

# INSPECTION REPORT

**LILY LANE JUNIOR SCHOOL**

Moston

LEA area: Manchester

Unique reference number: 105424

Headteacher: Mrs S A Keegan

Reporting inspector: Ian Hocking  
1272

Dates of inspection: 29<sup>th</sup> October – 1<sup>st</sup> November 2001

Inspection number: 230383

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior School

School category: Community

Age range of pupils: 7 to 11

Gender of pupils: Mixed

School address: Kenyon Lane  
Moston  
Manchester

Postcode: M40 9JP

Telephone number: 0161 205 1264

Fax number: 0161 205 0636

Appropriate authority: The Governing Body

Name of chair of governors: Mr Ian Frost

Date of previous inspection: June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1272	Ian Hocking	Registered inspector	Mathematics Information and communication technology Design and technology Physical education	What sort of school is it? How well is the school led and managed? How well are pupils taught?
9882	Alice Rea	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16761	Melvyn Hemmings	Team inspector	Science Geography History Art & design Equal opportunities	The school's results and pupils' achievements How good are the curricular and other opportunities offered to pupils?
30362	Jacqueline Henshaw	Team inspector	English Music Religious education Special educational needs English as an additional language	

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33 Kingsway

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

### **INFORMATION ABOUT THE SCHOOL**

Lily Lane Junior School is situated in the north east of Manchester. It serves a socially disadvantaged area whose community is transient; approximately 25 per cent of pupils join the school after or leave before the majority. There are 218 pupils in school, 121 boys and 87 girls, organised into eight classes of similar age. Over 90 per cent of pupils are from white ethnic groups and speak English as a first language. Other languages spoken include French, Italian, Farsi, Urdu, Cantonese and Ndebele. There are 83 pupils on the school's register of special educational needs and of these four have a statement. The proportion of pupils with special educational needs is 40 per cent, which is much higher than the national average. Over 60 per cent of pupils are eligible for school meals free of charge, which is well above average. The attainment of pupils on entry to the school is well below average when compared to all schools and close to the average of similar schools.

The school aims to enable every pupil to experience achievement in all subjects and reach their highest possible level in reading, writing, speaking, listening and mathematics, in a secure and caring environment

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

This is a very effective school that meets its stated aims very successfully. The school benefits from very good leadership and example set by the headteacher and deputy headteacher. Teaching is predominantly good with a significant amount being very good and excellent, resulting in good learning for pupils. Excellent teaching in Year 6 has contributed significantly to the school's good results in national tests for eleven year olds in the last two years. The school is successful in providing an inclusive education where the needs of individuals are well met within a caring, supportive and challenging atmosphere. As a result, all pupils achieve very well, especially in relation to their starting point on entry to the school. They enjoy school, behave well and form good relationships. The school provides good value for money.

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

- Standards achieved by pupils are well above the average of those in similar schools; all pupils achieve very well.
- Standards in music are above those expected of eleven year olds.
- Leadership and management are very good.
- Teaching is good, with a significant amount being very good and excellent.
- Pupils have positive attitudes and behave well.
- Very good provision is made for pupils with special educational needs and for those for whom English is an additional language.
- Good provision is made for pupils' personal development.
- Parents value the work of the school.

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

- A small but significant amount of teaching is less than satisfactory.
- Standards reached by eleven year olds in writing are below the national average.
- Standards in design and technology are below the expected level.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in June 1998. As a result of improvements in leadership and management all the Key Issues identified at the last inspection have been successfully addressed. Improved teaching has also helped raise standards, as reflected in national test results. Curriculum provision and the promotion of pupils' personal development have improved, as has the support and guidance offered to pupils. Pupils' attitudes and behaviour and their attendance have also improved. The school has built a better partnership with parents.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E*	E	D	A	well above average A above average B average C below average D well below average E
Mathematics	E	E	B	A	
Science	E	D	A	A	

The above table shows a remarkable improvement in national test results in 2000, leading to a 'School Achievement Award' for excellent results. Evidence from the most recent tests, in 2001, indicates that these standards have been sustained. Taking the last four years together, there has been a trend of steady improvement. Standards seen in the work of the present Year 6 pupils are broadly average. This is explained by the fact that there are a greater number of pupils with special educational needs compared to previous years. Nonetheless, all pupils achieve very well relative to their prior attainment. Standards in writing require improvement, as do standards in design and technology. Standards in music are above those expected from pupils aged eleven.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils have positive attitudes and are keen to learn.
Behaviour, in and out of classrooms	Good: pupils behave well in classrooms and around school. Their behaviour is very good when the whole school comes together for assemblies.
Personal development and relationships	Good: relationships amongst pupils and between pupils and adults are almost always positive.
Attendance	Below average in comparison with other schools.

Overall, this is a positive area. Pupils in Year 6 often show excellent attitudes, behaviour and relationships. Occasionally behaviour and concentration span, for a very small minority of pupils, especially in Year 4, requires close attention from teachers and is usually dealt with effectively. Attendance has improved, as a result of concerted effort by the school, but remains below the national average.



## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	Good

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

Teaching is good in English with a strong emphasis given to developing the basic skills of literacy. Similarly, very good teaching in mathematics emphasises basic numeracy, including mental skills. Teaching is also very good in information and communication technology (ICT) and in music. Notable features of teaching in almost all subjects are very good planning, thorough and constructive marking of pupils' work, very good use of time, staff and resources and keen attention to developing the basic skills. Individual needs are met well, resulting in pupils working to the best of their abilities. Teaching is less than satisfactory in a small but significant number of lessons; especially in design and technology, this needs to be addressed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: pupils experience a broad and balanced curriculum with rich experiences offered in the arts, especially in music and art.
Provision for pupils with special educational needs	Very good: all pupils, regardless of prior attainment, participate fully in all that is offered, and make very good progress because their individual needs are well met.
Provision for pupils with English as an additional language	Very good: pupils make very good progress and many excel in art and music. Leadership ensures that very good support is given throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: the school makes good provision for pupils' spiritual, social and moral development. Very good provision is made to promote pupils' cultural development.
How well the school cares for its pupils	Very good: pupils are well cared for and well supported in their learning and personal development. There are very good procedures for child protection.

The school has successfully integrated the National Strategies for Literacy and Numeracy into its curriculum. It has continued to give emphasis to the arts, for example more than 50 pupils receive tuition for playing musical instruments. Similarly, the school is proud of its provision in personal, social and health education, which has led to a national award for 'Healthy Schools'. Statutory requirements are fully met for the teaching of the National Curriculum and religious education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher, ably assisted by the deputy headteacher, provides clear educational direction for the school. Subject leadership is particularly strong in English, mathematics, science, ICT, art and music.
How well the governors fulfil their responsibilities	Good: statutory duties are met. Governors have a full role in shaping the direction of the school.
The school's evaluation of its performance	Good: there are good procedures for checking the school's work and for fully involving parents, governors and staff in the process of improvement.
The strategic use of resources	Excellent: the school capitalises on the high level of financial expertise amongst the governing body and makes maximum use of available funds.

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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school, they make good progress and behaviour is good</li> <li>• Teaching is good</li> <li>• Children are expected to work hard and achieve their best</li> <li>• School is helping children become mature and responsible, and sets the right amount of work to do at home</li> <li>• The school is well led and managed and works closely with parents</li> <li>• They are kept well informed about how their children are getting on and would feel comfortable about approaching the school with questions or a problem</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside the school</li> </ul>

Parents have a very positive regard for the work of the school. Inspectors agree with the positive views expressed by parents. The school is judged to make satisfactory provision

of activities beyond normal lesson time, for example, in music, football and a residential experience.

## **PART B: COMMENTARY**

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

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

1 The results of the 2000 National Curriculum tests for 11 year olds were below the national average in English, above average in mathematics and well above average in science. In comparison with similar schools, the results were well above average in all three subjects. A similar picture was shown by the 2001 results and shows a remarkable improvement in standards over the last two years. The reasons for this improvement include the successful implementation of the National Literacy and Numeracy Strategies, improved assessment procedures and the grouping, by ability, for lessons in English and mathematics. However, the single most important factor is the significant amount of very good and excellent teaching that pupils receive in the two Year 6 classes. Though the current Year 6 cohort, which has a high percentage of pupils with special educational needs, is not likely to maintain these high standards, their achievement, from the low skills on entry to the school, is still very good.

