

INSPECTION REPORT

ASHTON WEST END PRIMARY SCHOOL

Ashton-under-Lyne

Tameside

Unique reference number: 106202

Headteacher: Mr M Cummings

Lead inspector: Mr J Atkinson

Dates of inspection: 23rd – 26th May 2005

Inspection number: 266332

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	256
School address:	William Street Aston-under-Lyne Tameside Lancashire
Postcode:	OL7 0BJ
Telephone number:	0161 330 4234
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Evans
Date of previous inspection:	April 2000

CHARACTERISTICS OF THE SCHOOL

Ashton West End School caters for boys and girls in the three to 11 age group. The school is situated on the outskirts of Ashton-under-Lyne and draws its pupils from a mixture of private and rented accommodation. The proportion of pupils entitled to free school meals is well above average. The area is one where there is significant social and economic disadvantage and where unemployment has been very high. The overall ability of the intake is well below that expected for children aged three. The school is average size with 256 full-time pupils. The majority of children entering the reception class have been in the school nursery. There are approx 25 per cent of pupils identified as having special educational needs, which is above the national average. The proportion of pupils with statements of special educational needs is below the national average. 132 pupils are supported through the ethnic minority achievement grant and 63 of these pupils are identified as being at an early stage of English language acquisition. There are approximately 40 per cent of pupils from Asian or Asian British – Indian and Pakistani backgrounds and there are currently six refugees and asylum seekers in the school. There is a significant amount of mobility in the school with pupils joining and leaving the school in all year groups. Over the past three years there have been many staff changes but currently there is a very stable teaching and support team.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18819	Mr John Atkinson	Lead inspector	Mathematics
			Information and communication technology
			History
			Geography
			Special educational needs
			English as an additional language
9652	Mr Colin Herbert	Lay inspector	
32133	Mrs Joan Elton	Team inspector	English
			Art and design
			Music
			Design and technology
18027	Mrs Sheila Mawer	Team inspector	Foundation Stage
			Science
			Religious education
			Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ashton West End Primary School is a good school and gives good value for money. The good leadership and management of the school have established an ethos where pupils, including those with special educational needs and English as an additional language, are given very good support. Teaching and learning are good and, as a result, pupils' achievements by the age of 11 are very good.

The school's main strengths and weaknesses are:

- Pupils by the age of 11 are achieving very well.
- Standards in information and communication technology (ICT) are well above expectations.
- There is excellent racial harmony in the school.
- Pupils with English as an additional language receive very good support and achieve very well.
- Teaching and learning in junior classes are very good.
- The leadership of the headteacher is very good and the school is very inclusive.
- In some infant teaching there is a lack of challenge and pace.
- Pupils have very good relationships with each other and adults and behave very well.
- The leadership of religious education is unsatisfactory.

The school has made good improvement since the last inspection in 2000. The leadership and management of the school are good and the school improvement plan is very clearly focused on priorities identified as essential to raise standards and achievement and to support pupils with special educational needs and English as an additional language. As a result standards have improved by the age of 11 in English, mathematics and science. The overall quality of teaching is good and assessment information is being used very well in setting challenging and appropriate targets. Standards in ICT have improved and by the age of 11 pupils are achieving above the national expectation.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	C	C	A
mathematics	D	D	D	A
science	C	E	C	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.*

Pupils, including those with special educational needs and English as an additional language, achieve very well. Children in the Foundation Stage reach standards that match those expected for children of their age in physical development and personal, social and emotional development and achievement is very good. Standards in their creative development, communication, language and literacy, mathematical development and in their knowledge and understanding of the world are below those expected, however achievement remains very good because when children start school their skills in these areas of learning are very limited.

In the 2004 national tests for pupils at the end of Year 2 pupils achieved well below average standards in reading and below average standards in writing and mathematics when compared to schools in similar circumstances. Current pupils in Years 1 and 2 are achieving below average standards in reading, writing and mathematics. In the 2004 tests for pupils at the end of Year 6, results were well above average in English, mathematics and science when compared to pupils who reached similar standards when they were seven. In these tests the number of pupils achieving the

higher levels in English and science was well above average for similar schools and this indicated very good progress from when they were seven years old. Currently in Year 6 pupils are attaining standards that are in line with the national average in English, mathematics and science and this represents very good achievement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils' behaviour is very good and they have very positive attitudes and work hard in lessons. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good.

Procedures for assessing and tracking pupils' progress are very good and this enables teachers to set targets that help pupils to achieve very well by the age of 11. In some classes in Years 1 and 2, teaching lacks pace and is insufficiently challenging and therefore pupils do not learn as fast as they are able to. A strength of teaching is the consideration and support given by teachers and support staff to pupils who have special educational needs and pupils with English as an additional language. Support staff play a significant role, keeping pupils well focused and boosting their confidence in using new language skills. Teachers have very good relationships with pupils and teaching in junior classes is very good.

The curriculum is good. A good range of creative, sporting and other activities enriches it. The guidance and support for pupils is very good, the care is good and the ethos of the school is fully inclusive ensuring that every child is valued and included in the life of the school. The additional provision and support for pupils with learning needs is effective in motivating pupils in their attitudes to learning. The school has satisfactory links with parents and with other schools. The school has not been successful in getting parents as involved in supporting the pupils in their learning as they would like.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is good overall. The headteacher provides very good leadership and establishes a culture of high achievement and excellent racial harmony throughout the school. He is influential in creating the very positive ethos of the school and this results in a calm and purposeful learning environment where pupils are expected to work hard and behave well. The headteacher's understanding of what still needs to be done to further improve the work of the school is very clearly set out in the school improvement plan and appropriate action is being taken. He receives very good support from the deputy headteacher and subject leaders in English, mathematics and science monitor effectively. However, leadership and management of religious education lacks drive and expertise. The subject leader has been in post for several years but her impact on the quality of provision is unsatisfactory. Despite support from the school she has not taken the lead in developing the subject enough or made sure that her knowledge and understanding of religious education improved so that she could support her colleagues. Governors have a good understanding of the strengths and weaknesses of the school and provide a good level of support and challenge to the school. They ensure that all statutory requirements are met. The current large financial surplus is very carefully allocated to the planned improvements in the provision for the Foundation Stage.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They appreciate the extra opportunities that their children are given and are very pleased with the high expectations of achievement and the support given to children with special educational needs and English as an additional language. Pupils like going to school and speak enthusiastically and positively about what they learn and the help they are given by their teachers.

IMPROVEMENTS NEEDED

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

- Increase the pace and challenge of teaching and learning in infant classes.
- Involve parents more directly in supporting their children's learning.
- Ensure that the leadership of religious education is effective.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The children in Foundation Stage achieve very well overall and in their personal, social and emotional development their achievement is very high. When they start in the nursery their attainment is very low because most children have a home language other than English. By the end of the reception year most children are on course to attain the early learning goals in their personal, social and emotional development and in physical development. In the other areas of learning, about half of them reach expected standards and many others are close to expectations.

