

INSPECTION REPORT

DIDSBURY ROAD PRIMARY SCHOOL

Heaton Mersey, Stockport

LEA area: Stockport

Unique reference number: 185976

Headteacher: Mr T. J. Kendrick

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 28 February - 2 March 2000

Inspection number: 106098

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Didsbury Road Heaton Mersey Stockport
Postcode:	SK4 3HB
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T. Walker
Date of previous inspection:	6 th November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M Shepherd	Registered inspector	Information and communication technology Design technology Equal opportunities	What sort of school is it? The school's results and achievements How well are pupils taught?
C Herbert	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Efficiency, staffing, accommodation resources
S Gatehouse	Team inspector	Mathematics Art Music	Assessment
J Haves	Team inspector	English Geography	How good are the curricular and other opportunities offered to pupils or students?
A Hardwicke	Team inspector	Science Physical education Special educational needs English as an additional language	
A Wilson	Team inspector	History Religious education Under fives	

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Didsbury Road Primary School is a larger than average junior, infant and nursery school. Most pupils come from private housing with a small proportion from local authority rented accommodation. Periodically pupils from the special accommodation for "looked after" children attend the school. There are 439 pupils on roll with 229 boys and 190 girls plus 20 full-time equivalent places in the nursery. There is a much higher proportion of boys in Years 1, 2 and 6. There are 8.6 per cent of pupils eligible for free school meals which is lower than the national average. There are 11.7 per cent of pupils from a range of different ethnic minorities and nine per cent speak English as an additional language. Eleven per cent of pupils are on the special educational needs register with three pupils having full statements. This is lower than the national average. Attainment on entry is above average. Several pupils move both in and out of the school, particularly in Key Stage 2. At the time of the inspection two teachers and a nursery nurse were on maternity leave. In addition a teacher was on medium term sick leave.

HOW GOOD THE SCHOOL IS

Overall the school is very effective. By the time pupils leave the school standards in English, mathematics, art, history, music and physical education are above average. Standards in design and technology are well above expectations. Teaching is good overall with very good teaching in the under fives of the reception and nursery classes. Leadership and management is very good. The school gives very good value for money.

What the school does well

- Standards in English and mathematics are above average by the end of Key Stage 2.
- Standards in design and technology are well above national expectations by the end of Key Stage 2. Standards in art, history, music and physical education are above national expectations by the end of Key Stage 2. Standards by five in all areas are above national expectations and standards in personal and social development are well above average.
- Pupils with special educational needs and those who speak English as an additional language make good progress.
- Attitudes, behaviour, personal development and relationships are very good.
- Attendance is well above average and the promotion and monitoring procedures are excellent.
- Overall teaching is good and in the under-fives it is very good.
- Leadership and management of the headteacher, the deputy headteacher, cluster co-ordinators and special educational needs co-ordinator are very good. Leadership of co-ordinators is good.
- Delegation by the headteacher is excellent.
- The school development planning is very good.
- Provision for moral and social development is very good. Provision for cultural development is good.
- The curriculum is rich and well balanced.
- Assessment systems are very good and used well in planning.
- Procedures for monitoring academic and personal development are very good.
- Partnership with parents is very good.
- The school provides very good value for money.

What could be improved

- Standards in information and communication technology by the end of Key Stage 2.
- Progress in science in Key Stage 2.
- A small proportion of teaching in Key Stage 2.
- The consistency of homework.
- The new governors' understanding of their role.

The first point for improvement is a full key issue, but the other four points are only weaknesses. They will all form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1995. The school has made very good improvements since that inspection. All the previous key issues have been successfully addressed. Standards in English, mathematics, art, geography, history, music and physical education have all improved in both key stages and standards in design and technology have significantly improved. Standards in science in Key Stage 1 have improved. Standards in information and communication technology have declined. Standards of behaviour are now even better. Progress of pupils with special educational needs and who speak English as an additional language has improved due to the better provision. The very good promotion and improved monitoring procedures of attendance have raised levels considerably. The new headteacher has considerably improved the level of delegation, monitoring systems and communication within the school. The school development planning has improved. The proportion of good teaching has increased by more than 50 per cent and now includes five per cent of excellent teaching. The quality and range of learning opportunities are improved, particularly for the under-fives. Provision for moral and cultural development is better. Pupils' academic performance and welfare are monitored and supported much more effectively. The partnership with parents is better. The accommodation has been improved with the construction of the adventure playground. Staffing levels are better.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	A	B	A
mathematics	A	A	B	B
science	B	B	C	C