2 All areas of literacy have improved since the previous inspection, particularly speaking and listening, as a result of this aspect now being timetabled and having a specific programme of work to structure teaching and learning. Pupils are confident and are given many opportunities in the introductions and round up sessions of lessons to express their ideas and opinions. Standards in writing are below average, but the use of additional literacy support and the development of writing opportunities within other subjects have raised these standards from the low position on entry. Pupils are given many opportunities to write in a variety of contexts and work is well matched to their abilities. The basic skills of spelling, handwriting and punctuation are emphasised and show improvement since the last inspection, with work now being well presented. The standard of reading is below the national expectation but is improving, with pupils learning how to use research skills to enhance their work in other subjects. Additional literacy support and good quality group reading sessions are playing an important role in this improvement.

3 Most pupils nearing the age of eleven have acquired appropriate skills of mental manipulation of number, though a significant minority still have some difficulty in recall of table facts. The majority can apply their skills with the four rules of number, for example, when multiplying a four-digit number by a single digit and when adding amounts of money. High attainers have a secure understanding of the inter-relationship between decimals, fractions and percentage. They can rapidly mentally add three multiples of 10, such as  $70+40+80$  and can articulate their chosen method. The National Numeracy Strategy is raising pupils' competence to recall and manipulate number and to use correct mathematical vocabulary, for example, when answering questions or explaining their strategies. Written computations are accurately completed and neatly presented. Pupils are able to use and apply their numeracy skills in other subjects, for example, in science when measuring the rate of growth of beans, in geography when using four-figure grid references to locate the school on a map of the locality, in history to place events of Queen Victoria's reign in chronological context, and in ICT when using databases of mathematical shapes.

4 Since the last inspection, pupils have been given more opportunities to be involved in structured, practical investigations in science, so that they are now confident in devising and carrying out a fair test. Pupils have a good grasp of scientific vocabulary because of the emphasis that teachers place on the learning of key words during lessons. When making conclusions during investigations, the pupils tend to be descriptive rather than evaluative and are not always effective in interpreting data that they have collected.

5 The provision for ICT has been greatly improved with the creation of a computer suite that allows whole-class teaching of skills to take place. As a result, the pupils are making very good progress and, by the time they are eleven, are attaining standards to be expected for their age and are able to use ICT to enhance their work in other subjects.

6 In religious education, the attainment of most pupils, by the time they are eleven, meets the expectations of the local agreed syllabus. This enables them to develop a secure knowledge and understanding of the traditions and beliefs of Christianity and an awareness of other major world faiths.

7 Pupils attain good standards in music, with the support of high quality tuition from the Manchester Music Service. In history, geography, art and physical education, pupils achieve appropriate standards by the time that they are eleven. In these subjects, the pupils are given a wide range of interesting and challenging activities that effectively develop their skills. In art, history and geography there is effective use made of visits and visitors to provide further significant learning experiences. Standards in design and technology are below average and pupils do not make sufficient progress as a result of the unsatisfactory teaching and management of the subject by the co-ordinator.

8 Pupils with special educational needs make very good progress and achieve standards above expectations for their abilities. The use of well-trained teaching assistants, the setting of Year 6 pupils for mathematics and English, and the liaison between staff, have established a high profile for raising attainment. Pupils who have English as an additional language attain standards similar to their peers and make very good progress. They excel in areas such as mathematics, art and music. The needs of the higher attaining pupils are met effectively and they also make good progress in their learning and achieve well. Pupils who are gifted and talented make good progress with their needs being identified early and effective support given to them throughout the school. The quality of teachers' planning effectively matches activities to pupils' prior attainment, which is a significant factor in this good achievement. There are no significant variations in the achievement of boys and girls.

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

9 Pupils have good attitudes to school. They are keen to participate in lessons and are co-operative when working in pairs or groups. This is especially so for the older pupils, who often display excellent attitudes to their work, encouraged by the high expectations of their teachers.

10 Behaviour is generally good in classrooms and around school. In some lessons, especially with the older pupils, behaviour is extremely good. On some occasions, however, when pupils are not really clear about how they are expected to behave or when they become disinterested by a slow moving lesson or an inappropriate task, behaviour is less good. On these occasions pupils do not respond to their teacher's requests, listen to their teacher or to each other, or follow the usual classroom rules. The school has a fairly steady trend of fixed term exclusions. Only a small number of pupils are involved and they usually have particular difficulties conforming to the behaviour expected in school. All instances are properly dealt with and recorded. Parents rightly feel that behaviour in school has improved since the last inspection.

11 Relationships between teachers and their pupils are generally good and often extremely good. In these cases, pupils respect their teachers, work hard to please them

and know that they are respected and valued themselves. Older pupils take responsibility in school as prefects. They value the position of responsibility and are well aware that they will lose their position if they do not behave responsibly and would have to 'earn it back'. Some pupils are undertaking training to act as 'buddies' in the playground. They are learning how to deal with situations as mediators seeking solutions. Pupils are able to sensibly consider the need for rules within the school community.

12 The school encourages pupils to attend school regularly and certificates are awarded for good attendance. Nevertheless, attendance is low in comparison with other schools and the level of unauthorised absence is above the national average. Attendance has, however, improved since the last inspection, when one of the Key Issues was to improve attendance. This is especially apparent over the last year and the school considers that this improvement has had a positive effect on reading levels.

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

13 Overall, the quality of teaching is good with a significant amount of very good and excellent lessons. In 21 per cent of lessons teaching is satisfactory, in 29 per cent of lessons teaching is good, in 29 per cent it is very good and in 13 per cent it is excellent. A small amount, eight per cent, of teaching was judged to be less than satisfactory.

14 Teaching and learning are very good in mathematics, ICT and music. Teaching and learning are good in English, science, religious education, art, history, and physical education.

15 Insufficient lessons were observed to enable secure judgements to be made about teaching and learning in geography. Teaching in design and technology is unsatisfactory because insufficient regard is made for the needs of pupils of different prior attainment. Consequently, pupils make inadequate gains in learning in the subject.

16 The most successful lessons occurred in Year 6 in English, mathematics and music. These excellent lessons are characterised by highly enthusiastic teaching, excellent relationships and challenging tasks, which allied to good subject knowledge inspire pupils and result in very good learning and exemplary behaviour. The high quality of teaching experienced by the oldest pupils is judged to be the most significant factor in raising attainment in English, mathematics and science.

17 In almost all lessons throughout the school, pupils' behaviour is managed effectively. Teachers, support staff and voluntary helpers work in close partnership to present a consistent, firm and supportive regime in classrooms. Pupils respond co-operatively and the vast majority listen well when they are required to. However, a few pupils, notably in Year 4, are having some difficulty, at this early part of the year, in giving the necessary amount of attention and concentration. Teachers work very hard, as reflected in their highly detailed lesson plans and in their thorough and constructive marking of pupils' work. Teachers often make clear to pupils the intended learning outcomes of the lesson. These objectives are often revisited during the summary phase of the lesson to reiterate the key learning points made earlier. This approach is especially prevalent in the English and mathematics lessons and reflects the very successful manner which the school has implemented the National Literacy and Numeracy Strategies. The basic skills of literacy and numeracy are taught particularly well. The teachers' good delivery of the National Literacy and Numeracy Strategies is enabling pupils to achieve very well in English and mathematics. Teachers use relevant opportunities for pupils to apply their literacy, numeracy and ICT skills in other subjects. However, in order to raise standards in English,

pupils should be given greater opportunities to apply their literacy skills in other subjects and make greater use of ICT.

18 Teachers' own evaluation of their lessons, allied to good systems of assessing pupil progress in English and mathematics, are used effectively to plan future work. This means that teachers are able to present work at levels that are closely matched to pupils' prior attainment and therefore enables them to build on what they already know, can do, and understand.