Standards in the current Year 2 are below the expected level in mathematics, reading and writing. In Year 6 standards are in line with the expected level in English, mathematics and science. Considering that children's skills are well below the expected level when they start school, the achievement of pupils by the age of 11 is very good and one of the school's strengths.

Main strengths and weaknesses

- Pupils achieve very well in English, mathematics, science and ICT in junior classes.
- Pupils with special educational needs achieve very well.
- Pupils with English as an additional language achieve very well.
- Standards in junior classes have improved considerably over the past four years.

Commentary

1 For each year of the past four years standards have improved when compared to those in similar schools and the pupils' achievements were well above average. The trend in the school's average National Curriculum point score for the core subjects is above the national trend and this is a vast improvement from the last inspection when standards were a key issue for the school to address.

2 Children in the Foundation Stage start school with limited skills, particularly in their knowledge and understanding of English, but through the excellent teamwork and very good teaching and support they receive, they make very good progress. First rate planning ensures a very good balance of stimulating teaching and very good opportunities to learn effectively through play. High expectations are set in the learning, with language development at the heart of a rich curriculum. This meets the needs of all of the children very well but especially those with English as an additional language because of the strong focus on speaking and listening and the support for their understanding of language.

3 In English, standards are still below average at Year 2 because of the increased number of younger pupils with English as an additional language. However, at Year 6 standards are now in line with national expectations. The provision for pupils with English as an additional language is much improved and pupils are given very good help in developing their speaking skills. Pupils with special educational needs receive very good support in the class and in withdrawal groups. In infant classes pupils' achievement is satisfactory and the school is working hard to improve their reading and writing skills, particularly that of boys. There is still room for improvement and this is now a focus of the school's priorities. In junior classes pupils benefit from very good teaching and achieve very well in both reading and writing. They read with enthusiasm and pay good attention to writing in a structured and imaginative manner.

4 In mathematics standards attained by Year 6 pupils in national tests in 2004 were the best the school has reached in the past five years and were well above average when compared to pupils in similar schools. In infant classes pupils' achievement is satisfactory. The challenge for more able pupils is not sufficient and too often they are doing work that is well within their abilities. The school is benefiting from the external support of a Numeracy Consultant and the Intensifying

Support Programme consultant working alongside teachers. As a result, the school is striving to raise standards with very thorough lesson planning and high expectations in junior classes. In these classes more able pupils are well supported by additional challenging work and specific 'booster' classes. Pupils with English as an additional language and special educational needs also achieve very well because the support and small group teaching that they receive is very effective.

5 In science there have been good improvements to standards since the last inspection, when tests and assessments showed well below average standards in Years 2 and 6. Standards in the current Year 2 are below expectations. This represents satisfactory achievement from their below expected standards at the start of Year 1. In the current Year 6 pupils are achieving very well from their well below average standards at the start of Year 3 and they are reaching standards that are in line with the national expectation. Teaching has had a much stronger focus on investigations particularly in Years 1 and 2 and this leads to a better understanding of science. Pupils in Years 3 to 6 achieve very well because teaching is more imaginative and helps pupils to learn well.

6 In ICT pupils are achieving standards that are above expectations in infant classes and well above expectations in junior classes. This is a vast improvement from the last inspection. The pupils benefit from good resources, consistently good teaching and the consolidation and advancement of skills year on year. The outcome is that pupils are confident in using all aspects of ICT and are very knowledgeable about how to use ICT to support their learning. Considerable aids to this very good achievement are the leadership of the subject and the support given by the local education authority in its system of a 'computer passport' for all pupils.

7 In geography and religious education pupils' achievements are satisfactory and in art and design they are good. In history, design and technology, music and physical education it was not possible to make judgements on the standards that pupils attain.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	13.0 (13.9)	15.8 (15.7)
writing	12.8 (12.4)	14.6 (14.6)
mathematics	14.4 (14.3)	16.2 (16.3)

There were 34 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 2004

Standards in:	School results	National results
English	27.2 (26.7)	26.9 (26.8)
mathematics	26.3 (25.7)	27.0 (26.8)
science	29.1 (27.0)	28.6 (28.6)

There were 41 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Attendance is below average. Punctuality is good. The pupils' attitudes, behaviour and personal development are all very good, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- The school monitors and encourages attendance and punctuality very well and there has been a slight improvement in the attendance rate in the current school year.
- The school promotes and achieves excellent relationships and racial harmony throughout the school.

- The staff enhance pupils' confidence and encourage them to be positive and to take responsibility.

Commentary

8 Although the school monitors and promotes high attendance by data analysis, and sensitive contact with parents, the attendance rate is still below the national average. This is because a number of pupils have serious medical problems and a percentage of pupils take extended leave, which is authorised by the local education authority.

9 The school promotes excellent relationships, racial and behavioural harmony. It achieves these goals by providing a curriculum, which is broad and effective, and a pleasant environment, where pupils' needs are supported and all members of staff value their efforts. The staff encourage co-operation in class and structure learning so that pupils work collaboratively with their peers. The staff are very good role models of fairness and consideration in their relationships with the pupils and they give frequent informal counselling to groups and individuals when necessary. They also apply behavioural management strategies consistently. As a result pupils have very good attitudes to staff and each other, and are most enthusiastic about their learning. During their recreation and lunchtimes their behaviour continues to be very good and they reveal themselves as sociable and friendly as they are courteous and respectful.

10 The staff use every opportunity to improve pupils' confidence and self esteem. They celebrate their personal efforts and social contributions as well as their academic achievements. Because of this, pupils are positive and generous in their attitude to others and feel comfortable discussing their own thoughts and aspirations. The learning mentor extends the work of classroom staff by working with pupils in particular need of emotional and pastoral support. All pupils, including those with special educational needs and English as an additional language behave very well in lessons and relate positively to others. All pupils are encouraged to take responsibility for their progress towards learning targets. They are also given responsibilities in class and about the school. Older pupils are encouraged and expected to help younger pupils.

11 The school provides very well for pupils' spiritual development by promoting an atmosphere of care and enthusiasm and encouraging pupils to reflect on their own insights and feelings, not only in assembly but also throughout the day. Pupils are given opportunities to respond emotionally to the aesthetic arts and to the beauty of the natural world. The school also respects diversity and the pupils are taught to value each other as members of the school family, regardless of skin, intellect, talents or age. There is a very clear moral code within the school community. Pupils are happy to abide by the school rules, supporting each other and respectful of people and property. Very good social development is reflected in the sense of community within the school and in the way pupils work together and communicate at social occasions such as lunchtimes. Cultural development is good, although display of this work and its artefacts are limited. The school uses pupils' own cultural inheritance to enhance lessons and celebrates festivals from the different faiths represented in the school. There is also a wide range of books and artefacts to enhance multicultural provision. The pupils make visits into the locality and during Arts Week visitors enhance the music, dance and art and design aspects of the curriculum.