Key

well above average A

above average B

average C

below average D

well below average E

In the 1999 national tests, standards at the end of Key Stage 2 were above the national average at Level 4 and above in English and mathematics but below in science. At Level 5 standards were above the national average in all three subjects. Standards in the national tests at the end of Key Stage 1 were above the national average in reading and writing at Level 2 and above. Standards were very high in mathematics at Level 2 and above. Standards at Level 3 were well above in reading and writing and very high in mathematics. Standards in science were well above at both levels. The trend over the past three years was broadly in line with the national trend.

The school's targets cover a broad range. The highest targets are appropriate. Standards in art, history, music, physical education are above national expectations. Standards in design and technology are well above national expectations. Standards in information and communication technology are below national expectations. Standards in religious education are in line with the locally agreed syllabus. Standards of all areas of learning for the under-fives are above national expectations except for personal and social development which is well above the expected level. Standards are at the appropriate level in English and mathematics as the children enter the school above average in these subjects. However, standards are much higher than expected in design and technology and higher in art, history, music and physical education as children enter school with average attainment in these areas.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. Pupils are very enthusiastic and interested in activities.
Behaviour, in and out of classrooms	Behaviour is very good in lessons, around the school, in the playground and on visits into the community. Pupils move around the school very sensibly. They have a very good understanding of the impact of their actions on others. They have a very good level of respect for feelings, values and beliefs.
Personal development and relationships	Personal development and relationships are very good. Pupils have a good level of personal responsibility and use their own initiative very well. Relationships across age, gender and race are very good. Relationships between pupils and adults are very good. There is no oppressive behaviour, bullying, sexism or racism. There are currently no exclusions from the school.
Attendance	Attendance is well above average.

The high number of exclusions were for one pupil from the "looked after" accommodation who has attended ten schools and has since left this school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 88	Very good	Good	Good

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

Ninety-nine per cent of teaching is satisfactory. Five per cent is excellent, 31 per cent is very good, 49 per cent is good and 14 per cent is satisfactory. The one per cent of unsatisfactory teaching is in Year 3 in mathematics. The excellent teaching is in the under-fives, in drama in Key Stage 1 and in mathematics in Year 5. Teachers manage pupils very effectively and work with support staff and adults very well. Teaching methods are excellent in the under-fives and very good in Key Stage 1. Teachers plan interesting tasks which ensure a high level of interest and concentration by pupils. Pupils make very good intellectual, physical or creative efforts throughout the school as teachers use praise very effectively to motivate them. There are some low expectations at the beginning of Key Stage 2 in English and mathematics. The setting of homework is inconsistent. Teaching is very good in English in Key Stage 1. It is good in Key Stage 2 and in most mathematics lessons in both key stages. Teaching of literacy and numeracy across the curriculum is very good in Key Stage 1 and good in Key Stage 2. The school meets the needs of all its pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum for the under-fives is very good. It is good in Key Stages 1 and 2.
Provision for pupils with special educational needs	Provision is very good in the under-fives and good in Key Stages 1 and 2.
Provision for pupils with English as an additional language	Provision is very good in the under-fives and good in Key Stages 1 and 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is very good. Provision for cultural development is good and for spiritual development is satisfactory. Provision for personal, social and health education is good and there are good equal opportunities.
How well the school cares for its pupils	The school takes very good care of its pupils.

The school works very well in partnership with parents. The curriculum is well balanced and includes very good quality drama productions and a very good programme of residential visits. The contribution of the community to pupils' learning is very good and there are very good relationships with partner institutions. The planning for basic skills is good.