19 Pupils with special educational needs are taught very well. Well-trained teaching assistants and support staff from the Learning Support Service complement class teaching. There is good liaison between staff and all work is well planned. The needs of the pupils are detailed within assessment and individual education plans target specific needs. In many instances good and often very good relationships develop and as a result the pupils make very good progress.

20 Pupils with English as an additional language are taught very well and make very good progress. Staff from ethnic minority achievement service (EMAS) complement class teaching and also provide extra specific support, which may include home language assessment, provision of an interpreter and resources to enhance class teaching. Staff value the cultural diversity of pupils and they are encouraged to share their culture or expertise, for example, a pupil was asked to supply 'Welcome' signs in Cantonese.

21 Homework is set appropriately and supplements work done in school.

22 There has been a significant improvement in teaching since the last inspection; the amount of very good and excellent teaching has increased from 11 per cent to 42 per cent. Similarly, the amount of teaching judged to be at least good has risen from over 50 per cent to over 70 per cent. However, the amount of unsatisfactory teaching, whilst relatively small, has increased from four per cent to eight per cent. This is a significant issue and needs to be addressed.

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

23 The curricular and other opportunities offered are good, with all pupils having access to a wide range of interesting learning experiences. The National Literacy and Numeracy Strategies are being successfully implemented and this has been a significant factor in the remarkable improvement in standards in English and mathematics in recent years. Since the last inspection, pupils have been provided with more opportunities to be involved in structured, practical investigations and this has helped improve standards in science. The provision for ICT has been greatly improved with the creation of a computer suite that allows whole-class teaching of skills to take place. Within physical education, swimming lessons are provided for pupils in Years 3 and 4 and, by the time that they leave school, nearly all of them can swim a minimum of 25 metres. The lack of a playing field restricts aspects of pupils' work in physical education, but all statutory requirements are met, as are the demands of the locally agreed syllabus for religious education. Within a broad, balanced and relevant curriculum, the pupils have access to a rich variety of creative experiences, particularly in art and music that shows the school's continued commitment to the arts. The school buys in the services of the Manchester Music Service to provide additional high quality tuition of musical instruments, including strings, brass, woodwind and guitar, and all pupils have opportunity to learn how to play them. Pupils are able to join the school's steel band, brass band and woodwind ensemble and take part in performances at

the Royal Northern College of Music. There has been a range of visitors, including artists, musicians and theatre groups, who have worked with the pupils to develop a variety of artistic skills.

24 There is good provision for the pupils' personal, social and health education, which is well supported through involvement in the Healthy Schools Award Scheme. The school is working towards the Silver award, and sees this as a way of creating an atmosphere in which pupils can thrive both emotionally and academically. Social development is effectively supported by visits, including a residential stay, during which they learn a variety of social skills, such as working together and caring for others. There are opportunities, in and out of classrooms, for them to show initiative and take responsibility, which effectively supports their personal development. There is sensitive provision for sex education, with the help of the school nurse, which stresses the importance of warm and caring family relationships. Health issues, including smoking and drugs awareness, are successfully addressed through the school's science and health education policies, and also with the help of the community police and through role-play activities with drama groups.

25 The school is very successful in ensuring that all pupils have equal access to the curriculum, with planning procedures that have been improved since the last inspection so that they take better account of the specific needs of pupils of different prior attainment. The Qualifications and Curriculum Authority's curricular schemes have been effectively incorporated into this planning and provide teachers with clear information about the key learning objectives and skills to be taught. The emphasis on literacy across the curriculum and the specific timetabling of the teaching of speaking and listening skills have raised standards for pupils who have special educational needs and for those with English as an additional language. The teachers ensure that pupils have a variety of opportunities to use these skills in other subjects, particularly in the introductions and round up sessions of lessons. Opportunities to take part in the lunchtime study support group, booster classes and a wide variety of musical and arts activities, and the use of English as an additional language resources such as Persian-English dictionaries, allow pupils to excel in many ways and ensure that the curriculum is fully inclusive.

26 The provision for extra curricular activities is satisfactory and includes a wider range of lunchtime activities for pupils to take part in than was reported in the last inspection. Pupils have opportunity to take part in educational visits to places, such as the library and Abaraham Moss Theatres, and to the local library, that enrich the curriculum by providing further learning experiences. All pupils go on a Country Trust visit to develop their knowledge and understanding of features of the countryside. The residential experience at Manchester's Outdoor Education Centre in the Lake District effectively supports the pupils' personal and social development. The school arranges for visitors to come to school, including poets, artists, musicians and drama groups, to work with pupils to develop their skills across a range of areas. There are links with the community, which make a satisfactory contribution to pupils' learning. Pupils have sung for local residents, and members of the community are invited to join in the school's special services at various times of the year. The community police come in to give 'Stranger Danger' talks, and the local fire brigade visits to give advice on fire safety. There are opportunities for pupils to raise money for a range of charities, including 'Comic Relief', in which they gain a good understanding of the needs of others. There are close links with the infant school, which enable pupils to quickly settle into everyday routines when they move into the juniors. The links with the local secondary schools successfully prepares pupils in Year 6 for when they transfer to them.

27 The school makes good provision for the spiritual, moral, social and cultural education of its pupils, which is an improvement since the last inspection. In particular, the



school provides a very good range of opportunities for pupils' cultural development, especially through assemblies, music and art. The school successfully links these aspects of educational provision. For example, when the steel band played in assembly, pupils were encouraged to enjoy the music and think about how it made them feel and enabled to learn about the origins of steel bands and about the music produced by the different 'pans'. They were also reminded about how hard the pupils in the band had worked and co-operated, to be able to play so well in assembly.

28 The provision for pupils' spiritual development has remained good since the last inspection. Assemblies and religious education lessons make a strong contribution to this provision, helping pupils to think about their own feelings and those of others, and to respect other people's views and beliefs. Pupils are encouraged to marvel at the wonders of nature, such as the beauty of a rainbow. Although a daily act of collective worship is held and fulfils statutory requirements, there is not always sufficient time or emphasis to encourage the pupils to reflect on the aspects they have been considering through stories or discussion. Such an emphasis would further develop pupils' spiritual awareness and would make even more of the messages being given.

29 There is now good provision for pupils' moral development, an improvement since the last inspection. Pupils are helped to develop an understanding of the difference between right and wrong and of the reasons for rules. Most of the time, there are good or very good relationships between pupils and their teachers and there are consistent, high expectations for pupils' behaviour. Pupils are given respect and, in return, respect their teachers.

30 Provision for social development has also improved since the last inspection and is now good. Pupils are given many planned opportunities to work co-operatively in pairs or groups. The 'circle time' sessions, run by the Healthy Schools team, enable pupils to develop social skills such as co-operation, team working and good listening. The school makes good use of other agencies, and of media such as drama, to extend pupils' social development. For example, drama has been used to help pupils consider reasons for not smoking and to help pupils consider the issue of bullying.

31 Pupils' cultural development is particularly well provided for. Pupils are introduced to a wide range of music, art, literature and poetry from a number of different cultures. Peripatetic music teachers support the school well. For example, pupils learned about steel bands from the peripatetic music teacher, in an informal and relaxed way during an assembly. Pupils are taken on a range of trips and visits to extend their cultural development, such as visits to the theatre. The school takes full advantage of its proximity to Manchester city centre and is involved in a Manchester Arts project. Through religious education, pupils develop an understanding of other faiths and cultures and stories from other cultures are sometimes used in assemblies, such as a story from Africa, used to help pupils look for solutions to disagreements.

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

32 The school takes good care of its pupils. The combination of effective monitoring systems and staff, who know their pupils well, and have good relationships with them, ensures that this is so. The school has very good procedures for child protection, including systems for the recording of any concerns and hand-over procedures for pupils moving from the infant school.

33 Behaviour is well monitored and parents rightly feel that the headteacher deals very effectively with any issues about behaviour. Pupils hold the headteacher in high regard and their very good behaviour in whole-school assemblies reflects this. In most cases, the school's behaviour policy is consistently enforced through the promotion of good behaviour and pupils respond well. Where this is not the case and where pupils are unclear about the expectations for their behaviour, or feel they 'can get away with things', behaviour is less good. For example, the sanctions for poor behaviour are clear but are not applied in all cases. There is, however, extremely good practice in some classrooms and pupils are so well aware of the high expectations for their behaviour and have such good relationships with their teachers that sanctions are hardly ever required.

