

INSPECTION REPORT

Lum Head Primary School
Gatley, Cheadle

LEA area : Stockport

Unique Reference Number : 106093

Headteacher : Mr R Edmonds

Reporting inspector : Mr P.T.Hill
6642

Dates of inspection : 20th – 23rd September 1999

Under OFSTED contract number: 706800

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	County
Age range of pupils :	5-11
Gender of pupils :	mixed
School address :	Troutbeck Road Gatley Cheadle Cheshire SK8 4RR
Telephone number :	0161 428 7992
Fax number :	0161 491 6802
Appropriate authority :	Governing Body
Name of chair of governors :	Mr J Lowrey
Date of previous inspection :	November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Peter Hill RgI	Science	Leadership and management
	Information technology	Efficiency
	Art	
	Physical education	
	Special needs	
	Equal opportunities	
Jennifer Farmer, Lay Inspector		Attendance
		Spiritual, moral, social and cultural
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Melvyn Hemmings	Mathematics	Curriculum and assessment
	Religious education	
	Design Technology	
	Music	
	Under fives	
Margaret McNeil	English	Attainment and progress
	Geography	Attitudes, behaviour and personal development
	History	Teaching
		Staffing, accommodation and learning resources

The inspection contractor was:

School Inspection & Consultancy

19 Marple Road

Charlesworth

Glossop

Derbyshire

SK13 5DA

01457 863936

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The Registrar

The Office for Standards in Education

Alexandra House

33 Kingsway

London WC2B 6SE

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Relationships between pupils, and between teachers and pupils, are very good and a strength.
- The school is well led and managed.
 - The school ethos is very good.
 - The school makes very good provision for pupils with special educational needs.
- Standards are above average and pupils make good progress.
 - There is very good implementation of the school aims.
 - The provision for pupils' Spiritual, Moral Social and Cultural education is very good.
- The school is very good at meeting the needs of all its pupils, from all cultural background.
 - Teaching is good overall. During the inspection it was good or better in 56% of lessons.
- The quality of teaching and support for pupils is considerably enhanced by the very good teamwork between teachers and classroom assistants. Classroom assistants make a good contribution to pupils' learning.

WHERE THE SCHOOL HAS WEAKNESSES

- Class sizes at Key Stage 2 are very large, and, together with rooms which are not large enough to accommodate the numbers of pupils, restrict some learning opportunities.
- Opportunities for pupils to develop experimental and investigative skills need to be more frequent and be linked to the development of independent learning.
- The school has problems with the unsatisfactory condition of the outside fabric of the building and with ventilation. There are many windows which will not open.

The school has many more areas of strength than it has weaknesses. The areas above are recognised by the headteacher and governors and for some time they have been exploring ways of addressing them.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has clearly been successful in addressing *all* the issues identified in the last inspection report. The school development plan is a comprehensive document which identifies spending needs and clearly plans for future development. There has been considerable planned spending on the internal fitting and resourcing of the school, including new computers and networking. Teachers' planning is good in all areas of the curriculum and the National Curriculum is well covered. Assessment of pupils' attainment and progress is clearly linked to teachers' planning. The school has plans for further developments in this area. The use of worksheets has been evaluated and they are appropriately used in most areas of the school, being generally carefully matched to pupils' needs and attainment levels. The Governing Body is now becoming fully involved in the monitoring of the curriculum and there are strong links between individual governors and curriculum areas. The school is very well placed to continue to improve.

STANDARDS IN SUBJECTS

The 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	<p style="text-align: center;">Key</p> <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
English	C	C	
Mathematics	C	C	
Science	C	C	

Standards in the core subjects are average in relation to those of similar schools. The results achieved in the national tests in 1999 are better than those achieved in 1998, particularly in science. Results in tests have also been affected by quite a large changeover of pupils in Key Stage 2. This caused test results to dip in 1998.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science	Good	Good	Satisfactory
Information technology	Satisfactory	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory	Satisfactory
Physical education	Good	Good	Satisfactory
History			Good

The quality of teaching is good overall. Teaching was very good in 9% of lessons, good in a further 47%, satisfactory in 38%, and was unsatisfactory in 4% of lessons with one lesson judged as poor (2%). It was not possible to make judgements for teaching in some subjects where only a few lessons were 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	Good. Pupils are courteous and well behaved in all areas of the school.
Attendance	Satisfactory.
Ethos*	Very good. Relationships throughout the school are very good and a strength. Pupils' attitudes to work are good and they try hard.
Leadership and management	Good. The school is well led by an experienced and dedicated headteacher. Governors are very effective and supportive. The headteacher is well supported by the senior management and staff.
Curriculum	Good. The curriculum is well planned and is broad and balanced, providing pupils with a wide range of experiences. It is enriched through sporting, musical and other activities. Co-ordination of the core subjects is good.
Pupils with special educational needs	There is very good co-ordination, planning and provision to meet the requirements of pupils with special educational needs.
Spiritual, moral, social & cultural development	Very good and a strength of the school.
Staffing, resources and accommodation	<p>Staffing is good overall with classroom assistants working closely with teachers in all classes throughout both key stages. Resources are good.</p> <p>Accommodation and its use is a problem at Key Stage 2. Here the rooms are too small for the numbers of pupils currently in the large classes.</p> <p>The condition of the outside of the school, and especially the walls and windows, is unsatisfactory overall and in many places poor.</p>
Value for money	The school provides good value for money

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

KEY ISSUES FOR ACTION

In order to raise educational standards, the governors, headteacher and staff should:

review the class sizes and rooming provision for pupils in Key Stage 2; (paras. 87, 112, 127, 137)

seek ways to work with the Local Education Authority to improve the poor condition of the outside fabric of the building and the ventilation of classrooms, and; (para. 76)

increase the opportunities for pupils to develop experimental and investigative skills especially in science (attainment target 1) and in practical mathematical activities. This should be linked to the provision of more opportunities for the development of pupils' independent learning skills. (para. 137)

It is clear that the school has, for some time, been working hard on possible solutions to the first two key issues and that there are significant difficulties which need to be overcome in the very near future. There are clear links between the size of classes, the accommodation and some under-developed educational opportunities, for example, the area highlighted in the key issue on experimental and investigative work.

Other areas for development

In addition to the key issues for the school to address, the following area should be considered for inclusion in the action plan.

The further development of teachers' questioning skills, beyond checking pupils' factual recall, in order to check and deepen pupils' understanding and encourage exploration of ideas.

INTRODUCTION

Characteristics of the school

1 Lum Head Primary School is situated in the Cheadle ward of Gatley, Cheadle. The school is a part of Stockport Local Education Authority.

2 The immediate catchment area of the school consists of a mix of mainly private housing with some rented accommodation. Pupils are drawn from a wide variety of socio-economic circumstances, but mainly from families who are owner-occupiers.

3 The pupils at the school come from a wider range of socio-economic circumstances than would be expected given the position of the school and the surrounding housing and area. Besides being drawn from the immediate area, a quarter of the school's pupils come from outside the catchment area and even outside Stockport LEA. A number of pupils come from Manchester.

4 The school is housed in a one-story building opened in 1965. The interior of the school is welcoming and well maintained with high quality display and all classrooms are carpeted, reducing noise and enhancing the environment. There is a multi-purpose hall and a recently installed computer network serving all classrooms. The exterior of the building is in an unsatisfactory state of repair and many of the windows do not open. The buildings are situated in spacious and well-maintained grounds. Building is about to start (Autumn 1999) on a new extension as part of the initiative to reduce class sizes in Key Stage 1.

5 There are 242 pupils on roll. There is quite a large and varied multi-cultural presence in the school with 10% of pupils speaking English as an additional language. This is high in relation to national averages. 10% of pupils are entitled to school meals free of charge. This is below the national average.

6 There are 29 pupils on the school's register of special educational needs. The number is below the national average. Of these, 14 are at stages of the Code of Practice for the Identification and Assessment of Pupils with Special Educational Need which have the involvement of an outside specialist. The school places a considerable emphasis on special needs support and has strong links with a local special school. There is one pupil with a physical disability and three are identified as having severe learning difficulties. Two pupils have statements of special educational need.

7 Attainment on entry is above average. The school uses its own and the LEA's analysis and baseline assessment data.

8 School aims are clearly identified in the school brochure and the main priorities for the coming year are:

the full implementation of the National Numeracy Strategy;

to meet the targets set by the Department for Education and Employment and the Local Education Authority;

to maintain the presence of the non core subjects and especially the aesthetic aspects of the curriculum;

maintain the high emphasis on spiritual, moral, social and cultural education;

attain Investors in People status;

continue to improve the quality of the environment and resources, and especially maths resources;

continue to address the long standing issue of the condition of the exterior of the building and ensure that it is safe and ;

commission the new extension to be started in the autumn term 1999.

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	18	21	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15	17	19
	Girls	19	19	19
	Total	34	36	38
Percentage at NC Level 2 or above	School	89(84)	95(85)	100(94)
	National	80 (78)	81 (79)	84 (83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	19	19
	Girls	19	19	19
	Total	37	38	38
Percentage at NC Level 2 or above	School	97(84)	100(84)	100(97)
	National	81(78)	85(85)	86(84)

¹

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

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	20	9	29

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	14	15
	Girls	7	6	6
	Total	23	20	21
Percentage at NC Level 4 or above	School	79(77)	69(71)	72(68)
	National	65(63)	59(62)	69(68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	17	17
	Girls	7	7	7
	Total	24	24	24
Percentage at NC Level 4 or above	School	83(77)	83(81)	83(77)
	National	65(63)	65(62)	72(69)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year		%
Authorised	School	4.9
Absence	National comparative data	5.6
Unauthorised	School	0.0
Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :	%
Very good or better	9
Satisfactory or better	94
Less than satisfactory	6

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

9 The attainment of the majority of pupils, when they start school, is above that expected nationally. They make good progress and, by the time they leave the Reception class, their attainment in all the prescribed areas of learning remains above national expectations. This is better than the standards indicated in the last inspection report and is the result of the good teaching that children in the reception class receive. They receive a good start to their school life.

10 The national tests for 7-year-olds in 1998 show that the percentage of pupils reaching the expected levels was above average in reading, well above average in writing and very high in mathematics. Teacher assessments for science indicate that pupils' attainment was very high. In comparison with similar schools, the results achieved in reading were well above the national average and very high in writing and mathematics. The results achieved in the national tests in 1999 are very similar to those achieved in 1998. Inspection findings broadly confirm these results.

11 In information technology, the vast majority of pupils reach the nationally expected standard.

12 During Key Stage 1, pupils make good progress in the core subjects of English, mathematics and science. They also make good progress in physical education and satisfactory progress in all other subjects.

13 The national tests for 11-year-olds in 1998 show that the percentage of pupils reaching the expected levels was well above average in English, above average in mathematics and in line with the national average in science. In comparison with similar schools, the results achieved in all three core subjects are broadly in line with the national average. The results achieved in the national tests in 1999 are better than those achieved in 1998, particularly in science. Inspection findings broadly confirm these results.