Attendance in the latest complete reporting year (93.8%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.4
National data	5.1	National data	0.4

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

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	125	1	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Asian or Asian British – Indian	11	0	0
Asian or Asian British – Pakistani	82	0	0
Asian or Asian British – Bangladeshi	33	0	0
Any other ethnic group	6	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good, assessment procedures are very good and pupils' learning is good. The curriculum is good and pupils benefit from a good range of additional activities, particularly in the arts.

Teaching and learning

Teaching and learning are good. Assessment procedures are very good.

Main strengths and weaknesses

- Excellent relationships in the Foundation Stage foster a very good learning environment.
- Teaching in junior classes is very good.
- Teachers and support staff have very good relationships with pupils.
- Pupils with English as an additional language are given very effective support.
- ICT is used effectively for learning.
- In infant classes there is a lack of pace and challenge in some lessons.

Commentary

12 Very good teaching in the Foundation Stage ensures that children learn very well and quickly acquire new knowledge and skills. Planning is thorough and provides a very good balance of stimulating teacher led tasks and opportunities for the children to learn productively through play. Relationships are excellent and help to create a very purposeful learning environment in which the children are attentive and highly motivated. There is a very strong focus on developing the children's personal, emotional and social skills as well as their speaking and listening and the teaching and support is often excellent.

13 In junior classes teaching is very good because teachers are skilful with their questioning and this leads to all pupils being included in discussions and activities. Teachers plan very well and lessons are structured so that pupils learn at a pace that is challenging for them. Teachers have high expectations of pupils and continually demand that pupils are attentive, working hard and completing the tasks that are set. The overall effect is that pupils make very good progress and achieve very well. Behaviour is managed very well and there is a good climate for learning. Teachers are very good in assessing pupils' work and progress and setting targets for pupils to improve. Pupils clearly understand these targets and work hard to reach them.

14 Teachers and support staff work very well as a team and have very good relationships with pupils. This leads to high levels of mutual respect and a climate in which pupils want to do their

very best. The planning and support that is given to pupils with English as an additional language is very good. The small group and individual work is very effective in enabling these pupils to gain in confidence and take part in all the activities in the school. The school has significantly improved its teaching for these pupils since the last inspection and as a result pupils are now fully included and achieving what they are capable of.

15 There have been changes to the staffing in infant classes over recent years and the headteacher has worked hard to raise the quality of teaching and learning. This is still an area for improvement. Teachers plan very thoroughly, have good relationships with the pupils and use resources well. However there is not always enough pace to the lessons and tasks are not always sufficiently challenging for the more able pupils. As a result some of these pupils are not achieving as well as they could. In questioning pupils, teachers are often having to reinforce basic routines and this reduces the amount of time for learning.

16 Teachers use ICT very well in their teaching. They have a good knowledge of the latest equipment such as interactive whiteboards and use them on a very regular basis. This has led to good levels of interaction with pupils who find the new ways of learning to be fun and enjoyable. As a result they are highly motivated and willing to participate in discussions and explain to the class how they solved the problems that had been set.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15 (32%)	23 (49%)	9 (19%)	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.

The curriculum

The curriculum is good. Enrichment activities are good. Resources are good overall. The accommodation is satisfactory and well used.

Main strengths and weaknesses

- The good curriculum in English, mathematics and science underpins the good achievement in these subjects.
- The very good curriculum in the Foundation Stage ensures that children make a flying start.
- All groups of pupils benefit from the fullest opportunities and access to all the school has to offer.
- Pupils are involved in a wide range of additional activities.

Commentary

17 Good improvements have been made to the curriculum since the last inspection. It is now well planned and delivered and has a good focus on English, mathematics and science. Very good 'catch up' initiatives take place that have helped to raise levels of achievement for pupils who require additional support. ICT for example, has been considerably improved but religious education needs more emphasis and a higher profile within the curriculum. This is because the pupils' experiences in this subject are limited. Since the school came out of special measures the headteacher has begun to develop the links between subjects in order to enrich the learning. Recently a successful week of arts activities was celebrated. Further links are being strengthened but there is still more to do and this is reflected in the priorities in the schools improvement plan. Regular evaluations by subject co-ordinators and effective monitoring by the headteacher ensures that the good curriculum is maintained and is continuing to improve. The curriculum for sex and relationship education and drug education is good.

18 The very imaginative curriculum in the Foundation Stage enables children to achieve very well. The rich and varied learning experiences are very well suited to the differing needs of younger children and especially those with English as an additional language. In particular the outstanding input into their personal, social and emotional development is helping them to become mature and independent learners. However although the curriculum for physical development is good it could be better. This is because the outdoor areas are not large enough to accommodate sufficient climbing equipment or provide free access for wheeled toys. At the moment the nursery and reception classes are in separate buildings and there are plans to bring them together into one unit and provide a large secure outdoor area.

19 The curriculum is particularly effective in meeting the needs of all groups of pupils and especially pupils with English as an additional language and those with special educational needs. Significant improvements have been made to match the curriculum to the requirements of pupils with English as an additional language since the last inspection. A very effective co-ordinator has been appointed, who leads this area of responsibility with considerable expertise and success. Some of the well qualified teaching assistants are multilingual and this benefits considerably those pupils learning to speak English. Together with the support staff for special educational needs, they are well deployed in class and effectively support the pupils allocated to them.

20 Pupils benefit from a good range of additional activities. Clubs take place at lunchtimes and after school and sporting activities are well represented through a local sports development programme. Apart from a wide range of sports, the clubs on offer also include ICT, choir, percussion, origami and gardening. Pupils in Years 5 and 6 also have the opportunity to participate in a residential visit to an outdoor centre.

21 Good levels of equipment and resources are helping the good achievement. Teachers have done much to create lively learning environments, including a well equipped ICT suite. Good numbers of interactive whiteboards are effectively used. Improvements have been made to the playground areas and additional games equipment has been purchased, for use at breaktimes, to give pupils a focus for their play. These extra resources are effectively enhancing the very good behaviour and co-operation among pupils.

Care, guidance and support

The school now provides a good level of care for the physical and emotional needs of its pupils and there has been an improvement in this aspect of school life since the last inspection. The school provides very good support, advice and guidance to its pupils and it provides a very good opportunity for pupils to be involved in school life by seeking, valuing and acting on their views.

Main strengths and weaknesses

- The effective procedures that are in place for health, safety and child protection.
- The opportunities provided by the house system and the School Council for pupils to express their views.
- Very high level of trusting relationships that exist between pupils and adults.
- The governing body needs to involve itself more in health and safety matters.

Commentary

22 The school looks after its pupils well. This high level of care is underpinned by the very good relationships that exist within the school community and the very good knowledge that all staff have of the pupils. Parents also share this very positive view and consider that their children are treated fairly in school.

23 The school takes its responsibility for health, safety and child protection seriously. Appropriate records are maintained for risk assessments, first aid, fire drills and accident recording. However, the governing body now needs to adopt a more rigorous monitoring role for this aspect of

school life and adopt a more hands on approach towards it. The procedures for child protection are effective and understood by all staff.