34 Attendance is very well monitored and, as part of the school's focus on improving attendance, resources have been used to employ someone to telephone home if a child is absent and school has not been contacted. This work is proving very effective. Attendance has improved, parents are more aware of the need for good attendance and of their responsibility to inform the school about absences, and the school has a clear pattern of pupils' absences to help them determine whether to involve the Educational Welfare Officer.

35 There are good systems for assessing and recording individual pupils' attainment and the progress that they make in English, mathematics and science, which show much improvement since the last inspection. However, in other subjects they are not as extensive, showing mainly coverage of the National Curriculum rather than the progress made by individual pupils as they progress through the school. The school monitors pupils' academic development in an effective way and uses the information to improve curricular planning. It is beginning to use its analysis of end of key stage tests to set targets for improvement in English, mathematics and science for groups and individual pupils, and this is having a positive effect on standards. Assessment information for pupils with special educational needs is used very effectively to plan future work. Systems for the assessment of pupils when they start school are in place and the information from these assessments is used well to plan subsequent learning experiences. The school has good procedures in place to monitor the achievements of different groups of pupils and information from these is used effectively to meet the needs of pupils of different prior attainment.

36 Personal, social and health education is taught through different curriculum areas and through special topics, identified within the Healthy Schools Award Scheme. Monitoring of personal development has resulted in areas for focus being identified. The current focus on helping Year 4 and Year 5 pupils to deal with aggressive behaviour, through co-operation and listening, is proving successful. The pupils are enjoying the sessions and learning a lot from them. Similarly the training for pupils who have successfully applied for the positions of 'playground buddies' is effective as well as enjoyable and pupils are developing a range of social skills, to help them mediate in the playground situation and also to take them on into effective citizenship.

37 Pupils with statements of special educational need are very well supported and there is good support for the pupils for whom English is not their first language, although support in the home language cannot always be provided because of the range of home languages found within that small group of pupils.

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

38 A Key Issue from the last inspection was for the school to improve its partnership with parents. It has successfully done so and the school now has a good partnership with parents. The work of the headteacher and her staff is highly valued by parents. They feel

that their children are well taught and make good progress in school and that the school expects their children to work hard and achieve their best.

39 The school has made a lot of effort, since the last inspection, to involve parents more fully in the life of the school and to keep them better informed about what is happening in school and about their children's progress. Initiatives, such as sessions about the National Numeracy Strategy and family ICT courses have enabled parents to become better informed about what their children are being taught. The school has also worked hard to encourage more parents to become involved in school. As well as encouraging parents to help in school, they have aimed to involve parents in specific activities, such as the 'Pride 2' project on drugs awareness. The school has also asked for parents' views on items such as the areas to be included in the school improvement plan, and these views have been taken into account.

40 Written information for parents is now good. A newsletter, whose tone is friendly, keeps parents informed about school life and detailed written reports keep parents well informed about their children's progress and achievement. The prospectus and governors' annual report to parents are produced jointly with the infants school. Both need to include some additional information to fully comply with legal requirements. The prospectus needs to include absence rates and the governors' annual report needs to include term dates for the next year. In both reports there are percentage tables for school and national end of Key Stage 2 test results but there are no explanations about what the percentages show. The prospectus, although informative, is in very small print, which does not make it easy for parents to read. School acknowledges that these minor improvements can be made.

41 Parents appreciate the opportunities to attend assemblies, concerts and sports days, as well as the termly opportunities to discuss their children's progress with the teacher. There are a few parents for whom English is not their first language. These parents speak a range of languages and the school makes good use of any support workers who speak the home language to help communicate with these parents.

42 The improvement in the school's partnership with parents is reflected in the higher proportion of parents returning the parents survey, for this inspection, and the positive responses given. The school is now enabling parents to play a more active part in their children's education.

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

43 Leadership and management of the school are very good. The headteacher provides clear educational direction and promotes high educational standards within a caring and supportive ethos. She has a good knowledge of the school's strengths and weaknesses and justifiably has the respect and confidence of pupils, colleagues, governors and parents. As a result of this leadership the school is very successful in meeting its stated aims.

44 The very good support provided by the senior management team contributes successfully both to the smooth day-to-day running of the school and to its long-term development. The deputy headteacher provides an excellent role model for colleagues and pupils. He successfully manages a substantial teaching commitment alongside other responsibilities, including highly effective management of assessment. The leadership and management of the school have been substantially improved since the last inspection, resulting especially in raising the quality of teaching and standards in English, mathematics and science. All of the Key Issues identified in the last inspection have been fully and efficiently addressed. Very good leadership by the co-ordinators of English and

mathematics has been instrumental to the successful implementation of the National Strategies for Literacy and Numeracy. In almost all subjects, teachers fulfil their subject leadership responsibilities enthusiastically and effectively.

45 The governing body is effective in fulfilling its duties and statutory responsibilities and benefits from a high level of financial expertise amongst its membership. Governors have an appropriate structure of committees that meet regularly and through minutes of meetings keep each other fully informed of their work. They are also kept well informed by the headteacher and through briefing sessions from subject co-ordinators on the teaching staff, for example when introduced to the new facility of the ICT suite. As a result, governors maintain a good understanding of the strengths and weaknesses of the school.

46 The school has good procedures for monitoring, evaluating and developing teaching and for improving standards. In particular, the teaching of literacy and numeracy has been suitably monitored by the subject co-ordinators and this has led to the school substantially improving its teaching in these subjects. Similarly, the school makes good use of its analysis of assessment data to target specific areas of teaching to bring about improved standards. This is already having a positive impact on standards, in particular in raising levels of attainment, for 11 year olds in English, mathematics and science. The school remains committed to raising standards, as evidenced by high quality, detailed action plans.

47 Systems for monitoring and promoting good behaviour are very good. The headteacher and deputy headteacher set the tone in providing an excellent example of care and support for pupils. Teachers also present very good role models for pupils and foster the good relationships that are apparent in the school.

48 The school makes very good strategic use of its available resources. Governors target money towards those areas identified for improvement within the very good quality school improvement plan. It makes clear the priority areas for improvement, personnel responsible and the resource implications of time and costs. Parents' and governors' views are sought alongside those of staff when deciding the school's priorities for improvement. Excellent financial planning ensures that decisions taken in setting the budgets are appropriately taken in relation to the educational priorities, for example, in providing an ICT suite and in providing additional staffing to support pupils with special educational needs. The school budget is closely monitored and the quality of the school's accountancy procedures were judged to be of a high standard in the most recent audit report.

49 Very good leadership of the support for pupils with special educational needs and for pupils for whom English is an additional language has had a significant impact on their achievement. The deployment and training of classroom assistants to deliver additional literacy support and lunchtime study support groups have both raised standards in basic literacy skills. The co-ordinator assists teachers in writing individual action plans, and evaluations of all subjects alert her to those pupils who may need support. Pupils for whom English is an additional language are quickly integrated into the school community. Management does all that is possible to ensure home language support is found. This reflects the high emphasis the school places on education inclusion. Staffing levels are good and all are suitably deployed to promote pupils' learning. There is a good balance of very experienced teachers and those who are relatively new to the profession. The school is committed to the continuing professional development of staff, as evidenced by its well thought out Performance Management Policy. This is reflected in the close links between training of staff and school improvement. Teaching assistants and volunteers contribute significantly to the learning and progress made by all pupils and especially for those with statements of special educational needs. The 'user friendly' style of the very good quality staff handbook ensures that all those who are new to the school have ready access to

details of day-to-day routines and procedures. The school administrator carries out her duties most efficiently and effectively and presents a welcoming image of the school.

50 Resources are at least adequate in all areas of provision. Resources for music are very good. In English, mathematics, science, religious education, ICT, art and physical education, resources are good. Resources are bought by applying the principles of best value and staff make effective and efficient use of the human and material resources. Very good use is being made of the ICT suite enabling pupils to develop and use ICT skills.