Procedures for monitoring and promoting attendance are excellent. Procedures for child protection are very good. Procedures for monitoring academic performance, personal development, good behaviour and eliminating oppressive behaviour are very good. Procedures for assessment are very good and they are used well in planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher, deputy headteacher, cluster co-ordinators and special educational needs co-ordinator are very good. Co-ordinators' leadership is good.
How well the governors fulfil their responsibilities	The established governors fulfil their responsibilities well. There are several new governors who have not yet completed their induction training.
The school's evaluation of its performance	The school evaluates its performance very well.
The strategic use of resources	The strategic use of resources is good.

Staffing levels are good. Accommodation and learning resources are satisfactory. Delegation by the headteacher is excellent. In partnership with the deputy headteacher he sets a very clear educational direction. The school's aims are reflected very well in its work. Monitoring and evaluating teaching is very good. School development planning is very good. There is a very good level of commitment to improvement and a very good capacity to succeed. Staff are inducted very well. Financial planning is very good. Staff are deployed very efficiently. The school applies the principle of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school helps their children to become mature and responsible. • The school expects their children to work hard and to achieve their best. • Behaviour in the school is good. • The teaching is good. • They feel comfortable about approaching the school with questions and problems. • Their children make good progress in school. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The information about how their children are getting on. • Consistency of homework across parallel classes and appropriateness of progression across the school. • Organisation of setting in Key Stage 2 • Level of supervision at lunchtime. • Consistency of teaching in Key Stage 2.

Inspectors agree with all the positive views of parents. They disagree with most of the views for improvement. The range of activities outside lessons is satisfactory. The information about how their pupils are getting on is very good. The organisation of setting is effective. There is a very good level of supervision at lunch time. Inspectors agree about the consistency of teaching in Key Stage 2 and the consistency of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on entry varies considerably each year. Attainment in the current reception class was above average in language and literacy and mathematics. It was well above in personal and social development. However, last year's attainment on entry was average overall and above average in personal and social development. The majority of children entering reception have received pre-school provision although not all the children in the nursery proceed into the reception class. Children make good progress in the nursery and reception as the teaching is very good. Teachers ensure that all children are challenged at the right level within a stimulating and imaginative context. By the time children are five attainment is above national expectations in all the areas of learning and well above expectations in personal and social development. Children show a high level of independence and are willing to take responsibility. They co-operate very well with each other. They listen politely to each other and follow the text of simple stories confidently. They count confidently to 20 and recognise simple mathematical symbols.
2. The national tests show that attainment by the end of Key Stage 1 in reading and writing was above the national average at Level 2 and above. At Level 3, attainment was well above the national average in both reading and writing. In mathematics attainment was very high at both Level 2 and above and at Level 3. Teacher assessment showed attainment in science as well above the national average at both Level 2 and above and at Level 3. The trend over the past four years shows a steady improvement. Compared with similar schools attainment was very high in mathematics at both Level 2 and above, Level 3 and in reading at Level 3. Attainment was well above average in reading, in science at Level 2 and above, in writing and in science at Level 3. Attainment at Level 2 and above in writing was above average.
3. Key Stage 2 national test results in both national and similar schools' comparisons

	Level 4 and above	Level 5
English	above average	above average
mathematics	above average	above average
science	below average	above average

This shows that pupils' performance in science is not as good at Level 4 and above than in English or mathematics either for the full national comparison or with similar schools. The school has been concentrating on raising standards through the literacy and numeracy strategies in this key stage and is now addressing improving performance in science. For example, key vocabulary has been identified in each year group to ensure a higher proportion of pupils have the correct terminology to express their understanding. The trend in attainment over the past four years has been broadly in line with the national average.

4. The school has published targets that state a broad range of 16 per cent between the lower and upper figure in English and 18 per cent in mathematics. The upper level represents an appropriate target for the school. The school is well on course to meet the targets. There is little difference in attainment between boys and girls over the past four years in Key Stage 1. There are considerable differences between boys and girls in mathematics and science in Key Stage 2 which is partly due to the mobility of pupils in this key stage. The school has devised some effective strategies for reducing the

differences. For example, they have considered the content of the science curriculum to identify any bias.

