

# INSPECTION REPORT

## **GREENHILL PRIMARY SCHOOL**

Bury

LEA area: Bury

Unique reference number: 105290

Headteacher: Mr Martyn Pilling

Lead inspector: Mr Terry Mortimer

Dates of inspection: 8 – 10 March 2004

Inspection number: 264914

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	243
School address:	Mile Lane Bury Lancashire
Postcode:	BL 8 2JH
Telephone number:	0161 764 7298
Fax number:	0161 253 5952
Appropriate authority:	Governing body
Name of chair of governors:	Mr Steve Sagar
Date of previous inspection:	23 March 1998

## CHARACTERISTICS OF THE SCHOOL

Greenhill Primary School is on the western outskirts of Bury, Lancashire. The school admits children between the ages of four and eleven. The pupils on roll are drawn mainly from the surrounding private housing estate. With 243 pupils on roll the school is broadly average in size. The number on roll has risen slightly over the last few years due to local demographic trends. Classes are generally organised according to age with some mixed age classes. Children come from mainly average socio-economic backgrounds and the majority are white British pupils with 4 pupils of Caribbean, Asian or African origin. The attainment of pupils on entry to school is generally average for their age. When they enter school children's skills and knowledge whilst variable are average for their age.

### Comparison of the school with all other schools nationally

	This School %	National Average %
Pupils with special educational needs	6.5	17.5
Pupils with statements of special educational needs	0.8	1.6
Pupils known to be eligible for free school meals	2.8	17.9
Pupils whose mother tongue is not/believed not to be English	0.8	-

The proportion of pupils joining or leaving the school other than at the expected times of admission or transfer is not as high as in most schools nationally. The school has held Beacon Status for the past two and a half years, received the Healthy Schools Award in 2002 and received Achievement awards in 2002 and 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18849	Terry Mortimer	Lead inspector	Mathematics Information and communication technology Physical education Foundation Stage
9907	William Orr	Lay inspector	
32606	Verna Derwas	Team inspector	Special educational needs English Geography History Religious education
3942	Keith Sanderson	Team inspector	Science Art and design Design and technology Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Greenhill Primary School is a **very good** school that provides very good value for money. Standards at the end of Years 2 and 6 are above average and all pupils achieve well. Teaching and learning are very good. The leadership and management of the school are excellent and parents and pupils are confident that the school is doing a good job.

The school's main strengths and weaknesses are:

- Pupils achieve very good standards overall; English, mathematics and science are well above national expectations;
- The leadership of the Headteacher and the management of the school is excellent and this promotes high achievement for all pupils;
- Pupils' attitudes and behaviour are very good because of the school's very good provision for their personal development.
- The school's good provision for the pupils' spiritual, moral, and social development contributes well to the development of a positive ethos.
- Teaching and learning are very good throughout the school and pupils achieve very well;
- All staff have high expectations of standards and behaviour, they work well as a team to provide an excellent climate for learning;
- The school provides a rich, varied, broad and exciting curriculum for all its pupils;
- Pupils need to be more involved in their own assessment and target setting;
- The accommodation is used well, however, the lack of space restricts activities and developments in some curriculum areas;

The school has made **very good** improvement since the last inspection and all the issues have been tackled successfully. Standards in literacy, science and mathematics have been maintained and pupils achieve well. The curriculum management and coordination has improved so that schemes of work support teaching and learning. Teaching is well monitored and assessment procedures are very good and promote good standards. The provision of resources has improved. The quality of teaching is very good which is significantly better than last reported. Overall standards are very good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A*	A	A
Mathematics	A*	A*	A*	A*
Science	A*	A*	A*	A

*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.*

The above table shows the National test results for the pupils who were in Year 6 in the term ending July 2003. In mathematics and science the results were in the top five percent of the country (A\*), and English was well above average.

Inspection evidence shows that achievement is **very good** overall. When they join the school, children's skills and knowledge are varied but average overall. Most reach the goals expected for children at the end of the reception year and some exceed them. They achieve well and so by the time they reach the end of Year 2 their overall standards in reading, writing and mathematics are above average. They continue to achieve well throughout Years 3 to 6 and so by the end of Year 6, standards in English, mathematics and science are high. Pupils with special educational needs are

supported effectively, they make very good progress and as a result achieve very well. The provision that the school makes for pupils who speak English as an additional language is good. All the pupils achieve well and attain standards that are similar to their peer group.

Pupils' personal qualities and their attitudes and behaviour are **very good**, they are willing to learn and enjoy coming to school. Attendance is **very good** as is punctuality. The provision for pupils' spiritual, moral, social and cultural development is **good** and this has a very positive impact on their attitudes to learning.

## QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. The curriculum provision is **good** because the school provides a wide range of purposeful curricular opportunities that caters for the needs, aptitudes and interests of all the pupils. A wide variety of school visits and visitors, and a good range of extra-curricular activities enrich pupils' experiences and motivates them as learners.

Teaching and learning are very **good** and assessment procedures are **very good** because they let pupils know what they are aiming for and how they can improve. Teachers have very good subject knowledge and very high expectations of standards and behaviour. Their planning is very effective and ensures that different groups of pupils have equal opportunities to achieve well. Teachers have very good relationships with their pupils and this motivates pupils to work hard. Teaching assistants play a vital role in helping pupils participate fully in lessons and making sure they do as well as they can.

Pupils receive **good** support, advice and guidance. They are encouraged to be involved in the school's work and their views are valued. The school has developed very strong links with parents, the local and wider community and this contributes to the very good standards that pupils achieve. The links with secondary schools are **very good** and pupils are supported well as they go on to their next schools.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **excellent** as is the leadership of the Headteacher. The Headteacher, senior management team and the governors share a vision and create an ethos in which expectations are very high. Key staff play a vital role in leading subjects and this team approach has contributed to pupils' very good achievement.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very supportive of the school and feel it is doing the best for their children. Links are very good and the school's efforts to involve parents in school life are **very good**. Parents' contribution to pupils' learning is also **very good**. Pupils enjoy school and are proud to be part of the school community. They like being involved in the daily routines of school life and the responsibilities they are given.

## IMPROVEMENTS NEEDED

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

- Involvement of the pupils in their own assessment and target setting
- Continue to develop the overall accommodation and in particular to improve access to outdoor facilities for classes with reception age children and to make the school library more accessible as a resource for independent learning.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall standards in the school are **well above average**. Standards for pupils in Years 1 and 2 are above average for English, science and mathematics. Standards in Years 3 to 6 are well above average in English and above average in mathematics and science. Achievement in all year groups is good in mathematics and science for pupils from Year 1 to 6 and in English it is good for pupils in Years 1 and 2 and very good for those in Years 3 to 6. Standards in Information and communication technology (ICT) are good.

#### **Main strengths and weaknesses**

- Pupils achieve well overall.
- Standards have generally been maintained at a high level in national tests over a period of time.
- English and mathematics performance has improved as a result of the school's focus on these areas as more pupils have achieved higher levels.
- Attainment in science is good in Year 6 and pupils' knowledge and understanding of scientific enquiry is good in most classes.
- High expectations, very good teaching and the pupils' positive attitudes to work all promote high standards in English, mathematics and science.
- Support for those pupils who have special educational needs is focused on their individual needs and they make good progress.
- Standards in ICT are good across the school.