51 Governors have committed additional funds to improve accommodation, especially for the library, ICT, music and the playground, all of which have improved pupils' learning. Teachers create stimulating learning areas and celebrate pupils' work through very attractive and relevant displays that promote and reinforce learning. The building is kept exceptionally clean by the hardworking caretaker and staff, and is treated carefully by the pupils. Whilst there is adequate accommodation the school's provision for physical education is limited by the lack of playing fields.

52 Given the above average income it receives, the good teaching provided, and the very good achievement of pupils, the school is providing good value for money.

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

53 In order to further improve standards, the governors, headteacher and staff should:

1. Raise standards in writing by:
  - a) increasing planned opportunities for pupils to develop and apply literacy skills in other subjects (para 17); and
  - b) enabling pupils to make greater use of classroom computers. (paras 17, 67))
  
2. Improve the quality of teaching where it is currently less than satisfactory, especially in order to raise standards in design and technology. (paras 88, 93)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	17	18	11	4	1	0
Percentage	14	29	31	19	7	2	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y3 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	218
Number of full-time pupils known to be eligible for free school meals	n/a	125

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y7
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	87

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	8.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	35	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	23
	Girls	25	27	33
	Total	42	45	56
Percentage of pupils at NC level 4 or above	School	71 (59)	76 (59)	95 (68)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	16
	Girls	21	22	23
	Total	34	38	39
Percentage of pupils at NC level 4 or above	School	63 (51)	70 (51)	72 (60)
	National	70 (68)	72 (69)	79 (75)

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	9
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	1
White	200
Any other minority ethnic group	3

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	3	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y7**

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	27.3
Average class size	27.3

#### **Education support staff: Y3 – Y7**

Total number of education support staff	4.0
Total aggregate hours worked per week	112

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000
	£
Total income	499925
Total expenditure	461873
Expenditure per pupil	1991
Balance brought forward from previous year	21426
Balance carried forward to next year	59478

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	71

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	4	0	0
My child is making good progress in school.	62	32	4	0	1
Behaviour in the school is good.	52	44	0	1	3
My child gets the right amount of work to do at home.	38	46	6	6	4
The teaching is good.	65	31	1	0	3
I am kept well informed about how my child is getting on.	58	37	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	75	20	0	3	3
The school expects my child to work hard and achieve his or her best.	80	18	0	0	1
The school works closely with parents.	45	46	3	3	3
The school is well led and managed.	61	31	1	1	6
The school is helping my child become mature and responsible.	62	32	3	1	1
The school provides an interesting range of activities outside lessons.	32	27	17	7	17

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

### **ENGLISH**

54 Pupils enter the school at Year 3 with reading standards well below the national average and at a low standard of writing. In the 2000 national test, at 11 years of age, they reached standards in English which are below the national average but which are well above standards reached by similar schools. Results, in the national tests, at the end of Key Stage 2 have improved over the past three years and targets have been significantly exceeded. The most recent results paint a similar picture of success. As a result of a high number of pupils with special needs in the upper school, a realistic but nevertheless challenging target has been set for 2002. Good teaching overall and mainly excellent teaching in Year 6 have had the most significant impact on raising standards.

55 Pupils with special educational needs attain standards which are above expectations for their abilities. Their needs are well managed by support from teaching assistants, class teachers and Support Service staff. Teaching within a supportive setting arrangement ensures their very good progress. Pupils who have English as an additional language learn English quickly and reach similar standards to their peers.

56 Speaking and listening skills have improved across the school and pupils are usually confident, give precise answers and try very hard to find imaginative vocabulary for writing. They are used to discussion or to giving opinions and are involved in drama. Pupils ask questions and work well in a variety of settings. Positive relationships set secure environments in which pupils can speak confidently. Listening skills are not always as well developed in some classes although, when they come together as a school, the pupils listen very well in assemblies and to musical contributions. Pupils can sometimes be inattentive at certain times of the lessons and some teachers do not always ensure that all pupils are listening. Speaking and listening is timetabled and has its own scheme of work, highlighting the importance placed upon this area.

57 Reading standards are generally below expectations and sometimes well below. However, standards have risen and pupils are well supported through group reading and additional literacy support. Class text work has helped pupils to improve their skills and, in the best examples of teaching, reading strategies are reinforced at every opportunity. The setting of classes has ensured that work is precisely matched to prior attainment and has enabled staff to secure pupils' understanding. They are always encouraged to read at home and have home/school reading records and book reviews to complete at home. Pupils learn to use reference and information books in class.

58 Writing has also improved, although standards are generally well below national expectations. Pupils write in a variety of genres such as poetry to develop imaginative vocabulary, newspaper reports and accounts, and scene setting linked to art. Written work is usually presented very well in all subjects. Individual targets are set for writing and pupils know when they have achieved their own targets. Basic skills, such as spelling and punctuation are improving although many pupils find these difficult. The school places appropriate emphasis on the acquisition of these skills and has many strategies in place to improve them.

59 Pupils' attitudes to the subject are good and at Year 6 they are always very good. Most of the lessons are brisk and well planned and, as a result, most pupils listen well and

show interest in their work. Work is well presented and pupils take great care. High expectations of behaviour and a consistently applied behaviour policy lead to attentive classes and good learning in most instances. Where expectations are not as high, pupils are sometimes inattentive and the progress of the lessons is delayed. Good, very good and excellent relationships in classes result in respect and co-operation. 60 Pupils have confidence and are happy to contribute ideas and questions. Pupils are encouraged to work co-operatively and collaboratively in many lessons. They do this well. Literacy lessons also provide opportunities for pupils to work independently. Most pupils are successful, making good use of time.

61 Teaching overall is good and is never less than satisfactory. In Year 6, teaching is almost always excellent and never less than very good. This has been a key factor in the improvement in standards of literacy.

62 The National Literacy Strategy has been successfully implemented and the structure of the lessons has resulted in confident teaching, secure subject knowledge and good learning. In a Year 3 lesson, well-planned questions for the guided reading group resulted in good understanding of research skills.

63 Additional literacy support and lunchtime study support by teaching assistants and the provision of booster classes have had a very favourable impact on improved standards, particularly of reading. Teachers provide detailed planning for all abilities and pupils are usually aware of their learning. In an excellent lesson in Year 6, pupils were asked to clearly relate their new learning for that lesson. They gave precise explanations of what they had learnt which met and even exceeded the planned learning objectives.

64 Relationships are good and often better. Pupils in a Year 6 lower attaining group demonstrated improved confidence and success as a result of their positive relationship with their teacher and peers. Marking is very good and includes positive teaching points and dialogue. There is evidence that pupils read comments and try to improve their work.

65 Very good provision is made for all strands of the English curriculum including an appropriately increased curriculum time allocation. Speaking and listening is seen as a discrete area and has been allocated specific teaching times and a separate scheme of work. Due emphasis is placed on the importance of speaking and listening within other subjects. To further develop literacy skills the school should formalise planning for the development of reading, writing, basic skills and speaking and listening within other subjects.

66 Co-ordination of the subject is very good and the co-ordinator has played an important part in the many improvements since the last inspection. A significant focus of the co-ordinator's work is to target the work of the additional literacy support.

67 A broad range of assessments is used and pupils' progress is monitored closely. This results in appropriate planning for pupils' needs. Planning always includes the needs of pupils who have English as an additional language, those who have special educational needs and any gifted or talented pupils. Many activities such as literacy week, poetry workshops, presentations to parents and trips to theatre productions and the local library have developed a growing interest in all aspects of literacy. Improved resources and new library books have raised pupils' interest in reading. The school may wish to consider a Dewey classification of the library books in light of pupils' visits to the public library. The school has recognised the need to further develop ICT within literacy lessons.

## MATHEMATICS

68 The school's 2000 test results for 11 year olds are above average when compared to all schools nationally and well above average when compared to schools of a similar nature. The proportion of pupils reaching the higher level (National Curriculum Level 5) is also above average when compared nationally. This represents very good achievement because the attainment of most of these pupils was well below average when they began in this school.

