

INSPECTION REPORT

Fairway Primary School
Stockport

LEA area: Stockport

Unique Reference Number: 106046

Head teacher: Mrs L. Boyle

Reporting inspector: Mrs Sheelagh Barnes

Dates of inspection: 4th-7th October 1999

Under OFSTED contract number: 706796

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
Type of control:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	The Fairway Offerton Stockport Cheshire
Telephone number:	0161 483 1873
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Appropriate authority:	Fairway Primary Governing Body
Name of chair of governors:	Mr P.S. Ramsden
Date of previous inspection:	22 – 25 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Sheelagh Barnes, RgI	Music Religious Education English	Attainment and progress Leadership and management Teaching
Doreen Shotton, Lay Inspector		Attendance, Spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community Attitudes, behaviour and personal development
Christine Llewellyn	Education for the children under five Design and technology Art	The curriculum and assessment
John Wilkinson	Physical education Special educational needs Science, Geography	The efficiency of the school
William Jefferson	Mathematics Information technology History Equal opportunities	Staffing accommodation and learning resources

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Attainment in science is good at both key stages;
- Attitudes, relationships and attendance are good throughout the school and behaviour is very good;
- The curriculum is good overall. There are new policies in place for all subjects and for teaching and learning, and good new schemes of work for English, mathematics and science;
- The provision for extra-curricular activities and sport is good;
- Partnership with parents and support and guidance for pupils is good;
- The leadership of the school is good overall and that of the senior management team is very good;
- The school is efficiently run.

WHERE THE SCHOOL HAS WEAKNESSES

- Standards in information technology at Key Stage 2 are unsatisfactory and the full requirements of the curriculum are not met;
- There are insufficient planned opportunities for children under five to climb, balance and swing to develop their large motor skills;
- The overcrowded and open-plan nature of the accommodation for Key Stage 2 inhibits pupils' progress in some lessons.

The strengths of the school are many and far outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or carers of children at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made a satisfactory level of improvement since the last inspection and now is in a good position to continue that improvement. The current leadership of the school has a good insight into what needs to be done for the school to improve. The management systems and strategies which the school has in place form an effective tool to enable it to achieve its targets. The quality of the curriculum was a key issue of the last report. The school has recently made good progress in this area and has introduced sound policies for all subjects and new schemes of work to support teaching and learning. Strong policies for teaching and learning have been introduced to provide more consistent challenge for the most able.

The school has maintained the good level of involvement of parents and they continue to make a positive contribution to children's learning. The good relationships, and attitudes have been maintained and behaviour is now very good. The pressures to teaching and learning caused by the cramped nature of the accommodation was resolved, but due to rising pupil numbers it is a problem again.

The school has started to make better use of records to monitor standards and to set targets. While this is completed in English, mathematics and science, it is not yet in place in all subjects. The role of the curriculum co-ordinator has started to be developed to include the monitoring of implementation within the classroom, but this is not yet complete. The good levels of attainment in most subjects have been maintained, with the exception of information technology, where standards have fallen at Key Stage 2.

The requirements for the information to be included in the school prospectus and the governors' annual report are not yet met.

STANDARDS IN SUBJECTS

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	C	C	<i>well above average</i> A
Mathematics	C	C	<i>above average</i> B
Science	A	B	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

The information shows that the standards in English and mathematics were average, both when compared to national figures and also to similar schools. Standards in science were well above the national average and above average when compared with similar schools. Standards at present are above average in English and mathematics Key Stage 1 and average at the end of Key Stage 2. Standards are above average in science at both key stages. In religious education standards are in line with the expectations of the Agreed Syllabus. Standards in information technology are in line with those expected of pupils of seven at the end of Key Stage 1 and below those expected of pupils of eleven at the end of Key Stage 2. Pupils make good progress in history at both key stages. Progress in all other subjects is satisfactory. Pupils with special educational needs make good progress towards their learning targets.

QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	good	satisfactory
Mathematics	satisfactory	good	satisfactory
Science	N/A	good	satisfactory
Information technology	N/A	satisfactory	satisfactory
Religious education	N/A	satisfactory	satisfactory
Other subjects	satisfactory	satisfactory	satisfactory

Teaching of children under five is satisfactory overall with good features. The teaching of the elements personal and social behaviour is good. At Key Stage 1, the quality of teaching is good overall. It is good in English, mathematics, science and history. At Key Stage 2 the quality of teaching is satisfactory overall. It is good in history and unsatisfactory in information technology. During the week of inspection there was good teaching in all parts of the school and in most subjects. No unsatisfactory teaching was observed.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good. Pupils are very well behaved and move about the school with care and consideration for others.
Attendance	Good.
Ethos*	Good. Relationships within the school are good. There is an effective climate for learning created by all staff.
Leadership and management	Good overall. The senior management have a very good clear view of the educational direction of the school. The governing body are well informed and supportive.
Curriculum	Good overall. The curriculum for children under five is broad and relevant. The curriculum is broad and suitably balanced at Key stage 1. At Key Stage 2 it is generally sound, but there is an imbalance in the lack of sufficient teaching of information technology.
Pupils with special educational needs	Good. The provision for pupils with special educational needs is effectively managed and they make good progress towards their learning targets.
Spiritual, moral, social & cultural development	The provision for pupils' moral and social development is good. The provision for their spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	Staffing and resources are good. The accommodation, whilst satisfactory overall, does impose some limitations on teaching and learning at Key Stage 2
Value for money	Satisfactory.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
I. Parents feel encouraged to play an active part in the life of the school; II. They feel well informed about their children's progress; III. They feel that the school enables their children to achieve a good standard; IV. Children are encouraged to take part in more than just their daily lessons; V. Children like school.	VI. Some parents feel that the school does not achieve VII. Not all parents are satisfied with the amount VIII. Some parents feel that the school does not

Inspection findings agree with the positive comments parents made. However the team found that during inspection, behaviour within the school was very good. The amount of homework is satisfactory overall. Nearly three quarters of parents who responded to the questionnaire felt that complaints were handled well. No evidence was found to indicate that complaints are not dealt with appropriately.

· **KEY ISSUES FOR ACTION**

In order to further improve standards and the quality of education provided the school and governing body should:-

Raise standards and progress in information technology at Key Stage 2 by:-

- a) improving teachers' subject knowledge;
- b) ensure that the curriculum meets statutory requirements;
- c) increasing the amount of time pupils spend using information technology;
- d) using information technology to support learning in other subjects;
- e) developing and consistently using assessment procedures to monitor pupils' progress;
- f) setting up effective systems for the co-ordinator to ensure that all pupils have full and equal access to information technology in their learning.

Improve the provision for the physical development of children under five and in particular their upper body development and stamina by:-

- a) providing equipment for children to climb on, swing from and balance on;
- b) developing a planned programme for its use by all children under five on a daily basis.

Seek ways to mitigate the cramped nature of the accommodation for the Key Stage 2, as funds become available.

In addition to the key issues above, the following less important issues should be considered for inclusion in the governors' action plan:-

- c) there are some omissions in the information to be included in the Annual Governors' Report to parents and the school prospectus;
- d) there are some minor health and safety issues, such as uneven surfaces and protruding roots in the school playground.
- b)

b) **INTRODUCTION**

b) **Characteristics of the school**

1. Fairway Primary School is situated in the suburban residential area of Offerton, Stockport, in the south east of Manchester. It is an open plan co-educational school with 271 pupils on role aged between five and eleven. This is above the national average size for a primary school. At the time of inspection there were 31 children under five on the school role. Admission to reception is in the September of the year in which the children will be five. The pupils in the main school are taught in mixed ability, mixed age and classes, due to fluctuations in the numbers of pupils in each year group. The pupils in Years 5 and 6 are taught in two mixed age and ability classes with around 39 pupils per class. The head teacher has been in post for one year, having been the deputy head prior to her appointment. The deputy head has recently been appointed. There have been a number of changes in staffing in the last two years and just under half of the staff have been appointed during that time.
2. Attainment on entry to the school is average overall. The pupils come from a variety of social and economic backgrounds from a range of homes around the school, some of which are rented and some of which are owner occupied. The proportion of pupils eligible for free school meals is broadly average, as is the number of pupils currently identified by the school as having special educational needs. Three pupils have a statement of their needs. Only a very few pupils come from homes where English is not the first language.
3. A set of school aims has been developed by the new head teacher, together with all staff and governors.
These aims are summed up in the school prospectus:
“Our aim is to guide each child to her/his own potential within our happy, caring school environment”
4. The current focuses of development within the school are to raise achievement and reach target levels in literacy, to raise achievement in mathematics, to introduce the numeracy strategy and reach target levels, to raise staff expertise, pupil achievement and progress in information technology and to raise achievement in Key Stage 1 in science, improving the provision for attainment target one.

2. **Key indicators**
Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	23	13	36

2. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	18	20	22
	Girls	13	13	13
	Total	31	33	35
Percentage at NC Level 2 or above	School	86	91	97
	National	80(80)	81(80)	84(84)

2. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	22	22
	Girls	13	13	13
	Total	31	35	35
Percentage at NC Level 2 or above	School	86	97	97
	National	81(80)	85(84)	86(85)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1998	27	18	45

2. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	14	22
	Girls	16	18	16
	Total	30	32	38
Percentage at NC Level 4 or above	School	67	64	84
	National	65(63)	59(62)	69(69)

2. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	14	20
	Girls	15	16	15
	Total	30	30	35
Percentage at NC Level 4 or above	School	67	67	78
	National	65(63)	65(64)	72(69)

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

¹ Attendance

Percentage of half days (sessions) missed

%

through absence for the latest complete reporting year:

Authorised Absence	School	4.9
	National comparative data	5.7
Unauthorised Absence	School	0.3
	National comparative data	0.5

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1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	2
Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	13
Satisfactory or better	100
Less than satisfactory	0

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1 **PART A: ASPECTS OF THE SCHOOL**

Educational standards achieved by pupils at the school

1 **Attainment and progress**

1. Children under five in the reception classes respond well to both the supportive environment and

the challenging curriculum, and, by the age of five, most attain the desirable learning outcomes in the six areas of learning for children of that age. They settle into routines quickly and come to school happily and feel secure. The progress of children is satisfactory overall and, in personal and social development and within individual lessons, is good and on occasion very good. However in the development of large physical skills, progress is unsatisfactory due to a lack of appropriate resources.