#### **Commentary**

1. When children join the school in the reception class attainment varies considerably, but overall is in line with that expected for children of this age. They achieve well and so by the time children enter Year 1 almost all children have reached the expected standards in all the areas of learning and some have exceeded it. Pupils continue to achieve well and by the end of Year 2, their overall standards are in line with national expectations and in many cases they are above. They continue to achieve well and make very good progress throughout Years 3 to 6 and so by the end of Year 6, standards are well above average. This is a result of good teaching and excellent leadership that has focused upon improving standards. The provision of extra support for all pupils as part of the school curriculum and very good assessment procedures have had a positive impact on the standards achieved.
2. The drive to improve standards has included all pupils whatever their ability and so pupils with special educational needs, pupils with English as an additional language, those from different ethnic backgrounds and gifted and talented pupils have all achieved very well.
3. At the end of Year 6, standards have remained consistently high over the last few years with significant improvement in the number of pupils attaining higher levels in English, mathematics and science above the national average. The 2003 test results show insignificance in performance between girls and boys in all areas and this was the case in the lessons seen during the inspection.
4. In subjects other than English, mathematics and science, pupils reach standards that are in line with those expected and achieve well. In ICT standards are above average and pupils achieve well. The school has invested well in ICT resources and training for teachers and teaching assistants and their expertise has resulted in the good standards seen.
5. Pupils with SEN receive very good support and as a result, most achieve very well. For pupils with special educational needs, reference to the targets in their individual education plans,

school tracking records and discussions with the special educational needs coordinator (SENCO), class teachers, and teaching assistants indicate that most pupils are making at least good progress towards meeting their individual learning targets.

### **Standards in national tests at the end of Year 2 - average point scores in 2003**

Standards in:	School results	National results
Reading	17.8 (18.2)	15.7 (15.8)
Writing	16.4 (16.5)	14.6 (14.4)
Mathematics	18.6 (18.6)	16.3 (16.5)

*There were 36 pupils in the year group. Figures in brackets are for the previous year.*

### **Standards in national tests at the end of Year 6 - average point scores in 2003**

Standards in:	School results	National results
English	29.7 (31.1)	26.8 (27.0)
Mathematics	31.5 (31.5)	26.8 (26.7)
Science	31.8 (32.3)	28.6 (28.3)

*There were 35 pupils in the year group. Figures in brackets are for the previous year.*

### **Pupils' attitudes, values and other personal qualities**

Attitudes, values and other personal qualities are all very good. Pupils are very well behaved and motivated to learn. Almost all pupils come to school prepared to work hard and eager to succeed.

### **Main strengths and weaknesses**

- Pupils attitudes, behaviour and personal development are all very good.
- Attendance and punctuality are both very good.
- No pupil has been excluded from the school in recent years.
- Taken together spiritual, moral, social and cultural development has improved significantly since the time of the last school inspection.
- There have been almost no unauthorised absences in the past year.
- There are no significant weaknesses.

### **Commentary**

6. Attendance is well above the national average. Punctuality is also very good and almost all pupils arrive in good time to start school. Pupils move purposefully between lessons and almost no time is lost for learning. The attendance registers are appropriately maintained and registration periods provide a structured start to the day.
7. There are effective procedures to monitor both regular attendance and punctuality. Good attendance by pupils is encouraged through lessons and by celebrations at school assemblies. The educational welfare officer liaises closely with the school and provides support where appropriate.
8. Pupils arriving at the school display a pleasant and positive attitude, which is sustained throughout the day. Pupils display high levels of self-discipline and tolerance. They behave very well both at work and at play. There is no evidence of regular bullying or any other form of harassment. There have been no exclusions.
9. Personal development and relationships are very good. Pupils with SEN have very good attitudes towards learning. Pupils are very happy at the school. This is particularly evident in the strong support given, by both girls and boys, to extra-curricular activities such as disco dancing and aerobics lessons. Year 5 pupils have requested additional aerobics lessons. Pupils of all ages are healthily competitive and yet willing to work collaboratively with other pupils and teachers. Year 1 and Year 2 pupils in a music lesson vie eagerly, to answer questions and

display their abilities. However they also show considerable restraint and maturity when awaiting direction by the 'conductor' to play in the orchestra.

10. Pupils take their allocated duties seriously. Monitors at break times politely but firmly question other pupils who wish to enter the school from the playground. Other monitors support pupils in the infant playground in collaboration with the supervising staff. These duties help to develop a caring sense of responsibility in the older pupils and they in turn act as role models for the other pupils. In lessons pupils display pride in their own work and an interest in other pupils' efforts. The school and its grounds are completely free of litter. Spiritual education is good and pupils respond well to meaningful and reflective lessons. In a Year 2 religious education lesson, where pupils play act a modern story of the Good Samaritan, they show by their questions and attitudes that they have a clear understanding of the religious, moral and social issues which arise. In a Year 6 lesson pupils discuss drugs awareness matters with confidence, knowledge and a very high level of social and moral concern. Multi-cultural issues are woven into many lessons and wall displays around the school emphasise the differing cultures and religions of other races.

**Attendance in the latest complete reporting year 2002/2003 (96.4%)**

Authorised absence	
School data	3.6%
National data	5.4%

Unauthorised absence	
School data	0.0%
National data	0.4%

*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 quality of education provided by the school is **very good**.

**Teaching and learning**

Teaching and learning are very good and assessment is good as it helps pupils know what to do to improve their work.

**Main strengths and weaknesses**

- Teachers have good subject knowledge.
- Planning is very effective and ensures that different groups of pupils have equal opportunities to achieve well.
- Teachers have high expectations of standards and behaviour.
- Teachers' enthusiasm and excellent relationships motivate pupils to work hard and learn well.
- Teaching assistants have a crucial role in helping pupils participate fully in lessons and this helps pupils achieve good standards.
- Assessment is good overall, very good in the core subjects but pupils need to be more involved in the process of developing individual targets.