69 Over the last two years, the school's standards have improved remarkably as a result of several factors, but principally the high quality teaching in Year 6. Other contributing factors include the influence of the National Numeracy Strategy, teaching pupils in groups according to their prior attainment, booster classes for Year 6 pupils and the deployment of teaching assistants. Evidence from the work of the present Year 6 pupils, which is a weaker cohort than last year's, indicates average standards.

70 Very good improvement has been made since the previous inspection, particularly with regard to the quality of teaching and pupils' standards of attainment. The school's very successful implementation of the National Numeracy Strategy has addressed weaknesses identified at the previous inspection, for example in curriculum provision, and has helped raise the quality of teaching and promoted the use of good quality resources.

71 Overall, teaching is very good; it is never less than good and, in most lessons, very good or excellent. In the case of three Year 6 lessons, teaching is consistently excellent and is characterised by: the teacher's high level of enthusiasm, excellent involvement of pupils by use of searching questioning that deepens their understanding, and brisk pace that sustains pupils' interest. In all lessons throughout the school, teachers' lesson planning is very thorough and the pupils are informed about what they are intended to learn. Teachers deal constructively and sensitively with pupils' misconceptions or errors. Similarly, teachers mark work thoroughly and constructively point out where improvements need to be made. Consequently, because such a positive ethos is created, pupils respond confidently in front of their peers without fear of failure or rebuke and respect each other's feelings when errors are made. They co-operate fully with adults and show interest and concentration in their work. Pupil behaviour is invariably good and in the case of three Year 6 lessons, exemplary. In such lessons and as a direct result of excellent teaching, they show high levels of enthusiasm, interest and enjoyment.

72 Most pupils nearing the age of eleven have acquired appropriate skills of mental manipulation of number, though a significant minority still have some difficulty in recall of table facts. The majority can apply their skills with the four rules of number, for example, when multiplying a four-digit number by a single digit and when adding amounts of money. High attainers have a secure understanding of the inter-relationship between decimals, fractions and percentages and can rapidly mentally add three multiples of 10, such as  $70+40+80$  and can articulate their chosen method.

73 Throughout the school, pupils with special needs and those who are high attainers are well provided for. This is mainly due to the accurate assessments made by teachers that provide them with the requisite information upon which to group pupils with others of similar abilities. Additionally, these grouping arrangements allow those pupils who have special educational needs to be well supported by the additional help of an extra teacher or teaching assistant. Pupils with English as an additional language are also well provided for through careful planning that ensures a close match of work to their prior attainment, and, in some cases, through specialist linguists.

74 The introduction of the National Numeracy Strategy has led to careful structuring of learning. Lessons begin with a brisk and appropriate mental warm-up, followed by the main part where pupils are introduced to new knowledge and skills. Teachers make good use of the plenary part of lessons to reiterate learning, and, in best practice, by reviewing the learning in order to help pupils become aware of what has been learned. The National Numeracy Strategy is raising pupils' competence to recall and manipulate number and to use correct mathematical vocabulary, for example, when answering questions or explaining their strategies. Written computations are accurately completed and neatly presented.

75 Pupils are able to use and apply their numeracy skills in other subjects, for example in science when measuring the rate of growth of beans, in geography when using four-figure grid references to locate the school on a map of the locality, in history to place events of Queen Victoria's reign in chronological context, and in ICT when using databases of mathematical shapes. In many lessons, collaborative working contributes significantly to pupils' social development as well as reinforcing mathematical learning. In many lessons, teachers promote pupils' clear understanding of text by reading it with them beforehand. Similarly, the emphasis placed upon pupils giving oral explanations contributes well to the development of their speaking and listening skills.

76 Very good subject leadership and teachers' commitment have contributed to the improvements in the subject since the last inspection. The enthusiasm, expertise and commitment of the previous and present co-ordinator have enabled them to fulfil the role, including contributing to colleagues' plans and monitoring of lessons. Detailed and extensive analysis of test data has been informative in terms of identifying areas of relative weakness and in ascertaining that all groups of pupils are achieving their best. At present, there is some good use of the ICT suite to support mathematics and the school plans to make greater use of the ICT equipment residing in classrooms. The co-ordinator also recognises the need to implement a uniform system that will enable teachers to record the progress made by individual pupils, which will provide a basis for target setting.

## **SCIENCE**

77 Over the last two years, there has been a remarkable improvement in standards attained in the national test results for 11 year olds, and they have been well above average in terms of national and similar school comparisons. This shows that all pupils have achieved very well during that time in relation to their low skill levels on entry to school, and the indications are that the current Year 6 class are achieving in a similar way. This is a result of pupils having many opportunities to take part in structured, practical investigations and the significant amount of high quality teaching that they receive, particularly in the two Year 6 classes.

78 The quality of teaching is good, with lessons being very well planned so that activities effectively challenge all pupils. Good classroom management and organisational methods ensure that the pupils have a high work rate. Teachers show secure subject knowledge that enables them to use questioning effectively to find out what pupils understand and can do, before they begin their activities. They are able to effectively explain to the pupils the purpose of the activities and, as a result, they have a clear understanding of what is expected of them. This was evident in a lesson for pupils in Year 3, delivered by the co-ordinator, on learning about the different parts of a flower. In this lesson, the teacher's high expectations of pupils' behaviour and of what they could do, effectively developed their understanding of the idea being taught. Within such activities, the pupils are effectively taught the basic skills of making close observations and of recording their findings in different ways. As they progress through the school, pupils are

able to learn how to use a wider range of scientific equipment, and there are many opportunities for them to work together with this equipment in structured, practical, investigative activities. This was seen when pupils in Year 5 were testing a variety of powders to find out what happened when they were mixed with water. In this lesson, as in others, the teacher emphasised the need to keep the test fair and allowed pupils to use their initiative and take some responsibility for their own learning. Consequently, the pupils are effectively building up their skills in carrying out a fair test and, by the time that they are eleven, their investigative skills are well developed. In lessons for pupils in Year 6, on developing an understanding of the need for a healthy diet, the teachers' emphasis on the use of correct scientific vocabulary enabled pupils to discuss the idea in a knowledgeable and mature way. When making conclusions during investigations, the pupils tend to be descriptive rather than evaluative and are not always effective in interpreting data that they have collected. Throughout the school, there is some use of pupils' skills of using ICT to enhance their work, and this is an area for further development. Pupils make effective use of their numeracy skills to take a variety of measurements, including monitoring the growth of the shoots and roots of broad beans over a period of time. The progress of pupils with special educational needs and those with English as an additional language is good, as a result of the well-structured support that they are given. They are encouraged to develop their speaking and listening skills and, as a result, pupils are able to make effective contributions to class discussions during science lessons.

79 The pupils' attitudes to learning are positive and their behaviour is good. They enjoy their work and respond with interest and enthusiasm, especially when involved in practical work. They show a great deal of curiosity and are keen to ask questions to further their learning. They listen carefully, concentrate well and are appreciative of the contributions of other pupils.

80 The curriculum that is offered to the pupils is good, with many opportunities provided for them to develop their investigative skills. The scheme of work is effective in ensuring continuity and progression of learning through the school and shows improvement since the last inspection. Procedures for monitoring pupils' academic performance and the use of assessment information to plan future work have also been improved, and these are now good. There are procedures in place to analyse the optional and statutory test results to identify areas of weakness, and these are now being used to set pupil targets for improvement. Very good leadership of the subject has been an important factor in the improvement in standards. The accommodation is spacious for practical activities and there is a good range of resources for pupils to use. The present provision for science shows very good improvement since the last inspection.

## **ART AND DESIGN**

81 By the time that time they are aged eleven, the majority of pupils achieve average standards and have made good progress through the school. In some aspects of the subject, such as large-scale collage and close observational drawing, the level of their work is above average.

82 The quality of teaching is good, with an emphasis on the development of pupils' basic skills in the subject, so that they are able to effectively build upon their prior attainment and achieve well. They are presented with a good range of activities in all areas of the subject and develop appropriate skills in the use of different media. Pupils are encouraged to experiment with line, texture and colour and to show initiative by making choices about the best materials to use. There is a strong emphasis on the need to observe objects closely and, as a result, the pupils made good progress in their understanding of

how to use visual information to aid their work. Work is often linked to other subjects, as was seen in the high quality collage depicting life in Ancient Egypt that effectively enhanced pupils' learning in history.