14 In information technology, most pupils reach the nationally expected standard.

15 During Key Stage 2, pupils' progress is uneven, with a definite flattening out in the middle of the key stage, followed by good progress in the latter two years. Over the key stage as a whole, pupils make satisfactory progress in the core subjects of English and mathematics and science. They make satisfactory progress in all other subjects.

16 There are no significant differences in the attainment of boys and girls at Key Stage 1, and although there are some slight differences at Key Stage 2, with girls doing better than boys in English and science, the school makes equally good provision for both girls and boys.

17 In the non-core subjects, in both key stages, the strengths common to most pupils are that they are good communicators, who take pride in the presentation of neat work. Pupils are very willing to contribute to class discussions and show a good knowledge and understanding of subject-related technical vocabulary. Pupils use information technology effectively across the curriculum, for example to research and communicate information in geography and history, handling data about weather patterns, presenting word processed text and linking studies in art with their own poetry.

18 Pupils have above average skills in literacy. Teachers are successfully implementing the National Literacy Strategy and this is having a positive impact on standards of literacy throughout the school. Standards in reading are well above average. Most pupils read a wide range of fiction and non-fiction texts accurately and with understanding. They talk knowledgeably about books and can discuss preferences. They use the library effectively and can locate and use information in non-fiction and reference books. Writing standards are above average. Pupils write well in a wide variety of forms across the curriculum, such as reports in science, descriptions of life in Tudor times in history and presenting arguments for and against environmental issues in geography. Pupils have a well-developed vocabulary and punctuate their work accurately. Spelling standards are above average. However, some pupils are slow to develop cursive script. Even in Year 4, some are still using print. Oracy standards are above

average. Pupils listen carefully to teachers and to each other and express their ideas clearly in class discussions.

19 Throughout the school, pupils have above average levels of numeracy. Their written computation, including the manipulation of decimals and fractions, is good. Pupils at the end of Key Stage 2 have good recall of multiplication facts and are able to mentally manipulate number. Mental agility work at the beginning of lessons is not yet having sufficient impact on pupils' ability to respond quickly to number facts. The school intends further development of pupils' mental mathematical skills. They also intend to improve pupils' ability to explain their strategies for working out the answers to problems. Pupils demonstrate effective use of their numeracy skills in other subjects in both key stages. This is seen in practical work in science, where pupils take a range of accurate measurements, including the use of information technology for data logging. They also use numeracy skills in co-ordinate work in geography in Year 3 and in ordering timelines in history.

20 Pupils with special educational needs make good progress and achieve standards which are below average, but commensurate with their abilities. Standards in speaking and listening are good, with pupils making effective contributions in class discussions. They make good progress towards the achievement of the targets in their individual education plans. This is the result of the high level of structured support they receive. Pupils for whom English is an additional language make good progress in all subjects, but particularly in the acquisition of language skills.

Attitudes, behaviour and personal development

21 In the majority of lessons, pupils' attitudes to learning are good, and this contributes positively to their attainment and progress. Most pupils are highly motivated and show good levels of interest, and often enthusiasm, in their work. A good example of this was in the Year 2 history lesson on the life and work of Louis Braille, where practical activities helped pupils to empathise with the difficulties facing blind people. In most lessons, pupils listen attentively to teachers and follow instructions well. They provide relevant contributions in class discussions and answer questions well. Pupils sustain concentration, and even younger pupils can carry out some independent working in groups without direct supervision. Most pupils take pride in their work, particularly in the presentation of topic work. This can be seen in most of the geography and history folders in both key stages. When asked to work in pairs or groups, they do so sensibly and co-operatively.

22 Pupils' capacity for personal study is satisfactory. Most pupils arrive promptly in their classrooms at the start of the school day and immediately get down to purposeful tasks. Older pupils carry out research tasks independently.

23 Behaviour is good around the school and in most classes. Noise levels in classes are generally appropriate to the activities taking place. In the playground, pupils play well together. Behaviour in the infant playground is very good, with good support from older pupils. Pupils are courteous, trustworthy and show consideration for property. They have good manners and show respect for all those in school. The positive approaches adopted by teachers, which value and respect all pupils, make a large contribution to the good standards of behaviour.

24 In the minority of cases where pupils are not attentive, the large size of the class and the cramped nature of the room, are significant factors in the loss of concentration and motivation.

25 Pupils form very good relationships with each other and respond in an open and friendly manner to adults. The whole ethos is one of mutual respect and consideration. Relationships between pupils from different ethnic and social backgrounds are very good. Pupils know the school rules and conventions and respond positively to them. The school is a friendly and orderly community.

26 Provision for personal development is very good and pupils willingly take on additional responsibilities as they move through school. Older pupils act as monitors to help and support younger pupils. They take considerable responsibility for younger pupils and often show initiative in handling situations, such as leading and encouraging new pupils to play games, and in organising their own performance for school assembly. They raise money for charity and contribute positively to the school and wider community in which they live. Pupils look after parents and other visitors to school. They show respect for other peoples' feelings, values and beliefs, as was evident in religious

education lessons, where pupils showed high levels of interest in the different faiths of their classmates. Older pupils clearly value ethnic differences.

Attendance

27 Although the attendance rate has dropped slightly since the last inspection, attendance is still satisfactory and broadly in line with the national average. Unauthorised absence is well below the national average. Most pupils are keen to attend and are punctual for the start of the school day. Registers, which are completed according to statutory requirements, are taken promptly at the start of each session and in some cases with the additional interest when pupils reply in different languages, for example, one class said good morning in Japanese.

QUALITY OF EDUCATION PROVIDED

Teaching

28 Teaching is good overall. It is satisfactory in 39% of lessons; good in 47%; very good in 9%. The amount of unsatisfactory or poor teaching is 6%. This is broadly similar to the situation at the last inspection.

29 Teaching of pupils aged under five is never less than good, and is very good or outstanding in a third of all lessons. Staff in the Reception class have a good understanding of the needs of young children and provide a suitable environment in which there are well-organised activities. Lesson planning is very good and the teacher and support staff work very effectively as a team.

30 In Key Stage 1, teaching is at least satisfactory, and is good in over two thirds of lessons. Teaching is good in English, mathematics, science, and physical education; satisfactory in information technology, music and physical education; but there is insufficient evidence to make judgments about teaching in design and technology, history and art.

31 In Key Stage 2, teaching is at least satisfactory in 88% of lessons, and it is good or very good in over a third of lessons. Teaching is good in history and satisfactory in English, mathematics, science, information technology, physical and religious education. Judgments about design and technology, geography, music and art cannot be made, as there was insufficient teaching of these subjects during the inspection.

32 The good and very good teaching observed is characterised by good subject knowledge, very good planning and preparation, which builds successfully on pupils' previous learning, skilful questioning to extend and develop pupils' thinking, good management of pupils' behaviour. Lessons proceed at a brisk pace and there is good assessment which then informs the next steps in pupils' learning.

33 The small percentage of unsatisfactory and poor teaching is characterised by a lack of precision in learning intention, inadequate planning and activities which do not sufficiently promote the learning intention or build on pupils' prior learning. However, it is also linked to the difficulties involved in managing a large class in a small classroom.

34 Teachers have a secure subject knowledge to deliver the subjects of the National Curriculum. They plan their lessons very thoroughly and, with very few exceptions, have clear intentions for pupils' learning. This, combined with good assessment practice, means they plan very effectively for pupils' progress. Most teachers have high expectations of their pupils and provide work which is suitably matched to pupils' prior attainment, as was particularly evident in English and mathematics.

35 Most lessons are well structured and proceed at a brisk pace. Teachers give clear instructions and explanations. They make good use of the time allocated to lessons with prompt starts being made and use deadlines to good effect, for example by setting timed targets in literacy and numeracy lessons. They are well prepared with suitable resources and manage both whole class and group activities well. Teachers provide appropriate activities for both individual and group working. They often conclude lessons by bringing pupils together to recap on key points and share their work in order to consolidate learning.

36 Most teachers provide a wide range of different opportunities to extend and develop pupils' speaking and listening skills. In a Year 6 history lesson an in-depth discussion about Queen Victoria's family tree led to pupils hypothesising about the reasons for large families in Victorian times, then having to re-assess their hypothesis in the light of further information. Teachers make good use of information technology in many lessons, for example, word processing writing in English and carrying out research in history and geography.

37 Good teamwork and effective deployment of support staff in both key stages provides pupils with special educational needs with carefully prepared work. Targets within individual education plans are clearly identified and teachers' planning addresses pupils' needs.

38 Teachers manage pupils' behaviour well and high standards of discipline are maintained. This is based on warm relationships and mutual respect amongst teachers and pupils.

39 Teachers mark pupils work conscientiously. They often write encouraging comments and a few make constructive comments to help pupils improve their work.

40 Teachers have made a very successful start in implementing the National Literacy Strategy and there are already indications that this is having a positive effect on pupils' attainment.

41 Regular homework is given and teachers build on work done at home in lessons. The practice of pupils taking reading books home and keeping a reading diary makes a positive contribution to the home/school partnership.

The curriculum and assessment

42 The curriculum provided for the children aged under five is good and includes all the areas of learning and experience expected for this age group. There is strong emphasis placed on literacy and numeracy and also on children's personal and social education. This emphasis and the significant amount of good teaching that children receive results in them making good progress in their academic skills and allows them to show increased confidence as they settle into school routines. Children are very well prepared for the Programmes of Study of the National Curriculum and, throughout the school, pupils are well prepared for the next stages of education and for life in general.

43 The curriculum for Key Stages 1 and 2 is good. It is broad and balanced and meets the statutory requirements to teach the subjects of the National Curriculum. The school has made a good start with the National Literacy Strategy that is effectively helping to raise pupils' attainment and progress. The National Numeracy Strategy has just been introduced and all staff have had suitable training to develop their expertise in implementing it effectively. There has been suitable additional curriculum time devoted to literacy and numeracy. This has inevitably meant there is less time available for other subjects. Nonetheless, the school has worked very hard and has been very successful in maintaining pupils' access to all areas of the curriculum, and pupils have access to a wide range of rich experiences in the aesthetics, especially in art and music. The demands of the Stockport Agreed Syllabus for religious education are met in full. The school very effectively supports the pupils' physical and personal development. There is good provision for pupils to experience personal and social education, including health education and attention to drug misuse. The school provides for sex education in a sensitive and supportive manner that emphasises family values within a caring school community.

44 The school is very successful in ensuring that all pupils have equal access to the curriculum. There is very good quality provision for pupils with special educational needs, with effective procedures in place for the identification and assessment of these pupils. All pupils with special educational needs have access to the full curriculum. This is exemplified by the excellent support given to a pupil with physical impairment that allows him to take effective part in lessons. The individual education plans are drawn up by the class teachers and used in planning lessons. The individual education plans are also used to identify target groups to enable their work to be effectively matched to their ability. The co-ordinator for special educational needs is very well organised and maintains a comprehensive register for identified pupils. The Code of Practice is fully implemented.