**Commentary**

**Summary of teaching observed during the inspection in 40 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (23%)	26 (65%)	5 (12%)	0 (%)	0 (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.*

11. Teaching across the school is consistently good and is therefore very good overall with a significant percentage of very good and good teaching, seen across all year groups. Lessons are well planned so that work is very well matched to pupils' abilities and all pupils can be fully included and achieve well. Teachers' subject knowledge is good and the school ensures that teachers new to the school receive appropriate training. Some of the teachers work in challenging circumstances due to the cramped classrooms but are able to create exciting, stimulating learning environments in spite of the lack of space.
12. The teaching of children in the Foundation Stage is very good in personal, social and language development and good in the remaining areas of development. Across the school teaching is often very good in English, Mathematics, Science and ICT, which leads to good standards and achievement.
13. Teaching for pupils in Years 1 to 2 is very good overall. Throughout the school, teachers have very good relationships with their pupils. Conversations with the pupils show that they have a very high regard for their teachers. As a result, classes throughout the school reflect a purposeful, enthusiastic and happy atmosphere in which pupils are generally keen to work hard and please their teachers. Teachers capitalise on these very good relationships by using praise and encouragement skilfully to boost pupils' confidence and help them to improve.
14. Teachers generally show confident subject knowledge and provide clear explanations and instructions. This is especially apparent in the very good lessons in mathematics and history seen in Years 3 to 6, as well as the good French teaching seen. These lessons ran at a rapid pace with work skilfully targeted to extend all groups of pupils. Very good questioning ensured that the mental oral sections of the lessons provided a rigorous mental work out for all pupils. The teachers were very successful in creating an atmosphere of enjoyment in the work, and discussions with Year 6 pupils indicate that these are the lessons that many of them enjoy most. Pupils with SEN are taught well and as a result make good progress. Teachers use very good strategies to ensure all pupils can understand the tasks they are asked to do, and know how to go about tackling them.
15. Teaching assistants work very well with pupils so that they can make good progress and achieve well. They have good relationships with pupils and support them very effectively in class. Teachers and teaching assistants have excellent expectations of pupils' work and behaviour and pupils respond positively to this by working hard and concentrating in lessons. The encouragement and opportunities given to all pupils are excellent and result in standards, which are well above average. Homework is used well to reinforce and extend learning from lessons and pupils often bring work in from home to contribute to work in school.
16. The school has taken steps to improve its systems for using assessment information and the assessment coordinator has devised good target setting systems in all subjects. Assessment information is used very well in the core subjects, especially, to make decisions on the provision of extra support for groups of pupils. The procedures enable pupils' strengths and weaknesses to be recorded and individual performance to be tracked. Pupils are clear about what teachers expect and how they can improve their work. However these systems in the foundation subjects do not yet involve the pupils in their own target setting. The school rightly identifies the need to implement this approach across the school as a means of further raising the standards attained by pupils.

## **The curriculum**

There is a **good** range of worthwhile curriculum opportunities. Enrichment activities are **good**. Resources are good but the accommodation restricts activities and developments in some key curriculum areas.

## Main strengths and weaknesses

- The overall curriculum plan is under development to systematically link subjects, and skills together to provide a complete learning experience for all pupils.
- Visits and visitors enrich the curriculum.
- The range of extra-curricular activities is good.
- Provision for pupils with SEN is good.
- Although the accommodation is well used, space for small group and music lessons and the size and location of the library is limiting.

## Commentary

17. The school is developing a range of innovative practice in the delivery of its curriculum as a result of careful evaluation and planning. Effective modification of National Literacy and Numeracy strategies is leading to good provision to extend and consolidate skills. For example, good links between history and literacy skills are enabling pupils to practise skills learnt in literacy lessons, so consolidating their understanding. The Foundation Stage curriculum is good. It provides balanced learning opportunities firmly based on the recommended areas of learning. Pupils with SEN are well provided for because the support they are given is consistently very good. Their progress is carefully monitored with work planned to ensure that they learn very well.
18. Lessons within the programme for personal, social, and health education often focus on developing pupils' speaking and listening skills through discussion of their understanding of themselves, relationships and the world around them. Well-matched individual learning plans for pupils with SEN and very good support from dedicated staff make a significant contribution to their achievement. The curriculum is enriched by the provision of French for older pupils. Whole school acts of worship give classes opportunities to lead assemblies as when Year 4 performed an action poem about the life and wives of Henry VIII.
19. Further enrichment through a wide variety of carefully planned visits and visitors gives good all-round provision. A range of sports clubs such as rounders, athletics, Kwik cricket, football and cross-country are well supported by both girls and boys. Music tuition is provided through the Local Authority music service. Visiting theatre and music groups enhance the enrichment opportunities.
20. Recent improvements have enhanced the school's accommodation, which is used well, but space remains at a premium and small group lessons and music lessons often take place in inadequate spaces like the staff room. Resources are good and used well. For instance there are ample artefacts in religious education for all pupils to experience the features of major world faiths. Most classrooms have several networked computers linked to the new, small ICT suite.

## Care, guidance and support

The quality of provision of care is **very good**. Support, advice and guidance are **good**. The involvement of pupils through seeking, valuing and acting on their views is **good**.

## Main strengths and weaknesses

- Commitment to health, safety and welfare including child protection matters.
- All round care including strong links with independent pre-school and child care.
- Pupils enjoy very trusting relationships with teachers and other staff.
- Teachers know the pupils well and respect their individuality.
- Monitoring and encouragement of good attendance and punctuality.
- Pupils annual reports often lack clear targets for pupils' guidance.

## Commentary

21. Provision for health and safety is very good. There are appropriate health and safety policies in place. First aid, accident and emergency evacuation procedures and records are rigorously maintained. Three members of staff are trained in first aid. There is a dedicated medical room. Access and facilities for disabled persons are good. Staff know the pupils very well and are vigilant to their medical and pastoral needs. Pupils at lunch and at play are very well supervised. Visitors such as police, nursing, road safety and drugs advice personnel provide a range of personal safety and health guidance. The school has acquired the Healthy Schools award. Child protection procedures are good and they comply with local guidelines and national requirements. There are effective anti-bullying strategies.
22. The monitoring of pupils' personal development is very good. Pupils confide readily in teachers and other staff and this is a strength of the school. A system of award stickers, certificates and badges, together with regular celebrations at school assemblies, recognises pupils' achievements and efforts both inside and outside school. Minimal but progressive classroom sanctions, usually involving the loss of privileges, almost always corrects any wayward behaviour. The previously small number of pupils referred to the Headteacher has halved since last year. There are a wide range of extra-curricular activities for pupils to enjoy and these are very well supported. There are comprehensive arrangements for the induction of new pupils including meetings for parents, 'taster' sessions for pupils and initial half day attendance. Relationships with the adjacent independently operated pre-school are excellent. Similarly the independent before and after school child care facilities link almost seamlessly with the school's curriculum. The Headteacher and parents are members of the child care committee. These over arching care provisions provide a reassuring and secure framework for pupils of all ages. Learning support assistants provide good focussed support for identified individual pupils who need extra help; this aids their progress well.
23. The school increasingly promotes independent learning and welcomes initiatives from pupils. Four pupils who volunteered to edit, print and distribute a school newsletter do so with only minimal support and supervision. The popular school council is growing in confidence and contributes feasible ideas for school improvements. Pupils support a number of local and national charities. Recent developments such as a residential trip provide further opportunities for older pupils' personal development.
24. The formal and informal monitoring of pupils' academic progress by teachers and the Headteacher is very good in many respects. However, pupils' annual reports often lack clear targets for pupils' further progress. The procedures for identifying and supporting pupils with SEN are good and meet statutory requirements.

## Partnership with parents, other schools and the community

Partnership with parents, other schools and the community are all **very good**.

## Main strengths and weaknesses

- Formal and informal contacts between parents and Headteacher and teachers.
- Parents practical and moral support for the school.
- Productive links with other schools.
- Friends of Greenhill School.
- Lack of targets for pupils' further progress on pupils' annual reports.