2. The results of Key Stage 1 tests in 1998 in reading were average, both when compared to national figures and also when compared to similar schools. The results in writing were very high compared to both the national average and the average for similar schools. In 1999 eighty three per cent of the pupils attained the expected Level 2 or above in writing and seventy seven per cent in reading. The levels of attainment are currently above average at the end of the key stage. This is broadly in line with the findings of the last inspection when most pupils achieved the national expectation for their age and many achieved higher standards. Pupils make good progress in developing skills in English throughout the key stage.
3. The results of the tests at the end of Key Stage 2 in 1998 were close to the national average and were also close to the average for similar schools. However the numbers of pupils attaining the higher Level 5 was above average. In the end of key stage tests in 1999 seventy five per cent of the pupils attained the level expected of pupils of eleven. The levels of attainment are currently average at the end of the key stage. This is broadly in line with the findings of the previous report which were that most pupils achieved the national expectation or above. Pupils make satisfactory progress overall at Key Stage 2. They make good progress in developing their skills in listening, and this is essential in the large, crowded, open plan class-rooms.
4. At Key Stage 1, the results of National Curriculum Tests and teacher assessments in mathematics indicate that for the three year period up to 1998, the performance of pupils was well above the national average. The results of the 1998 tests show that the performance of pupils was well above the national average and was also well above the average in comparison with schools with pupils from similar backgrounds. Inspection indicates that attainment in mathematics is currently above average. This is broadly in line with the findings of the previous inspection. Pupils make good progress throughout the key stage.
5. By the end of Key Stage 1 the standards of attainment in science reached by the majority of pupils are above average. These levels of attainment are broadly reflected in the most recent teacher assessments in 1998. The performance of pupils is above the average in comparison with national figures and also in comparison with schools in similar contexts the overall performance of pupils is well above the national average. Pupils are making good progress throughout the key stage because of the high teacher expectations and well structured lessons. This represents an improvement since the previous inspection.
6. At Key Stage 1, progress in information technology is satisfactory and meets all requirements of the National Curriculum. Pupils can demonstrate good "mouse" control to select and move items of clothing displayed on the screen and dress teddies in the correct sequence. They can work independently or collaboratively, as required by their teacher. They demonstrate good "mouse" control to choose from a menu. Pupils are introduced to the digital camera which they use effectively to photograph design technology models and to build up good quality, word-picture work cards.
7. At Key Stage 2, the results of the National Curriculum Tests in mathematics show that for the three year period up to 1998, the performance of pupils was above the national average. The results of the 1998 tests show that the performance of pupils was close to the national average and

was close to the average in comparison with schools with pupils from similar backgrounds. Inspection supports those findings. Attainment at the end of Key Stage 2 is average. This represents a fall in standards since the previous inspection, when most pupils achieved Level 4. Throughout the Key Stage progress is satisfactory overall. Standards in most tests in 1999 indicate improvement.

8. At Key Stage 2 the standards of attainment reached by the majority of pupils in science are above national expectations. The 1998 test results indicate the number of pupils reaching Level 4 was above the national average. In comparison with national averages the performance of pupils is above the average. In comparison with schools in similar contexts the overall performance of pupils is also above the national average. The most recent results indicate standards of attainment are improving and evidence from the inspection confirms that pupils are continuing to make sound progress through the key stage. This is similar to the picture found at the time of the last inspection.
9. At Key Stage 2, progress in information technology is unsatisfactory and the curriculum does not meet all requirements of the National Curriculum. Pupils' word processing skills are appropriately developed and they can, for example, generate and print a good variety of personalised certificates using a commercial, publisher programme. Word processing is done to edit and print work but pupils' skills in using the keyboard, changing font and style and importing into text are too limited. However there is little evidence overall of pupils using computers sufficiently to develop data handling skills. Pupils have insufficient experience of monitoring, modelling or control, and so their progress is unsatisfactory and attainment at the end of the key stage is below average.
10. Pupils' attainment in religious education is in line with that expected in the Agreed Syllabus at both Key Stages. This is similar to the position at the time of the last report, when standards were said to be sound at both key stages. Pupils of all levels of prior attainment throughout the school including pupils with special educational needs make satisfactory progress.
11. Progress is good in history at both key stages. Progress in art, design and technology, geography, physical education and music is satisfactory throughout the school.
12. Pupils with special educational needs are making good progress when under five and at both Key Stage 1 and Key Stage 2. There are individual education plans for all pupils on the schools' special educational needs register and contain sufficient detail to support pupil's learning effectively. They are integrated well into all class activities and have equal access to the curriculum including extra-curricular provision.

16. **Attitudes, behaviour and personal development**

13. Pupils' attitudes to learning are good, as they were during the previous inspection. Pupils show interest in their work and listen carefully, despite the open classrooms and surrounding noise. This is particularly evident in Years 3, 4, 5 and 6. In the reception class, children under five soon respond to the ordered atmosphere and learn to concentrate on their work. This is maintained throughout the school. In some classes, pupils show enthusiasm and enjoyment, as in a class of younger pupils, when they were learning about the harvest celebration and how to bake bread. However, their ability to persevere to complete tasks and to progress through personal study is less developed.
14. Behaviour in class and in the playground is very good. This was reported as a strength in the

previous inspection and has been maintained. Pupils are courteous and trustworthy. They show respect for property and each other. In the circumstances of the school, where access is through some classrooms which often causes distractions, pupils learn from an early stage to respect each others' needs. They display considerable awareness of the necessity to co-operate. They work well together in groups in the classroom and support each other in school activities, such as in after school clubs and sports. No bullying was observed during the inspection. There were two short exclusions which occurred during 1998/9. Inappropriate behaviour is rare and pupils respect and obey the school rules. Most parents feel that their children develop very good patterns of behaviour.

15. Pupils form good constructive relationships with their teachers and other adults in the school. Laughter is frequently heard around the school. During the inspection, assemblies concentrated on the theme of friendship. Pupils show that they appreciate the concept of thinking of others and their feelings, of avoiding excluding people and of being kind and considerate. For example, in the playground pupils allow all who ask to join in their games. No pupils are alone and lonely. The "buddy" system of pupils in Years 5 and 6 pairing with reception children and pupils in Year 1 is particularly successful in building good relationships across the school, and in giving pupils a feeling of belonging and raising their confidence.
16. The personal development of pupils is satisfactory. Although pupils help with duties around the school, such as collecting registers, preparing tables at lunch time, reading to younger children and contributing to the school council, there is a lack of development of pupils' initiative in classroom situations. The school's healthy living programme encourages pupils to take personal responsibility for their own lives. However, opportunities within the curriculum to advance their own learning through research, for instance, in the library, are under- developed.

20. **Attendance**

17. Attendance is good and has been maintained since the previous inspection. It is almost two per cent higher than the national average with very little unauthorised absence. A few pupils are slightly late each day, but this does not affect their learning. Lessons start and finish on time.

21. **QUALITY OF EDUCATION PROVIDED**

21. **Teaching**

18. The quality of teaching is satisfactory overall throughout the school. This reflects the position at the time of the last report, when teaching was judged to effectively promote pupils' progress and achievement. No unsatisfactory teaching was seen during the week of inspection and two thirds of the teaching observed was good or better. Thirteen per cent of the teaching was very good. Good and very good teaching was observed in the teaching of children under five and at both key stages. Teachers are very hard-working and provide good role models for the pupils in their care.
19. The teaching of children under five in the reception classes is satisfactory overall. The teaching of personal and social development is good. The teaching of language and literacy skills, mathematics, knowledge and understanding of the world and of creative and fine physical development is satisfactory. While good use is made of the small playground area and of the school hall to teach physical skills of co-ordination and such things as throwing and catching, the teaching of large motor skills such as balancing, climbing and swinging are inhibited by a lack of

suitable equipment.

20. The teaching at Key Stage 1 is good overall. The teaching of the core subjects of English, mathematics and science is good, as is the teaching of the skills of literacy and numeracy and of history. The high quality of the teaching in these subjects has a direct impact on the good progress that pupils make. The teaching of religious education and of information technology is satisfactory, as is the teaching of the remaining non-core subjects.
21. The teaching at Key stage 2 is satisfactory overall, with good features in the teaching of English and mathematics. Teaching in the core subjects of science and of religious education is satisfactory throughout the key stage. The teaching of information technology is unsatisfactory. The teaching of the skills of literacy and numeracy are satisfactory overall, as is the teaching of the remaining non-core subjects. A persistent inhibiting factor upon the impact that the satisfactory, good and even very good teaching has upon pupil progress is the design and size of the accommodation combined with the large size of classes. Class areas are open plan and the numbers of pupils in the Year 5/6 classes is around 39, which means that teaching in the small “quiet bay” is not feasible with the numbers on role. As a consequence, lessons are delivered side-by-side in the main teaching areas, and pupils can on occasion be in closer proximity to a teacher of a neighbouring class than they are to their own. Teachers are adept at controlling their voices to ensure their pupils hear them, while not disturbing other classes. However, it is frequently very difficult for pupils on one side of a class to hear the discussions and responses of fellow pupils on the other side. Frequently lessons are delivered where the teaching is good or even very good, but where the progress made by the majority of pupils is only satisfactory or good. This is most often the case in lessons where teacher input and class discussion forms an important part of the lesson, as in English lessons and also some lessons in mathematics and science.
22. The characteristics of the good and very good lessons are good teacher knowledge and understanding of the subjects, good planning and good methods and organisation. Teachers have appropriately high expectations of the pupils’ behaviour and learning. For example in a very good English lesson for some of the oldest pupils, looking at images in poetry about animals, the planning and preparation was clear and learning objectives were identified well. The lesson built very well on pupils’ previous learning, the teaching was animated and delivered with a very good brisk pace. The work was well matched to individual pupil’s abilities and group work was set which allowed pupils to have a better understanding of the use of similes and other forms of imagery. There was good use made of teaching aids, such as the overhead projector and other resources for learning. The teacher had good management strategies, very good knowledge of the subject and made excellent use of the oral session for direct teaching, challenging questioning and good evaluation. Relationships within the class were good. However despite the very good quality of this teaching the progress of the pupils was only good overall, due to the inhibiting factors already mentioned.
23. The teaching of literacy is good at Key Stage 1 where structured programmes have been in place for some time, and satisfactory with good features at Key Stage 2 where the literacy strategy has just been introduced in the last year. The teaching of numeracy is satisfactory throughout the school and the numeracy strategy has been introduced at the start of this academic year, but has had too little time to make a significant impact as yet.
24. The teaching of pupils with special educational needs is good throughout the school and contributes to the good progress these pupils make towards their learning targets. Teachers have a very good understanding of the needs of pupils with special educational needs within their classes and adapt their teaching methods according to individual needs. In addition these pupils receive extra individual or group support from well trained specialist teachers and support assistants. This enables pupils with special educational needs to make good progress. Higher attaining pupils in Year 5 and 6 are suitably challenged in their work and are taught for some part of the week by the

head teacher. These pupils make good progress towards their learning targets.