45 The school has a good structure of long, medium and short-term planning in place to ensure continuity and progression of learning in all subjects. This shows good improvement since the last inspection when planning was seen as an area of weakness. The long term planning provides a broad overview of the aspects of the National Curriculum Programmes of Study delivered by each year group and also specifically details what and how the pupils are going to learn. The medium-term planning is carried out to an agreed format to ensure balance and coverage. Short-term planning is taken from the half term plans and identifies the concepts, knowledge and skills to be taught. One of the key reasons for the success of this planning is that it has been created by staff working together as a team, whereas before it was left to individual teachers to plan in isolation. At the end of each half-term the teachers analyse planning to identify what needs to be covered next, and copies of this are passed on to the receiving teacher at the end of the year to effectively support continuity and progression in pupils' learning. The high quality of this planning has a positive effect on standards attained by pupils throughout the school.

46 There is a very good programme of extra-curricular activities, including competitive team games, that enriches the curriculum. These include: football, lacrosse, rounders, cricket netball, gymnastics, cross-country, choir, flute, recorders, guitar and other musical instruments. A high number of teachers and pupils take part in these activities. The school gives pupils opportunity to take part in a wide variety of educational visits that enriches the curriculum by providing further significant learning experiences for pupils. These include trips to the Manchester Museum of Science and Industry, the Romiley Theatre, a farm in Toxteth and the Boat Museum. Pupils in Years 5 and 6 are able to take part in a residential visit in Norfolk, to the Kingswood Centre, to develop their information technology skills. They also have opportunity to visit France where there are close links with a school in the village of Hammeau les Ages which is situated in the Dordogne. This experience enables pupils to effectively develop their knowledge and understanding of the lives of people in a different country.

47 One of the issues of the last report was 'to develop assessment procedures to better inform teachers' planning and enable work to be more closely matched to the needs of pupils.' The school has been very successful in addressing this issue. Procedures for assessment are now good and what is learned from assessment and testing is used very well to determine the next stage of pupils' learning. The school has made good headway in analysing end-of-key-stage tests to identify areas for development. An example of this is the way the school has targeted an improvement in pupils' investigative skills in science. The school has introduced individual target setting for each pupil at the start of each year based on the previous year's assessments. There is now effective use of assessment information by teachers to influence their future planning. At the end of each half term teachers evaluate pupils' progress and plan the following half terms work in the light of these evaluations. The school has developed its standardisation procedures and now has comprehensive collections of pupils' work that serve as exemplars of the required standards in the core subjects of English, mathematics and science.

48 Baseline assessment is in place and the information from these assessments is used effectively to plan subsequent learning experiences. Assessment information for pupils with special educational needs is used very well to plan future work.

Pupils' spiritual, moral, social and cultural development

49 Provision for spiritual, social, moral and cultural development is very good and a strength of the school. Provision for spiritual development is good. Assemblies contribute frequent opportunities for pupils to reflect on their own and other peoples' lives and beliefs. Prayer is a daily feature in the school and pupils are given time for personal reflection with due respect given to the different faiths practised by pupils. Provision for those pupils who do not join in the collective worship is also good and these pupils use the time constructively. Provision for spiritual development is also provided in several areas of the curriculum. For example, in RE where pupils discuss spirituality and through science where pupils show wonder at the natural world. Staff clearly value contributions from all pupils.

50 Provision for moral development is very good with staff continually reinforcing moral principles by setting good examples themselves and illustrating moral themes in assemblies and throughout the curriculum. This sets a firm framework in which pupils quickly learn to distinguish right from wrong contributing significantly to the school's orderly community. Great emphasis is placed on pupils being aware of their own actions and on self-

discipline.

51 Provision for social development is also very good. Most pupils show a high level of personal and social confidence and a sense of citizenship. Very good relationships add significantly to social development with mutual respect being evident throughout the school. A range of appropriate opportunities are provided for pupils to take responsibility and show initiative. For example in addition to a range of monitor jobs, Year 6 pupils help supervise and play with infant pupils during the mid-day break. The older pupils help the younger ones in the dining hall and at wet play times when they read them stories. All pupils are encouraged to become involved in raising money for charity or local services such as a nearby hospice. They entertain others either in assemblies or going out to places such as a retirement home and participate in the Gatley Festival. The residential experiences for the older pupils also makes a significant contribution to their social development. Pupils show a mature and empathetic attitude to those pupils in the school who are disabled, ensuring that they are very much an equal part of the class and school activities.

52 Cultural development is good. Enrichment of the curriculum is provided by a good range of appropriate and well planned visits and visitors. For example, pupils were involved in the Stockport Heritage Project with pupils visiting a hat maker, a World War 2 air raid shelter and a ninety year old lady visiting the school. Pupils also visit museums, such as the Roman experience and the Egyptology room at Manchester Museum, to support topics covered in class. Theatre groups and musicians, such as members of the Hale Orchestra, are amongst the visitors who have enriched pupils' cultural development. Appropriate opportunities are provided to raise pupils' multi-cultural awareness. The cultural heritage, knowledge and experience of the pupils is celebrated and shared throughout the school, for example in assemblies, art, music and literature. This contributes significantly to the harmonious school community where all pupils show understanding and acceptance of their differences as well as their similarities. Visitors from others cultures also help pupils to appreciate the diversity of the society in which we live: for example, a parent of the Hindu faith demonstrated how a sari is worn, allowing pupils to try them on, and an African poet-musician has entertained pupils in the school.

Support, guidance and pupils' welfare

53 The support, guidance and welfare that pupils receive is good and a strength of the school. The caring ethos created by the committed staff makes a significant contribution to the school community. Staff are responsive to pupils' needs which impacts on pupils' ability and confidence to cope with everyday life in the school. Pupils with special educational needs are well supported to enable them to participate in all school activities.

54 There are good procedures in place for monitoring pupils' academic achievements and personal development. Although pupils' annual reports have improved since the last inspection there is still room for improvement in highlighting pupils' weaknesses as well as strengths in each subject. They still contain little in the way of guidance on future areas for development. However, the assessment records kept by teachers are very good and work is well planned in light of the information gained through these records. Staff liaise well with parents, outside agencies, support staff and each other about the needs, progress and aspirations of individual pupils. The school clearly values all pupils within its care.

55 There are good procedures for promoting and monitoring discipline and good behaviour. The school has developed a good system of positive rewards which promote and encourage good behaviour. This is consistently applied by all staff. There are occasions, however, when team points are given out so frequently that they begin to lose effectiveness. Bullying is a rare occurrence but when there is an incident it is dealt with quickly and effectively by the school. Class teachers record any incidences of aggressive behaviour and the moral principle of not being a bully is addressed in assemblies.

56 Procedures for monitoring and promoting attendance are good. Although the actual attendance rate has gone down slightly since the last inspection, the school is vigilant in following up absences, monitoring punctuality and encouraging good attendance. The school works well with the Educational Welfare Officer and reminds parents frequently about the responsibilities of getting their children to school on time every day. Unauthorised absence is very low.

57 Child protection procedures are good. The special educational needs co-ordinator is the designated member

of staff, has received appropriate training, liaises with outside agencies and attends case conferences as and when necessary. All staff are aware of the school's practices and procedures for child protection but the school has yet to embrace the Care & Protection legislation.

58 Although the school does not have a health education policy there is a good programme of personal and social education which is delivered mainly through science and RE. Topics covered include drug awareness, personal safety, healthy eating and life style, as well as relationships and emotional issues. Pupils attend the Crucial Crews project, they have attended an Electricity Road-show and there is a good range of visitors such as police fire service and railway personnel who attend the school to support pupils welfare and safety. Sex education is sensitively taught on a developmental basis and parents are given the opportunity to view the material used to support this topic. Accident and emergency procedures are good and there is an adequate number of staff trained in first aid. Emergency evacuation procedures are rehearsed periodically. The school is well adapted for the needs of the pupils with mobility problems.

59 Mid-day supervision is good. The lunch-time supervisors are caring and vigilant and most interact well with the pupils. They meet periodically with the headteacher to discuss school issues and when offered appropriate training such as first-aid, are willing to participate.

Partnership with parents and the community

60 Partnership with parents and the community is good. Although the school is committed to the partnership between the school and parents, the cramped conditions in some classrooms means that parents are not able to help directly in the classrooms but are encouraged to help with computer skills and listening to pupils read in library areas. Ten parents readily offered to help in the Reception class that has just started. Parents are very keen to offer help with school trips. Concerts and class assemblies are very well attended. Parents frequently help the school with resources such as supplying card and material and get involved in after-school activities such as football competitions and keep fit clubs. Although the PTA finds difficulty in getting parents to serve on the committee, parents are very supportive of the activities it organises and the funds raised either go to relevant charities or to support school events. Relationships between parents and staff are good and the school extends its support beyond the school gates, for example, in times of bereavement or sickness.

61 Information to parents is good. The letters and newsletters are informative, friendly in tone and satisfactorily presented. A high percentage of parents attend the two parent/teacher evenings a year. In addition the school has run a literacy workshop with another one planned for numeracy. The core subject open day was also a great success with many parents enjoying the 'hands on' experience of activities demonstrated by pupils. Curriculum information is sent out by the class teachers.

62 Enrichment of the curriculum through community links is good. Visitors and visits are well planned to support and enrich the curriculum. Pupils visit museums, places of historic interest and undertake geography field trips around the immediate locality. The school has links with a local radio station, with league football and basketball clubs who provide skills coaching and have linked up with a school in Canada via the internet. Further education and work placement students are welcomed into the school. Links with the main receiving high school are good and, through an induction day and a series of meetings, pupils are well prepared for the next stage of their education.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

63 The school is well led by a very dedicated and experienced head teacher. This is clearly recognised by all concerned with the school. The head teacher has a very strong educational philosophy and provides clear and effective leadership and direction for the work of the school. The school is an exceptionally caring environment. There are excellent professional and personal relationships throughout the school and staff morale is high.

64 The strong, positive, and caring ethos that has been developed throughout the school is one of its major strengths. All pupils are highly valued and individually supported, and all, including those pupils with special educational needs, and those from a variety of cultural backgrounds, have equal opportunity to experience all aspects of school life.

65 The governing body is strong and very supportive of all areas of school life. The Chair of Governors is a frequent and supportive visitor to the school, as are many members of the governing body. There are appropriate and effective committees in place and governors play an appropriate and active part in school management. Governors have an important role in the monitoring and evaluation of the subjects of the curriculum and have had training sessions to develop, amongst other aspects, their own curriculum and monitoring awareness and expertise. This was a key issue in the last inspection report and there has been considerable progress in this area.

66 The School Development Plan (SDP) is of very good quality, and has been produced as a result of a thorough review of the school's development and of pupils' attainment. It provides clear direction and purpose for future direction and work. The governing body has been involved in the process of formulating the SDP and they regularly evaluate progress in meeting targets.