24 There is a very good level of provision for the support, advice and guidance of all pupils. This is based on the very good knowledge that all adults have of pupils and the very high quality of trusting relationships and racial harmony that exist between children and adults in the school community. Teaching staff are particularly good at setting targets for pupils and giving them the level of support and confidence to reach them. Pupils also know that the school will listen to their views and they enjoy the opportunities that are provided through meetings of the School Council or their house teams. This leads to pupils taking a very mature approach to all that they do in school and supporting each other in very positive actions to realise their ambitions and aspirations.

Partnership with parents, other schools and the community

The school has developed a satisfactory partnership with its parents and the community. The quality of information provided to parents is satisfactory. Links with other schools are satisfactory.

Main strengths and weaknesses

- The good support that parents give to school events.
- The positive views that parents have of the school.

Commentary

25 The school is at a watershed in its partnership with parents. Although very few parents are able to help out in the classroom on a regular basis more give their support to the school in many other ways. There is no formal Parent Teacher Association but parents are very supportive of the events that are organised by the staff. Other school events such as productions or coffee mornings are also well supported. The school has not been as successful as it would like in involving parents in supporting their children's learning. Parents who were spoken to in school were happy to express positive views about the quality of education that their children were receiving. Additionally, they consider that the school is welcoming to them and that it consults them well. The school provides a satisfactory quality of information to its parents and the topic notes and regular newsletters contain useful information for them. The annual reports on progress are appropriately personalised and include useful targets for improvement.

26 The school enjoys satisfactory links with the local community. Pupils explore their local community on foot and through lessons. For example, in a Year 3 and 4 geography lesson pupils were working hard on a map of Ashton to allocate areas to houses, factories and services. Visits are also made to local museums and to places of worship of many faiths. Many visitors are welcomed into school and they include representatives from the local council, road safety organisations and theatre groups. In particular, pupils enjoy writing contributions for the St Peters Ward Partnership newsletter. All these experiences enhance the learning opportunities for pupils.

27 Satisfactory links exist with the many local secondary and high schools and these ensure that pupils in Year 6 are able to make the move into the next stage of their education without any concerns.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is very good. The staff give good support to the headteacher by managing their areas of responsibility effectively and identifying what needs to be done next to improve the school. The governing body is effective in supporting and challenging the school to bring about good improvement since the last inspection. The school is very effective in tackling the barriers to learning and is good in aiding pupils' learning.

Main strengths and weaknesses

- The headteacher has the respect and support of pupils, parents and staff.
- The leadership of staff keeps a strong focus on raising achievement.
- The governing body is aware of the strengths and weaknesses of the school.
- The funding of the improvements to the nursery has been well planned for.
- The leadership of religious education is unsatisfactory.

Commentary

28 The leadership of the headteacher is very good because he tackles all issues related to school improvement with rigour and determination. He has the support and respect of pupils, parents and staff and this results in a school which has a strong sense of purpose and is very inclusive. Over the past five years he has kept a strong focus on raising standards and improving the quality of teaching and learning and this has led to considerable improvement in the quality of education that the pupils receive. A major aid to raising achievement has been the way in which he has instilled high expectations amongst both staff and pupils.

29 The deputy headteacher gives very good support to the headteacher and is a very good role model for staff and pupils and this has led to the firmly rooted establishment of a calm, purposeful and challenging learning environment, particularly amongst the older pupils. The leadership of English, mathematics and science is good and in the Foundation Stage it is very good. Staff are skilled at understanding how well pupils and children are doing in school and monitor the quality of teaching and learning effectively. The result has been that a significant barrier to raising achievement, the very limited knowledge of English of a large number of pupils, has been overcome and this has led to very good achievement of pupils by the age of 11. These leaders are good at using the information on pupils' and children's levels of attainment to set targets and ensure that progress is at least good. The impact of the leadership of religious education on the provision for the subject is unsatisfactory. Despite support from the school the subject leader has not developed the subject enough or provided effective support to her colleagues.

30 The governing body takes its monitoring role seriously and works effectively to ensure that the leadership and management of the school are accountable for its actions and strategies. Governors are in regular contact with the school and this gives them a good insight into the quality of education and how the school tackles the challenges of raising achievement and meeting the needs of pupils with English as an additional language. They are rigorous in their analysis of data related to the achievements of pupils and therefore have a good understanding of the strengths of the school and the priorities for improvement. This enables them to challenge the headteacher and the staff in positive and constructive ways on the progress being made regarding the issues identified in the last inspection. Governors are vigilant in ensuring that the school is inclusive by meeting all its statutory requirements. Governors have drawn up a race equality policy, keep it under constant review and as a result, it is implemented well leading to a school where racial harmony and relationships are excellent.

31 The school has a considerable surplus in its finances of £234,164 and this has been specifically designated to fund the detailed and approved plans for major improvements to the school nursery, ICT hardware and infrastructure and playground improvements. This is a positive move and reflects the thoughtful and strategic planning of the governing body and the headteacher.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	822050	Balance from previous year	161249
Total expenditure	749135	Balance carried forward to the next	234164
Expenditure per pupil	2784		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32 Provision in the Foundation Stage is very good and enables the children to make a very effective start to their education. They achieve very well overall, with particularly high achievement in personal, social and emotional development. At the last inspection provision was good in the nursery and satisfactory in reception. The quality of provision is much stronger now in the nursery. This is due to very good teaching, excellent teamwork and the highly effective support that is given to children with English as an additional language. Work in the nursery is now closely matched to the needs of all children because of very good assessment systems.

33 There are 26 children in the nursery who attend for mornings only. The attainment on entry to nursery is very low because 20 of the children have a home language other than English. These children are in the very early stages of learning English. There is one child with special educational needs. Because of very good induction procedures and excellent support, especially from bilingual staff, the children quickly feel secure and soon become engrossed in their learning. First rate planning ensures a very good balance of stimulating teaching and very good opportunities to learn effectively through play. High expectations are set in the learning, with language development at the heart of a rich curriculum. This meets the needs of all of the children very well but especially those with English as an additional language because of the strong focus on speaking and listening and the support for their understanding of language. The indoor accommodation is very attractive and although the outdoor areas are restricted for some aspects of physical development, they support the other areas of learning well. Resources are good overall. The very good leadership and management have addressed all weaknesses from the last inspection very well and established a strong and effective team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**

Main strengths and weaknesses

- This area is given a very high focus and is central to the Foundation Stage curriculum.
- Excellent relationships help the children to quickly settle into classroom routines.
- The children are very keen to learn and their behaviour is often excellent.
- Free choice activities help the children to develop confidence and independence.

Commentary

34 Children achieve exceptionally well because of excellent teaching, outstanding relationships and a welcoming environment in which they quickly feel secure. They make very rapid progress and by the end of the reception class, most are likely to reach expected standards. Their progress is helped significantly by very good arrangements for gradually introducing them to school and helping them to settle in quickly. Welcome notices, labels and books are displayed in a variety of languages and pictures reflect the cultural diversity in the school. Photographs of them working together in the different areas also helps them to settle and builds their self-esteem. Adults work very effectively together to reinforce the qualities of caring and sharing. They set excellent role models and consequently the behaviour of the children by the time they leave reception is often excellent. From the start of nursery they are encouraged to choose their own activities and when to have their snacks. By reception, they show very good levels of confidence and responsibility in working independently.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very well because of very effective teaching.
- Role-play and stories are used exceptionally for speaking and listening activities.
- Early reading and writing skills are taught very well in reception.