28. **The curriculum and assessment**

25. The curriculum for children under five is broad and relevant. It is based appropriately on the Stafford guidance and linked effectively to the Desirable Learning Outcomes for children under five, except for provision for the development of large energetic movements, which is not well developed due to lack of appropriate facilities and equipment. The school is aware of this weakness and has plans to work closely with the new nursery provision, due to open in January, in an attempt to rectify the situation. Careful consideration and shared planning sessions by teachers ensures a smooth transition to the Key Stage 1 National Curriculum programmes of study.
26. The curriculum is broad and suitably balanced at Key Stage 1, but at Key Stage 2, there is an imbalance due to non-compliance with statutory requirements for information technology. Arrangements for the teaching of religious education are satisfactory. There is an effective programme for pupils' personal and social development, including sex education and attention to drug misuse.
27. There are appropriate long-term plans for all subjects which ensure continuity and progression across the school. The schemes of work for several foundation subjects have been adapted from the nationally published guidance, but have not been in place sufficiently long enough to demonstrate any impact on pupils' attainment. The curriculum is arranged partly on a topic basis and partly as discrete subjects, when more appropriate. Teachers plan together effectively to ensure coverage, equality of provision for mixed age groups and to provide continuity and progression of learning.
28. The school enhances the curriculum well with a good range of extra-curricular activities. They are varied and plentiful and over 150 pupils take advantage of the activities provided for them at both key stages. They cover a wide range of interests, including guitar playing, singing, art and craft, various fitness and sports activities, such as line dancing, with a French club and a science club due to start shortly. Visits to a variety of places of educational interest and a residential experience for the older pupils are used appropriately to enrich learning.
29. There is a suitable homework policy in place, but its application is not consistent across the school. When applied, homework makes a good contribution to lessons.
30. Due to large pupil numbers in some year groups, all classes at Key Stage 1 and Key Stage 2 have mixed ages, but the school makes every effort to overcome the difficulties posed by this arrangement. The organisation of the curriculum and its delivery ensures that pupils have full and equal access to all aspects. Where appropriate, such as specific requirements for year groups or the need is felt to ensure parity of provision, subjects are taught in sets.
31. The school has addressed most curriculum issues identified at the last inspection. Monitoring of the curriculum by senior management staff ensures that almost all requirements of the National Curriculum are met, but this weakness has not been rectified fully in that requisite aspects of information technology at Key Stage 2 are not present. All pupils are involved with their parents and teachers in setting personal targets. Together with more carefully planned activities, this ensures that higher achieving pupils now receive work which is usually challenging and matched well to their requirements. This is having a positive impact on their attainment.
32. There is a clear and useful assessment policy. Procedures for assessment, recording and reporting are good. They start with a baseline assessment soon after children enter the reception class and

include regular assessments identified in planning. Regular tests, especially at Key Stage 2, and on-going assessments are used well to set targets for individual pupils' improvements in English, mathematics and science. Although appropriate structures are in place, the consistent use of day-to-day assessments of information technology and the non-core subjects to guide further planning is less well developed, due to its being only recently put into place. Issues related to assessment, raised at the last inspection have been rectified in part.

33. Pupils with special educational needs have equal access to all aspects of the curriculum. The curricular provision for these pupils is good. Individual education plans are used well to support the pupils who are integrated fully into class lessons. Reviews are carried out systematically and in line with the requirements of the Code of Practice. The needs of pupils with higher ability are being successfully addressed. All school and curriculum policies identify and positively promote a provision of equal opportunities.

37. **Pupils' spiritual, moral, social and cultural development**

34. Overall, the provision for this aspect is good. This is similar to the judgement made by the previous inspection.

35. The provision for spiritual development is satisfactory. There is a collective worship policy and a satisfactory plan for different themes to be used in assembly each week. Assemblies introduce songs and stories to illustrate the theme, giving adequate time for pupils to reflect and think about values and the implications for themselves. Religious education has a positive impact on pupils' spiritual development. However, delivery of the programme across the curriculum to stimulate wonder, joy and spiritual reflection is underdeveloped. In curriculum subjects a few lessons create excitement and wonder, as in science with a demonstration of the effect of warm water on yeast. Teachers tell stories with expression and encourage pupils to appreciate literature and illustrations, especially at Key Stage 1. The spiritual aspect is less prominent.

36. The school's provision for pupils' moral development is good. The principles which distinguish right from wrong are demonstrated throughout the school day. This shows in assemblies, by examples set by staff, in curriculum presentation and the way the school rules are administered. Pupils are encouraged to talk about their problems and are enabled to understand moral values. For example, if pupils' behaviour shows unkindness or aggression, they are expected to say they are sorry and explain the reasons for their regret.

37. Social development is good. The school's open plan accommodation means that pupils need to be able to work together without disturbing or interfering with others. Teachers and support staff set good role models in showing co-operation with each other and in dealing with disputes consistently and with fairness. The school council encourages pupils to contribute, through their class representative, to changes they would like. It gives pupils a chance to experience how a common agreement can be reached. For example, when pupils wished to choose different music to enter into collective worship, it was agreed to choose it in turn for one assembly a week. Citizenship is being developed in the school. Pupils in Years 5 and 6 are developing their questioning skills to take decisions together, by means of a project which requires debate about environmental issues in an imaginary village.

38. Provision for cultural development is satisfactory. Displays about the school show that pupils are made well aware of their own culture. Pupils visit the local theatre and orchestral concerts, as well as participating in the local carnival and visiting museums and art galleries. Pupils have worked

with a professional acting company and a puppet group, as well as experiencing the visit of a professional story teller during the school book week. The school has books about African and other cultures, and references are made in lessons to other religions, such as Islam. However, the school's provision for pupils to learn about and experience other cultures through curriculum subjects such as art, music, dance and drama are not consistently developed.

42. Support, guidance and pupils' welfare

39. This aspect is good and is a strength of the school. It has improved since the previous report. Support and guidance is provided by the good monitoring of academic progress, which is used to give advice and plan for future development. This is particularly well done for pupils with special educational needs. Appropriate targets are set and the assessment methods used are good and carefully recorded. The system for record keeping is manageable. Most subjects have record sheets outlining the skills identified for each year group which are completed on a pupil's under or over-achievement basis. Together with teachers' planning, those in use provide a clear picture of pupil strengths and weaknesses. However, some have been introduced recently and there has been insufficient time for these to impact on pupils' progress and attainment, especially in the non-core subjects.
40. Parents are pleased with the help and guidance they receive. Teachers and support staff know the pupils in their class very well. They are aware of their personal development and provide the encouragement they need. For instance, one or two pupils in Years 5 and 6 were not progressing as well as expected in mathematics. The teacher changed the group in which they were working, and this increased their confidence and subsequently their attainment. Parents say the annual reports about their children are much improved, but these reports still do not adequately indicate targets for improvement.
41. The procedures for monitoring and promoting discipline and good behaviour are good. There is a detailed behaviour policy and a bullying policy for both teachers and parents. These procedures are applied consistently across the school. School values and rules are well known and respected, and the rewards and sanctions are effective in achieving a consistent good standard of behaviour. Any incidents of poor behaviour or bullying are dealt with promptly. No harassment or bullying was observed during the inspection.
42. The procedures for monitoring and promoting good attendance are very good. Parents receive regular reminders of their duties in respect of ensuring their children's attendance. Registers are checked every week by the Educational Welfare Officer and concerns are acted on promptly and appropriately. Progress on absence and lateness is reported to the head teacher and family problems are shared. The school usually plays a supportive role, but takes a firm line where necessary and this understanding attitude is effective in most cases.
43. Procedures for child protection are good and well documented, with a school policy backed by the local authority policy. The child protection co-ordinator is well trained and deals promptly and sensitively with each individual case. All staff are aware of the procedures. The social services department of the local authority responds quickly and supplies good support and advice. Sex education takes place within a carefully structured programme of personal and health education, which is relevant to the pupils' stage of development. Medical and first aid matters are very well attended to. The school uses a range of support agencies. Fire drills and equipment checks are conducted regularly and the school is kept very clean. Good health and safety policies and procedures are in place, and staff are aware of their responsibilities. The head teacher and the premises committee of the governing body ensures that a health and safety audit and risk assessment is conducted and acted upon. The recent report in respect of this is comprehensive and

helpful, but some minor hazards in the playground are not mentioned, however the school has identified that they need attention. Pupils' well being is acknowledged by the parents to be a high priority for the school and they are confident that their children's needs are well catered for. Pupils like coming to school and they are well prepared for transfer to secondary school. The school provides a safe, caring and welcoming environment in which pupils feel confident and can achieve their full potential.

47. **Partnership with parents and the community**

44. This aspect is a strength of the school and, as in the previous report, it is good. The quality of the information supplied to parents is good. Although the prospectus and the annual report from the governors have omitted some required facts, they contain helpful information in a useful form. Newsletters are half termly and inform parents of school events and changes, as well as reporting achievements and interesting developments. Extra letters on important matters supplement the newsletters. Particularly helpful is the information given to parents on bullying and homework. The school has recently introduced a school home contract, which is supported by parents. Additionally, all class teachers send detailed information to parents about the work which is to be covered each term. This is a direct result of parents' requests and is a good quality response. Parents' evenings are arranged every term for pupils' work to be reviewed, their progress to be discussed with teachers and, in the summer, comments on the annual reports to be shared. Parents appreciate the annual reports and say they are much improved.