67 Subject co-ordinators play a full and active part in the management and evaluation of the subjects of the curriculum throughout the school. They have clear roles and responsibilities. They have opportunities to monitor the standards and developments in their subject areas and to support colleagues in their planning and teaching. Opportunities for them to monitor colleagues' lessons are limited, but they do view other teachers' planning and joint planning between teachers is a strength. Co-ordinators carry out their role very efficiently and with commitment and enthusiasm. The role is well established and is an important factor in the overall management of the school and in maintaining and improving standards. The headteacher sees all colleagues' planning and regularly monitors and observes lessons, often having been requested to do so by teachers. This is a good example of the strong and very trusting atmosphere and relationships within the school.

68 The school has made a very successful start to the National Literacy Strategy. The National Numeracy Strategy has just been introduced and all staff have had suitable training. Realistic targets have been set and effective strategies established for both these national initiatives. Progress is being carefully monitored.

69 The school has been successful in implementing its action plan to meet the issues identified in the previous inspection. All the issues have been fully addressed and the school continues to move strongly forward.

70 As a result of good leadership and teamwork between all concerned the school continues to develop and is very well placed to sustain improvements in the future.

71 The school is successful in meeting all statutory requirements.

Staffing, accommodation and learning resources

72 The number of teaching staff is sufficient. Staff are very experienced, most having taught for many years, many of them in this school. Teachers are appropriately qualified and suitably deployed. This is similar to the position at the time of the previous inspection.

73 Each teacher is required to co-ordinate at least one curriculum subject and subject co-ordinators have a clearly defined role, which includes monitoring and evaluating their subject. Release time was provided last year for the English co-ordinator to ensure the effective implementation of the National Literacy Strategy (NLS) and this has enabled him to have a major impact on the development of the subject. There are similar plans for release this year for the mathematics co-ordinator to assist staff to implement the National Numeracy Strategy (NNS). Staff work hard, are committed to their pupils, attend relevant courses and support their colleagues, both formally and informally.

74 The school is very well provided with support staff. They are suitably qualified and well deployed throughout the school. Staffing provision for pupils with special educational needs is very good and this helps pupils

with special educational needs to make good progress.. The co-ordinator is well trained and has organised appropriate staff training on the application of the Code of Practice. Qualified staff provide good quality support for children under five.

75 There is a comprehensive handbook of information for staff to assist them with school routines and procedures. There are good arrangements for appraisal and staff development for all staff, teaching and non-teaching. Staff development is well managed, linked to the School Development Plan priorities or individual needs, and clearly costed. The staff training needs for information and communication technology are recognised.

76 The previous inspection report highlighted the contrast between the well maintained interior of the building and the neglected exterior. Despite repeated efforts on the part of the school to have the exterior improved there has been no action to rectify this situation, which is now effecting teaching and learning. External cladding is decaying. Windows are in such a poor state that they have had to be sealed shut, causing ventilation problems, particularly where class sizes are large. The poor ventilation and insulation and the need to keep the doors open to provide fresh air highlights the frequent aircraft noise, which often disrupts the flow of lessons.

77 The surface of the playground is disintegrating, particularly that of the junior playground. As a result of the poor state of the surface, there has been little social or recreational development of the playground areas. Outside areas for games and PE activities are limited, particularly as the field cannot be used in wet weather.

78 However, the efforts of staff ensure the interior of the building is in good decorative order, well maintained and cleaned to a high standard. Teachers improve the quality of the environment in classrooms and corridors with high quality displays which include pupils' work. An appropriate area has been designated for small group or individual teaching of pupils with special educational needs. Appropriate provision has been made to allow access for pupils with physical disabilities. However, some classrooms, especially in Key Stage 2, are rather small for the large class sizes. This inhibits the range of teaching approaches which can be used and, on occasions, causes difficulties for managing pupil and class control.

79 The libraries are well stocked with a wide range of attractive modern fiction and good quality non-fiction texts which can be easily accessed by staff and pupils. They are well used pupils at both key stages.

80 The school makes good provision in terms of resources. There are sufficient resources for all subjects and many are of a high quality. For example, the number of PCs for information and communication technology (ICT) is average. However, these are of a very high quality. There are good resources for English, science, history, music, physical education and religious education. Resources are satisfactory in mathematics, design and technology and ICT, geography and art. Resources for children under five are satisfactory, though there is a shortage of large play equipment for children under five. However, the school is aware of this and plans were already in place to address it. English resources are good as a result of recent purchases of high quality texts for the implementation of the NLS. These are well used and this is having a positive effect on reading standards throughout the school.

The efficiency of the school

81 The school's resources are well managed. High quality financial management ensures that the available funds are appropriately targeted towards the school's identified priorities.

82 The School Development Plan (SDP) provides clear direction for the work of the school. The process of identification of targets and future developments is thorough, starting with a review of standards and provision. Governors are involved at appropriate stages and are prominent in monitoring and evaluating progress in meeting targets. Developments are carefully costed and are very efficiently and clearly linked to the school budget. The school has been very effective, in line with the SDP, in improving the resourcing and internal environment of the school.

83 Governors are regularly informed about financial progress through regular printouts and feedback on the state of the finances. The school Administrator has been co-opted onto the Finance Committee to ensure that there are good links and that up-to-date information is provided to governors.

84 The school makes very good use of the 'Chequebook School' scheme. This has allowed the school more control over its financial resources. Finances are very well managed by the headteacher and very efficient school administrator. There are very good levels of budgetary control and sound systems for establishing value for money when ordering equipment and materials. The good levels of financial control are confirmed by Local Authority audits, which are held frequently for 'Chequebook' schools.

85 The school makes very good use of information technology in the management of finances and day-to-day running of the school. A commercial software package is used and the school administrator is fully trained in its use.

86 Staff are generally deployed effectively, although currently there is a large difference between numbers of pupils per teacher at Key Stage 1 and at Key Stage 2. Support staff play a very full and active part in lessons and pupils benefit considerably as a result of their presence and the very good teamwork between them and teachers.

87 The headteacher and governors are very aware of the problems associated with large classes and quite small classrooms at Key Stage 2. There is a disparity between class sizes in this key stage and Key Stage 1. This difference has been further highlighted by the provision made, as part of a Government initiative, to reduce class sizes for Key Stage 1 pupils. The headteacher recognises the problems associated with large class sizes: it is difficult for teachers to ensure pupils have independence and to be involved in investigative work, and it is difficult, in some very large classes, to maintain a suitable level of good pupil behaviour.

88 The provision for pupils with special educational needs is central to the work of the school and has a very high profile. Available funding is carefully targeted and well used to ensure that these pupils make as much progress as is possible. Pupils with special educational needs have good access to all areas of the school and to all the activities that the school has to offer. The school enhances funding for special needs considerably from within the school budget.

90 When taking into account the average unit cost per pupil, the good quality of education provided and the good progress made by pupils, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

91 The quality of education provided for children under five is good. Children are provided with a good start to their education and secure foundations are laid for the future demands of the National Curriculum. There is a very caring environment, where children may explore and repeat experiences, according to their need. A good range of first hand experiences is offered, within a broad and balanced curriculum, that effectively covers the areas of learning for under fives and links to the National Curriculum Key Stage One.

92 When they start school the attainment of most children is above average, with the class having a full range of ability amongst the children. Children make good progress in all areas of learning and when they transfer to Key Stage 1 their attainment remains above that expected nationally. At the time of the inspection there were 24 children aged under five. Sixteen of these were in the Reception class and eight, whose fifth birthday was approaching, were in the Reception/Year 1 class. The good progress that children under five make is a direct result of the significant amount of good teaching that they receive. The provision for children under five is strength of the school.

Personal and Social Development

93 In personal and social development, children make good progress in learning to play peaceably with others, to share and to co-operate with adults. Children are able to look after their personal hygiene and can undress and dress themselves with some help for physical education activities. Children's attitudes to learning are very positive and their response in lessons is very good. The children co-operate well with each other, especially when given the opportunity to work on structured activities independently of the teacher, as was seen when children were working in the role-play area and with the listening centre. Their behaviour is consistently very good and they show curiosity and interest in all of their work. They show respect for others' feelings and some independence, as well as co-operation, is developing. Children are able to share resources fairly and take care for one another. In one circle time lesson, specifically on personal and social development, children made good progress in their understanding of the different kinds of feelings that they experience and how they are affected by them. They showed a good ability to show a range of feelings such as joy, fear, wonder and sorrow. The teacher actively promotes the children's personal development by ensuring they are fully involved in classroom tasks such as tidying up and being register monitors.

Language and Literacy

94 In the area of language and literacy, in which children make good progress, attainment is above average by the age of five. The majority of children will listen to a story attentively and respond appropriately, talking about their likes and dislikes. This was seen in a lesson in which they were reciting a variety of their favourite nursery rhymes. When choosing a book they hold it the right way and understand that words and pictures carry meaning. They are beginning to associate sounds with patterns, words and letters, and are able to recognise simple familiar words. In one lesson children showed good ability to look at the pictures of the story of 'Goldilocks' and then retell it in their own words. They then showed good ability to cut out and sequence pictures in the right order to illustrate the story. Children were seen to enjoy mark making and basic writing experiences, using a range of implements for drawing, marking, scribbling and writing.

95 They show confidence when singing simple songs and nursery rhymes as a whole class. The children enjoy books, handle them with care, and demonstrate that they can recognise their own name. The teachers have indicated an intention to emphasise the further development of children' listening skills, as they feel that not all of them can listen carefully for suitable lengths of time.

Mathematics

96 In the mathematical area of learning, children make good progress and their attainment is above that expected by the age of five. Most children can count up to twenty and beyond with some help and recognise what comes before and after different numbers. Children show a good mathematical vocabulary and are confident in applying what they have learned to practical situations. This was evident in one numeracy lesson in which they were

able to recognise and talk about shapes, using terms such as square, circle, and rectangle. The children show that they are able to count backwards from ten and can count forwards from different starting numbers. They are able to order written numbers and know which numbers are missing in a given sequence. Children show they are confident in their ability to compare, sort, match, sequence and count using everyday objects.

Knowledge and Understanding of the World

97 Children make good progress in the area of knowledge and understanding of the world and attainment by the age of five is above average for pupils of their age. Children show they can select sensibly from a range of materials, when making pop-up models, and can work on computers, sometimes independently of teachers. During literacy lessons children showed good ability to use the listening centre effectively to listen to stories of 'Goldilocks'. In other lessons children showed a good ability to make models using a variety of construction material including Duplo. They can sort things according to different criteria and can talk about and record their findings confidently. They develop their knowledge and understanding of other creatures through activities, for example, investigating the shells of snails in terms of shape and texture. The school ensures that children have many practical opportunities to effectively develop this area of their learning.

