is **satisfactory** and has improved.

Main strengths and weaknesses

The strengths in this aspect are:

- The perceptive, enthusiastic leadership of the headteacher.
- The commitment and energy of the new senior management team and other teachers to raising standards.
- The management of the Foundation Stage.

The areas for improvement are:

- Developing a clear role for the headteacher and subject co-ordinators in monitoring teaching and learning and spreading good practice.
- A more stringent approach to checking on the impact of new initiatives the school has implemented.
- A new longer term school improvement plan (SIP).

Commentary

38. The recently appointed headteacher provides good leadership and is well supported by the very new deputy headteacher. The headteacher has a clear vision and sense of purpose and has the ability to motivate and influence both pupils and adults. This has been shown during his time as deputy headteacher. He demonstrated a clear ability both to prioritise and successfully manage changes. These changes included re-organising the curriculum across the infant and junior stages, focusing on time allocation and the development of links between subjects and re-organising the curriculum, and teaching methods in the Foundation Stage so that more emphasis was placed on the use of play to aid children's learning. He was also instrumental in re-modelling the library and was a key member of the team that created the new ICT suite. In his short time as headteacher he has already taken action to plan a better-balanced curriculum and for time to be used more efficiently. Policies have been developed and clear job descriptions put in place in order to ensure that all staff are able to contribute to the school's development.
39. Some of the senior management team are new to their roles but they are good practitioners and all have a clear commitment to raising standards. Some subject co-ordinators are also new to their role. While some are clear about developments needed in their subjects others have not yet acquired the management skills needed to gather the necessary information in order to have this clarity. For example, the literacy and numeracy coordinators have carried out effective analysis of their subjects. They have a clear picture of what needs to be done to improve and have organised training sessions and discussions to implement new ideas aimed at raising standards. However, a lack of opportunity to observe lessons under the previous management of the school has meant there are inconsistencies in the effectiveness in the implementation of new ideas by teachers. Hence, they have little idea of the impact of such developments.
40. Previously there has not been sufficient focus on monitoring the quality of teaching. This has prevented raising the quality of teaching through professional discussion and has led to inconsistencies in teaching across the school. The new headteacher is beginning the process of monitoring teaching and after suitable training and experience is keen for this monitoring role to include all co-ordinators, examining and spreading good practice. The management of the Foundation Stage by the headteacher is good, building on the good priorities and practices he previously established as the reception teacher.

41. The governing body is a good mix of experienced and new governors and they are keen to support the school and make improvements. However, a large turnover of governors has restricted its impact on shaping the work of the school. This has resulted in weaknesses in the previous management for example, a lack of monitoring of teaching. However, governance has improved since the previous inspection. Governors have worked hard to address previous shortcomings. Procedures for governors to inform themselves about the strengths and areas for development of the school are now more varied and robust. Also, governors are far more careful in recording discussions at meetings. This makes it much easier for new governors, those who may miss a meeting or any 'visitors' to know what discussions were about and how situations have been addressed. The governors, as part of their emerging relationship with the new headteacher, are keen to share in developing a school improvement plan. The plan they envisage covers a longer span than one year, and reflects, in the longer term, how the school intends to try to provide high quality learning in all aspects of the school's life.
42. There are two areas that impact negatively on pupils' achievement. The lack of a secure, well-equipped outdoor play area for the Foundation Stage reduces opportunities for physical and creative development. The school has plans to remedy this situation through the new nursery provision that is about to open. The constant influx of new pupils throughout Years 3 to 6 impacts adversely on achievement. The school has effective systems in place to assess these pupils on entry in order to meet their needs. Pupils with learning difficulties are provided with good adult support that helps their learning. Pupils with behavioural difficulties receive help through the Behavioural Improvement project but this has yet to impact fully on improving the behaviour of pupils in Year 6.
43. Budgets are set in accordance with statutory requirements, and the school has received a satisfactory full audit within the last two years. Both governors and headteacher take steps to ensure 'best value' for their money. They believe that in the longer term 'best value' may not be the cheapest, as in the case of the recent library and ICT suite re-furbishment, where the school felt it worth paying slightly more in order to get exactly the provision it needed.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	547,108
Total expenditure	565,877
Expenditure per pupil	2,475

Balances (£)	
Balance from previous year	17,448
Balance carried forward to the next	-1,321

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the reception class is **good**.

Main strengths and weaknesses

The strengths of the provision are:

- The curriculum is broad and well planned.
- Overall the quality of teaching is good.
- Assessment is consistently used to inform planning.
- The good accommodation and resources are organised well to support learning.