45. Parents' involvement with pupils' learning is very good. They attend parents' meetings to learn about the literacy and numeracy hours and how they can contribute to homework and extended reading. Every class has parent helpers who come in regularly to help with pupils' learning or to go on visits. Other parents run a book club and a book fair, which encourages a love of books and provides extra resources for the school. Over 40 parents are involved in these ways. The school operates an open door policy and parents say the head teacher and teachers are approachable and make themselves readily available. There is a constant stream of parents coming into school at the start and end of the day and teachers discuss matters as they arise, usually after school. The Friends of Fairway Association has a strong committee of 12. It is active in raising money and arranging events such as the "Duck Race" and constructing the winning float for the local carnival. Nearly all the parents support these events and, through the carnival in particular, local businesses sponsor the school. The school does all that it can to encourage parental involvement and parents say they can be as involved as they wish or are able to be. Parents' contributions are valuable and appreciated. Parents' meetings for pupils with special educational needs are held at least once a year though informal meetings are arranged more frequently as required. Procedures are in place for the annual review for pupils on stage 3 and above of the special educational needs register. Parents are aware of the "responsible person" to contact in the school and good relationships are evident. The school has developed strong links with outside agencies. The local authority advisory service for special educational needs pupils provides appropriate support.

46. Community links are good. The local road safety officer, a railway engineer and the fire brigade visit the school and become involved with educating the pupils using their expertise. Local businesses support the school and the school has a good reputation in the local community. The school welcomes students from the local college and the University, who support and enhance pupils' learning. The school contributes to charities such as national children's charities and pupils have organised fund-raising themselves for a local hospice and a seriously ill baby. This enriches the work of the school and provides valuable experiences to contribute to pupils' personal development.

50. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

50. **Leadership and management**

47. The leadership and management of the school is good overall. This is broadly the position at the time of the last inspection, when leadership and management of the school were judged to be thorough. The school's aims of guiding each child to her or his own potential within a happy, caring school environment are well met, and are well reflected in its daily life. The school's values and policies are well integrated into planning and implementation. The newly appointed head teacher provides very good, clear-sighted and effective leadership to the school. She is well supported by the newly appointed deputy head. The senior management team meet regularly and have a good knowledge, and clear vision, of the educational direction of the school.

48. The leadership of the school is purposeful. There is a clear, well written handbook to guide teachers and supply teachers to ensure efficient and smooth running of the school day. A key issue of the last inspection was to develop the role of the co-ordinator in monitoring implementation in the classroom. The current head teacher has started to make progress in this area, particularly in developing structures to evaluate the quality of teaching and learning. She has also started to monitor standards of teaching and progress in classes. Curriculum co-ordinators have a good level of knowledge in their subject areas, but as yet have had little opportunity to directly monitor teaching and learning in their subjects. They do, however monitor planning and evaluation, as well as developing suitable portfolios of moderated work. Further development of the monitoring of subjects by co-ordinators has been identified in the school's development plans.

49. The governing body are suitably involved in the strategic planning and daily life of the school. They are well informed and supportive. Meetings are regular and are well attended and there are efficient committees for finance, staffing and premises. The school development plan is an effective document, which is suitably linked to financial planning. It is formulated by all staff and governors and its priorities are reviewed annually. Costing, resources, criteria for the evaluation of success of initiatives and persons responsible for oversight are all built in. The tight structure of this document has a direct positive impact on the quality of education that the pupils receive.

50. The ethos of the school is good. It reflects the school's commitment to equality of opportunity for all pupils and staff to achieve their full potential. The monitoring of teaching and curriculum development by the head teacher and deputy is good. Appropriate targets have been set for raising standards in end of key stage tests. The provision for pupils with special educational needs is well managed and the school fully complies with statutory requirements in respect of pupils with statements of their need and gives due regard to the Code of Practice. All statutory requirements are met, with the exception of the provision for information technology at Key Stage 2 and some minor requirements of the governors annual report to parents.

51. The school's response to its previous inspection has resulted in a satisfactory level of improvement. The management systems now in place put the school in a good position to continue to improve further. The current leadership of the school has a good insight into what needs to be done for the school to improve. The management systems and strategies which the school has in place form an effective tool to enable it to achieve its targets.

55. **Staffing, accommodation and learning resources**

52. The school is adequately staffed by dedicated teachers who work very hard and form an effective team. There is a good balance of experience. They are appropriately qualified to teach children

under five and the National Curriculum to pupils of statutory school age. A suitable number of very experienced classroom assistants provide positive support to teachers and very good support for pupils with special educational needs. A good number of parents give willingly of their time, to fulfil a variety of roles and provide effective help for teaching staff. The very efficient school secretary gives very good administrative support to the head teacher and contributes well to the smooth running of the school. The hard working caretaker maintains the school to a high level of cleanliness and gives time, in a good number of ways, to support the school and its pupils. Lunch-time supervisory assistants provide good quality, caring assistance to pupils and work effectively to maintain the high levels of cleanliness.

53. The school's arrangements for the professional development of its staff are satisfactory. Curriculum co-ordinators, who attend a good range of courses in their own specialist areas, provide relevant, in-service courses for the rest of the staff. A satisfactory policy for staff appraisal has recently been introduced. Induction of newly qualified teachers is good. The school and the local education authority provide good mentoring support, supplemented by a good range of day and weekend courses. The head teacher meets regularly with classroom assistants and lunch-time, supervisory assistants, to explain implementation of new procedures and to lead purposeful discussions relating to the well-being of pupils.
54. The accommodation is adequate to meet the needs of the pupils and the curriculum generally. However, in the area used by the large, junior classes, space is extremely cramped. In the open-plan environment, it is difficult to identify which pupils belong to which class group because pupils from one class must sit almost immediately adjacent to those pupils from the other class. The area is also used as a thoroughfare, so the distraction and general hubbub of noise detracts seriously from pupils' progress. Teachers, who need to be loud on occasion to underline a feeling for the lesson content being taught, must restrain more extrovert feelings through a respect for the neighbouring class. Previous inspection found that some classes are too large for the areas allocated to them and, although the building has been extended this remains a problem. There is an area of the school identified to provide good teaching accommodation for pupils with special educational needs. The inside of the school is freshly decorated, bright and welcoming. Good displays of pupils work, where wall-space allows, enhance the environment for learning. The approach to the main entrance of the school is well maintained with appropriate wheelchair access. Large, brightly decorated, well stocked shrub and flower tubs, add positively to the welcoming aspect of the school. There is a good sized grass area for the playing of outdoor games, but a serious drainage problem restricts its use. There is adequate outdoor play area provision for the children under five and a large part of the wall within that area has been attractively decorated with a well painted picture of a dinosaur. However there is no provision of large, outdoor apparatus to support the physical development of the children under five. The hard surfaced main playground is well marked out for team activities. There are some minor health and safety issues, relating to uneven surfaces and damaged seating provision, in areas where pupils are allowed free access.
55. Resources for most areas of the curriculum are good. They are of good quality and generally sufficient in number. They are well maintained, well organised and readily accessible to staff and pupils. Previous inspection identified that the ratio of pupils to computers was high. That situation still exists, but recent appropriate expenditure has resulted in the provision of high quality computers, printers and a digital camera to support pupils' learning across the curriculum. High levels of library funding have been used effectively to provided a good range of quality books, which support all pupils well, including those with special educational needs. There is, however, no provision of magazines, comics and periodicals to motivate and enhance pupils' enjoyment of reading. There are no computers in the libraries to foster pupils' research skills in finding information from CD ROM encyclopaedias, but the school is in the process of purchasing one funded by the parents.
56. There are appropriate resources to support pupils with special educational needs. Well qualified

and experienced learning support assistants are employed at both key stages and resource materials of appropriate quality and quantity are available to provide for specific areas.

60. The efficiency of the school

57. The quality of financial planning is good overall. The head teacher has prepared a comprehensive review of the school's needs in the school development plan and supplied detailed budget costs where appropriate. The governing body has supported the school by regularly monitoring the school budget. In the past two years, the school has managed many different staffing changes successfully and the future planning includes the establishment of a nursery department. The present modest carry forward is to maintain existing staffing levels as long as possible and also provide specific resources such as information technology and library provision. Within the forecast figures, contingency plans have been made also to improve aspects of the accommodation. Separate funding available to support pupils with special educational needs is used appropriately and the overall provision is good and pupils make good progress. The efficient management of financial planning has a positive impact on standards within the school.
58. All teaching staff are deployed in such a way that makes good use of their experience and expertise. The use of the present number of support staff is particularly effective, focused in assisting groups of pupils, and clear direction is provided related to the planned lesson objectives. The school makes the best use it can of the accommodation to deliver the present curriculum. Although overall class management is well ordered the movement of some pupils around open planned areas can still be distracting to others. The cramped conditions are not conducive to some forms of learning, as for example, pupils have to move from their places when they are involved in science experiments or practical measuring. Suitable use is made of the outdoor play area for the children under five and the school benefits from having substantial playing fields. The school has a designated governor for special educational needs. However the school does not meet all the statutory requirements in the Governors' Annual Report to parents.
59. Within the school both the financial control and administration are very good and effective support is provided by the school secretarial staff. The responsibilities of the staff have changed with the introduction of new computer systems for the recording and retrieval of financial data and staff have attended relevant courses. Appropriate administrative procedures to control and monitor income and expenditure have been established. The recommendations of the most recent Audit report are being implemented and the school's private funds have also received an independent audit. Daily routines are well established and contribute to the smooth running of the school.
60. When the average social and economic circumstances of the pupils and their average levels of attainment on entry, together with their average unit costs, are set against their overall attainment and satisfactory progress, the satisfactory teaching and good attitudes and behaviour of pupils, the school provides satisfactory value for money.