Physical Development

98 In the area of physical development, where children make good progress, attainment is above average by the age of five. They show good skills in manipulating scissors, writing tools and painting. In physical education lessons, children walk, run, skip and hop with confidence and their awareness and control of their own and others' space is developing. This was seen in a dance lesson in the hall in which children were energetic and reacted well to the music. In this lesson all pupils were able to move imaginatively with good control and co-ordination. Good provision is made for children to play with a variety of resources in order to develop their co-ordination. The school recognises the need to better support outdoor play by the provision of appropriate large outdoor equipment for children to use.

Creative Development

99 Children make good progress in the creative area of learning and attainment by the age of five is above average. Children use a range of materials to create representative images, choosing colours and equipment in an effective way. Children were seen enjoying experimenting with paint to create visual effects by printing a variety of shapes using pieces of apple and ready mix paint. They show good ability to use pasta shaped like a spiral to make pictures of the shells of snails. Children were seen having the opportunity to pinch, squeeze and shape play-dough to make models of hedgehogs. They were seen enjoying role-play games and activities even though the role play area in the Reception class lacks an appropriate variety of stimulating resources for them to use. Children are making good progress in their understanding of how sounds and noises are made and show great enjoyment in using their own voices in musical activities. This was evident in music lessons and singing practices.

100 The quality of teaching for children under five is never less than good and is sometimes very good in the Reception class. The teachers and classroom assistant work very well as a team to create a very caring and secure environment. They manage children very well and have developed very good relationships with them. There are high expectations of children's behaviour and what they are capable of achieving. Even when the teacher is working with a focus group, there is effective intervention in other groups that are working independently. These activities are very well planned so as to build on prior attainment and effectively challenge the ability of all children. This ensures that planned learning outcomes are achieved and children make good progress across all areas of learning. The teachers have a clear overview of the progress being made by children during lessons even when they are not in their focus group. In lessons that were observed in the Reception class the quality of teaching was very good, allowing children to make very good progress in their language and literacy skills and in their physical development. The teacher had very high expectations of children's behaviour and what they could achieve and provided motivating activities that very effectively developed their learning. There is a very happy atmosphere, in which children can feel secure in developing their learning. Children grow in confidence through the constructive praise that they receive from the teachers and classroom assistant.

101 The Early Year's curriculum policy is good, providing effective guidelines for planning progression and continuity. The curriculum is broad, balanced and very well planned. The planned learning has a clear focus and the activities provided effectively match the abilities of all the children. Assessment, recording and reporting procedures are very good and there is good use of assessment information to inform planning. Baseline assessment is in place and the information from these assessments is used effectively to plan subsequent learning experiences. The resource provision for the Early Years is adequate but the school recognises the need to better support outdoor play by the provision of appropriate large outdoor equipment for children to use. Accommodation is adequate and allows for a variety of individual and group practical activities to take place. However, there are times when intrusive noise levels, from aeroplanes landing and taking off from Manchester airport, interrupt lessons and adversely affect pupils' learning.

ENGLISH, MATHEMATICS AND SCIENCE

ENGLISH

102 The national tests for 7-year-olds in 1998 show that the percentage of pupils reaching the expected levels is above average in reading and well above average in writing. In comparison with similar schools the results achieved in reading are well above the national average and very high in writing. The results achieved in the national tests in 1999 are very similar to those achieved in 1998. Inspection findings broadly confirm these results. Overall, inspection findings indicate that pupils are making good progress in Key Stage 1 and, by the end of the key stage, the standards attained in reading and writing are well above the national average.

102 The national tests for 11-year-olds in 1998 show that the percentage of pupils reaching the expected levels is well above average in English. In comparison with similar schools the results achieved are broadly in line with the national average. The results achieved in the national tests in 1999 are better than those achieved in 1998. Inspection findings broadly confirm the 1999 results. Pupils are making sound progress in English in Key Stage 2, and, by the end of the key stage, the standards being achieved are above average.

104 Comparison with the previous inspection report (1995), indicates that, while standards in speaking and listening are broadly similar, there has been an improvement in the standards achieved in reading at both key stages. The improvement may be explained by the successful implementation of the National Literacy Strategy (NLS) and improved provision through the addition of a wide range of quality fiction and non-fiction texts.

105 At Key Stage 1, pupils make good progress in reading and achieve well above the national average. They are keen readers who read regularly in class and at home. They are at ease with both fiction and non-fiction texts. Pupils respond well during shared text sessions in the literacy hour. They listen attentively and join in class discussions with enthusiasm, making relevant contributions. Pupils in Year 2 read accurately and have a range of strategies to cope with unfamiliar words. They can retell a story and make predictions about what might happen next. They can talk about favourite stories and explain their preferences. They are familiar with contents and index pages and pupils are confident in using them to find information in non-fiction books.

106 Pupils in Key Stage 2 make good progress in reading and, by the end of the key stage achieve standards which are well above average. Pupils read both fiction and non-fiction accurately and independently. Most have good levels of comprehension and understand the main points in texts. They can discuss the books they read and explain what features they like in books by favourite authors. They are familiar with contents and indexes in non-fiction texts and use them confidently to locate information. Higher attaining pupils are beginning to develop strategies for organising and collating information.

107 Pupils are making good progress in writing at Key Stage 1. They write in a wide range of forms and the standards they achieve are well above the national average. Although this is only the start of the school year, many pupils in Year 1 are already developing an understanding of the use of full stops and capital letters. In Year 2, pupils write confidently in both narrative and non-narrative forms. Their stories are often lively and imaginative, such as those re-telling well-known fairy stories, but providing a different ending. Most spell and punctuate their work accurately. Most pupils have a wide vocabulary and carefully select words in their writing. Most handwriting is neat and cursive and work is well presented.

108 Over Key Stage 2 as a whole, pupils make satisfactory progress in writing, and the standards achieved at the end of the key stage, are above average. However, in the middle of the key stage, progress is inhibited by the number of worksheet and textbook exercises pupils complete, which results in insufficient opportunities for extended writing which impedes progress. In the rest of the key stage, pupils produce a good range of lively and interesting writing in drama, poetry, narrative and non-narrative forms. Pupils have a good vocabulary, choose words carefully and use them to effect in their writing. They are particularly careful with word choices when writing poetry and there are many examples of good poetry writing, for example the well constructed Haiku poems produced by pupils in Year 6. Pupils punctuate their work accurately, including the use of direct speech, and older pupils use paragraphs as a matter of course. Most pupils take pride in their work, particularly in Years 5 and 6 where they produce portfolios of their writing. Handwriting is an issue in Key Stage 2 with many pupils, particularly in Year 4, reverting to a form of print, rather than using cursive script. Spelling standards are generally above average throughout the key stage and pupils use dictionaries to ensure accuracy. Pupils often word process their writing and take pride in high quality presentation. This was very evident in the work Year 5 pupils had done, linking studies in art with their own poems.

109 Standards in speaking and listening are above average at both key stages. Most pupils are confident communicators who can express their ideas and opinions clearly. In most classes they listen attentively to the teacher and to each other and respond appropriately. They are appreciative of each other's points of view and can discuss ideas in class and small group discussions. They answer questions and can accept suggestions from others, as was seen in a variety of lessons. They have a wide vocabulary, which means they can express themselves clearly and precisely.

110 Pupils with special educational needs make good progress and are well integrated into class lessons. The additional support they receive enables them to make good progress in achieving the literacy targets set in their individual education plans.

112 Most pupils have positive attitudes to English and their response in lessons is good. They listen attentively during shared text sessions in the literacy hour. They enjoy this part of English lessons and are enthusiastic in their response to teachers' questions. During group work sessions, most are able to work independently, with suitable levels of concentration in carrying out tasks. When required, most collaborate well. Most pupils are keen to learn. Very good relationships, based on mutual respect, are a feature of most classes. On the very small number of occasions when pupils' response is less than satisfactory, this is the result of unchallenging work which is not well matched to pupils' prior attainment, combined with very large class size.

113 Overall, the teaching of English is good. At Key Stage 1, most teaching is good and it is never less than satisfactory. At Key Stage 2, teaching is satisfactory but more variable. It is occasionally very good, often good and rarely less than satisfactory. This is broadly similar to the findings on teaching at the last inspection. Staff are committed to improving standards, and have worked hard to improve the quality of their work.

114 Most teachers are successfully implementing the NLS. Their lesson planning is good, often very good, with clear objectives for pupils' learning for each part of the lesson. Shared text and whole class sessions are effectively managed. Skilful questioning by some teachers ensures that their pupils gain an in-depth understanding of the text being studied and that they are encouraged to express their ideas at length. Most teachers provide an appropriate range of group tasks, which are well matched to pupils' abilities and contain appropriate levels of challenge. Most teachers manage pupils well. Their assessment of pupils' progress is good, occasionally very good, and used to inform the planning of next steps in learning.

115 Where teaching is less than satisfactory, it tends to lack challenge and does not build sufficiently on pupils' prior knowledge and attainment.

116 The quality of marking is satisfactory. Most teachers mark pupils' work conscientiously and many provide encouraging comments. A few provide clear and helpful comments to pupils on what they are doing well and what they need to do to improve their work.

117 The school provides very effective support for pupils with special educational needs. Teachers and support

staff collaborate very well, are aware of pupils' needs and tasks are effectively planned to take account of them.

118 The English curriculum provides a good balance between the three attainment targets and teachers consciously plan to develop pupils' language skills across the curriculum. In all subjects there are opportunities for pupils to develop their speaking and listening skills. In most subjects teachers provide good opportunities for pupils to discuss their ideas and work collaboratively. Unfortunately, the large class sizes and overcrowded classrooms in Key Stage 2, inhibits the range of teaching approaches teachers can use. Despite teachers' efforts, this has affected the amount of drama opportunities provided. Reading skills are developed effectively in geography and history, where pupils use non-fiction, reference books and the internet to research topics. Steps have been taken to further improve the quality of pupils' writing by timetabling additional time for writing. Teachers promote the development of writing in other subjects.

119 Subject leadership is good. All staff have received good training and support from the English co-ordinator for the introduction of the NLS. There is an effective development plan for Literacy and the school is clear what it aims to achieve. Monitoring and evaluation procedures are established and seen as positive and helpful by staff.

120 Resources for English are good. Recent acquisitions have further improved both the range and quality of resources, particularly the high quality 'big' books and enlarged texts for whole class sessions and group reading texts. The school has a good stock of appropriate reading schemes, fiction, poetry and drama texts. School libraries are well stocked with a good selection of attractive quality fiction and non-fiction and they are very well used by all pupils.

Mathematics

121 The results of the 1998 National Curriculum tests for eleven-year-olds are broadly in line with the national average in mathematics and with schools in similar circumstances. The percentage of pupils achieving the higher grades in the tests is above the national average. The attainment of the majority of pupils currently at the end of the key stage is above the national average. Taken over the last three years there has been an improvement in standards attained. The 1998 test and assessment results at the end of Key Stage 1 indicates that attainment in mathematics is well above the national average and very high when compared to similar schools. The attainment of pupils currently at the end Key Stage 1 is above the national average. Over the last three years there has been an improvement in standards attained. The results of the 1999 tests show that this improvement is being maintained. The progress made by pupils through Key Stage 1 is good and is satisfactory in Key Stage 2.