83 Pupils have many opportunities to study the work of famous artists and then develop work in their style. This is evident in the work of pupils in Year 5 who have studied the work of Lowry and then used a variety of lines to create depth and dimension in their creation of industrial landscapes. These pupils have also studied Victorian wall tiles and then designed and made their own, using string as a means of adding texture. Pupils in Year 4 show good skills in studying a wood engraving and then using chalk and charcoal to copy it.

84 Effective use is made of good quality resources by teachers to act as stimulus for lessons and to capture the pupils' interest. A very good example of this was in a Year 4 lesson delivered by the co-ordinator, when pupils were studying Celtic patterns and designs and then created their own. In this lesson, the teacher effectively taught the pupils how to use a viewfinder to make close observations before starting their work. Teachers give pupils many opportunities to develop their artistic skills by the use of sketchbooks to record their observations and ideas. Pupils are also able to effectively use ICT to enhance their work, as is shown by their use of a computer program to move and resize graphics to make images based on the painting 'The Snail' by Henri Matisse.

85 The pupils obviously enjoy their art lessons and respond in an enthusiastic and positive manner that results in a high work rate. They collaborate well and show willingness to appreciate the talents of others, which effectively supports their personal and social development.

86 Very good leadership by the co-ordinator enables her to effectively advise and support her colleagues. She plays a central role in the art displays around the school, which are of high quality, and makes a significant contribution to the stimulating learning environment to be found throughout the school. She has also written a comprehensive scheme of work that very successfully supports continuity and progression in pupils' learning. The curriculum is broad and balanced and makes a good contribution to pupils' understanding of other cultures. A good example of this is the way pupils have studied African masks and sculptures and then used papier-mâché to produce three-dimensional African figures. There is recognition of the need to develop assessment procedures so that they are more effective in monitoring the development of skills as pupils progress through the school. The school has maintained the high quality experiences for pupils reported in the last inspection.

## **DESIGN AND TECHNOLOGY**

87 Standards attained by 11 year olds are below those expected for their age. Examples of some of the work completed by last year's Year 6 pupils reveal that the quality and finish are lower than anticipated for 11 year olds. Similarly, discussions with pupils presently in Year 6 provide clear evidence that they have a weak level of understanding of the purpose or process of evaluation. However, they do have a secure understanding of the purpose of design and the need to follow rules of safety and hygiene when using tools and preparing food.

88 Due to time-tabling arrangements, it was possible only to observe lessons in Year 5 and 6. On this evidence it is judged that teaching and learning are unsatisfactory. The principal weaknesses in teaching centre on ineffective class management, lack of clarity in



planning and insufficient regard for the range of ability. As a result, lessons are punctuated by the teacher's frequent requests for the pupils to behave appropriately, which then impairs the flow of teaching and slows the pace of learning. Task, explanations and discussions are pitched at a level that is too demanding for some, whilst insufficiently challenging for the higher attainers. Initially, most pupils behave well and pay attention but as the lesson proceeds, boredom and confusion set in and pupils' behaviour understandably deteriorates. Pupils are unclear about what they are expected to learn and achievement is unsatisfactory.

89 Long and medium-term curriculum plans show that over the key stage pupils experience an appropriate range of activities to meet the requirements of the National Curriculum. Unfortunately, this clarity is not translated into individual lesson plans and therefore practice does not match intentions.

90 There has been insufficient improvement in the subject since the previous inspection. Leadership is unsatisfactory and is not raising standards in the subject.

## **HISTORY and GEOGRAPHY**

91 By the time that they are eleven, most pupils attain average standards in both subjects, achieving well as they progress through the school.

92 There is insufficient evidence to make a secure judgement on the quality of teaching in geography. However, teaching in history is good. Teachers have good subject knowledge and are able to organise and manage their classes effectively. There is good use of time and resources and effective use of questioning to find out what pupils know and understand. The teaching is well matched to the needs of all pupils, so that all abilities are well challenged. There is good explanation of the ideas to be taught and all teachers place strong emphasis on pupils using correct historical vocabulary. As they progress through the school, they learn how to use evidence to find out about the past and how things change over a period of time. Good emphasis is placed on the significance of historical artefacts and the need to study them in order to find out about the past. In a Year 5 lesson, the pupils showed a secure understanding of correct chronological order of significant events in history, including the reign of Queen Victoria, and developed an appropriate historical vocabulary to talk about their work. In this good quality lesson, given by the co-ordinator, pupils were able to work collaboratively and, in so doing, effectively developed their social skills. Pupils in Year 6 lessons showed appropriate knowledge and understanding of the differences in the lives of poor and rich children in Victorian times. This work built on an ICT lesson, in which pupils had used the Internet to research information on Victorian Britain. Work is often enhanced by such links with other subjects, as is seen in the large-scale collage of life in Ancient Egypt, created during art lessons. Literacy lessons are also used to develop historical understanding, as is seen in the reports of the sinking of the Titanic, produced by pupils in Year 6.

93 Only two geography lessons were seen, but it is evident by talking to pupils in Year 6 that there has been effective development of pupils' ability to extract information from secondary sources and good progress has been made in the acquisition of correct geographical vocabulary, enabling pupils to talk confidently about their work. Pupils show a secure understanding of how people can affect the environment and can comment in a mature way on issues, such as pollution and recycling materials. In the two lessons for younger pupils, on the development of river systems, the quality of teaching was unsatisfactory. The teacher was unable to manage the classes in an appropriate manner and the activities given were poorly matched to the differing abilities of the pupils;

consequently, little learning took place. Pupils in Year 6 make good use of their numeracy skills, for example when finding schools on a map of Moston by means of four-figure grid references.

94 The pupils' attitudes to learning are positive, being able to sustain concentration and willing to ask and answer questions. They are well behaved and willing to listen to the views and opinions of others. They handle historical artefacts and resources with care and take pride in their work, showing good levels of presentation. Pupils with special educational needs and those for whom English is an additional language are well supported and they also make good progress in their learning.

95 There is good curricular provision in both subjects, so that all pupils are able to enjoy a broad range of relevant and interesting experiences. The school uses visits and visitors to provide further learning opportunities for pupils, as in history when they have visit Bramhall Hall to learn about the Tudors. In geography, effective use of the local environment develops their knowledge and understanding in the subject, as is seen in the survey of shops in the area carried out by pupils in Year 5. In both subjects, there has been improved planning since the last inspection and this takes effective account of pupils' prior knowledge and understanding, so they can be given work that enables them to achieve well. Assessment procedures need to be further developed to better track the progress that pupils make. There is enthusiastic leadership of both subjects by co-ordinators, who have developed action plans to further improve standards. Provision for both subjects shows good improvement since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

96 Standards in ICT are in line with national expectations for 11 year olds. This represents very good achievement from the levels pupils had reached at the beginning of the key stage.

Teaching is very good overall and results in all pupils, including those for whom English is an additional language, and regardless of ability, making very good progress. Lessons are based on detailed planning that clearly identifies what pupils are intended to know, learn and do. Teachers' secure, and in some cases, high level of subject knowledge, enables them to give lucid explanations and clear demonstrations to the pupils. Other key factors contributing to the most successful lessons include enthusiastic teaching that inspires pupils; excellent management of the class, based upon consistency; and high expectations of pupils' behaviour and excellent relationships.

97 Pupils in a Year 4 lesson made very good gains in their use of word processing skills to alter words to change the mood of a text. They retrieved the file and made effective use of appropriate keys to edit their work. This very good lesson was notable for the combined learning of literacy and ICT. Similarly, Year 5 pupils made good gains in their ability to search a database of mathematical shapes. They are able to specify appropriate criteria thus reinforcing their mathematical knowledge and understanding. As a result of very good teaching, Year 6 pupils can use the Internet to locate information for their history topic of the Victorians. They know how to efficiently access specific sites by use of the 'favourites' tool. Pupils' behaviour is at least very good and in the case of Year 6 classes, excellent. They are keen to learn and listen well when teachers demonstrate various techniques. Pupils respond particularly well and work intently when they are required to collaborate in using a computer.