The main areas for improvement are:

- Facilities and resources for out door activities are unsatisfactory.
44. Teaching is good in all areas of learning. It was not possible to judge the teaching for physical development as insufficient evidence makes a judgement inappropriate. The teacher and support staff have established an effective team approach. They have a good knowledge of the curriculum and what the children are expected to achieve in all areas of their learning. There is a shared understanding of what constitutes high quality provision and how best to achieve it.
45. The assessments made on entry and continually throughout the year enable the coordinator to monitor the curriculum. They are used well in planning learning experiences to meet the particular needs of all children. This ensures children are systematically building on what they know, understand and can do.
46. The accommodation is spacious and used well to support learning. Resources are of good quality and effectively stored so that children can independently access them. They are attractive and promote and sustain children's interest in learning and their development of independence. This represents significant improvement since the previous inspection. The lack of a secure out door area with appropriate equipment for purposeful vigorous activity has a limiting effect on physical and creative development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

The strengths of this provision are:

- Induction procedures and links with parents.
- Shared understanding of expectations.
- Commitment to developing positive attitudes to learning.
- Use of an interesting environment and good quality resources.

There are no significant areas for improvement.

Commentary

47. Overall, on entry children have lower skills than those usually seen in children of this age. A high priority is placed on development in this area. Support for it permeates the life and work in reception. The well-organised induction procedures and links with parents in the early days ensure that children enter with a good measure of confidence. Both teaching and support staff have a shared understanding of expectations and a consistently calm and positive approach when encouraging the development of social conventions and establishing acceptable behaviour. The good range of purposeful activities using attractive resources and well-judged teacher intervention enables children to sustain interest for an appropriate time, develop positive attitudes to learning and achieve well in lessons.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

The strengths of this provision are:

- Links across all areas of learning.
- Development of speaking and listening.
- Effective use of direct teaching activities.

There are no significant areas for improvement.

Commentary

48. Overall, on entry children have lower skills than those usually seen in children of this age. Teachers support the development of speaking and listening skills effectively across all areas of learning. They consistently use a varied range of everyday and subject-specific vocabulary to increase the bank of words children use and understand. They model appropriate grammar and the structures of spoken language encouraging children to mirror them when sharing ideas and expressing needs and feelings. Adults acknowledge what children say so that they feel valued and confidence in learning is consistently promoted. Direct teaching is effectively used to introduce children to letter shapes and sounds and using a pencil effectively. They respond well to this approach and achieve well in lessons.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

The strengths of this provision are:

- Practical approach.
- Balance of direct teaching and independent activities to consolidate understanding across curriculum.

There are no significant areas for improvement.

Commentary

49. Although the attainment of most children on entry is below that expected for children of this age, achievement in lessons is good. The progress children make owes much to the provision of practical experiences to which they can return to explore and reinforce their learning. Teachers and support staff intervene appropriately as children work to reinforce vocabulary such as more, less, tall or heavy and names of two-dimensional shapes. They encourage children to use mathematical knowledge and skills in all activities such as counting the blocks in a tower, putting spots on a snake or choosing a shape. Questions are used well to develop and assess understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

The strengths of this provision are:

- Good use of quality resources.
- Balance of directed and independent activities.

There are no significant areas for improvement.

Commentary

50. There is insufficient evidence to judge overall attainment. A suitable range of topics is planned through which children can investigate and observe for themselves. An appropriate balance of teacher directed and self-chosen activities such as baking gingerbread men, playing with sand or water provides opportunities to explore ideas and develop understanding. In such activities, adults use questioning well to assess understanding and move learning on. Direct teaching of skills such as manipulating a cursor with a mouse to generate the picture of a person effectively enhances skill development and promotes success. The provision of good quality resources attracts interest and promotes positive attitudes to learning.

PHYSICAL DEVELOPMENT

The provision for the development of fine motor skill is **good** but there is **insufficient evidence** to make overall judgements on the development of gross motor skills.

Main strengths and weaknesses

The strengths of this provision are:

- Opportunities within other areas of learning are rarely overlooked.
- Appropriate use of direct teaching of techniques.

The main area for improvement is:

- Development of facilities for outdoor activities.