Commentary

35 Although the children make very good gains in their learning, standards are below expectations. About half of the children are likely to reach the required standards by the end of the reception year and others are quite close. Speaking and listening is given a very high priority in the curriculum and well resourced role-play areas provide outstanding opportunities for developing the children's understanding of language. In the nursery for example, bilingual support was used very productively to extend the vocabulary of the children when they played in the 'garden centre' and assembled bunches of flowers to sell. Both English and their home language were used to increase confidence in speaking and listening. While speaking and listening is at the heart of the nursery curriculum, early reading and writing skills are promoted very well. Stories are read in English and in the children's own home language and well chosen resources are used to enrich the learning and understanding. A few children recognise the letter sounds associated with their names. They readily make marks and use a few recognisable letters in their free writing when they write invitations for their parents to come to an assembly. Only a few can write their own names.

36 The very good provision continues in reception where the current focus on traditional stories is helping the children to re-tell stories very successfully. While most children still speak in short sentences, a few are developing more fluency and most have a growing understanding of the meaning of words and sentences. This is helping them to move on quickly in developing their reading and writing skills. The very effective team effort of reading the story of 'the ugly duckling' in two languages, as well as providing a wealth of visual resources linked to the story, helped the children considerably with ideas to re-write the story in their own words. Very good organisation enables adults to work productively with small groups on reading and writing activities. The imaginative role-play areas and lots of visits and visitors provide a very good incentive for children to write freely. Alongside the free writing they are helped to improve the way they form letters and many are writing short sentences independently. Through skilled teaching most children are on the early stages of a reading scheme. A small group are reading quite fluently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- Early numeracy skills are taught very well and enable children to achieve very well.
- There is a very strong emphasis on helping children to learn the technical language of mathematics through play.
- The outdoor areas are used effectively to support mathematics.

Commentary

37 Very skilled and imaginative whole class teaching, group work and structured play is helping the children to use mathematical language more confidently and develop their skills in solving problems. Good resources are used during these challenging sessions, impacting positively on learning. Group and structured play sessions are supported particularly well by adults. In spite of very effective teaching, standards are below expectations, although two thirds of the children are likely to reach the requirements by the end of the reception year. In nursery, the children learn to

count up to ten through highly stimulating activities that are meaningful and fun. For example the teacher used role-play to act out the 'ugly bugs ball' and then moved on to practical activities, using the bugs to count on from a given number up to ten. In reception a toy rabbit and carrots are used to extend the counting on to twenty. In reception, the bilingual support is used extremely well to help children use the correct language to order different lengths by size. The computer linked display board is proving very popular with the children. In one lesson they gained valuable skills in extending their mathematical language and understanding when they used the board to order the size of rockets from the shortest to the tallest. The outdoor area is used well to enliven the children's learning, particularly with sand and water activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The rich curriculum promotes children's speaking and listening very well.
- Visits and visitors significantly enriches the learning.
- There is a very good focus on investigations into how things grow and develop.

Commentary

38 The teaching is very good and ensures that children achieve highly although standards are likely to be below expectations by the end of reception. The children are provided with abundant opportunities to learn about the world through an innovative curriculum, very good resources and frequent visits and visitors. In religious education they celebrate important world festivals and are currently learning stories about Jesus. The current topic on 'people who help us' has resulted in a visit from a local vet as well as a planned visit to a nearby farm. These exciting experiences are providing a very good stimulus for speaking and listening as well as giving the children very good opportunities for learning across all of the areas of learning. The school grounds and outdoor areas have provided outstanding opportunities to learn about growth and change. The children have grown different plants and investigated the growth of frogs and butterflies. The children's ICT skills are just below expectations but they have free choice to use the computers and there is a good selection of software.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**

Main strength and weaknesses

- Very good opportunities are provided for physical development in the hall.
- Fine motor skills are promoted extremely well through a wide range of activities.

Commentary

39 Because the teaching is very good, almost all children are likely to reach expected standards and achieve very well. On entry to nursery the attainment of the children was well below expectations in their physical development but not as low as the other areas of learning. The outdoor areas in nursery and reception are both too small to support the wide range of apparatus that is suitable for physical development. Although the staff fully utilise the space available with small apparatus for physical activities, there is not enough space for a climbing frame or sufficient flat surfaces for the children to move freely on wheeled toys. This is why the provision for physical development is good rather than very good. However there are regular planned sessions in the hall and the school field and playgrounds are also often used. In a lesson observed in the playground, the reception children made very good progress when they travelled in different ways and improved their skills in catching and throwing. Those on bikes and trikes showed good levels of co-ordination when they drove round a circuit avoiding the cones. The children's skills in handling pencils,

scissors, brushes and other tools are developing very well because they work regularly on practical tasks with a wide range of materials across all of the areas of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**

Main strengths and weaknesses

- Teaching is very good and children achieve very well.
- There are exciting opportunities for imaginative play in the role-play areas.

Commentary

40 Standards are below expectations, as about half the children are unlikely to reach expectations by the end of their reception year. When the children first start in the nursery, they need a lot of support to help them learn important skills and develop their imaginations. Staff are very skilled at intervening at the right time and so their confidence in using different materials improves. They are taught to mix their own paints for handprints and pictures of mini beasts. Recent paintings in reception reflect the interest that the children have shown in characters in traditional tales. The role-play areas, both indoors and outside provide a wealth of opportunities for imaginative play and are changed frequently to keep interest levels high. The children happily engage in activities that are often supported by adults. They regularly take part in planned music making sessions and in their free choice activities. In a music lesson observed in reception, the children sang with good levels of enjoyment and accompanied the singing by clapping and playing instruments and mostly keeping to the beat.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- Good progress has been made since the previous inspection.
- Provision for pupils with English as an additional language is very good and they achieve very well.
- Pupils are interested and engaged in their learning most of the time.
- In less effective lessons, work lacks pace and challenge.
- A variety of strategies support the progression of basic skills well.

Commentary

41 Good progress has been made since the previous inspection because of effective leadership and management strategies and improved teaching and learning. Standards, which were previously below average throughout the school, are still below average at Year 2 because of the increased number of younger pupils with English as an additional language. However, at Year 6 standards are now in line with national expectations and pupils achieve very well. Provision for pupils with English as an additional language is much improved and pupils with special educational needs are very well supported both in the class and in withdrawal groups. The introduction of interactive whiteboards makes teaching points much clearer but their use is restricted to Years 3 to 6. Assessment and tracking are now secure and are used effectively to identify individual targets. The recent emphasis on writing is having beneficial effects. Planning and the curriculum continue to be effective. The two subject leaders are good role models in their teaching, knowledge and enthusiasm. They monitor effectively and have a good overview of the subject. They have accurately identified areas for development as well as priorities.