## Commentary

25. The quality of information to parents is good overall. Parents have numerous opportunities to speak to teachers or the Headteacher. There are three parents' evenings each year and regular surgeries where parents can 'pop in' to see the Headteacher. There is easy access at other times for parents to discuss any concerns with class teachers. Induction arrangements provide

a number of opportunities for parents to seek advice and reassurance. Communications such as the prospectus, the governors' annual report to parents and newsletters are welcoming, informative and 'user friendly'. The school seeks and values parents' input and support. However, as indicated by parents' responses to questionnaires, pupils' annual reports often lack targets for pupils further progress.

26. Parents generally express very high levels of satisfaction and support for all that the school provides. Parents and the Headteacher are involved in the child care committee. Presentation assemblies, school celebrations, school concerts, fun days and sports days are all very well supported by parents and grand parents. Other parents help with reading and other classroom tasks. A workshop for parents of pupils in Year 1 and Year 2 has assisted parents to encourage their children's phonic development in English. Parents of children who have special educational needs are invited to discuss their child's individual education plan and to contribute to any reviews of progress. Regular links with parents help to support the school with suitable homework.
27. Links with other cluster schools are enhanced by the school's 'Beacon' status. The school has shared resources and training with local primary schools. A number of past pupils return to visit the school. Educational visits include trips to local places of worship such as a mosque, a Methodist church and a Jewish museum. Other visits such as geographical, historic and scientific field studies help to support the school's curriculum. Pupils' academic and other welfare records are shared with the relevant secondary schools and the SENCO attends review meetings where appropriate.
28. The Friends of Greenhill School (FROGS) contributes significantly to school life, both socially and financially, through its regular fund raising events.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **excellent overall**.

### **Main strengths and weaknesses**

- The leadership of the Headteacher is excellent.
- The Headteacher, senior managers and governors share a vision, and create an ethos where expectations are very high.
- Key staff lead very well.
- The "team" approach, fostered by all is a key factor in the high standards achieved.

### **Commentary**

29. Leadership at all levels is very well informed and dedicated to maintaining and developing the highest standards and achievement in all areas of the school's work.
30. The leadership of the Headteacher is excellent. He is energetic, determined and rigorous in pursuit of targets set for the school, which are challenging. Perhaps above all else, the Headteacher is a team builder, and there is a clarity of vision and purpose shared by all. As one of his colleagues remarked during the inspection, "we now have a sense of direction and know what we are aiming for". The ability to discuss, share and reflect on ideas is highly valued by those he works with and is a key element in creating the considerable capacity to succeed which the school now has.
31. The senior management team is very focused in its efforts to develop learning opportunities. They are very good role models through their own good practice, and act as a very effective conduit for ideas, views and opinions. They fully support the Headteacher in seeing professional dialogue as central to the way the school works, and are keenly aware of the need for effective actions to add legitimacy to this continuous dialogue.

32. The governing body comprises a strong mix of experienced and new members, providing a range of expertise and interests. It plays a major part in shaping the direction and leading the development of the school. Governors are rightly proud of the school, and have an absolute commitment to maintaining standards and improving the quality of provision for the pupils. The governing body is very well organised, and led by an experienced, resourceful chairperson. Procedures for governors to inform themselves about the school are robust and varied. Governors ensure they have a good insight in to the workings of the school, thus enabling them to both create and share the school's style, direction and ethos. There are good procedures for identifying and supporting pupils with SEN. The special educational needs coordinator (SENCO) is committed to improvement and is a good role model to other teachers and the named governor for SEN shows commitment to the pupils through regular visits to the school.
33. The effectiveness of the management of the school is excellent. There are very clear procedures in place to enable the school to run smoothly on a day to day basis. The administration staff are welcoming and keep all systems going very efficiently. Strategies for evaluating how well the school is doing are excellent. Monitoring of performance data is very sharp and focused. As a result of looking very closely at the higher levels of writing, Level 3 and Level 5, in national tests, the school became aware of the need to plan more opportunities for pupils to be "creative" in their writing. It is this self awareness and willingness to be "self critical" together as a team that contributes so much to the school's success. Financial administration and planning are very good. Governors are closely involved and make decisions based clearly on helping the school achieve its educational priorities. Principles of best value, in its widest sense, are clearly adhered to. The school is currently looking at its provision for ICT technical support, and is considering measures which may cost slightly more but will give enhanced technical support for the school's developing ICT programmes.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	533,824
Total expenditure	559,268
Expenditure per pupil	2,311

Balances (£)	
Balance from previous year	9801
Balance carried forward to the next	5020

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

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

34. Provision for the children in the Foundation Stage is good. At the time of the last inspection there were no pupils under five to be reported upon. The school has developed the Foundation Stage that consists of the reception age children. The school receives children from nine different providers including the pre-school playgroup on the school site. Children's skills and experience on admission are generally in line with those expected nationally. They enter the Foundation Stage with a wide range of attainment. However, children have below average attainment in personal, social development and a significant number of children have poorly developed speaking and listening skills. They achieve well because the teaching is good and the good curriculum provides a wide range of stimulating activities matched to children's needs.
35. There is a good team of teachers and support staff who work in the Foundation Stage. The effectiveness of this working relationship contributes to the good teaching and enables the support staff to add significantly to children's learning. The manager for the Foundation Stage was ill during the inspection but the work and assessment procedures examined shows that she provides very good leadership so that all staff are very involved in planning activities and show good understanding of how young children learn.
36. There are good arrangements for admission, including visits to the school by children and parents, for half a day per week for the first two weeks of the September term. The accommodation is cramped and outside space though improved is limited. The hard work and imaginative approach of the staff do much to overcome the deficiencies of the accommodation. The staff also have very good links with Manchester Metropolitan University and take many students for teacher training. The team make the experience for the students a very positive one and this in turn adds to the positive ethos in the school and foundation stage particularly.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children quickly learn the rules and routines of the reception class.
- Staff understand the importance of this area of learning and spend time discussing and explaining to children how they should treat each other.
- The staff create an atmosphere in which children can develop confidence and independence.

#### **Commentary**

37. The school day in the reception classes have a very clear structure, which ensures that all the children experience the full range of activities, while still having time for personal choice and free play. The balance of directed and free choice activities is very well judged and helps even the least mature children settle quickly. The teacher in the reception class uses whole-class activities, such as the first morning session or the story session, as a time when children can talk and listen to each other. Her patience and welcoming of pupils' comments and questions have a very positive effect on children's ability to express ideas and listen to others. The very good teaching in this area of learning leads to very good progress and achievement. Children who enter the class with poor communication become surprisingly articulate and confident, very quickly. Patience is also the key to children's very good progress in self-care skills. Children are allowed the time that they need to dress and undress for Physical Education. This means that they develop the skills they need and feel proud of their achievement. Most children reach the Early Learning Goals in this area by the end of the school year.

## COMMUNICATION, LANGUAGE AND LITERACY

### Main strengths and weaknesses

- The teachers create many good opportunities for speaking and listening.
- Children enjoy the rhymes and word games that form part of the daily routine.
- Children have the opportunity to become familiar with the well-chosen storybooks and enjoy joining in.
- There are good opportunities to practise skills needed for writing.