122 The mathematical ability of the majority of children, when they start school is above that expected nationally. During their time in the reception classes pupils make good progress in the skills of numeracy and by the time they enter Key Stage 1 the attainment of most pupils remains above the national expectations. During Key Stage 1 there is emphasis placed on developing pupils' basic skills in mathematics through practical activities. Mathematics is naturally integrated into classroom activities and pupils effectively develop their ability to recognise and use simple patterns and relationships. This was seen in a Year 1 lesson in which pupils were investigating 2-D shapes and then continuing shape patterns in their books. By the end of Key Stage 1, most pupils show above average ability to manipulate numbers and have a good understanding of place value. Pupils show that they know the names of plane shapes and can identify several solid shapes such as cube, sphere and pyramid. In a Year 1 lesson, pupils showed good knowledge and understanding of the properties of numbers and number sequences. They could count reliably at least twenty objects and describe and extend number sequences. In another lesson, pupils in Year 2 they showed good understanding of subtraction and the ability to count back from a given number. In both these lessons the pupils' ability to use correct mathematical vocabulary to talk about what they are doing was good. The ability of pupils to work collaboratively to solve problems is good. Pupils' use of mental calculation skills and the ability to explain the methods used to find the answers to problems are not as well developed.

123 There is some slowing down of progress as pupils pass through Key Stage 2 but it is still at a satisfactory level. The school recognises that one of the main reasons for this is the difficulty posed to teachers by the high number of pupils in Key Stage 2 classes. The space constraints in classrooms means that pupils are given limited opportunities to be involved in first hand practical activities of an investigative nature, which would help maintain the good progress in their knowledge and understanding of mathematics developed in Key Stage 1. There was some

unsatisfactory progress seen in a Year 4 class resulting from unsatisfactory teaching. However, the school continues to emphasise the basic skills in mathematics and provides opportunities for pupils to work collaboratively to solve problems. This was seen in a Year 3 lesson in which pupils were working together, in groups, exploring multiples of ten and rounding three digit numbers to the nearest ten. In a Year 5 lesson pupils were seen working together to suitably develop their knowledge and understanding of number bonds to 100. Mental agility work at the beginning of lessons is not yet effectively improving pupils' ability in responding quickly to number facts. The school intends to further develop pupils' mental mathematical skills. There is also intention to better develop pupils' ability to explain their strategies for working out answers to problems. Activities usually build well upon pupils' previous knowledge and understanding and suitably challenge pupils of all attainment. By the end of Key Stage 2, most pupils are able to demonstrate that they are competent in the four rules of number, including decimals. Most pupils can construct block graphs, understand rotational symmetry and are able to identify prime numbers and multiples. In a Year 6 lesson pupils showed a secure knowledge and understanding of how to carry out long division with three digit numbers. Within this lesson they showed a good knowledge of related mathematical language to be able to explain what they are doing. The ability of pupils to work collaboratively to solve problems is satisfactory.

124 The progress of pupils with special educational needs is good throughout the school as a direct result of work being carefully matched to their individual needs. Pupils are given very good support that enables them to make good progress towards the individual targets set for them.

125 Pupils show that they are able to make effective use of their numeracy skills in other subjects in both key stages. This is seen in practical work in science, in which pupils can accurately take a range of measurements, including the use of information technology for data logging. There is also use of these skills in co-ordinate work in geography and in sequencing and ordering timelines in history.

126 Pupils' attitudes to learning are positive and their response in lessons is good. Pupils listen attentively to their teacher and to others whilst explanations are being given. They sustain concentration on their work and show a great deal of enjoyment in much of their mathematical activities and are keen to learn. They show that they are prepared to tackle number problems in a variety of ways and are eager to find out and explore patterns. Pupils use mathematical resources and equipment with care. They show a good degree of responsibility for organising their own work that they carry out in a confident manner. This was especially evident in lessons for pupils in Year 2 and Year 6. Relationships between pupils and between pupils and adults are very good. The behaviour of pupils is consistently good in most classes and this has a positive effect on their learning and standards of attainment.

127 The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. There is some unsatisfactory teaching in Year 4. Teachers prepare their lessons thoroughly and employ good classroom management and organisational methods. The quality of planning is good with clear learning objectives linked to a suitable range of activities for pupils to carry out. The use of time and available resources is good, though occasionally introductions are overlong. Pupils are given positive feedback and encouragement during lessons, which motivates them to try their best. In most lessons the activities build well upon pupils' previous knowledge and understanding and suitably challenge pupils of all attainment. There are few examples of marking being used to set manageable targets for pupils to improve their work and the school recognises that this is an area for development. Teaching is often less effective in Key Stage 2 as a direct result of the difficulty caused by the high number of pupils in classes and the resulting constraints on space. This limits the range of methods teachers can use, especially practical activities of an investigative nature, to effectively develop pupils' knowledge, understanding and skills in mathematics. The unsatisfactory teaching was characterised by a lack of suitable focus and structure to the lesson and by the use of inappropriate behaviour management strategies. In both key stages, teachers make suitable use of information technology to enhance pupils' work in mathematics. Most teachers show they have secure subject knowledge by the way they use correct mathematical vocabulary during the introduction to lessons to explain the work to pupils. The school recognises the need to better develop teachers' use of questioning to more effectively challenge pupils to explain their methods of working out problems. Teachers make effective use of homework in both key stages to further develop pupils' learning in the subject.

128 The curriculum for mathematics is good, being broad, balanced and relevant to all pupils. The medium-term planning has been significantly improved since the last inspection and it is now very effective in ensuring continuity and progression of pupils' learning through the school. The introduction of the Framework for the National Numeracy Strategy has helped in this process. Since the last inspection the school has effectively improved its

systems for assessing and recording individual pupil's attainment and the progress they make in mathematics as they pass through the school. Moderation procedures have been developed by creating portfolios of pupils' work in mathematics to act as exemplars of the standards expected throughout the school. The school is successful in using what is learned from assessment and testing to determine the next stage of pupils' learning. As a result, there is now effective use of assessment information by teachers to influence their future planning. The school successfully uses its analysis of end-of-key stage tests to set manageable targets for improvement in mathematics for groups and individual pupils. Assessment information for pupils with special educational needs is used well to plan future work. The school has made satisfactory preparations for the implementation of the National Numeracy Strategy. The subject curriculum now includes the main elements of the strategy and there are adequate time allocations in both key stages.

129 The leadership of the subject is good. The co-ordinator has effectively developed the medium-term planning and successfully led training to prepare teachers for the introduction of the National Numeracy Strategy. He is very clear how the subject is to be developed in order to raise attainment further. Monitoring of the mathematics curriculum is effective in enabling the school to identify and set targets for improvement. Resources are adequate but there are some limitations in terms of supporting practical activities in Key Stage 2. They are well managed and readily accessible to staff and pupils. The accommodation is adequate but there are times when intrusive noise levels, from aeroplanes landing and taking off from Manchester airport, interrupt lessons and adversely affect pupils' learning.

Science

130 The results of the National Curriculum tests for pupils at the end of Key Stage 2 are in line with the national average. However, the attainment of the majority of pupils currently at the end of the key stage is above the national average. There been a recent improvement in standards attained. The teacher assessment for science at the end of Key Stage 1 indicates that attainment is well above average and inspection findings support this.

131 Pupils start school with above average levels of ability. By the end of Key Stage 1 pupils have a good basic scientific knowledge and confidently use scientific language. Experimental and investigative work is well carried out and pupils record their finding accurately. Pupils are able to confidently describe what they have observed and many pupils can predict what will happen next and can start to form a hypothesis. In a Year 2 lesson on our bodies, pupils described confidently and clearly the similarities and differences and were able to name most of the parts of the body.

132 By the end of Key Stage 2 pupils' scientific knowledge and understanding has developed further and their skills in some aspects, for example prediction, are well above average. In a Year 6 lesson pupils discussion about the effect of man on the countryside revealed a good knowledge of scientific language and a good understanding of relationships through food chains and pollution etc. Pupils' investigative and experimental skills are developed to an average level, however this aspect of science is difficult in Key Stage 2 because of the effect of large classes and small rooms. Pupils are, however, competent in experimental work and are good at making accurate observations.

133 Throughout both key stages pupils make good progress. This includes pupils with special educational needs who are well catered for and have full access to the scientific content. Pupils respond very well to science lessons. They are articulate and are very willing to put forward ideas and to describe findings to the rest of the class. Pupils listen well both to their teachers and to each other. Behaviour is invariably good and there are very good relationships between pupils.

134 Teaching is good in Key Stage 1 and is satisfactory overall in Key Stage 2. The large size of classes and the small size of the rooms are factors which inhibit science teaching at Key Stage 2. Teachers plan carefully to include a range of experimental and investigative activities in their lessons but this is often not of the range or quality that they would like. Lessons are well planned and resourced and are conducted at a brisk pace. Information technology is well used in many lessons for recording and analysing results and for research.

135 The co-ordination of science is good. There is a clear policy and a good scheme of work in place and these provides good guidance for teachers. Resources have been reviewed and are linked to the scheme, making it easier for teachers to link their equipment needs to the lesson content. The provision for pupils with special educational

needs is good and the science and special needs co-ordinators have jointly planned for these pupils. Assessment procedures are in place although the school recognises that there is a whole staff need for training sessions to standardise assessment procedures and review pupils' levels of attainment. Although there is very limited time for the co-ordinator to observe colleagues' lessons, she does monitor standards and coverage through seeing all colleagues' lesson planning.

136 Science resources are good both in quality and quantity. There are sufficient resources and equipment to cover all areas of the science National Curriculum. The school makes good use of IT as an integral part of science teaching and there is sufficient software and information is often obtained from the internet, especially at the end of Key Stage 2. The school grounds are effectively used as an environmental area.

137 The large classes and the relatively small size of the rooms in Key Stage 2 are jointly a constraint on the amount of investigative and experimental science that can be done. The school is very aware of this. Although pupils do have experience of this aspect of science it is not as well covered as it should be and it is an area for the school to develop.

138 Since the last inspection report there has been an overall improvement. Resources have been improved, the scheme of work has been upgraded, there is an action plan for the dissemination of information and the use of new equipment, the combined effect of which is higher attainment and improved progress.

OTHER SUBJECTS OR COURSES

Information technology

139 Pupils throughout both key stages get sufficient access to information and communication technology to meet the requirements of the National Curriculum. By the end of both key stages pupils' attainment is in line with the national average. Even the youngest pupils use computers regularly as a part of their lessons. By the end of Key Stage 1 pupils are competent with computer interface, being able to control icons and menus using the mouse and keyboard, are confident at inputting and altering text, and are able to use a number of simple graphics packages. This work develops in complexity and scope as pupils progress through the school and by the end of Key Stage 2 pupils' competence in using word processors and mixing text and graphics has developed considerably. Pupils are able to use software for manipulating number and for data handling, presenting their findings in graphical form. A strong area of pupils' work and one where many pupils, attainment is above average, is the use of the internet. They are able to access the internet, conduct searches, and use the information in a wide range of subjects and topics.