42 Provision for pupils with English as an additional language is very effective because of highly competent bi-lingual teachers and very good leadership and management by the specialist teacher. This teacher works closely with colleagues to provide effective withdrawal and in-class support to meet individual pupil targets. She also liaises regularly with parents and discusses how they can effectively support their children in the home. Analysis of records show that these pupils achieve very well. They quickly acquire good access to the full school curriculum.

43 Overall, teaching and learning in Years 1 and 2 are satisfactory and good in Years 3 to 6. This is similar to previous findings. Nevertheless, contrary to the previous inspection, there is now evidence of some good teaching in Years 1 and 2 with very good teaching in junior classes. When teaching and learning are good or better, pupils are actively engaged throughout the lesson on topics they find interesting. This occurred in two Year 5 and 6 lessons when well-structured texts and writing frames enabled pupils to argue assertively the merits and demerits of organic food and zoos. There is always a good balance between teacher-led and pupil-initiated activities. Teachers have high expectations of pupils' output and behaviour. To this end they successfully match work to abilities. Where teaching is less effective, which is mostly in Years 1 and 2, there is some lack of pace and challenge. Pupils are not always active enough, particularly during full class sessions, nor are activities sufficiently stimulating or accessible to sustain pupils' concentration. In these lessons behavioural management becomes an issue and the lesson flow is disrupted. This was particularly noticeable during the inspection when unexpected staff absences reduced support and therefore adversely affected achievement.

44 Previously, speaking aloud to an audience was undeveloped. Teachers now make this a priority and pupils have become much more confident and versatile with different language uses. Most pupils' reading is currently below average by Year 2 but average by Year 6. This recent improvement in the younger classes is as a result of systematic phonics teaching, support by staff and older pupils during classroom reading, and the impact of home reading-tasks. Writing has been

a priority in junior classes for some time and standards in these years are average. In Years 1 and 2 recent planning has placed significant emphasis on sentences and the structured teaching of punctuation, spelling and handwriting. This is improving standards and bringing them closer to national norms.

Language and literacy across the curriculum

45 Pupils are given good opportunities to practise their speaking and listening, reading and writing in other subjects. In most lessons pupils are given opportunities to discuss their ideas or share with the rest of the class what they have done at the end of a lesson. They have opportunities for retelling in history when in Year 3, pupils recount the story of Boudicca with illustrations. Opportunities for non-chronological writing occur when in Year 2 pupils evaluate winding mechanisms in design and technology and Year 6 pupils write explanations in science.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- The very thorough planning and well established systems for tracking pupil progress are improving the quality and rate of learning.
- The teaching now has a greater emphasis on using and applying mathematics to solve problems.
- Teaching emphasises that pupils must learn to think clearly about their mathematics and explain how they work problems out.
- Teachers require that pupils present their work to a high standard.

Commentary

46 Standards attained by Year 6 pupils in national tests in 2004 were the best the school has reached in the past five years. When compared to what pupils attained when they were seven years old the achievement of these 11 year olds was well above average. Evidence from current work indicates most pupils in Year 6 attain the expected level, with around a quarter of pupils attaining the higher Level 5 and this continues the improvement made in previous years. Currently pupils in infant classes are achieving satisfactorily and in junior classes they are achieving very well. In Year 6 pupils are taught in three groups of different ability and this has enabled teachers to set clear targets for all pupils and the tracking of progress confirms that pupils are meeting these targets. The school is benefiting from the external support of a Numeracy Consultant and the Intensifying Support Programme consultant working alongside teachers. As a result, the school is wholly focused on raising standards, leading to very thorough lesson planning and high expectations. More able pupils are well supported by additional challenging work and specific 'booster' classes.

47 Teachers' planning is very systematic and this means that lessons have a very clear learning outcome identified. All adults work well together to ensure that all pupils receive the support that they need to successfully complete the tasks that are set. As a result pupils with special educational needs and those with English as an additional language make good progress and achieve very well. Teachers know what pupils are capable of doing and set targets for them to reach their full potential. Pupils thrive on this and work very hard to do their very best. This is most obvious in junior classes where teaching has a very good pace and pupils are constantly challenged to explain what they have learned and how they worked out their answers. Overall the quality of teaching and learning is good.

48 Teachers are now giving much more emphasis to making sure that pupils can use their basic number skills in real life situations and this leads to pupils solving problems that are challenging and interesting. This motivates the pupils and gives them a sense of excitement in some lessons where they realise that there are different ways of working things out and recognise

that there are certain patterns as to how numbers work. This happens when pupils are solving money problems and realise how important it is to be accurate both in estimating and working out answers.

49 Teachers have high expectations of how pupils will behave, how hard they should work and on how to present their work. As a result pupils take pride in their work and organise their work neatly and efficiently in their books. This means that teachers can see very clearly the strategies that pupils have used. This enables them to diagnose pupils' errors easily when they are made and give them the support necessary to improve. The good leadership of the subject heavily influences the improvements that have been achieved since the last inspection.

Mathematics across the curriculum

50 Pupils make good use of their mathematical skills in a variety of subjects such as ICT, geography and art and design. They use skills in measuring and recording and use ICT to record data handling. Work in Year 6 in control technology made a significant impact on supporting pupils' understanding of angles.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Very good teaching and support in Years 3 to 6 enables pupils to achieve very well.
- There is a good focus on investigations in most lessons but explaining results could be strengthened more.
- Literacy and ICT are used well in science but there is scope for numeracy to be developed further.
- Good leadership and management have continued the upward trend in standards and provision, especially in Years 3 to 6.

Commentary

51 There have been good improvements to standards since the last inspection, when tests and assessments showed well below expected standards in Years 2 and 6. Standards in the current Year 2 are below expectations. This represents satisfactory achievement from their below expected standards at the start of Year 1. Standards are average in the current Year 6 and pupils are achieving very well from their well below average standards at the start of Year 3. Since the last inspection there has been a much stronger focus on investigations particularly in Years 1 and 2. However the main reasons for the stronger achievement in Years 3 to 6 is more imaginative and effective teaching.

52 The teaching is satisfactory in Years 1 and 2 and very good in Years 3 to 6. Overall the teaching is good. In the stronger teaching in Years 3 to 6, teachers have high expectations of pupils' behaviour and achievement. They deliver stimulating lessons with confidence and capture pupils' enthusiasm for learning. As a result, pupils work with good levels of motivation and are very keen to learn. Interactive whiteboards are used particularly well to make explanations clearer, especially for pupils with English as an additional language and those with special educational needs. For example in Year 6, the teacher projected images from a digital microscope to show pupils what micro-organisms looked like. Teaching assistants are used very effectively to reinforce and extend the learning. In particular the bilingual assistants are providing significant support for pupils with English as an additional language in helping to access their understanding of the scientific language and enabling them to move on rapidly in their learning of science. Where the teaching is less effective in Years 1 and 2, there is some lack of pace to lessons and tasks are not always challenging enough.