### Commentary

38. Teaching is very good in this area of learning and children achieve very well. There is a very good focus on the spoken word. Everything the children say is attended to carefully and valued by the staff. Staff provide good models of clarity and courtesy in listening and this becomes part of the children's behaviour. They feel that what they want to say is important. They quickly learn to project their voices so that the whole group can hear. Most will achieve the learning goals in speaking and listening.
39. The teachers take every opportunity to make activities concerned with sounds and rhymes fun for the children and their ability to play with sounds helps them develop reading and spelling skills. Storybooks are read sufficiently often to let children learn the repeated parts of the text. They are also used in creative activities. While children were making a list of rhyming words and thinking of words with similar sounds the 'weather book' was on display and children could be heard chanting weather words as they worked. Most children will reach the Early Learning Goals concerned with reading skills.
40. Children's drawing and writing skills are undeveloped on entry to school. Staff ensure that there are many opportunities for mark making, copying, tracing and tracking with the pencil. These activities are closely supported by the teachers and nursery nurse who make sure that the appropriate pencil grip is used and that letter formation is correct. Children achieve well and most will reach the expected standard by the end of the reception year.

## MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

### Main strengths and weaknesses

- The teachers give children plenty of 'hands on' experience in mathematical activities.
- Children are encouraged to think and work out patterns and relationships by themselves.
- Number work is fun.

### Commentary

41. The good teaching uses a broad range of activities and work is matched to the children's levels of understanding and children achieve well. Finger games, songs and rhymes are part of the resource pool drawn upon by the teacher as she encourages the children to count to ten and beyond and to begin to learn mathematical vocabulary such as 'more than/less than.' The reception teacher is very enthusiastic, uses praise well to encourage the children and ensures that activities are repeated to consolidate learning. As a result children concentrate well and make good progress.
42. In a good lesson on simple patterns using natural shapes, the teacher first arranged some shapes in a regular pattern then invited children to 'work out what I have done'. There was good discussion, reaching the conclusion that there were leaf shapes, petals and twigs in a repeated pattern. Two children recognised that the pattern was repeated more than once. There followed

good oral work reinforcing patterns by using the repeating pattern song of 'heads, shoulders, knees and toes'. The children were invited to make their own repeating pattern using a variety of natural shapes, or drawing by using 'picture stamps'. The whole activity very strongly reinforced children's concepts of shape and their mathematical vocabulary. It was also very good for children's language development and listening skills.

43. Many children on entry can count to five and by reception the majority are confident to count to 20 in order. They are able to make sets up to five and some are beginning to add two numbers together to find a total. Over half the children can add one more. Children are most confident in number skills and make good progress in this area. All children have made a sound start to their mathematical development and the vast majority will have attained the expected level by the end of reception.
44. Number work is made fun, not only through the use of songs and rhymes. Songs are very much enjoyed and they help develop real understanding of number, not just practising rote counting. Some children are already achieving Early Learning Goals for mathematical development and most are likely to reach them by the end of the reception year.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision for the development of children's knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- The teachers prepare good materials to teach concepts of time, growth and change.
- Teaching methods encourage independent thought and good use of spoken language.

### **Commentary**

45. Teaching in this area is good and children achieve well. Good teaching techniques are used. For example, when presenting a book to the class in a lesson about the life cycle of the sunflower, the reception teacher leaves it to the children to decide which part comes first. They ask questions and become active learners. The teacher then relates subsequent discussion to plants that they know about to reinforce the children's understanding.
46. They learn about traditions such as Mothering Sunday giving a card to their mothers or the people you love on Mothering Sunday and make cards from fabrics and paper and magnets. The quality of adult inter-action is good and staff use suitable questioning skills to develop children's curiosity about their surroundings.

## **PHYSICAL DEVELOPMENT**

Provision for children's physical development is **good**.

### **Main strengths and weaknesses**

- The cramped accommodation and lack of a satisfactory outdoor play area tend to restrict children's opportunities for physical activity.
- Staff use the accommodation and facilities extremely well and to a large extent make up for the deficiencies of accommodation.
- Children are given plenty of time and opportunity to develop physical skills.

### **Commentary**

47. Teaching in this area is good and children achieve soundly despite the unsatisfactory accommodation. The classroom areas are too small for the number of children attending. The outdoor space is pleasant but small, and part of the general play space for the school. So that

the children can be outside and the class be observed by the staff it is necessary for the door to be kept open. Unfortunately in the present conditions this makes the whole room cold. The school hall has to be used for many activities and for all classes and this limits access to it by reception children for physical activities and to learn to use and share space.

48. Staff do their best to provide appropriate experiences. Staff made very good use of an occasion when the mixed reception Year 1 class came to the hall for physical education. Reception children were taught the routines of removing shoes and folding jumpers and went through their routine of collecting their jumpers and returning to the classroom. Warm up and cool down routines are very well explained so children develop an understanding of how to care for their bodies. Children are allowed adequate time to get dressed and develop the co-ordination needed to cope with clothes and shoes independently. Most are likely to achieve Early Learning Goals in physical development.

## **CREATIVE DEVELOPMENT**

Provision for children's creative development is **good**.

### **Main strengths and weaknesses**

- Staff set up good opportunities for imaginative play in the classroom.
- Children enjoy their singing and painting activities.
- Staff encourage children's imaginative use of language.

### **Commentary**

49. Teaching in this area is good and children achieve well. Role-play opportunities are provided and sometimes staff take part alongside children acting as good role models. Good use of the role play area, currently set up as a Jack and the Beanstalks' house (the Giant's house), with a telephone, cooker, dining room and head masks to identify the character they played. This encourages role play and imagined telephone conversations. Furry animals act as the characters in the story.
50. When children are learning to recognise letters reinforcement is provided through a printing activity. Creative play also takes place in the newly developed outdoor area. Although some children start school with below average attainment the recently provided secure outdoor area has enriched the opportunities for physical development for children in the Foundation Stage and children achieve well. Use of this area is planned every day and the planning has a focus.
51. Children have opportunities for painting and making collages. During the inspection the nursery nurse was working on focused activities of making cards for Mother's day, and symmetrical patterns. The cramped accommodation makes it difficult for them to work on a large scale and displays of work have to be restricted. They have daily opportunities to sing and move to music.
52. Throughout the school day reception staff encourage imaginative thinking, and allow children the space and time for unplanned activities, for example, to tell a story related to the counting song or other activity. The vast majority of children are in line to attain the expected standards by the time they enter Year 1.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH AND MODERN FOREIGN LANGUAGE

#### English

Provision in English is **very good**. The quality of the teaching and the work planned for the pupils is very good and this enables all pupils to achieve well. Standards have been maintained since the last inspection and are well above average.