64. **PART B: CURRICULUM AREAS AND SUBJECTS**

64. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

61. At the time of the inspection there were 31 children who were under five attending the school. Twenty-two are in the reception class, while ten older children are with pupils who are already five. Children start full-time schooling in the reception class during the September before their fifth birthday, in line with the agreed procedure of the local education authority. Satisfactory arrangements are in place for children to attend the school for short times during the summer term to ensure a smooth transition from home to school. Many of the children attend pre-school provision and their standards of attainment upon entry are broadly average. Children respond well to the supportive environment and challenging curriculum, and, by the age of five, most attain the desirable learning outcomes in the six areas of learning. They settle into routines quickly and come to school happily and feel secure. Apart from the development of large physical skills, where progress is unsatisfactory due to a lack of appropriate resources, the progress of children is satisfactory overall and, in personal and social development and within individual lessons, it is good and on occasion very good. This is similar to the situation at the time of the last inspection.
62. With the exception of the arrangements for the development of large physical movements, curricular provision is good. The quality of teaching is never less than satisfactory, with four-fifths of that observed being good or very good. All staff involved with the under-five provision work effectively as a team, planning and having discussions to ensure they provide a mainly good quality curriculum in a less than ideal situation. The open-plan nature of the building is not best suited to the needs of the children under-five, but all staff work as an effective team to provide a good and varied range of appropriate activities. Lessons are planned well and the needs of individual children are generally met. There is an appropriate range of resources, except for large wheeled toys and large climbing apparatus.
63. Relationships between the teachers, other staff and pupils are sound, and adults provide good role models. Expectations of children are high, especially in the reception class, fostered through praise, good quality questioning and sensitive encouragement, although at times there is a tendency for the provision to be very directed and formal. Planning is sound, based upon the local authority's guidance which outlines objectives for the six areas of learning and the needs of children. Due regard is given to the progression from the areas of learning to the requirements of the National Curriculum. Staff use day-to-day assessments appropriately to monitor progress and to guide their planning. Care is taken to ensure equality of provision, so that the rising-five's in the mixed age class and in the reception class have parallel experiences.

Personal and social development

64. The teaching of personal and social development is good and this good provision ensures children make good progress. Despite being in school only a short time, children are aware of established routines, behaviour is good and sometimes very good. They are developing an appropriate awareness of what is acceptable behaviour and what is right and wrong. Children work and play happily together with about half initiating or participating in co-operative play when outside. Children are respectful to adults and to each other. They almost always respond appropriately to whole class sessions, listening and participating as required. They are learning to take turns and to become more independent in dressing and personal hygiene. Children have a few opportunities to develop a sense of responsibility through, for example, being ‘the children of the day’ and taking the register to the office.

Language and literacy

65. Progress in language and literacy is satisfactory. In large groups, most children listen carefully to their teacher and to each other. A good proportion respond to questioning positively, whilst those less confident are given appropriate encouragement to participate. They show a good attitude towards stories and handle books carefully. They have a good understanding, know about the cover, title and author and know that books are read from right to left. Almost all are beginning to understand that the printed word carries meaning and identify their own names written on cards. Many are beginning to write letters and recognise the corresponding sounds, while some older children match and recognise simple familiar words. The quality of teaching is sound. Simple ‘challenges’ related to language and literacy each morning provide a good opportunity for parents to be involved briefly in their child’s learning.

Mathematical development

66. The teaching of mathematics is satisfactory. A wide range of suitable opportunities ensure children make sound progress in their mathematical understanding. Some children count well to beyond ten and recognise the spoken sounds of numbers, and their written figures. Children match, sort and create repeated patterns appropriately with small apparatus and use mathematical language to describe position and size. They use dough, for example, to make a variety of ‘caterpillars’ then order and describe them correctly. Many use and understand simple comparative terms such as ‘bigger’, ‘smaller’, ‘longer’, ‘longest’ and apply them to practical situations. They join in with a suitable range of number and counting rhymes and some children count objects to ten and are beginning to recognise the written numbers.

Knowledge and understanding of the world

67. The teaching of knowledge and understanding of the world is satisfactory. Children are given a wide variety of suitable experiences and are developing an appropriate awareness linked with their knowledge and understanding of the world. When asked simple questions, the majority respond appropriately to demonstrate their knowledge, although the answers of some are limited. They bring pictures of themselves as babies to school to compare and learn of changes over time, and use relevant terms such as ‘then’ and ‘now’ to compare drinking utensils they will have used. In classrooms, children are introduced to information technology appropriately. They use a listening centre and computer with enjoyment and increasing confidence. With adult help, children use the computer “mouse” carefully to control and select options in simple matching games. Children play with dough and demonstrate an understanding of simple properties. Knowledge of living things is acquired by growing a variety of seeds and learning about the needs of animals. Knowledge of materials in the world is gained appropriately through activities such as playing with malleable materials and careful observations of changes in food that occur during cooking.

Physical development

68. Children experience a variety of suitable opportunities and make satisfactory progress in the development of their fine physical skills. The teaching of physical development is satisfactory

overall. Children handle construction toys and small tools with appropriate levels of dexterity and many use crayons and pencils with a good degree of accuracy in their picture making and writing. The teaching of fine physical skills is satisfactory. Several of the children are able to write some letters and their names legibly. When using scissors, they demonstrate increasing control and appropriate attention to safety. Although some lessons for physical development are planned during the week, daily sessions which allow children to play on large equipment to support the development of the important skills of climbing, balance and jumping to develop upper body strength, are not present. This is unsatisfactory, as is the lack of wheeled toys such as tricycles and scooters for use on a daily basis. During formal physical education lessons, children show developing control of their bodies and a sound awareness of others and space when running, jumping and skipping. Regular practice with small games apparatus enables children to develop control in the skills of catching and throwing.

Creative development

69. The teaching of creative areas of development is satisfactory. Children make satisfactory progress in the development of their creative skills. They are taught a variety of techniques and use a range of materials to enhance pictures related to topics. They have suitable opportunities to participate in imaginative role play, and many are developing appropriate skills. Children engage happily in role play in the company of others and some choose to play co-operatively. Opportunities for children to make independent decisions and use their imagination, for example, in painting and in model making, are limited.

73. ENGLISH, MATHEMATICS AND SCIENCE

73. English

70. The results of tests at Key Stage 1 in 1998 in reading were average, both when compared to national figures and also when compared to similar schools. The results in writing were very high compared to both the national average and the average for similar schools. In 1999 eighty three per cent of pupils attained the expected Level 2 or above in writing and seventy seven per cent in reading. The levels of attainment are currently above average at the end of the key stage. This is broadly in line with the findings of the last inspection when most pupils achieved the “national expectation for their age and many achieved higher standards”.
71. The results of tests at the end of Key Stage 2 in 1998 were close to the national average and were also close to the average for similar schools. However the numbers of pupils attaining the higher Level 5 was above average. In the end of key stage tests in 1999 seventy five per cent of the pupils attained Level 4. The levels of attainment are currently average at the end of the key stage. This is broadly in line with the findings of the previous report, which were that “most pupils achieved the national expectation or above”.
72. Pupils make good progress overall at Key Stage 1. This is due in the main to the structured approach to teaching of literacy skills which the school has adopted in recent years and with the current effective implementation of the literacy strategy. Pupils make steady progress in learning to read throughout the key stage. Pupils of all levels of prior attainment make good progress in their writing. They make effective progress in their understanding of the structure of language and in the use of adjectives. Pupils make good progress in independent writing and develop an awareness of the appropriate use of different forms of writing such as letters, newspaper reports and lists. Their spelling develops well. Pupils generally spell both monosyllabic and polysyllabic words correctly. Where polysyllabic words are incorrect they are usually phonetically justifiable. They make good progress in developing drafting skills. Higher attaining pupils make good

progress in the use of grammatical conventions. Written work has clearly defined beginnings, middles and ends, and there is effective and appropriate use of capital letters and simple punctuation. The quality of pupils' writing, as well as the quantity has measurably improved by the end of the key stage. Pupils' speaking and listening skills develop appropriately.

73. Pupils make satisfactory progress overall at Key Stage 2. Pupils' listening skills are well developed and this is essential in the crowded, open plan classrooms if they are to make satisfactory progress in other subjects. Pupils are adept at concentrating on what is being said, even if there are other conversations going on around them or if there is regular traffic through their class area. Their speaking skills are less well developed. While they do make appropriate progress in developing the normal conventions of daily speech, opportunities for drama, public speaking or recitation are in the main limited to time-tabled lessons in the hall, due to the necessity to consider the teaching groups all around them. Progress in reading is satisfactory overall throughout the key stage. Pupils are currently making satisfactory progress in writing and the good standards of Key stage 1 have been maintained. This is due to the recent introduction of the good, structured approach. However the impact of this is not yet evident in end of key stage test results. Classes are large and cover two year groups so teachers set within these bands for literacy. Pupils develop a clear neat hand, although not all of them use a cursive script. They make suitable progress in developing correct punctuation. They are aware of the use of index and bibliography. They make appropriate progress in learning to use dictionaries and other resource materials to find words for their work. Most of them enjoy looking for adventurous and interesting words to include in their writing.
74. Pupils' response to English is always at least satisfactory and it is good overall. In all lessons behaviour is generally good, pupils respond well to instructions from their teachers and they handle books and other resources with care. Most have positive attitudes to literature and enjoy the discussions about the books such as "Handa's Surprise" and poems such as "City Jungle". Pupils generally manage to maintain their concentration for sustained periods in the literacy lessons but the quality of the concentration varies according to the pace of the teaching and the involvement of the pupils. On occasion however, the movement of other classes around the school, while orderly, or the voice of a teacher in a neighbouring lesson causes their concentration to be lost. Generally pupils want to learn and their attitudes in English are good. Relationships between pupils and between staff and pupils are good. Pupils are considerate of each other. They make room for each other in the small teaching areas and listen to each other politely.
75. The quality of teaching is good at Key Stage 1 and satisfactory overall at Key Stage 2. A good feature of the teaching at Key Stage 2 is the consistency with which teachers apply the recently introduced structured approach to developing pupils' writing skills. This structured approach has been in place for some time at Key Stage 1 where it has already had a positive impact on pupils progress. During the week of inspection the teaching was good overall at Key Stage 1 and satisfactory overall with a significant amount of good and very good teaching at Key Stage 2. None of the teaching observed was unsatisfactory. In all classes, the good planning of lessons follows the guidelines of the Literacy Strategy and the close teamwork of teachers is used well to ensure all pupils have equal access to the full curriculum. Planning for the pupils of differing abilities is a strength, due to the setting of pupils for literacy lessons. The most effective lessons have as a feature good teacher questioning which enables them to effectively evaluate the understanding of the pupils and the progress they are making each day. They are then able to alter the planning for the following lessons to meet the needs of the pupils more accurately. Teachers generally prepare for lessons well and make good use of resources. However too little use is made of the library for independent research. Some very good support is provided by the staff assisting pupils with special educational needs. In all classes, teachers have good relationships with the pupils and manage them well. Several teachers are very skilled at holding pupils' attention and keeping them on task.