Commentary

51. Opportunity to handle pencils, scissors and manage small construction equipment are integrated in self-chosen and teacher directed activities so that children receive well-judged intervention to directly teach strategies to improve control. This promotes the

development of manipulative skills well. There is no secure outdoor play area or sufficient large play equipment to promote the development of children's skills in climbing, balancing and special awareness. The lack of this facility also limits opportunities for children's creative development through role-play.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

The strengths of this provision are:

- Good use of resources and opportunities for role-play.
- Effective use of direct teaching of skills.
- Activities linked to other areas of learning.

There are no significant areas for improvement.

Commentary

52. Many children's development is below the expected level for children of this age on entry. They respond well to a range of opportunities. The spacious accommodation and good quality resources support role-play activities well. Adult input is very effective in encouraging children with limited experience to extend and sustain involvement in imaginative play. Where use is made of direct teaching of skills and techniques children are enabled to make good progress and enjoy success when sewing, cutting and sticking. Where creative activities are linked to other areas of learning children have a practical way of recording what they know and understand and learning is reinforced.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

The strengths in the subject are:

- Standards of attainment are above national expectations at age seven.
- Teaching in Years 1 and 2 is good overall with some very good teaching observed.
- Support for pupils with special educational needs and those for whom English is an additional language is good.

The areas for improvement are:

- Standards of attainment at age 11 are below average.
- The quality of marking to indicate to pupils how they can improve.
- The lack of opportunities to use learned literacy skills across the curriculum.
- Raise the quality of teaching in Years 3 to 6.
- There has been no monitoring of teaching.

Commentary

53. The development of pupils' speaking and listening skills is good in Years 1 and 2. Pupils' good achievement owes much to the role models teachers provide and the opportunities pupils have to share their ideas and explain their thinking in all areas of the curriculum. Pupils' personal vocabulary is systematically developed and appropriate, sensitive intervention to directly teach techniques promotes good learning. Most pupils are reading at the level nationally expected of pupils of these ages with a small minority attaining beyond. Teachers' effectively use the advice of the National Literacy Strategy to ensure pupils systematically build up knowledge of sounds and strategies for reading unfamiliar words. The frequent opportunity to talk about what is read with the teacher makes a major contribution to pupils' ability to understand a range of texts. The good achievement made in writing is supported by links teachers consistently make between reading and writing and the exploration of writing skills through shared writing tasks.
54. Pupils enter Year 1 with attainment in communication, language and literacy broadly in line with expectations for pupils of this age. Throughout Year 1 and 2 they make good progress. Their good achievement owes much to the good subject knowledge and personal enthusiasm of teachers. Lessons have an introduction that catches the interest of pupils. That interest is sustained by the good pace at which the lesson moves, the use of attractive resources and the setting of purposeful tasks well matched to the needs of all children. Consequently children enjoy working throughout the lesson.
55. Throughout the school pupils with special educational needs are well supported. Teachers adapt the advice of the National Literacy Strategy to best fit the identified needs. Planned activities are effectively differentiated and support staff provide sensitive and apt input to enable pupils to achieve well in relation to prior attainment.
56. In Years 3 to 6, teachers continue to systematically extend pupils' skills and strategies to decode and interpret a suitable range of texts. However, the teaching and development of the skills pupils need to seek information in books or how to find the main points in non-fiction texts are insufficiently rigorous. Whilst, by Year 6, pupils know about using tables of contents and indexes a significant minority are not able to effectively locate an information book from its appropriate category. Opportunities to independently undertake research activities in purposeful tasks related to other subjects are too often overlooked and have a negative impact on standards of attainment and achievement in reading. Similarly, the lack of planned opportunities to use learned writing skills across other subjects significantly limits achievement in writing and opportunities to write for different purposes.
57. Teachers consistently mark pupils' written work and regularly include appreciative comments. However, the good practice of making notes to identify specific ways in which all pupils can improve their work is not consistent across the school. Similarly, reading records that do not indicate what pupils need to focus on to improve have the same limiting effect on planning to accelerate progress.
58. The coordinator has analysed pupils' test results and has initiated an action plan aimed at raising standards in writing. Although there is an established practice for scrutinising pupils' work, the lack of procedures to check on the quality of teaching in English significantly restricts the information on which the co-ordinator can further identify strengths and areas for development. It also hampers the effective evaluation of the impact of newly implemented ideas and planning for improvement is, therefore, hindered.

Language and literacy across the curriculum

59. The school has made a good effort at introducing the National Literacy Strategy. Careful monitoring has enabled the school to modify the Strategy to meet the needs of

its pupils. However, pupils' literacy skills are not given sufficient emphasis and further developed in other subject areas in both infant and junior classes. There are few opportunities for them to write at length for different purposes in subjects other than English. Likewise, there are too few opportunities for reading for information across subject areas.