#### Main strengths and weaknesses

- Good standards are achieved in speaking, listening, reading and writing by the end of Year 6.
- The quality of teaching is very good and teachers have high expectations of all pupils.
- Subject leadership is very good.
- Good procedures are in place to track the progress of all pupils. However, pupils are not sufficiently involved in planning their own learning and assessing their own progress.
- Provision for pupils with SEN is good. As a result of very good support from teaching assistants, they achieve well.
- The careful planning of literacy skills in other subjects such as history and geography is beginning to improve pupils' achievement overall.
- The provision for the library has greatly improved but the cramped accommodation limits opportunities for pupils to develop research skills.

#### Commentary

53. Speaking and listening skills are well developed throughout the school. The structure of literacy lessons provides many opportunities for pupils to listen carefully to teachers and other pupils. Pupils' speaking skills are particularly well developed. Opportunities are provided in all subjects for pupils to extend their vocabulary and engage in dialogue rather than simply responding to questions. In a good lesson in Year 4, planned opportunities for speaking and listening were linked with history, as pupils worked collaboratively to present a poem about the life of Henry VIII which was subsequently very successfully presented to the whole school and parents in an assembly. During the inspection groups of pupils readily talked to inspectors about their learning experiences and about their feelings about the school.
54. The inspection found that pupils, including those with SEN and higher attaining pupils, achieve well throughout the school. Pupils with SEN benefit from very good support by a well-qualified teaching assistant.
55. Pupils achieve well in reading, with the development of their knowledge and enjoyment of books combining well with the development of their reading skills. There is a structured reading programme with an extensive selection of reading materials providing books for a wide range of interests and abilities. All pupils are encouraged to read with parents and carers at home, as well as in school, and older pupils are enthusiastic about reading for pleasure. They can explain their preferences for different styles of writing like science fiction and humorous books. Year 5 pupils can become reading buddies of younger pupils, which both raises their self-esteem and the importance of reading through the school. Younger pupils are supported by a commercially produced scheme that gives a very good structure for recognising phonetic patterns. Book areas in classrooms and the fiction section of the library are well organised. The library subject leader has worked hard to improve library provision, but the library is in a cramped corner of the hall and so pupils cannot use the reference section conveniently to develop research skills.
56. Staff have focused recently on writing in order to bring the good standards currently achieved into line with the higher standards in reading. Factors that have been instrumental in raising standards are the literacy support groups with a well-qualified Beacon teacher for both younger and older pupils whose skills need further development. In a very good lesson in Year 6 where

pupils were writing about the dangers of passive smoking the class teacher adapted her lesson plan to ensure that all pupils were confident to use the features of persuasive writing. Cross-curricular writing opportunities, such as in Year 2 where pupils produced their own information books about the Great Fire of London enables them to reinforce their knowledge of historical events whilst strengthening their understanding of the structure of information books. Pupils' writing throughout the school is celebrated in well-presented displays.

57. In the lessons observed, teaching was at least good, with some very good teaching seen. Teachers have high expectations of pupils' application to work and behaviour. There is an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities. This enables pupils to achieve well. In Year 5, for example, pupils worked well to identify and use the features of a myth in their own writing. Pupils concentrate well in lessons and work hard.
58. The management of English is very good. The subject leader is very knowledgeable and enthusiastic with a good strategic view of the strengths and needs of the subject. He has a clear view of what needs to be improved and has worked well with staff to put improvement strategies into practice. The current focus of improving writing skills came about as a result of consultations and a detailed examination of data to identify underachievers and then to target support, either in lessons or in small focused groups. However, currently there are few opportunities for pupils to set specific individual targets and to be involved in assessing their own work.

### **Language and literacy across the curriculum**

59. Opportunities to develop writing and speaking and listening skills in other subjects such as history, religious education and personal, social and health education are developing quickly in line with school's planned curriculum review. Pupils use their reading and writing skills to gather and present information appropriately.

### **French**

Provision in French is **good**.

### **Main strengths and weaknesses**

- Good teaching leads to good learning for all pupils.
- The teacher and subject leader have good subject knowledge.
- All pupils are effectively challenged.
- The subject makes a positive contribution to the provision of social, cultural and moral development.

### **Commentary**

60. The teacher of French is enthusiastic and presents her lessons with good pace, lively action and good subject knowledge. She encourages pupils to respond in French and keeps her lessons at such a pace that she is physically drained at the end of the morning's teaching. She is knowledgeable and enthusiastic and inspires the pupils to achieve very well. The lessons are built upon each week and the questioning is designed to make sure that the pupils are successful. The lessons are oral lessons with very little writing and the conversations are at the appropriate levels. Pupils will warm up with the alphabet repeated in French at high speed, including being repeated in rap. There is humour in the lesson which ensures that pupils do not feel that they fail. Resources are well used where necessary. Lessons are reviewed in French, for example, when dealing with the family, one pupil will ask "As tu des frères?" and will be given the reply "J'ai, un frère". At the end of the lesson manners are remembered when saying "Au revoir" to the teacher as she leaves to go to another class.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards are good by the end of Years 2 and 6.
- Quality of teaching is good and as a result pupils enjoy mathematics lessons.
- Provision for equality of opportunity is excellent and pupils of all abilities and ethnic backgrounds achieve well. Boys and girls achieve similar standards.
- Assessment is rigorous and information is used very well to provide additional support.
- The leadership and management are very effective.

### Commentary

61. The test results for Year 2 in 2003 were well above the national and similar schools' average. In Year 6 test results in 2003 were in the top five per cent of the country in relation to both national and similar schools. This has been consistent for the past four years. Standards of the current Year 6 are at present, above average with a high number of pupils attaining the higher level. Currently Year 2 pupils' standards are in line with the national average with a number of them attaining the higher levels.
62. The quality of teaching in Years 1 to 6 is good and, as a result, pupils achieve well. Teachers' expectations of pupils' work and behaviour are excellent and this combined with excellent praise and encouragement motivates pupils and they work hard. In a Year 6 lesson the oral mental session of the lesson was conducted at a rigorous pace and pupils were quick to respond. This led to the good learning of the pupils later in the lesson when they were calculating perimeters of shapes (rectangles). Pupils of all abilities and ethnic backgrounds are given appropriate support and as a result, pupils enjoy lessons. Pupils with SEN or English as an additional language, and gifted and talented, are catered for very well. Teachers plan challenging work for different abilities and teaching assistants provide very effective support for pupils who need it. All teachers organise the lessons well. They explain and use mathematical language effectively, keeping a good pace to lessons.
63. Teachers have good subject knowledge and understanding of the approaches to learning that lead to the higher standards being attained. This was demonstrated best in a Year 5 class where the topic was measuring angles using a protractor. This topic is difficult to grasp but was clearly explained and demonstrated using the facilities of ICT. The result was that by the end of the lesson all pupils, including those with SEN understood how to measure an angle using the protractor and were capable of further exploration. The strategies, for under-achieving pupils and intensive support given to gifted and talented pupils within classes, raise the attainment of all pupils. Pupils develop good thinking skills as well as increasing their knowledge and understanding of mathematical concepts.
64. Assessment is very good. Procedures enable pupils' attainment to be recorded and individual performance to be tracked. Teachers are able to access these results to use in future planning and for target setting. Assessment is used rigorously for identifying gaps in learning in the various aspects of mathematics. As a result, more work is being done in tackling word problems, understanding and converting fractions into decimals and percentages. Most pupils present their work carefully and it is well marked by teachers. However, pointers for development are not always recorded for future reference in the pupils' books. At present the subject leader is developing the involvement of pupils in their own target setting.
65. The subject is currently very well led and managed by the appointed subject leader, who unfortunately was ill during the inspection, but was ably supported by the Headteacher. Standards have been maintained since the last inspection, but with an increased percentage of the higher level fives at Key Stage 2. The quality of teaching has improved through high

expectations of work and behaviour, rigorous monitoring of achievement, and providing very good additional support for pupils. This ensures that all pupils achieve well, including those with SEN, those for whom English is an additional language and those who are gifted and talented.