79. **Mathematics**

76. At Key Stage 1, the results of National Curriculum Tests and teacher assessments indicate that for the three year period up to 1998, the performance of pupils was well above the national average. The results of the 1998 tests show that the performance of pupils was well above the national average and was also well above the average in comparison with schools with pupils from similar backgrounds. Inspection indicates that attainment in mathematics is above average. This is broadly in line with the previous inspection. The good standards have been maintained and pupils make good progress throughout the key stage. At Key Stage 2, the results of National Curriculum Tests show that for the three year period up to 1998, the performance of pupils fluctuated. The results of the 1998 tests show that the performance of pupils was close to the national average and was close to the average in comparison with schools with pupils from similar backgrounds. Inspection supports these findings. Attainment levels have fallen since the previous inspection, when most pupils achieved Level 4 or above. The school has started to implement the numeracy strategy and this is having a positive effect on pupils' progress although it has not yet impacted on the end of key stage test results. Throughout the Key Stage current observed progress is satisfactory and by the end of Year 6, standards of attainment are generally close to the national average. Attainment of higher achievers at the end of the key stage is also good.
77. By the end of Key Stage 1, pupils have a good understanding of number and use this well to solve problems. They can perform multiplication using 'lots of' and 'sets of' and can perform division by 'equal sharing'. They have sound understanding of place value involving hundreds, tens and units. They can measure length, mass and capacity using standard measures and can estimate well. They have a good understanding of reflective symmetry and can identify right angles in shape. By the end of Key Stage 2, pupils have well developed number skills and can apply them to solve problems. They have a satisfactory grasp of the equivalence relationship between fractions, decimal fractions and percentages and can use calculators efficiently to work between the three representations. They can perform multiplication and division of decimals by whole units and can perform long division of hundreds, tens and units by tens and units. They can construct triangles from a variety of appropriate data relating to length of sides and size of angles. They understand rotational symmetry and tessellation in shape. They know the relationship between radius, diameter and circumference. There is evidence of pie charts and Carroll diagrams being used, and the pupils can use appropriate language related to the scale of probability. However skills in collecting, representing and interpreting data are not well developed. Information technology is not sufficiently used to support this branch of mathematical study. Pupils with special educational needs are well supported at both key stages and make good progress towards their learning targets.
78. The quality of response is good overall. The pupils are keen to learn and their good attitudes and behaviour contribute significantly to their progress. They can collaborate well during group work and most pupils work independently. They respond well to questioning and enjoy mathematics lessons. The good response of the pupils has a positive impact on the progress they make.
79. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. No unsatisfactory lessons were observed. Relationships between teachers and pupils are good throughout the school, and often very good. A good feature of the teaching is the match of work to pupils' needs, for example the flexible organisation of groups and the effective use of the numeracy strategy. Teachers have good subject knowledge. They plan lessons well and use good assessment techniques to support that planning. Learning objectives are generally well defined. In a very good lesson, at Key Stage 1, the mixed year class was split into its respective year groups. In each of those year groups there was very good differentiation by task to three groups based on prior attainment. Tasks were well matched to need and all groups made very good progress in developing their knowledge of number.

The lower attaining pupils were developing very good skills in matching dot, numeral and word cards, while the highest attaining group was making very good progress towards an understanding of place value, using three dimensional counting apparatus. In the good lessons for pupils in Years 5 and 6, the two mixed age classes were separated into two, single year classes and were effectively taught by the two teachers of Year 5 and 6. Pupils worked collaboratively in groups using well differentiated tasks based upon levels of attainment. However, the restrictions that the open plan and crowded teaching areas places upon teaching and learning sometimes has a negative impact on otherwise satisfactory or good lessons.

80. The curriculum is broad and balanced and meets statutory requirements. The subject is well managed. The Numeracy Strategy is being implemented well, with lessons developed in the prescribed manner. There is a good policy and the school uses a commercially produced scheme of work to generally good effect. In some lessons for pupils in Years 3 and 4, there is an over-reliance on this published scheme. Systems are in place to monitor the teaching of mathematics but, as yet, they are not fully implemented. Assessment and recording procedures are good. The information gained is used effectively by teachers, to evaluate their work and to plan future work. Clear records are maintained and individual targets for improvement are set.

81. Resources are good. They are readily accessible to teachers and pupils both in classrooms and in well organised resource areas.

85. **Science**

82. By the end of Key Stage 1, the standards of attainment are above national expectations. These levels of attainment are broadly reflected in the most recent teacher assessments in 1998. The performance of pupils is above average in comparison with national figures and in comparison with schools in similar contexts. The overall performance of pupils is well above the national average. Pupils are making good progress throughout the key stage because of the high teachers expectations and well structured lessons. Evidence from lesson observations and the scrutiny of work indicates there has been an improvement since the previous inspection.

83. Most pupils by the end of Key Stage 1 are familiar with the principle of fair testing. They recognise that there are variables in an experiment, for example, adjusting the length of ramps before measuring the distance travelled by vehicles running down them. Higher attaining pupils are able to write independently about the factors which made their test fair. Most younger pupils understand the concept of growth and development, and can sequence photographs of babies and adults in the correct order. They can identify the effects of different coloured cellophane paper held over a range of materials and record their own results competently. With life processes, they are able to record in various forms their findings of the growth of differing plants from seed over a period of time. At the end of the key stage, the majority of pupils are able to predict, carry out simple experiments, record their own results and discuss them confidently.

84. At the end of Key Stage 2, the standards of attainment are above national expectations. The 1998 test results indicate that the number of pupils reaching Level 4 was above the national average. In comparison with both national averages and schools with similar contexts, the overall performance of pupils is also above average. The most recent results indicate standards of attainment are improving and evidence from the inspection confirms that pupils are continuing to make sound progress through the key stage.

85. Pupils in Year 3 recognise that different sized springs can be used in various objects to exert force and are able to compile a list of their appropriate use. In their work on forces they can recall

factual information on the attraction and repulsion of magnetic poles accurately. Year 4 pupils can distinguish between high and low friction in pulling and pushing objects across different materials. In their work on water resistance, most pupils show a clear understanding of the overall process of measuring the time taken by different objects falling through water. However a few pupils are making inaccurate observations with the use of timers as their techniques are insufficiently refined. Most pupils are able to record their findings competently and deduce simple conclusions. The majority of pupils in Year 6 can identify a range of plants such as basil and foxglove and match their different needs accurately to a variety of nutrients. Higher attaining pupils can use seed packets and other source material to classify different properties and write up an account independently. In most lessons, pupils are used to making predictions, observing their experiments and recording results, though a few pupils still require assistance in comparing the results with their predictions and setting out the data in a clear manner. In discussion sessions, their use of appropriate vocabulary is good and they demonstrate a clear understanding of scientific processes. Since the previous inspection report, there has been a clear move to further develop the investigative and experimental aspects of the subject.

86. Pupils' response to the subject is good overall and this has a positive impact on the progress they make. In well planned lessons they appear totally absorbed when they are actively participating in experimental projects. They clearly enjoy their science lessons and always show interest and enthusiasm. The majority of pupils work well together, listen carefully to instructions and remain on task. They can discuss their activities confidently with visitors and demonstrate understanding of the process required. When they are capable they are eager to record their results as accurately as possible and take a pride in their work. They show suitable respect for the different resources, and distribute and collect the apparatus sensibly.

87. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2 with good features. Teachers have high expectations and insist on pupils persevering with their work. Most lessons are well planned and all resources appropriate for an experiment are readily available. Pupils benefit from suitable lesson strategies involving prediction, investigation and recording where it is appropriate. A brisk pace is maintained and lessons conclude with an effective plenary session to assess the pupils findings. Overall, the teachers are working well in the cramped accommodation which restricts any movement required around tables as pupils conduct their experiments. Good use is made of the "courtyard" space to conduct experiments, supported by well directed support staff and volunteers. Literacy and numeracy skills are appropriately developed. Pupils' skills in information technology are not always made full use of to support science work.

88. The curriculum is suitably broad and balanced and meets statutory requirements. Both long and medium term planning adequately cover all the appropriate programmes of study. The curriculum co-ordinator is an enthusiastic teacher and has led staff development with a distinct emphasis upon experimental and investigative work. Pupils' work is marked frequently but is not always supported by constructive comments. The levels of presentation of work are also variable and at times detract from the recordings of the science investigations. Formal assessment procedures have been introduced which are being used to inform curriculum planning. Resources for science are satisfactory and are stored appropriately.

92. **OTHER SUBJECTS OR COURSES**

92. **Information technology**

89. Progress or pupils of all levels of prior attainment is satisfactory At Key Stage 1. Pupils have good "mouse" control and can, for example, select and move items of clothing displayed on the

screen and dress teddies in the correct sequence. They can work independently and correctly to sequence pictures while developing their literacy skills. They work collaboratively, in pairs, to satisfactorily match the written word to numerals using a screen representation of a number square. Listening to headphone instructions, they choose from a variety of programmes linked to literacy, and demonstrate good “mouse” control to choose from a menu. However some pupils tend to click randomly when headphones are too large and they cannot hear clearly. A Year 2 pupil produced a good quality, six page, illustrated booklet relating an adventure of “Sleeping Beauty”. Pupils are introduced to the digital camera, which they learn to use to photograph design technology models and to build up good quality word-picture work cards. Attainment at the end of the key stage is in line with that expected of pupils of seven.