98 Evidence from samples of pupils' work show that ICT is also used within religious education, for example in writing about the Christmas story, and to develop graphical skills

in art. Extensive use is also made of ICT to assist pupils' revision for the end of key stage national tests.

99 Very good leadership by the co-ordinator, together with excellent external support funded by the school, has been instrumental in bringing about substantial improvements in the provision for ICT since the last inspection. The school has made great strides in the last year, but recognises more development is still needed, as reflected in the high quality plan of action for the next three years. A key requirement, recognised by the school, is to develop a simple but effective system for recording pupils' progress in learning.

100 As a result of significant and well-directed spending the school has developed a good quality ICT suite that is providing pupils with the experiences that are required in the National Curriculum for ICT. Specific funding for staff training has been used appropriately and staff are enthusiastic about continuing to develop their own skills by working alongside others who have particular expertise, and thus building their confidence to teach the subject.

## **MUSIC**

101 Pupils enter school with standards of music which are in line with national expectations. They make very good progress and reach the end of Key Stage 2 at standards which are above national expectations. However, a significant number of pupils reach standards in playing which are well above average and in a few cases very high. This is as a result of very good and excellent instrumental teaching by several staff from the Manchester Music Service, teaching within school, co-ordination of the subject and the school's commitment to music. Standards achieved are also attributable to commitment by the pupils and the support of their parents at home. The standard of singing in the school is generally good. Music is a strength of the school.

102 Over 50 pupils across the school play a wide variety of musical instruments with increasing ability. The excellent, recently-formed steel band includes pupils of all ages and academic abilities who demonstrate skills of control, timing, listening, observing, rhythmic accuracy and an awareness of audience. Similarly, the brass band, which has been playing together for a short time, demonstrates considerable skills. Pupils also learn woodwind, guitars and strings. Pupils read music well and use musical terms confidently.

103 Overall, pupils' attitudes towards music are very good and behaviour in lessons is usually good. All pupils enjoy listening and playing and most show respect towards staff and instruments. 104 Where pupils do not play tuned instruments with the instrument groups or through the music service, class lessons include opportunities to play both tuned and untuned instruments. Pupils enjoy these lessons. However, there was some unsatisfactory behaviour in one Year 4 lesson when the behaviour of a few pupils detracted from the quality of the lesson.

105 Teaching overall is very good and often excellent, particularly by music service staff and the music co-ordinator. Very good and excellent subject knowledge and relationships are the key factors in the rapid progress and high standards reached in playing and the development of musical knowledge. Pupils enjoy their lessons and are committed to improvement. Teaching within class music lessons varies. A very good Year 6 lesson on composing was very well planned and organised. Very good relationships, high expectations of good behaviour and excellent support resulted in groups of pupils producing good compositions including pulse. There was obvious improvement across the lesson and pupils evaluated the compositions productively. In a satisfactory Year 3 lesson

pupils were reminded of a previous lesson before the holidays and encouraged to reinforce their learning. They consolidated their learning and developed their abilities to listen carefully by identifying solo instruments within a recording. Teaching in one Year 4 lesson was unsatisfactory. A number of incidents of unsatisfactory behaviour were ignored. Expectations of behaviour and ability were not high enough. Some instructions given were unclear and musical vocabulary was not consistently used. As a result attainment in this lesson was below expectations.

106 The well-qualified and enthusiastic music co-ordinator holds band practice at lunchtimes and co-ordinates the many musical events for the school. The pupils have performed for the local community and at the Royal Northern College of Music. They have been involved in the Manchester Arts Festival and the steel band is being prepared for a possible performance at the Commonwealth Games. The school should consider using the expertise of the co-ordinator to monitor and support the teaching of music by non-specialists. This would ensure that pupils were suitably challenged in light of the high ability of many. The school is very well resourced and recognises the importance of music in raising self-esteem in many pupils. Pupils who have English as an additional language have been very successful in playing instruments, which has increased their confidence in other areas.

## **PHYSICAL EDUCATION**

107 Standards attained by 11 year olds are in line with national expectations. By age eleven, pupils are able to show good expression and imagination in their dance movements in response to various stimuli. They have an awareness of the aesthetic aspects of movement, for example in body poise when performing dance moves. Pupils are aware of the purpose of warm-ups and know that exercise has a beneficial effect on their bodies. Almost all pupils have learned to swim to at least the standard required by the National Curriculum and many exceed this standard.

108 Teaching is good overall, based on the evidence of games and dance lessons only. Lesson plans are very good and make clear the intended outcomes of the lesson. Very good teaching in a Year 3 games lesson was characterised by good organisation and relevant coaching points and resulted in pupils making very good gains in their ability to throw and catch a large ball. Additional voluntary support, from an ex-teacher of the school, contributed significantly to two of the three Year 3 games lessons observed. The third Year 3 dance lesson was unsuccessful because of highly prescriptive teaching that afforded pupils little opportunity for imaginative or expressive movement. By contrast, as a result of very good teaching, pupils in a Year 6 dance lesson were able to demonstrate imaginative and expressive actions in response to poetic and musical stimuli. The most notable features of teaching were the teacher's personal example and high expectations, which were successful in extending pupils physically, intellectually and socially.

109 In the majority of lessons, good relationships and mutual respect between teachers and pupils underpin the secure and unobtrusive control teachers have of their classes. However, in the less successful lessons, control is less effective and learning is impaired by frequent inappropriate behaviour. The better lessons provide good contributions to pupils' social development and behaviour and attitudes are good and, in the case of Year 6, very good. All pupils, including those for whom English is an additional language, and pupils of all levels of ability, including those with special educational needs and those who are highly able, achieve well in lessons.

110 Subject leadership is good. The co-ordinator has a good level of personal expertise, is enthusiastic and has attended several relevant courses. Good improvement in the subject since the last inspection is attributable to her subject leadership. Improvements include much better lesson planning and resources. The school recognises the need to introduce a cohesive, whole-school approach to assessment and record keeping.

111 Accommodation space is adequate but the lack of playing fields limits the school's provision. There is a good quality playground space that is appropriately marked and the hall floor is outstandingly clean. These spaces and the good level of resources contribute to pupils' learning in the subject. Collaborative work in lessons, extra-curricular football, and the residential outdoor adventure experience contribute to pupils' personal and physical development.

## **RELIGIOUS EDUCATION**

112 On entry to school the pupils' knowledge and understanding of religious education are below the expectations of the locally agreed syllabus. At the end of Key Stage 2 pupils have reached standards which are in line with these expectations. Pupils demonstrate an understanding of different religions and how beliefs relate to their own lives. They can remember important aspects of the religions they study and successfully build knowledge and understanding as they progress through the school. Pupils make good progress and older pupils demonstrate their deeper knowledge and understanding.

113 Attitudes are good and pupils show interest in their work and listen well. They show respect towards others' values and beliefs. In a Year 5 lesson about Jewish food laws, pupils demonstrated their interest through thoughtful work and by asking relevant questions.

114 Teaching is good and never less than satisfactory. Teaching in Year 6 is very good. Basic skills are usually emphasised in written work but presentation is not always as good as in other subject areas. Pupils work in a variety of groups, which can include opportunities for independent and collaborative work. Pupils are given opportunities to discuss ideas, as in a very good lesson Year 6 on the importance of rules. The class was encouraged to evaluate their findings and give their own opinions about playing a game without rules. Very good relationships, a brisk pace and excellent planning meant that pupils were highly motivated. All religious education lessons are well planned and include assessment and suitable activities for all ability groups. Previous work is always reinforced and understanding assessed through questioning. Pupils in Year 4 learn about Buddhism, linking the Buddhist Eightfold Path to their own lives and rules for home. The present common theme of rules, taught through the different religions, ensures increasing understanding as pupils mature.

115 Co-ordination is good. The scheme of work is thorough and takes account of the need for progression. Resources are good and include some artefacts for specific religions. Visits to religious establishments are built into the scheme of work and the school has welcomed visitors from the Buddhist and Jewish faiths.