### **Mathematics across the curriculum**

66. Pupils use numeracy satisfactorily in other subjects, although a clear plan is needed if pupils are to derive full benefit. In science, pupils apply mathematical skills in measuring accurately and in recording data collected in the course of investigations. In art and design, pupils make references to shapes when they design and paint pictures. Opportunities to apply mathematical skills in data handling and to practise basic skills in number are extended through the use of ICT. Opportunities for pupils to apply numeracy skills across the curriculum area also found in subjects such as design and technology, history and geography.

### **SCIENCE**

Provision for science is **very good**.

#### **Main strengths and weaknesses**

- The school is maintaining high standards.
- Achievement is good.
- Teaching and learning are very good.
- There is very good planning and subject leadership.
- Pupils need to be given a clearer idea about exactly what they have to do in order to improve.

#### **Commentary**

67. Analysis of work completed and observation of work in lessons indicates that by the time pupils are in Year 2, standards are above average. For Year 6, standards are generally above average with a significant number on course to reach the higher level 5 in forthcoming national tests. Standards are generally above average with a significant number on course to reach the higher level 5 in forthcoming national tests. Recent national test results show consistently high standards achieved. Standards do sometimes fluctuate according to the makeup of different year groups. Inspection evidence suggests that although standards may not be quite as high this year, they will still be above average.

68. Standards of teaching and learning are very good overall and pupils achieve well. Throughout the school teachers demonstrate very strong subject knowledge and use this effectively to provide good challenges for pupils of all abilities. They are able to explain scientific principles in a way that all pupils can understand, and pay particular attention to developing pupils' scientific vocabulary. A feature of the school's work in science is the emphasis placed on developing pupils' investigative skills. Because teachers have very good subject knowledge and understanding and because they are confident, they relish providing investigations for pupils to undertake. Consequently, the great majority of pupils not only understand the principles of prediction, repeat testing and what constitutes a "fair test", but they can explain how to go about setting up "fair tests", relating theory to practice very well. Very good well-planned teamwork between class teachers and teaching assistants creates good learning opportunities for different groups of pupils, including those with SEN. Teachers' marking of pupils' work is supportive and there are examples of good practice. Teachers rightly praise pupils for their efforts, but sometimes it is not made clear enough exactly what pupils have to do in order to improve. More could be done to involve pupils in setting their own targets for improvement.

69. The subject is very well planned and managed. The subject leader is enthusiastic, knowledgeable and has a very clear view of strengths and areas for development. The school has devised its own planning framework, based on national guidelines, and is currently working at developing further opportunities for science to support, and be supported by, other subjects.

A very good example of this was noted during the inspection, where skills learned in science and design and technology were very well used together to tackle a project. Resources to support learning have been much enhanced, and the subject leader is keen to extend the range of ICT software in order to underpin learning in Science.

70. The way that teachers co-operate, share and support, and utilise each other's skills in the teaching of science very much reflects the importance the whole school places on teamwork.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Pupils achieve good standards throughout the school.
- Pupils enjoy using ICT and take pride in the work they produce.
- Information and communication technology is very well used as a tool for teaching and individualised learning.
- The subject is very well led and managed.

### **Commentary**

71. By the end of Year 2, pupils are fully competent in the use of ICT, including interpreting databases, can use art programs to create simple pictures. They know how to select tools to fill or erase what they have just done. They can use simple word processing to record their work. Many work independently, logging on, loading programs, using menus and tools with little adult input. They use the keyboard and mouse accurately and understand many symbols on the keyboard. By the end of Year 6, pupils' achievement is good as they systematically build on what they have learned in earlier years. Standards are above those expected for pupils of this age. All pupils are able to save and retrieve their work, and change fonts to alter its appearance. Older pupils show very good skills in using word processing and desktop publishing programs, and the Internet for research or email. However, they are much less secure in control and modelling aspects of the subject. This is likely to be remedied as the recently written scheme of work becomes fully embedded.

72. Teaching is good overall; teachers have the skills to use the equipment and software confidently. They plan well and involve small groups in the ICT suite. Teaching assistants are skilful and work well with the class teacher in the ICT suite, as in a Year 5 lesson on mathematics. Lessons are well organised and provide pupils with good opportunities to practise their skills as they work in pairs. Teaching was most effective when a clear subject focus was supported by the use of computers. For example, in a mathematics lesson, pupils who were learning to measure with a protractor were given helpful support and clarity of knowledge. They were appropriately challenged to extend their learning supported by the program they were operating.

73. All pupils show enthusiasm for using ICT and take great pride in the quality of the work they can record and print. Behaviour in the computer suite is very good and the area is safely left as pupils respect the equipment. Much good work has been completed by the subject leader to ensure that provision is more even and consistent. The school has maintained good standards since the last inspection and has shown good improvement in curriculum development and resources. Many improvements have been made, not least the building of an ICT suite, supported by laptops and PCs in the classrooms. The subject leader has established identification of skills needed to assess the different topics. This complements the effective school systems in assessment and the developing the use of ICT to systematically support other subjects.

74. The subject leader is well informed and enthusiastic and leads the subject very well. She monitors the quality of teaching and learning very closely and takes action to remedy any weaknesses. She ably supports the hardware and software issues in the school, as the purchased support from the local education authority is not as good as the school needs it to be. The school has begun to compile records of pupils' work in ICT.

### **Information and communication technology across the curriculum**

75. There is very good use of ICT to support the curriculum in many subjects, such as literacy, numeracy and science, for example, in a Year 5 history lesson where pupils were involved in an archaeological dig for Greek artefacts. They had to use the computer to identify those objects that were not Greek. However, there is still scope to plan further opportunities for computer use in other subjects. Competence in ICT is good across the whole school.

### **HUMANITIES**

76. In humanities, work was sampled in **History** and **Geography**, with only one lesson seen in history and one small group in geography. It is therefore not possible to form an overall judgement about provision in these subjects. The indication from pupils' work is that standards are broadly average.

77. In both subjects the new innovations in the school's curriculum is impacting upon teachers' planning. In Year 2 pupils developed an understanding of how information books are compiled and, as a result increase their understanding of the events of the Great Fire of London. In geography younger pupils expressed their understanding of rural and urban life in Kenya through a wall collage produced in art. Samples of work indicate that although tasks are beginning to be planned to develop specific skills and especially literacy skills, there is still too much emphasis on worksheets that do little to develop pupils' skills.