53 The increased emphasis on investigations in science is a major factor in the raising of achievement. Pupils experience a wide range of investigations in which they develop their skills of devising, carrying out and making sense of what they observe. The good questioning skills of the teachers is helping pupils to predict what might happen and test theories. The high priority given to science ensures that pupils gain a satisfactory level of knowledge of living things, materials, forces and electricity, enabling them to carry out investigations with a firm understanding.

54 One of the key reasons why pupils do well is the priority given to developing their confidence in speaking and writing about science. For example pupils are encouraged to use the correct scientific vocabulary and write clear factual accounts of experiments. Although there are examples of accurate measuring and graphs to record results, the potential for using mathematics is not exploited enough and therefore pupils do not practise their skills in different contexts. ICT is well represented, particularly through the use of computer linked display boards. A good variety of effective programs are also used well during the conclusions of lessons to reinforce the learning.

55 The subject leader has ensured good improvements since the last inspection. In particular she has improved the confidence and skills of teachers in Years 1 and 2 to enable pupils to carry out investigations. Through her formal monitoring of teaching and learning and analysis of test results, she has a clear understanding of the strengths and weaknesses and especially the further work needed to bring the teaching in Years 1 and 2 to the same level as the rest of the school. An area of weakness in pupils' understanding of magnetism has been quickly improved with the purchase of additional magnets and further training for staff. Although assessment is good, the subject leader is aware of the need to introduce target setting and improve the marking to make it more developmental.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**

Main strengths and weaknesses

- ICT is used very effectively to support learning in other subjects.
- Teachers make very good use of the new interactive whiteboards and this is helping to raise standards.
- Teaching is good and pupils work independently with the result that they achieve very well.
- Pupils with English as an additional language have good support and achieve well.
- Teachers make very good use of computers as part of their everyday teaching.

Commentary

56 Teaching is very good and teachers incorporate the use of computers in their planning in all subjects and therefore pupils are constantly using, developing and improving their ICT skills. The outcome is that pupils learn very effectively, reach standards that are well above average, achieve very well and see computers as natural tools for learning. They are very skilled at working independently and are frequently using the computer for purposes of research, drafting a piece of work or practising a particular skill. For example pupils use the Internet to research topics that they are studying in geography, such as the rivers, and in history, such as Ancient Greece.

57 Pupils develop their ICT skills from a very early age and in both Year 1 and 2 pupils are very confident in using a range of ICT. Pupils use programs to support their artwork and use a programmable toy to develop their skills in using directions. The teachers in junior classes use the interactive whiteboard as part of their daily teaching and pupils are confident in using it by adding their ideas in English or by explaining their calculations in mathematics. This very secure foundation is very effectively built on and teachers provide many opportunities for skills to become advanced. Pupils in Years 5 and 6 combine their many skills to make Powerpoint presentations using graphics, sounds and text in a most creative and imaginative manner. They display a high level of confidence in using multi-media packages. Pupils with English as an additional language

are achieving very well in ICT and this helps them to overcome some of their barriers to learning in a most effective way such as reinforcing newly learned language skills.

58 ICT is very well led and managed and the very good planning sets out clearly what pupils will learn in each term. Staff are given good support and training and are therefore very confident themselves in using ICT as an integral part of their teaching. Resources are very good and used very effectively to support and stimulate all aspects of the curriculum. The outcome is that a wide range of work is covered such as data handling, spreadsheets, word processing, Internet skills and data retrieval.

Information and communication technology across the curriculum

59 The provision is very good and a significant strength of the school. Pupils use ICT in most subjects and regularly use their skills for research or presentational purposes.

HUMANITIES

60 It was not possible to make a secure judgement on the quality of provision or pupils' achievement in **history** as no lessons were observed during the period of the inspection. An analysis of planning, pupils' work and displays indicates that the curriculum is covered appropriately and pupils study a wide range of topics. In history junior pupils have studied topics such as Ancient Greece and the Romans. This has led to pupils having good opportunities to contrast the lifestyles of people from different times with their own life styles. Infant pupils have found out about famous people from the past such as Guy Fawkes and Louis Braille and also compared toys from the past with their own toys and identified the similarities and differences. A strength of the work in history is the effective links with literacy, leading to very good opportunities for pupils to practise their writing skills, and the good development of ICT skills through the research undertaken on the Internet.

Geography

Provision in geography is **satisfactory**

Main strengths and weaknesses

- The curriculum fosters good opportunities for finding out information using ICT and books.
- The curriculum emphasises well the importance of how the environment can be protected.
- The teaching of map skills is effective.

Commentary

61 Standards are in line with expectations because pupils have a satisfactory knowledge of key geographical facts. For example, pupils in Year 2 have a satisfactory knowledge of their own locality and by carrying out a traffic survey are aware of the dangers and environmental hazards that vehicles can create. Pupils in Year 6 understand how rivers are formed, used by people for pleasure and industry and have a secure knowledge of the habitat of the river bank. Pupils are good at finding information for themselves. They are capable of searching books for information and presenting this in their own words. Older pupils also know how to search the Internet for data and pictures which they download to add to their projects. Pupils in Years 3 and 4 have a good understanding of how towns are developed and planned and how this information may be included on a map with a key.

62 Teaching is good because it is well planned, tasks are challenging and pupils make good progress in their learning. Teachers explain and demonstrate clearly what it is that pupils have to do and encourage pupils to think for themselves and justify their decisions logically. For example when Year 3 pupils were planning how they would organise the facilities in a town that they were designing. Teachers use ICT well and this is highly motivating for pupils, resulting in pupils being enthusiastic about learning.

Religious education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Leadership and management of the subject lack drive and expertise.
- While good teaching was observed in a few classes, some teaching is less challenging.
- Religion makes a very good contribution to pupils' moral and social development.
- Although there is an adequate range of writing to extend literacy skills, not enough links are made with other subjects to enrich the curriculum.

Commentary

63 The subject leader has been in post for several years but her impact on the quality of provision is unsatisfactory. Despite support from the school she has not taken the lead in developing the subject enough or made sure that her knowledge and understanding of religious education improved so that she could support her colleagues. In addition there are no assessment systems in place. As a result the profile of religious education is rather low and this is reflected in the limited displays around the school and few visits and visitors. However in spite of this, teachers have ensured that all pupils are achieving soundly by Year 2 and well by Year 6. In Year 2 standards are below the expectations of the locally agreed syllabus and in line with expectations in Year 6. However standards could be better if leadership was more effective in monitoring and developing the subject.

64 The teaching is satisfactory overall. The two good lessons observed in the junior classes were imaginative and supported by good resources. In the satisfactory teaching in the infant classes, the pupils discussed the journey of Muslim's to Mecca and proudly demonstrated their good knowledge of Islam. However the lesson then moved on to a rather mundane task of drawing a picture of the Ka'bah and writing a sentence. This task did not sustain the interest of the pupils sufficiently and their learning slowed. Where the teaching was good, the interactive whiteboard was used effectively to explain the various features of prayer to the Muslims. The discussion was also enriched with various resources such as a prayer mat and qibla. Afterwards pupils were asked to give written responses to searching questions about the importance of prayer to people of different faiths, making good reference to what they had learnt in the lesson.