90. Progress of pupils of all levels of prior attainment Key Stage 2 is unsatisfactory. Not all of the required areas of the curriculum are taught in sufficient depth. Some pupils can load a programme from a menu, can print a screen independently and can change CD ROM discs. A Year 4 pupil was observed giving very good literacy support to a pupil with special educational needs when involved in a modelling activity related to the Victorian era. Pupils can generate and print a good variety of personalised certificates using a commercial publisher programme. Word processing is used to edit and print work, but pupils’ skills in using the keyboard, changing font and style and importing into text are too limited. However, from looking at pupils work and talking to pupils, there is little evidence overall of pupils using computers sufficiently to develop data handling skills. Pupils have insufficient experience of monitoring, modelling or control. The previous inspection found that achievement at both key stages was consistent with national expectations and that at Key Stage 2, achievement was often above national expectation. Lack of progress at Key Stage 2 is now a serious weakness and indicates a decline in standards from those reported by the last inspection.
91. Those pupils observed using computers had very limited skills. While opportunities are planned, such as the day at the “activity and ICT Centre” in Staffordshire, these do not provide enough regular experiences for pupils to make sufficient progress in information technology. For example, one pupil facing the inter-net menu, was unable to search the system for information. When given the opportunity, pupils work sensibly in pairs, taking turns appropriately, or work independently. Pupils observed using computers were enthusiastic about their tasks.
92. There are no lessons time-tabled for class teaching of the subject. Good quality, one to one instruction is given to Year 1 pupils by an efficient classroom assistant in the satisfactory use of “mouse” and selection from a menu. The more proficient pupils have the use of a computer at home. Teaching is satisfactory at key Stage 1 and unsatisfactory at Key Stage 2.
93. The curriculum at Key Stage 1 is suitably broad and contains all of the elements to meet the statutory requirements. At Key stage 2 it lacks both breadth and balance and statutory requirements are not met. Pupils have insufficient opportunities to develop their skills using monitoring, modelling or control. There is a system in place for the assessment and recording of pupils’ progress, which follows a published scheme. This is not yet sufficiently developed. A system to monitor pupils’ progress is not sufficiently developed. The curriculum co-ordinator, in post for eighteen months, has recently received specialist training and is fully aware of the weaknesses within the subject. The school has identified information technology as an area for development during the present year. An appropriate range of software has been developed and the school is linked to the inter-net.
97. **Religious education**

94. Pupils' attainment in religious education is in line with that expected in the Agreed Syllabus at both key stages. This is similar to the position at the time of the last report, when standards were said to be sound at both key stages.
95. By the end of Key Stage 1, pupils know the main Christian festivals, for example, Harvest, Christmas and Easter. They demonstrate an appropriate knowledge of Christianity and can re-tell some Old Testament and New Testament stories. They write about God and his gifts, and write their own prayers for example, to thank him for food in work linked to studying Harvest Festivals. They learn about the story of creation and write their own creation story books. Following a visit from a member of the Salvation Army, pupils designed uniforms which would be appropriate to her needs in today's world.
96. By the end of Key Stage 2, pupils know some facts about major world religions, for example, Hinduism, Islam, Judaism and Christianity. They are aware of some of the aspects of Christian and Muslim worship. They know about the five pillars of Islam. They have appropriate awareness of the importance of holy books to the members of different faiths. They know about the places of worship, the special books and the customs of each religion. They have suitable opportunities to compare the similarities and differences between religions. They are aware of the Ten Commandments and write effectively about what God means to them.
97. Pupils at both key stages, including pupils with special educational needs, make satisfactory progress. They build on their prior knowledge and understanding and are beginning to understand that faith can affect behaviour. Much of the work is covered through discussion, which enables pupils to all take an active part in lessons, irrespective of their prior skills in literacy.
98. Pupils' response is satisfactory overall and they display a good attitude to learning, which has a positive impact on the progress they make. Pupils in Years 3 and 4 for example, listen carefully to the story about Lent. They take part in discussions about how to raise money for charity with enthusiasm. Work in books is well presented and demonstrates the care that pupils take.
99. The quality of teaching is satisfactory throughout the school. Lessons are carefully planned and cover all of the required areas of the Agreed Syllabus. Teachers have generally sound subject knowledge. They plan well together so that pupils in each class have the same opportunity to the full curriculum. Challenging tasks are set which inspire the pupils, for example, in organising their own fund raising event. Religious education is sensibly seen as a vehicle to develop the skills of literacy. For example, in a good lesson for pupils in Year 3 and 4, the teacher made very good use of the opportunity for pupils to take their own notes of group discussions. However the practice of teaching religious education for a full hour-long session each week at lower Key Stage 2, does mean that some pupils become bored and lose concentration at times.
100. Since the new policy has been written teachers are clear about what the pupils need to learn and present the information in an interesting way to capture and sustain the pupils' interest. The Agreed Syllabus gives clear guidance to teachers about the knowledge and skills to be taught and this ensures that pupils effectively build on their previous learning. However, whilst due attention is given to the study of the different major religions there is little multi-cultural work on display within the school. The newly appointed co-ordinator is aware of this and the school has identified this as an area for improvement. Religious education makes a positive contribution to the spiritual, moral and cultural development of pupils. Resources and artefacts are of suitable quality and are sensibly supplemented by loans from the local library. As yet there is no formal system of assessment to monitor individual pupils' progress within the subject.

104. Art

101. No lessons at Key Stage 1 were observed during the inspection, but evidence of pupils' work from the last academic year and teachers' planning were scrutinised. Pupils of all abilities at both key stages make satisfactory progress and most attain standards that are broadly expected for their age. The school has sustained the standards of attainment reported following the last inspection.
102. The school makes appropriate use of the work of artists, including some from non-European countries, as a stimulus for pupils to produce work in their styles and to develop pupils' awareness of differences in artistic styles. For example, when looking at the effects of colour and shading, pupils at Key Stage 1 produced good quality paintings in the style of Matisse, while work at Key Stage 2 on mosaics was linked effectively to the style of Seurat. However, pupils across the school do not explore the process of producing work from their own experience and imagination on a sufficiently regular basis.
103. At Key Stage 1, pupils produce pictures and three-dimensional art work in a variety of suitable media at levels appropriate to their age and ability. They employ various techniques to produce satisfactory work, such as frames for their portrait paintings and tiles connected to their sea-side theme. Pupils learn about colour mixing and shades of colour using paints, and expand this into the study of the colour wheel by the end of the key stage. In the best examples, drawings of flowers show that careful observational skills are being appropriately developed.
104. Following the study of the work of Paul Klee, younger pupils at Key Stage 2 experiment with the technique of 'scratching back' the layer of black paint to reveal colours beneath to produce effective portraits of themselves. They explore the effects of an appropriate range of media and use, for example, soft and hard pencils to make shaded patterns on nets of paper cubes. Older pupils study the work of William Morris and create their own designs by simplifying shapes found in nature. They record the stages of their designs appropriately in their sketchbooks, but most pupils do not make sufficient evaluative comments to explain the developmental changes. Pupils' comments about their art work in the sketch books are concerned mainly with their level of enjoyment, not an evaluation of their performance. Pupils at Key Stage 2 record examples of work and techniques in sketchbooks, but they have not been used consistently across the key stage to provide a clear picture of progression in pupils' attainment. Whilst some good examples were seen at the end of Key Stage 2, in general, pupils do not build sufficiently upon the skills acquired at Key Stage 1 to make sufficiently careful observational drawings.
105. Pupils' response to their art work is sometimes good, but is generally satisfactory. When teaching is good, pupils enjoy and respond favourably to the opportunities they are given for art. They sustain interest and concentrate well on the task in hand, trying to improve results of a new technique, such as blending pastel colours to make new shades when making pictures of peppers. They talk with each other about their work and work collaboratively when appropriate.
106. Teaching is satisfactory overall at both key stages. Teachers' knowledge is sound, and the teaching of techniques, such as shape and proportions of facial structure, enables pupils to improve the quality of their work. Teachers provide suitable opportunities for pupils to make appropriate use of art in a variety of curriculum areas, such as expressing emotions in a visual format for religious education and making illustrations of historical artefacts during work about the Ancient Greeks. Insufficient use is made of information technology to support the curriculum for art across the school, although examples of appropriate use of art packages and research are present.

110. **Design and technology**

107. During the inspection only one lesson of design and technology was seen, but the portfolio of examples and photographs of work undertaken last academic year, teachers' planning and displays were examined. Overall, pupils of all abilities make satisfactory progress and achieve the standards expected at both key stages. This is similar to the findings of the previous inspection.
108. At Key Stage 1, pupils develop their knowledge of designing and making skills appropriately. Younger pupils learn to make paper models with lever mechanisms or sliding parts, and make suggestions as to how they could improve their designs. Photographs show pupils working together in small groups when making fruit salad, and the completed group evaluation demonstrates collective decisions regarding suggestions for improvement in taste. At Year 2, pupils' designs for a vehicle for storybook characters show required selection of materials and stages of working in the design process.
109. At Key Stage 2, younger pupils design and make personalised picture frames for photographs of themselves taken with a digital camera. All planning sheets show the desired outcomes and materials they will use, whilst higher attaining pupils outline the stages of construction. The finished products are made carefully and most resemble the initial designs. Evaluations are brief and mainly comment upon pupils' likes or dislikes of the finished products. Few comments relate to the quality of their own construction, but pupils do express opinions of taste and design when considering the products and wrappers of manufactured chocolate bars. When studying Greek history, older pupils learn the technique of mask making and apply a wide variety of finishes to produce a diversity of effective and attractive end products. In Year 6, pupils have looked carefully at the structure of a slipper before designing their own. At the planning stage, they make sensible suggestions regarding the intended user, and consider the fitness of purpose of materials before deciding which are best suited to their requirements. They combine knowledge from their science learning appropriately when using pneumatics to make moving parts of a model. Some pupils make evaluative comments at the end of the key stage related to the quality of, for example, the accuracy of their measuring and suitability of purpose of the materials used.
110. In the one lesson seen, pupils' response was varied, but satisfactory overall. A small group were disinterested at the beginning of the lesson and found it difficult to concentrate on the teacher's input. Most pupils made an effort to make suitable designs and to write about the criteria and the decisions they had made. During discussions with individuals from across the school, pupils demonstrated a positive attitude and talked about their work with enthusiasm and pride.
111. The quality of teaching across the school is satisfactory overall. The teaching of skills is evident and pupils are given the opportunity to employ them in a given situation. However, there are limited opportunities for pupils to make independent choices of materials and methods of construction in their designs and making. At present there is an under-representation of pupils working with textiles.