140 Throughout both key stages pupils make satisfactory progress. They make sound progress in most areas of the National Curriculum for information technology. Towards the end of Key Stage 2 many pupils make good progress and information and communication technology has become an integral part of learning. Especially good progress is made in desktop publishing, where there is a high level of presentation and work is good quality, and in communication and research using the internet. Older pupils are involved in the production of the Lum Head News, a termly publication. This provides an opportunity for further developing their IT skills and for taking responsibility.

141 Pupils' attitudes to learning are good and they are very positive when they are engaged on activities linked with information technology. This is especially true when they are using computers. Pupils sharing computers or engaged in group research work co-operate very well, sharing ideas and helping each other. Behaviour is very good and pupils listen carefully to their teachers and to each other. Very young children are able to use computers for quite lengthy periods, maintaining concentration. Pupils are keen to work and enjoy using information technology.

142 Overall, the teaching of information technology is satisfactory with some prominent examples of good teaching, especially where pupils use ICT for research and communication.

143 Throughout Key Stage 1, ICT is used as an integral part of lessons and teachers ensure that pupils have regular access to computers. Pupils receive good support and guidance and their use of software is carefully

recorded.

144 In Key Stage 2, and especially in years 5 and 6, a notable feature of teaching is the way in which the use of the internet is built into lessons and topics. Teachers make considerable efforts to ensure that they have researched and planned for this use in a wide range of subjects including mathematics, English, history, science etc.

145 IT is well co-ordinated and managed throughout the school. There is a clear and recent policy, written by the co-ordinator, who has also carried out a recent audit of the school's IT provision. The co-ordinator has no release time but supports colleagues whenever the need arises. He sees all colleagues' planning and record books and through this is able to gain a clear picture of pupils, progress and ICT coverage across the school. There is a folder containing examples of pupils' work and this is used for teachers to assess pupils' levels of attainment. Teachers keep individual records of pupils' attainment and progress, but more standardised assessment has yet to be developed across the school.

146 Staff training is seen to be a developmental area and this has been addressed in the School Development Plan. Some training is done by the school and training for staff to use the network is done through the Local Education Authority.

147 Information technology has a very high profile within the school with the headteacher and senior management being very committed to its use and development. All areas are fully networked with new cabling and server and the school has a computer to pupil ratio which is better than the national average. Most of the computers are new multi-media machines and there is a good range of software to support most curriculum areas.

Religious education

148 The attainment of the majority of pupils currently at the end of Key Stage 2 meets the expectations of the Local Agreed Syllabus for this subject. Pupils make satisfactory progress in this key stage. The attainment of the majority of pupils at the end of Key Stage 1 also meets the expectations of the Local Agreed Syllabus. Pupils make satisfactory progress in this key stage.

149 Pupils in Key Stage 1 are familiar with the basic information about Christianity and are developing their awareness of other major world faiths. Pupils learn about moral issues, such as helping others, for example, by listening to the story of the 'Good Samaritan'. In a lesson for pupils in a Year 1/2 class on the Bible the majority showed suitable knowledge and understanding that it is a special book for Christians. Most pupils show a secure understanding that Christmas is a celebration of Jesus' birth. Pupils in Key Stage 2 develop greater awareness of the diversity of religious faiths and can recognise features of a range of religious traditions. A bank of artefacts, built up over recent years, effectively supports this study of other religions. This was seen in a Year 3 lesson in which pupils were able to use an artefact of the Hindu goddess Lakshmi to further their knowledge and understanding of the Hindu religion. Pupils continue to effectively develop their knowledge and understanding of Christianity. They learn about Christian living and how individuals can have a positive effect on the society in which they live. In a Year 5 lesson pupils were seen to make good progress in ability to express their own views about God and to define what in their opinions are the qualities of God. Pupils in a Year 6 lesson showed a good understanding and ability to retell the story of 'Daniel in the Lion's Den' and were able to use it effectively in a discussion of their ideas and views of the concept of courage.

150 Progress of pupils with special educational needs is sound through the school. Pupils recall previous learning, share their work and discuss what they are writing. They improve their basic skills of reading, writing and speaking during their religious education lessons.

151 Pupils' attitudes to learning are positive and their behaviour in lessons is good. They listen carefully, have the confidence to express opinions and enjoy opportunities to listen to stories with moral messages. Pupils show great respect for the feelings, needs and beliefs of others and demonstrate they can reflect on the consequences of their own actions.

152 The quality of teaching is satisfactory in both key stages. Teachers have secure subject knowledge and are

familiar with the requirements of the locally agreed syllabus. The lessons are well planned with clear learning objectives that are well linked to pupils' abilities. Praise is often used effectively and relationships between teachers and pupils are very good. Teachers are well prepared and supported by a variety of visual materials including attractive books. Lessons are sometimes linked to pupils' own experiences. The school intends to provide more opportunities for pupils to talk about their own experiences, in a religious context, as a basis for further developing the subject through the school.

153 The subject curriculum is well structured with an emphasis on Christian beliefs but with opportunities to relate to other religious beliefs such as Judaism, Hinduism and Islam. Whole-school assemblies and planned opportunities in lessons provide pupils with effective opportunities for quiet reflection to develop an understanding of an inner self. There is a co-ordinator with good secure knowledge who can effectively advise and support colleagues. The scheme of work is a sound basis for teachers' planning, supporting continuity and progression of learning. The school is currently developing pupil records to better link with teacher assessments of their attainment and progress. There is a good range of resources including artefacts, reference books and bibles. The accommodation is adequate but there are times when intrusive noise levels, from aeroplanes landing and taking off from Manchester airport, interrupt lessons and adversely affect pupils' learning.

Art

154 During the week of the inspection it was only possible to observe a small amount of art being taught.

156 However, from a scrutiny of pupils' work and a review of the artwork displayed in classrooms and around the school it is clear that art is a secure part of the school curriculum and that pupils make satisfactory progress. By the end of Key Stage 2 pupils are competent in using a range of media, mainly in two dimensions, but with some 3 dimensional work and pupils know about the work and styles of a number of artists. Pupils in Year 6 used information downloaded from the internet to learn more about the life and work of Paul Klee. This material was later used very successfully for preliminary sketches leading to a finished piece of work. By the end of the series of activities pupils had a clear understanding of the paintings and style of the artist.

157 In the small number of lessons seen pupils respond well to art. This is supported by the quality of the range of pupils' artwork around the school.

158 There was not enough evidence from observations to make a secure judgment about the teaching of art. However, from the range of work on display in classes in both key stages it is obvious that lessons are carefully planned and that the art attainment targets are clearly covered.

159 There is no art co-ordinator. There is, however, an effective collective planning system overseen by the deputy headteacher. The school uses a scheme of work developed by the Local Education Authority and teachers use this to determine what they teach. Teachers ensure pupils make progress and that new skills build on previous knowledge by sharing what they are going to teach with each other in planning meetings. Much art is taught as an integrated part of other subjects and there are strong links between art and design and technology. Again, planning for this is through meetings between teachers and this ensures that the art content is safeguarded.

160 Resources are sufficient to meet the needs of the scheme of work and the National Curriculum. There is a list of available resources and the ordering of new materials is overseen by the deputy headteacher.

Design technology

161 Due to timetabling arrangements there was only opportunity to observe one lesson during the inspection. However, a scrutiny of pupils' work and teachers' planning, and interviews with staff and pupils indicates that pupils make satisfactory progress and achieve standards commensurate with their ages as they move through both key stages.

162 When pupils start Key Stage 1 there is suitable emphasis given to developing their making and designing skills. Pupils learn about the properties of different materials and how best to shape, assemble and join them. In Year

1, pupils learn how to make models out of construction kits such as Duplo and Mobilo. They also have opportunity to suitably develop their skills in using recycled materials to make vehicles with wheels. In Year 2, pupils learn how to make picture frames using balsa wood strengthened by the use of triangular joints made out of card. Pupils in this class were seen making good progress in their understanding of the design process in a lesson on considering the design of a variety of boxes. As they pass through Key Stage 2, pupils continue to develop their designing and making skills in a suitable way. Pupils are given the opportunity to develop their skills in using a wider range of materials and tools. There is suitable development of their ability to evaluate their work and make modifications as it progresses. Work is often linked to other subjects, as was seen in Year 4, where pupils have made Viking helmets out of card as part of their activities in history. In Year 5, pupils learn how to generate labelled designs before making wind powered vehicles. Pupils in Year 6 develop the skills of using their scientific knowledge of forces to design and make model bridges. There is suitable development of pupils' technological vocabulary and of their ability to evaluate their designs and finished products. Pupils with special educational needs are fully involved in technological activities and make suitable progress.

163 Pupils' attitudes to learning are positive. They enjoy their practical activities and show respect for property and the need to work safely when engaged on technological tasks. Pupils' behaviour is good. They are keen to talk about their work in design and technology and pupils indicate that they are able to work co-operatively, allow others to express an opinion and listen to their advice.

164 There is not sufficient evidence on which to make a secure judgement on the quality of teaching in the school. In the one lesson observed in Year 2 the teaching was good. The teacher was well prepared and had secure subject knowledge that enabled her to effectively explain the design process and manage pupils so that they worked collaboratively. Discussions with teachers indicate that they have secure subject knowledge and confidence to teach the subject which is an improvement since the last inspection. This has been brought about by in-service training and close co-operation with an advisory teacher for technology from the LEA. It is evident from work seen that some teachers need to have a higher expectation of the quality of the finished product.

165 The subject curriculum is satisfactory being broad and balanced. The scheme of work, devised with the help of the advisory teacher, is effective in supporting progression and continuity of pupils' learning. There is a co-ordinator with secure subject knowledge who is able to support and advise colleagues. The school lacks an effective system of recording individual pupils' achievement and monitoring the progress made in the subject. There are adequate resources that are well managed.

Geography

166 No geography lessons were seen at Key Stage 1 during the inspection. However, a study of pupils' work indicates that they make satisfactory progress in geography.

167 Only one lesson was seen in Key Stage 2. However, this lesson and scrutiny of pupils' work indicates that pupils' progress, although uneven, is satisfactory over the key stage as a whole. In the lesson observed, pupils in Year 3 demonstrated appropriate mapping skills by locating places on a plan using simple co-ordinates. Pupils' work throughout the key stage indicates appropriate development of mapping and research skills, awareness of physical and human features of the environment and knowledge and understanding of places. This was particularly evident in work Year 5 pupils had done in relation to the study of rivers and water.

168 In the lesson seen, pupils demonstrated positive attitudes to learning and their response was good. They listened well and responded appropriately to questions. Concentration levels and behaviour were good. At both key stages, most pupils' work is neat and tidy, though the use of commercially produced worksheets often restricts pupils' presentation of work.