65 There is a good balance between the two attainment targets of learning about and learning from religion. Teachers capitalise very well on the diversity of faiths and cultures present in the school and as a result pupils understand how religion influence lives. A particular strength of the school are the outstanding relationships among pupils and staff and the deep respect they show for each other religious practices and beliefs. As a result, religious education makes a very good contribution to pupils' moral and social development.

66 Speaking and listening is very well promoted in the subject. However writing, although adequate lacks some variety and purpose at times, especially in the infant classes. Throughout the school, not enough links are made with other subjects to enhance the teaching further and enrich the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67 It was not possible to make a secure judgement on **physical education**. Evidence was gained from talking to the co-ordinator, pupils and teachers, looking at planning and the observation of one short lesson, which had to be curtailed due to bad weather.

68 Pupils appear to benefit from a wide range of activities, both in lessons and through additional clubs at lunchtime and after school. A local sports development project is used to introduce specialist teaching to the infant and lower junior classes. It also provides good training opportunities for teachers. Planning shows that all aspects of the curriculum are covered, but there

are no assessment systems in place to support the planning. Pupils in Years 5 and 6 benefit from regular swimming lessons and by the end of Year 6 school records show that about sixty per cent of them swim the twenty five-metre length of the pool unaided. Resources are good and additional games equipment has recently been purchased to support and enrich outdoor activities at breaktimes. Pupils in Years 5 and 6 have the opportunity to attend an outdoor education centre for several days. Here they take part in a variety of outdoor activities and problem solving.

69 It was only possible in the time available to sample **design and technology** from an examination of pupils' work. No lessons were observed and so no overall judgement about provision can be made. Pupils experience a range of craft materials, simple mechanisms and food technology. They learn to sew and make puppets in Years 1 and 2. Pupils also work with rigid materials such as wood and corrugated metal. Themes studied sometimes relate to other subjects. In Year 2 pupils experiment with winding mechanisms to make a clock for the nursery rhyme 'Hickory, dickory, dock.' Staff follow a progressive scheme of work and so learning builds on previous skills and knowledge. Pupils experience the whole design process and are encouraged to evaluate their work. In Years 3/4 pupils use their scientific knowledge of levers and pivots to make moving figures. By Year 5 they construct wooden shelters securing them with glue and triangulation. In Year 6 pupils design bird tables using recyclable materials and gift boxes for Eid and Christmas biscuits. All artefacts show a reasonable degree of finish and pupils are very proud of their work.

70 There is insufficient evidence to make a judgement about the overall quality of **music** provision because only one lesson was observed. Nevertheless, it is obvious that pupils enjoy singing, both unaccompanied and to the piano. They sing well in assembly, lesson and choir using the correct pitch and rhythm. In choir they learn to breathe correctly and articulate clearly. They are able to maintain a round and make a good quality of sound when singing a range of music. The subject leader is enthusiastic and has audited resources and staff knowledge. As a result, she has revised the school's scheme of work and arranged appropriate training, which staff have incorporated into lessons. The pupils have access to extra-curricular percussion and a very well supported Pop Idol competition! They listen to music from a range of cultures and participate in musical celebrations of harvest, Diwali, Eid and Christmas. The curriculum is further enriched by visiting musicians and by music played as pupils enter and leave collective worship. In the Year 5/6 lesson observed, pupils listened to Soca music and effectively orchestrated percussion accompaniment for the song 'Yellow Bird'. This was in preparation for a Carnival presentation. The teaching and learning were good because the pupils enjoyed the choice of music, the range of activities challenged them and they were excited about the purpose and possibility of a real audience. Notational understanding was also effectively developed and a specialist musician was able to extend the challenge on tuned instruments.

Art and design

Provision in art and design is **good**

Main strengths and weaknesses

- Pupils have access to a broad curriculum.
- Enthusiastic teachers effectively motivate the pupils and they achieve well.
- Teachers encourage discussion about individual work and this informs self-assessment.

Commentary

71 There has been good progress since the previous inspection when standards were broadly in line with expectations. Standards at Years 2 and 6 are now good because the curriculum is effective and because there is good teaching and learning throughout the school and pupils achieve well. The subject leader has a satisfactory overview of pupils' work but because of different school priorities, other monitoring has been limited and leadership and management are satisfactory.

72 Pupils experience a wide range of techniques, resources and topics. They study a range of artists such as Picasso, Van Gogh and Warhol and experiment in the style of each. They use

computer graphics packages and receive specialist tuition from visiting artists. Artefacts, story, cross-curricular links and evidence from other cultures are all used for art and design inspiration. In the style of the Ancient Greeks, Year 6 pupils use silhouettes to decorate vases. To depict Aboriginal collage, Year 4 pupils use papier-mache to show the scenery of the Australian outback. Work sometimes depicts aspects of the local environment. In a Year 1 class, pupils used print and paint to show trees around the school grounds. Pupils also draw and paint subjects from their own dreams and imagination. They express ideas using a good balance of two and three-dimensional art and there is progression between the year groups. Pupils' work in all these media is attractively displayed about the school.

73 Teachers are very keen to develop pupils' creativity and know how to do so. They use devices such as viewfinders, which focus observation. They bring in interesting objects for ideas, such as masks. They provide a range of resources to support and sustain response. Teachers model techniques very well and ask pertinent questions to enhance observation. As a result pupils look more carefully at each section of a viewpoint and depict only those aspects they can see. Collaborative work is particularly successful because the pupils work well together and motivate each other. In a Year 4 class pupils, working in pairs, produced attractive abstract designs using pastels and tissue paper. In a Year 5 class pupils were encouraged to adapt a basic structure of rolled paper into an original hat. This, pupils approached with great enthusiasm. Ideas were teeming and the teacher by discussion and practical demonstration helped pupils communicate their ideas successfully. Overall the quality of teaching is good.

74 Teachers give pupils lots of individual attention and in their commentaries and discussions always point out the best features of pupils' work, particularly during whole class sessions. This raises self-esteem and motivates pupils to reflect further on their own work and that of others and make the necessary adaptations or refinements. Pupils have very good attitudes to this subject and speak with great enthusiasm about current projects.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75 Only one lesson was observed in **personal, social and health education and citizenship** so no judgement could be made about overall provision. Personal, social and health education are well planned for, particularly in the science and physical education curriculum. A School Council is well established in the school and pupils are very responsive to the responsibilities that they are given and act as very good role models for other pupils. In all aspects of teaching pupils' personal skills are actively promoted and the outcome is that pupils are very aware of the importance of treating all people from different backgrounds and cultures with respect and tolerance. This is very clearly demonstrated in how they conduct themselves in school where the level of racial harmony and respect for each other is excellent. The very good opportunities for after school sport is also key to promoting a healthy lifestyle amongst pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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