MATHEMATICS

Provision for mathematics is satisfactory. This judgement is based on the good provision in Year 1 and 2 and the satisfactory provision in Years 3 to 6. Pupils' attainment at age seven is above national expectations and below by the age of 11. Pupils achieve well based on their prior attainment in the infant classes and satisfactorily in junior classes. Pupils' attainment at age 11 is better than results of national tests in 2002, which were well below the national average and what was achieved by similar schools. About 65 per cent of pupils in the present Year 6 are on track to meet national expectations by the end of the year and a small number will exceed them.

Main strengths and weaknesses

The strengths in the subject are:

- The good planning that helps pupils develop effective skills, knowledge and understanding in most aspects of the subject.
- Good teaching of basic skills of computation.
- Teachers' high expectations, promoting effective learning and good achievement in Years 1 and 2.
- The great enthusiasm which the vast majority of pupils show in their lessons.

The areas for improvement are:

- Improving the quality of teaching in Years 3 to 6 to that seen in Years 1 and 2.
- More effective assessment in order to provide more detailed records of what pupils know, understand and can do.
- A stronger focus on developing pupils' mental skills at the start of lessons so that pupils can answer mental questions with greater speed, accuracy and confidence.
- Providing pupils with more opportunities to use and apply their knowledge in practical, problem solving situations in order to improve pupils' ability to solve written problems.

Commentary

60. At the age of seven, pupils' skills in the key area of number are above the expected level. Pupils display good strategies for counting on in twos, fours and fives. Pupils demonstrate a good understanding of place value, know the value of each digit in a three-digit number, for example, that 248 is made up of two hundreds, four tens and eight units. Pupils' achievement is good in number, but this is less so in mental mathematics. Pupils' recall of number bonds and multiplication tables is weak. Similarly, due to the limited opportunities to use and apply their knowledge in practical everyday situations their skills in solving problems and practical application are not as strong as their number skills.
61. At the age of 11, the large proportion of lower attaining pupils do not have a sound knowledge of number, including recall of multiplication tables. Their understanding of place value is not secure and they do not always add, subtract, multiply and divide numbers accurately. Most pupils' skills in applying their mathematical knowledge in everyday practical situations or solving problems are weak. They do not answer mental type questions quickly or confidently.

62. The vast majority of pupils have good attitudes towards their mathematical work. They work with enthusiasm and are able to sustain their concentration over long periods of time when working independently.
63. **The overall quality of teaching is satisfactory.** It is good in Years 1 and 2 and satisfactory in Years 3 to 6. The qualities of the good and very good teaching (mainly in Years 1 and 2) are:
- what is to be learnt is clearly identified and focused and the well-planned activities enable the objectives to be realised in lessons;
 - teachers have high expectations of what pupils can do and achieve in lessons, including their behaviour and achievements in their work;
 - lessons are well structured and achieve a good balance between direct teaching and pupils being actively engaged in activities, which are well matched to their abilities;
 - teachers use questioning techniques well to assess and develop pupils' understanding;
 - teachers use time and resources well, which has a clear impact on the good rates of learning achieved by pupils in lessons.

Where teaching is less effective (mainly in Years 3 to 6), it is because:

- a small minority of pupils (Year 6) are disruptive and reduce the quality of learning;
 - weak subject knowledge inhibits learning enabling pupils at best to make satisfactory progress;
 - tasks that test pupils' learning but at times fail to challenge higher attaining pupils.
64. There are weaknesses in the teaching of pupils' mental skills and in providing pupils with effective strategies to solve problems. This is because the quality of the oral/mental starter at the beginning of the lesson and the discussion at the end varies throughout the school. At times, pupils are not given sufficient opportunities to describe and compare strategies and mental recall is restricted to too narrow a range of examples. Similarly, there are not enough opportunities for pupils to use the knowledge they have gained in everyday, practical, problem solving activities.
65. The coordination and management of the subject are sound. The coordinator monitors teachers' planning, results of tests, pupils' work but not the teaching and learning in lessons. As a result, the coordinator has gained a clear picture as to some strengths and areas in need of improvement. For example, problem solving is a focus for improvement. However, due to lack of monitoring teaching she does not have a clear picture as to whether new ideas are being implemented effectively by all staff. There are sound assessment procedures in place, which keep teachers informed and aware of how well pupils are achieving. However, these lack sufficient detail on what pupils can do in order to help teachers to securely plan work for pupils of all abilities. Formal assessment records of each pupil are kept but these are not yet used enough for example, to set group targets or individual targets that are shared with pupils.