78. Subject leaders in these subjects are knowledgeable and enthusiastic with good views of the strengths. As a result of sound leadership, resources and standards in the subjects have improved. Subject leaders are working to make these subjects more accessible through the whole school initiative to develop skills as well as knowledge and understanding.

### **Religious education**

Provision in the subject is **good**.

### **Main strengths and weaknesses**

- The appointment of a specialist teacher as subject leader.
- The good teaching of religious education.
- The developing cross-curricular links between religious education and literacy.
- The availability and use of a good range of artefacts to support learning.
- Pupils need to be more involved in their own learning.

### **Commentary**

79. Standards seen during the inspection are above the expectations of the Locally Agreed Syllabus, a very good improvement from the last inspection when attainment was unsatisfactory. Three lessons were observed, and these were planned carefully to develop pupils' knowledge and understanding of religious issues as well as developing literacy skills, in particular speaking and listening and writing. Analysis of the available work, including some good displays of pupils' work, and talking to pupils indicate that pupils' achievement is sound. For example work in exercise books and in a display by Year 6 pupils showed that they could explain how Christian belief made a difference to the life of Martin Luther King.

80. In the lessons seen teaching was good, and pupils are gaining a sound understanding of Islam, Judaism and Christianity. Pupils in Year 2 showed through discussion that they are beginning to make moral decisions about the rights and wrongs of religious and social issues. This indicates that pupils are being given opportunities to discover the meaning behind religions as well as facts. Good use is made of visits to a local church and to a mosque.
81. The subject is well planned and managed. The subject leader makes good use of ICT in teaching to present and reinforce learning. She has made good use of the beacon status given to Religious Education in order to update the scheme of work and upgrade the artefacts available. She teaches in different year groups in half-termly blocks and effectively monitors and evaluates the subject to help improve standards and monitor progress. This enables her to ensure continuity of progress and to have a clear picture of standards across the school. Assessment procedures are linked to the areas of study, but currently there are few opportunities for pupils to discuss their own progress and set targets.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and Design and Design and Technology**

82. Only two lessons were seen, both in the junior department, so no firm judgements about overall provision for art and design and design and technology can be made. It is evident however from looking at teachers' planning, discussions with the subject leader and scrutiny of work and displays, that work planned is varied and interesting. The art and design and design and technology subject leader, although only in post a relatively short time has achieved much already. She has, in conjunction with colleagues, developed a planning framework that not only ensures coverage of the Programmes of Study and gives due emphasis to skills development, but is flexible enough to give opportunities for skills to be developed in innovative ways. In one of the lessons observed, where teaching was very good, the teacher skilfully used "Dazzle Plus", an ICT programme, to create graphics in the style of Kandinsky, and then, with great enthusiasm, introduced pupils to some of the techniques he employed to create his "style" of pictures. By the time she had finished this introduction pupils could hardly contain themselves in their eagerness to try their own ideas. A recent Art Exhibition, of work produced by every year group, was very successful and raised the profile of the subject. Overall standards are good. Examples of work produced in design and technology, such as pop-up story books, money containers and electrically powered vehicles show standards in line with those expected.

### **Music**

Provision for music is **good**.

### **Main strengths and weaknesses**

- Very good subject leadership.
- Better planning and development of skills.
- Increased staff confidence.
- Pupils are enthusiastic.
- Need to further develop the skills of composition and performance.

### **Commentary**

83. The subject is very well led by the Headteacher. He has strong subject knowledge and understanding, great enthusiasm for the subject and is well able to motivate both pupils and staff. Staff are now more confident in teaching the subject and there is increased provision of resources to support them. The school has devised its own planning framework, based on national guidance. Each teacher takes their own class for the subject, and the subject leader also takes each class for a lesson, concentrating on more "technical" aspects such as notation, composition and musical language. In the lessons seen, teaching was good and very good.

Pupils thoroughly enjoyed participating in a range of music making, from using their voices to developing musical ideas, using instruments to create simple compositions. Visiting groups such as “Travelling by Tuba” and peripatetic strings and brass enthuse pupils and promote interest in the subject.

84. By the time pupils are 11 standards for many are above average. However the school is not complacent and feels that it needs to maximise available curriculum time in order to create further opportunities for pupils to develop skills in composing and performing music.

### **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Subject well led and managed.
- The physical indoor accommodation is small and some of the equipment needs replacing.
- The school offers a good range of activities.

### **Commentary**

85. The standards of physical education in the school overall are in line with what is expected. The two lessons sampled in Years 1 and 2 and the one lesson in Year 3 during the inspection show that teaching is generally good resulting in good pupils’ achievement. The school makes very good use of specialist instructors for example local gymnasts. A very good dance session, led by a teacher showed the enjoyment and standards that the pupils were able to reach. A Year 3 lesson was filled with vitality and skill and enjoyment, which was enthused by the teacher, and produced good achievement. These lessons, together with informal brief observations and school records, indicate that the school offers a high quality experience to its pupils with a commendable variety of activities, given the limitations of the school’s premises and facilities.

86. The school offers a wide range of extra curricular activities and a permanent fitness trail exists in the school grounds, both of which are used regularly by the pupils. Space is limited both indoors and out and the hall has many other calls on its use throughout the day. Pupils have opportunities to enjoy physical education activities outside school hours at the different clubs on offer, cross country, athletics, and road relay, fit club alongside football, netball and rounders. A dance session (Fit Club) during the inspection was well attended by both girls and boys. Physical Education, especially dance and gymnastics has been used in other areas of the curriculum, for example, in the school pantomime – Peter Pan. Physical education is on the school improvement plan for development and this is necessary for its continued improvement.

87. The subject is well led and managed, by a very committed subject leader who is keen that the pupils all develop well in physical education. Some of the school’s sports equipment is out of date and in need of replacement. Pupils enjoy practical work and put much effort into it. Those with SEN take a full and active part and achieve well as a result of the good support and help they receive. The annual residential visit allows pupils to take part in a number of outdoor and adventurous activities.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education (PSHE) is **very good**.

### **Main strengths and weaknesses**

- Whole school involvement in PSHE.

## Commentary

88. The school has a strong, well planned Personal, Social and Health Education programme, supported by a variety of visits and visitors. Pupils understand the need to consider others within a community, and they learn to be good citizens. Lessons are planned to include discussion times, which help develop pupils' awareness of the feelings and needs of others. They participate enthusiastically in class discussions, confidently making their voice heard while learning about the processes of democratic decision making. The specific requirements in relation to health education, sex and drugs are met and teachers also respond well to personal and social issues as they arise. The excellent ethos of the school helps pupils to become mature and responsible and to show respect for others. The participation in the healthy schools partnership helps pupils learn about healthy eating and the consequences of poor eating habits.
89. The subject is very well led and managed by a committed and dedicated subject leader who is both enthusiastic and well informed. Her leadership in national and local initiatives such as the Healthy Schools and Bury SPD Health Trust competition enhances the provision across the school. Her work with the school council ensures a high profile for Personal, Social and Health Education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	2
The leadership of the Headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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