169 Teaching was good in the lesson observed, however, there is insufficient evidence to make overall judgments about teaching at either key stage. At both key stages, lessons are well planned with clear learning intentions. However, many of the tasks pupils carry out are based on worksheets, some of which contain relatively low-level activities which do not provide sufficient challenge, particularly for higher attaining pupils.

170 The school has an appropriate scheme of work which supports teachers' lesson planning. Good use is made

of field trips, such as a residential visit to Norfolk for Years 5 and 6, who compare and contrast the Norfolk environment with their own. There is good use of information technology to support geography work, for example when Year 6 pupils used the internet to gather information on weather in different parts of the world as a basis for comparison of weather patterns. There are also good opportunities for independent research in Years 5 and 6.

171 There is no geography co-ordinator at present, but staff have worked collaboratively to revise the scheme of work and this collaboration is leading to greater continuity of learning. The school has a range of appropriate atlases, posters, photographs, slides and globes and uses the internet effectively to support the history topics and pupils' research. They also make good use of the local library service to provide additional resources.

History

172 Only one history lesson was seen in Key Stage 1 during the inspection. However, from this and a study of pupils' work and discussions with staff and pupils, it is clear that pupils, including those with special educational needs, are making at least satisfactory progress and achieving standards appropriate for their age. A suitable range of appropriate activities is provided to develop pupils' knowledge and understanding of the past. They can recognise the distinction between past and present and are developing a sense of chronology and appropriate language to express it. This was evident in the class discussion about placing the work of Louis Braille on the timeline. Pupils show good recall of historical events and people studied. They can make distinctions between aspects of life in the past and their own lives

173 Over Key Stage 2 as a whole, pupils, including those with special educational needs, make satisfactory progress in the development of historical skills, knowledge and understanding. Pupils show a sound understanding of life in the past, as demonstrated in the work carried out by pupils in Year 5 on life in Tudor times. Pupils can locate information in non-fiction and reference books, but their skills in historical enquiry are particularly well developed in Years 5 and 6 where they use the internet to find and communicate information. In Year 6, pupils studying life in Victorian times showed they could explore reasons for differences between the past and the present, and the effect of different circumstances on people's lives in the past.

174 Most pupils have positive attitudes to learning and enjoy history lessons. Most listen carefully and participate fully in class and group discussions. This was very evident in the Year 6 lesson on the Victorians, where pupils made relevant and thoughtful suggestions to the discussion about Queen Victoria's family. They showed good levels of collaboration and were very interested in testing their theories. However, where teaching is less than satisfactory, pupils are not engaged by the activities. This leads to some pupils losing interest and concentration.

175 As only one lesson was seen in Key Stage 1, and, although teaching was good in this lesson, this is insufficient to make judgments about teaching. Overall teaching in Key Stage 2 is good, though there is a small amount of unsatisfactory teaching. At both key stages, lessons are well planned with clear intentions for pupils' learning. Teachers usually provide an appropriate range of activities to develop pupils' historical skills and understanding. Most lead class discussions well, asking questions which extend and develop pupils' thinking. However, in some lessons at both key stages there is an over-dependence on the use of worksheet activities. These often provide low-level tasks which are not sufficiently challenging, particularly for high attaining pupils.

176 The school has a good scheme of work which supports teachers' planning. Good use is made of visits and visitors to enrich pupils' experience. For example, Key stage 1 pupils visit the Toy Museum, pupils in Year 3 visit Chester when studying the Romans and the Egyptian room in Manchester Museum when studying the Egyptians, Year 4 visit Styal Mill when studying local history, Historical re-enactments are run in school by theatre workshops. Good use is made of information technology, particularly in accessing the internet and interrogating databases for historical research.

177 There is no history co-ordinator at present, but staff have worked collaboratively to revise the scheme of work and this collaboration is ensuring continuity of learning. The school has a good range of resources and uses the internet effectively to support the history topics and pupils' research. They also make good use of the local library service to provide additional resources, particularly artifacts.

Music

178 Pupils make satisfactory progress throughout both key stages. During their time in Key Stage 1, pupils learn to sing a range of songs from memory and in so doing demonstrate reasonable rhythm and pitch. They handle instruments appropriately and work together well when performing. In a singing practice, Year 1 pupils were able to identify instruments and different sections of music. Pupils in Year 2 develop the use of pulse and beat and further develop rhythmic awareness. In Key Stage 2 pupils sing clearly, tunefully and with enthusiasm. As they pass through Key Stage 2 pupils develop a suitable understanding of how mood can be portrayed through music. They learn how to use musical notation and are able to use suitable musical vocabulary to talk about their musical activities. By the end of the key stage pupils can sing expressively with controlled phrasing as was evident in a whole-school assembly led by Year 6 pupils. There is acknowledgement by the school of the need to better develop pupils' skills in composing music in both key stages.

179 The school provides pupils with a rich and varied musical environment. It offers keyboard, string and woodwind tuition and makes available lessons and instruments for all pupils wishing to play. There are extra-curricular clubs for choir, flute and rounders. The standard of the choir's singing is good and, at Christmas, members have opportunity to be involved in musical performances for parents and the rest of the school.

180 Pupils' response to music is good. The majority of pupils show much enjoyment in their singing and when experimenting with sounds. Pupils listen very attentively and are keen to follow the teachers' instructions. Pupils are willing to listen to and appreciate the musical talents and contributions of other pupils.

181 The quality of teaching is satisfactory in Key Stage 1 but there was not enough evidence on which to make a secure judgement on the quality of teaching in Key Stage 2. In Key Stage 1 teachers' planning is thorough and relationships are good. Teachers are well organised and ensure suitable resources are available for pupils to use. Teachers are confident and emphasise the correct use of musical terminology. This was seen in singing practices and lessons in which pupils were learning to sing and use instruments to make sounds that are opposite. Provision is enhanced by the use of good quality peripatetic teachers.

182 There is a co-ordinator with secure subject knowledge who is able to support and advise colleagues. The recent scheme of work, devised with the help of the music adviser, is effective in promoting progression and continuity of pupils' learning. Resources are good, enabling a wide range of musical activities. Accommodation is adequate and allows for a variety of individual and group musical activities to take place. However, there are times when intrusive noise levels, from aeroplanes landing and taking off from Manchester airport, interrupt lessons and adversely affect pupils' learning.

Physical education

183 In Key Stage 1 pupils of all levels of aptitude and ability make good progress and in the lessons at Key Stage 2 pupils made at least satisfactory progress. Even the youngest pupils are able to work independently and safely, responding to instructions from teachers. They have a good awareness of space and are able to interpret music and mood and translate this into their movements. By the end of Key Stage 2 pupils in a dance lesson are skilled at conveying mood and pace through their movement. Interpretation of music is good and they combine a range of movements into performances.

184 Pupils make good progress in Key Stage 1 and at least satisfactory progress in Key Stage 2. Especially noticeable in Key Stage 1 was the way in which pupils' awareness of space and how they could use it developed during some lessons. Confidence grew and pupils' co-ordination developed as a result. By the end of Key Stage 2 pupils' attention to detail and their refinement of their movements is often very good and here progress is good overall.

185 Pupils' response to PE lessons is at least good and often very good. They are very aware of the need to consider others and to perform in a safe way, not only so as not to hurt themselves but so as not to hurt others. They listen carefully to instructions from teachers and classroom support assistants and are quick to act accordingly. Pupils throughout the school enjoy their PE lessons and are very well behaved. Their concentration on the task in

hand is often very good.

186 The teaching of PE is good at Key Stage 1 and, on the basis of lessons seen satisfactory in Key Stage2. In both key stages a strong feature of the teaching is the very good relationships that teachers and classroom assistants have with their pupils. This gives pupils lots of confidence to perform to the best of their ability. Lessons are well planned and in dance lessons in both key stages good use is made of taped music resources. Teaching points are clearly made and all pupils know what is expected.

187 The co-ordination of PE throughout the school is good. There is a clear policy and scheme of work providing guidance for teachers and ensuring that new skills build upon pupils' previous knowledge and understanding. There has been a recent focus on staff training, with the Local Education Authority providing the sessions. All staff have been trained in 'Top Sport' and the school provides a good range of activities.

188 The school is well resourced for physical activities. Gymnastics and dance are prominent and are suitably resourced with good facilities and equipment. There is a very good range of small sports equipment. The hall/gymnasium is well equipped and is of adequate size for the activities engaged upon. Outdoor facilities are more restricted and the hard outdoor play area is in need of renovation. Grassed areas are liable to be very wet and this restricts outdoor PE and games for quite long periods of the school year.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

189 The inspection of Lum Head Primary School was undertaken by a team of four inspectors who, over four days, completed a total of fourteen inspector days in the school.

47 lessons or part lessons were observed, as were a number of registration periods and assemblies.

Observations were made of pupils arriving at school, during breaks and lunchtimes and leaving school.

A meeting with the staff was held prior to the inspection.

During the inspection there were discussions with the headteacher, members of the governing body, and with the teaching and non-teaching staff.

There were daily meetings between the reporting inspector and the headteacher.

In addition to the classroom observations, the inspection team examined the written work of many pupils. Examples of written work of a representative sample of three pupils from each year group was inspected.

During lessons, informal discussions were held with pupils from each year group throughout the school.

A representative sample of pupils in the school, across each year group, was heard reading and questioned on their knowledge and understanding of books.

Documentation provided by the school was analysed.

Attendance registers, the records kept on pupils, teachers' planning documents and minutes of the Governing Body meetings, were inspected.

Before the inspection, the reporting inspector held a meeting with 21 parents.

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	242	2	29	19

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)

9.1

Number of pupils per qualified teacher

26.59:1

Education support staff (YR – Y6)

Total number of education support staff

6

Total aggregate hours worked each week

45.5

Financial data

Financial year:	1998
	£
Total Income	378118
Total Expenditure	377577
Expenditure per pupil	1560
Balance brought forward from previous year	54000
Balance carried forward to next year	54541

PARENTAL SURVEY

Number of questionnaires sent out:

242

Number of questionnaires returned:

34

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	29	53	3	12	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	44	12	3	0
The school handles complaints from parents well	24	30	33	12	0
The school gives me a clear understanding of what is taught	27	52	12	9	0
The school keeps me well informed about my child(ren)'s progress	41	44	12	3	0
The school enables my child(ren) to achieve a good standard of work	35	47	15	0	3
The school encourages children to get involved in more than just their daily lessons	21	41	15	21	3
I am satisfied with the work that my child(ren) is/are expected to do at home	35	38	9	9	9
The school's values and attitudes have a positive effect on my child(ren)	26	56	15	3	0
The school achieves high standards of good behaviour	32	53	12	3	0
My child(ren) like(s) school	53	44	3	0	0

Other issues raised by parents

A number of parents of pupils in Key Stage 2 are concerned about the large numbers of pupils in the classes and the size of the rooms that these classes are housed in.