Mathematics across the curriculum

66. There is a satisfactory curriculum for mathematics. Across the school, work was seen that related to number, shape and space, the measures and the handling of data. Mathematical skills are used and developed effectively in other areas of the curriculum. Pupils do not use their skills in ICT, for example to record and display data collected in surveys. The development of mathematical vocabulary in all classes makes a positive contribution to the literacy development in the school. Pupils' reading skills are used to good effect in interpreting problems.

67. The school policy on inclusion ensures those pupils with special educational needs or those for whom English is an additional language make good progress and are fully integrated into the activities of the class. However, in the oral/mental sessions there are limited opportunities through targeted questioning to meet these pupils' specific needs.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

The strengths in the subject are:

- Recent subject leadership which is good.
- Younger pupils make good progress against prior attainment.

The areas for improvement are:

- More opportunities for pupils to plan and carry out investigations.
- Improve marking so that it gives pupils clear guidance on what they need to do to improve.

Commentary

68. The majority of pupils are working at the expected minimum level for their age but few achieve above this level especially in junior classes. From a low base many pupils in infant classes make good progress. Well-planned tasks, effective use of resources and appropriate use of worksheets, especially to support those less confident, all offer good support for younger pupils. However, some over use of worksheets with older pupils inhibits their ability to organise their own work. It restricts opportunities for pupils, especially the more able and confident, to write at length about what they have done and have found out, and slows down progress. Pupils also miss out on purposeful practice of their literacy skills.
69. Recent subject leadership by the former deputy headteacher, now the headteacher, is good. A new policy and schemes of work have been introduced which staff are positive about. Resources have been enhanced and matched to particular areas of work, and assessments incorporated at the end of each unit of work. These measures give improved support for teachers in delivering the science curriculum. The new co-ordinator, only in post a matter of days, has good awareness of the need to develop systems of monitoring teaching in order to spread good practice.
70. Examination of pupils' work shows that opportunities for investigative work are limited. Whilst many pupils know that a scientific test needs to be 'fair', opportunities for pupils, especially older ones, to set up and carry out their own 'fair tests' are limited. Such investigations as there are, are often very teacher directed. Also, marking of pupils' work is often just ticks or comments of praise. These methods are not effective enough in helping pupils be aware of their own learning and do not indicate what they have to do next in order to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **unsatisfactory**.

Main strengths and weaknesses

The strengths in the subject are:

- Much improved provision of equipment in the ICT suite.
- Improved staff confidence and expertise.

The areas for improvement are:

- To provide resources for control technology.
- To increase the use of ICT in supporting the learning in all other subjects.

Commentary

71. Whilst attainment at the end of both key stages is below expectations, standards are closer to where they should be. Some of the work observed in lessons was in line with that expected. Although standards are still not high enough, all pupils are now progressing well. because they have access to much better standards of equipment and because teachers are more confident and knowledgeable.
72. Resources have improved significantly since the time of the last inspection. An ICT suite is now available containing 17 computers, and there are upgraded computers in each teaching area. All staff have received further training, and a new scheme of work provides a good, progressive planning framework. The subject co-ordinator and teaching staff are well supported by a local technician.
73. The subject co-ordinator is aware of the need to provide further resources so that older pupils especially can have experience of control technology by linking working models to computers. She has also had assessment training from the local authority which she intends to develop with all staff, so that the school has a more complete picture about what children know and understand, and what they need to know next.

Information and communication technology across the curriculum

74. The use of ICT across the curriculum is at an early stage of development. Some examples of ICT use in communicating and linking this to literacy skills were noted, as with Year 5 pupils and their 'Amazing Arthur' reports, and Year 6 editing and producing a range of their own magazines. However, the use of computers to support work in mathematics and science is limited. The co-ordinator is working to build up a library of software that will support the use of ICT across the curriculum.

HUMANITIES

It was only possible to observe one lesson in an infant class and one lesson in a junior class in religious education. Only one lesson was observed in geography. None was observed in history.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

The strengths in the subject are:

- Breadth and balance of the curriculum.

The areas for improvement are:

- Greater depth to pupils' knowledge.
- Lack of monitoring quality of attainment and teaching and learning.
- Little opportunity for pupils to use learned literacy and information technology skills to support the work in this area.