115. **Geography**

112. At the end of both key stages pupils attain standards which are consistent with those expected for pupils of their age and they make satisfactory progress throughout the school. Pupils with special educational needs are well supported and make satisfactory progress. This is similar to the judgement made in the previous inspection. During the inspection, because of the timetable for the subject, only two lessons were observed, one at each key stage. Appropriate evidence was obtained

from a detailed scrutiny of pupils' work, displays and photographic evidence of past activities, discussions with both pupils and staff and an overview of teachers' planning.

113. At Key Stage 1, pupils are able to draw simple pictorial maps based on a Kenyan story. They can recognise features, such as houses and rivers, and trace an appropriate route between them. They can produce sketch maps of the school building, the grounds and of the immediate neighbourhood. Pupils in Year 2 recognise the symbols used are not true representations and the significance of a key to understand map reading. In an evaluation of environmental issues, they have produced an extensive chart of what could be improved within the school play areas.
114. At Key Stage 2, pupils are beginning to recognise the similarities and differences between contrasting locations. They can identify appropriate features on photographs and relate them to the relevant charts. In comparing Youlgreave and Stockport, they understand how changes in the environment influence human activities, particularly types of employment. Higher attaining pupils are able to use a world map competently to identify countries such as East Timor mentioned in current affairs programmes. Younger pupils can write independently about a typical day in the life of a boy in Chembakolli in South India. Older pupils are familiar with the sequence of compass points and the use of co-ordinates in map reading.
115. Pupils' response to the subject is good overall. They enjoy the opportunity for role play based on their visit to Youlgreave. In their follow up work to the visit they follow their teachers' instructions and remain focused on their topics. Overall they are well behaved, and where appropriate share any resources sensibly. This has a positive impact on the progress they make.
116. The quality of teaching is satisfactory overall. The lessons are well planned and appropriate use is made of a range of sources to support the pupils' topic work. For all pupils sufficient challenge is provided and the work is appropriately matched to their needs.
120. **History**
117. Pupils make good progress at both key stages. This is an improvement since the last inspection when standards were mainly in line with national expectations.
118. At Key Stage 1, pupils gain a good understanding of chronology and of changes over time. They can explain, with good understanding, a range of similarities and differences between types of transport from two different eras. They study and make use of time lines. They produce good quality topic books in which literacy skills are well developed. At Key Stage 2, pupils gain a good feel for history through a well planned policy for first hand experiences. They demonstrate good knowledge of invaders and settlers and, through their study of time lines, understand when and how the Romans invaded Britain. Pupils in Years 3 and 4 experience a guided tour of Stockport to develop an historical awareness of their own region. They visit well maintained air-raid shelters and later respond to well simulated air-raid warnings in school. Pupils in Year 5 and 6 visit Haddon Hall and later spend five days in southern Lakeland based at John Wilkinson's historical Castlehead home, where good quality studies are undertaken. It is evident from good quality topic books that pupils have good knowledge of Greek and Victorian eras.
119. Pupils' response at both key stages is good and occasionally very good. They have positive attitudes towards the subject. Their behaviour is always good. They respond well to questioning and this has a positive impact on the progress they make.
120. Teaching is good at both key stages. Teacher knowledge is good. Lessons are presented with good

pace and teachers build effectively on the keen interest shown by pupils. Good quality artefacts from the local education authority library service are introduced into lessons and used effectively to deepen pupils' knowledge and historical awareness. Topic books include evidence of very good development of literacy skills with the inclusion of well constructed contents, bibliography, glossary and index pages. One pupil researched her topic through the inter-net and a commercial CD ROM encyclopaedia.

124. **Music**

121. Pupils make satisfactory progress in music at both key stages. The last inspection found progress in music to be in line with the national expectation.

122. At Key Stage 1, pupils of all levels of prior attainment make satisfactory progress overall. They listen to a range of different pieces of music in assemblies with quiet appreciation. Singing is satisfactory both in assemblies and lessons. Pupils can sing familiar songs from memory, with appropriate pitch and a growing awareness of rhythm. They beat time to the songs they sing with reasonable accuracy, although some pupils fail to keep in time for the whole of a song. They perform hand actions to some songs and sing these with great enjoyment. They make satisfactory progress in learning the names of the musical instruments they play and in composing a simple patterns of music to accompany their singing.

123. Throughout Key Stage 2, all pupils continue to make satisfactory progress. Most pupils are able to clap a steady beat and have appropriate awareness of pulse and rhythm. However very few of the pupils in Years 3 and 4 are able to maintain a beat when others are playing to a different rhythm. Pupils throughout the key stage sing tunefully and with good control. Pupils in Year 5 and 6 sing songs in two parts with appropriate skill. They can effectively control sounds, even when singing loudly. They appraise their own work thoughtfully and with appropriate consideration for the feelings of others in their group. They identify ways in which they can improve their compositions, using instruments effectively in these own group compositions to achieve a planned effect.

124. Pupils behave well in music lessons. At Key Stage 1, they maintain good levels of concentration for their age, even in a singing lesson for several of the youngest classes. They become enthusiastic about contributing to lessons when using instruments. At Key Stage 2, pupils are attentive, listen well and concentrate on the activities. They are confident when demonstrating their own work, such as the arrangements they have composed, to the rest of the class.

125. The teaching of music is satisfactory overall, with examples of good teaching. Features of the good teaching are good teacher knowledge and understanding of the subject, and the maintenance of a good pace in the lesson while still allowing pupils good opportunities to think and express their views and this has a positive impact on the progress they make. In these good lessons the teachers' expectations of work and behaviour are high. Good use is made of questioning to assess pupils' understanding as the lesson progresses. Pupils with special needs are effectively supported by well targeted help from support assistants. Teachers make generally effective use of the resources available including a suitable variety of instruments.

126. The school provides extra-curricular clubs for folk singing, guitar and choir. The quality of this provision is good. Tuition in violin and keyboard is also available to pupils and these all have a positive impact on the learning of those pupils who take part.

130. **Physical education**

127. At both key stages, the majority of pupils are attaining standards above those expected for their age and overall they are making good progress. Pupils with special educational needs are also making good progress. This is similar to the judgement made in the previous inspection.

128. In gymnastics at Key Stage 1, most pupils are competent in the basic actions of travelling on both the floor and on apparatus competently. They are able to refine their ways of travelling with practice, altering their speed and adjusting their bodies to support their weight, though some lack co-ordination. In games lessons, pupils throw and catch balls with increasing accuracy with partners, developing the skills suitable for small competitive games.

129. At Key Stage 2, the majority of pupils continue to make good progress throwing and receiving a ball in games. They clearly understand the principles of attack and defence, and practise making passes, avoiding interception in small team games. In dance lessons most pupils respond well to music and are able to assume roles as Victorian gentry, following traditional set dance routines. Overall, pupils are making good progress in swimming and are developing a range of strokes and appropriate support positions in the water. In all lessons, they are familiar with the need for appropriate warm up and cool down sessions and basic safety procedures.

130. Pupils' response to the subject is good. They clearly demonstrate enjoyment in their lessons and work well collaboratively in teams and this has a positive impact on the progress they make. Pupils listen attentively to instructions and they are able to distribute apparatus as required in a sensible and orderly manner. Overall, their behaviour is good, and pupils remain focused on their activities with little disruption.

131. The quality of teaching is good overall. Most lessons are well planned and include demonstrations of relevant gymnastic and games techniques either by the teacher or by selected pupils. They have good pace with all the resources appropriate to the activity readily available and this has a positive impact on the progress pupils make. Pupils are generally managed well and clear on-going assessment to modify their actions is given as required. However in a small minority of otherwise satisfactory lessons at times there is a lack of rigorous pace with too much time spent on over long explanations.

135. **PART C: INSPECTION DATA**

135.

135. **SUMMARY OF INSPECTION EVIDENCE**

1. The school was inspected by a team of five inspectors who, over a period of four days, completed a total of 19 inspector days. Inspectors observed lessons, talked with individuals and groups of pupils and evaluated the work they had done. In addition, interviews and discussions were held with the head teacher, teachers, support staff and members of the governing body and parents including members of the Parent Teacher Association..

2. The inspection included

- inspection of pupils' written and practical work in all classes, representing below average, average and above average pupils;
- scrutiny of core and non-core subject work books;
- listening to the reading of a sample of pupils, selected as a representative of the range of ability in each class;

- specific evaluation of pupils' levels of understanding of all subjects of the curriculum;
- analysis of records and reports of pupils' progress;
- inspection of registers;
- attendance at assemblies;
- scrutiny of the school development plan, curricular and other policies, minutes of governing body meetings and details of the budget;
- analysis of responses made by 83 parents to the questionnaire together with the views expressed by parents at the pre-inspection meeting, and discussions with parents during the inspection.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	271	3	70	46

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

10.6

Number of pupils per qualified teacher:

26:1

• **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	114
Average class size:	30

• **Financial data**

Financial year:	1998/1999
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	£
Total Income	425,310
Total Expenditure	413,030
Expenditure per pupil	1,524
Balance brought forward from previous year	-250
Balance carried forward to next year	12,030

• **PARENTAL SURVEY**

Number of questionnaires sent out:	271
Number of questionnaires returned:	83

Responses (percentage of answers in each category, please note the figures may not always add up to 100 per cent due to rounding up or down of decimals):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	51	46	2	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	48	45	2	5	0
The school handles complaints from parents well	19	50	19	8	4
The school gives me a clear understanding of what	25	65	6	4	0

is taught

The school keeps me well informed about my child(ren)'s progress

The school enables my child(ren) to achieve a good standard of work

The school encourages children to get involved in more than just their daily lessons

I am satisfied with the work that my child(ren) is/are expected to do at home

The school's values and attitudes have a positive effect on my child(ren)

The school achieves high standards of good behaviour

My child(ren) like(s) school

24	61	12	2	1
34	56	10	0	0
38	52	8	2	0
26	50	14	10	0
34	55	7	4	0
33	54	7	2	4
48	46	5	1	0