Commentary

75. Appropriate use has been made of the schemes of work developed by the Quality and Curriculum Authority (QCA). This effectively supports the progressive development of knowledge and understanding as pupils move through the school. The recently introduced framework effectively organises when the elements in the scheme are to be taught and fixes the time allocation to ensure suitable depth of study. This represents significant improvement since the previous inspection and indicates the school is well placed to improve provision achievement.
76. Evidence from scrutiny of recorded work is limited and indicates that current knowledge and understanding lack sufficient depth at the end of Year 6. The introduction of curriculum organisation has not had time to impact significantly on standards of attainment but it does indicate that the school is well placed to improve further.
77. The current procedures for monitoring attainment and teaching and learning are unsatisfactory and significantly restrict the information on which the co-ordinator can identify strengths and areas for development and plan for improvement.
78. Insufficient use is made of literacy and information technology skills to support the work in this area. This has a negative impact on the quality of learning.

HISTORY AND GEOGRAPHY

Provision for these subjects is **satisfactory**.

Main strengths and weaknesses

The strength of the subjects are:

- Breadth and balance of curriculum.

The areas for improvement are:

- Teacher expectations need to be raised.
- Monitoring of teaching and learning.
- Provision of opportunities to extend independent research skills and use learned skills in literacy, mathematics and information technology to support learning in these subjects.

Commentary

79. Appropriate use has been made of the schemes of work developed by the QCA. This effectively supports the progressive development of knowledge and understanding as pupils move through the school. The recently introduced curriculum framework effectively organises when the elements in the schemes are to be taught and fixes the time allocations to ensure suitable depth of study. This represents improvement since the previous inspection.
80. Evidence from recorded work indicates that teacher expectations of what pupils should know, understand and record are insufficiently high so that coverage of subject matter is too often superficial. This has a limiting effect on pupils' overall achievement.
81. Without evidence collected by monitoring procedures, the co-ordinator's planning for improvement lacks focus.
82. Pupils' skills learned in literacy, mathematics and information technology are insufficiently used to support the work in these areas.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in art or design technology. One lesson was observed in music, which was a singing lesson with infant pupils. In this lesson the expertise of the teacher ensured all pupils enjoyed their singing and notable improvements in the quality of singing was evident.

The limited evidence indicates that the experiences which pupils receive in these subjects is worthwhile and the provision is satisfactory.

Physical Education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

The strengths in the subject are:

- Pupils are enthusiastic.
- Visitors from various professional sports clubs make a good contribution to learning.

The area for improvement is:

- Building up staff expertise and confidence.

Commentary

83. In the lessons observed pupils showed enthusiasm for learning and teachers effectively included all pupils in the activities.
84. School records indicate that around 90 per cent of pupils who leave at 11 years of age are able to swim the required 25 metres or more. Although there are no opportunities for younger pupils to have swimming lessons, in all other areas: dance, gymnastics, athletics and games, pupils have full access to appropriate Programmes of Study. Visitors from Oldham Athletic FC, Lancs CCC, and Oldham Ball Hall, offer valuable coaching in football, cricket, basketball and netball.

85. The newly appointed co-ordinator is keen to develop further training opportunities to help raise staff expertise and confidence. The school has recently introduced a new gymnastics scheme that staff find helpful and supportive.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal social and health education

Provision for personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

The strengths in the subject are:

- Provision is carefully planned into the curriculum.
- Integrated within the school's timetabled subjects.
- Staff strong commitment to the ethos of the school.

The areas for improvement are:

- No monitoring of teaching and learning.

Commentary

86. The arrangements for personal, social and health education (PSHE) including sex education, drugs and alcohol are good. The school has reviewed and incorporated these into the school's curriculum planning. The programme of work is taught through subjects. For example, the importance of a healthy diet is carried through direct and related subjects, for example science and physical education.
87. The adoption of a clear policy and whole-school scheme of work ensure that knowledge and understanding are developed progressively as pupils move through the school. The introduction of a curriculum framework directs when aspects are to be taught and allocates teaching/learning time appropriately. This makes a major contribution to the quality of teaching and learning and represents improvement since the previous inspection.
88. The commitment of the staff to supporting this area, informally, ensures that pupils' learning is consistently reinforced in day to day interaction. This makes a significant contribution to the achievement of all pupils.
89. Plans are in place to monitor the new scheme of work but these do not include the monitoring of teaching and learning. This has a limiting effect on the quality of information needed to identify areas for improvement.

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	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
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	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
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	4
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).