5. Progress is good in Key Stage 1. Teachers work very effectively in combining development of basic skills within a rich curriculum. The inspection findings confirm the results of the national tests at the end of Key Stage 1 in reading and writing and find the proportion reaching Level 3 in writing as above average. Attainment in speaking and listening is well above national expectations. Pupils are skilful across a range of contexts including discussion, responding to questions and group activities. They speak clearly and organise their thoughts logically. All pupils read accurately from both fiction and non-fiction texts. Half of the Year 2 pupils read very fluently and expressively. They discuss their reading in detail. Library skills are developed well as pupils have regular opportunities to visit the well organised school library. Pupils' handwriting is developed well with high attainers using cursive script accurately. Pupils use grammar confidently and write for a wide range of purposes.
6. Attainment in Key Stage 1 in mathematics is well above national average across all aspects of the curriculum. Average pupils understand tens and units and count confidently in fives, nines, tens and elevens. Higher attainers work with hundreds confidently. Pupils recognise two-dimensional shapes and record their findings in simple tables and diagrams. They handle money confidently. In science attainment is above the national average in each of the aspects of the subject. Pupils know about physical phenomena and use the correct technical language to explain their findings. They carry out investigations with confidence.
7. Progress is satisfactory through Key Stage 2 and is not as consistent as in Key Stage 1. This is due to some variations in the quality of teaching. In addition there is a higher level of mobility in this key stage with a higher proportion of pupils entering the school with special educational needs than the pupils who are leaving. Inspection findings confirm that attainment at the end of Key Stage 2 in English is above the national average in reading and writing and well above in speaking and listening. Pupils listen carefully to each other and to their teachers. They construct clear arguments to support or oppose a viewpoint. Most pupils read confidently at the expected level. A third of pupils reach higher levels and are extremely fluent and expressive. They read widely and express their views clearly. Most pupils write using accurate joined script. They make good use of punctuation and use spelling securely. They have a good understanding of grammar and write well for a range of purposes.
8. The inspection confirms that attainment in mathematics is above national expectations. Pupils work confidently with numbers up to 100,000 and with fractions, decimals and percentages. They calculate the perimeter and area of irregular shapes correctly. The inspection identifies an improvement from last year's national tests in science. Standards at Level 4 and above are now in line with expectations as the school has implemented successful strategies to raise standards. However, progress in this key stage in science does not yet match that in English and mathematics as the improvements have not had sufficient time to effect attainment at the end of Year 6.
9. Standards in literacy and numeracy are well above average in Key Stage 1 and above average in Key Stage 2.
10. Attainment in information and communication technology is in line with national expectations at the end of Key Stage 1 but below national expectations at the end of Key Stage 2. Pupils do not have the expected levels of skill in any aspect of this subject by the end of Key Stage 2. The school has invested in better quality hardware and has filled the gaps in the provision of software. Pupils are now making satisfactory progress across

the subject. However, pupils from Year 4 have not yet made up the lost ground of previous years.

11. Attainment in religious education is in line with the locally agreed syllabus in both key stages. By the end of Key Stage 1 pupils know several stories from the New Testament. They recognise the differences and similarities between Judaism and Hinduism. The weekly class assemblies contribute well to pupils' knowledge as they include time for developing understanding as well as time for good quality collective worship. By the end of Key Stage 2 pupils explore complex issues across different religions. They recognise the nature of loyalty and friendship.
12. Attainment in design and technology is well above national expectations by the end of Key Stage 2. Pupils receive regular opportunities throughout the school to develop skills in both designing and making in the context of imaginative and challenging tasks. Attainment in art, history, music and physical education is above national expectations at the end of both key stages. The school covers these subjects very thoroughly throughout the school to ensure progressive development of skills and understanding. Attainment in geography is in line with national expectations at the end of both key stages.
13. Attainment of pupils with special educational needs and who speak English as an additional language is good in Key Stages 1 and 2 and very good in the under-fives. There are no significant differences between pupils from different ethnic groups. Pupils make good progress as they move through the school as they are well supported by learning support and classroom assistants.
14. There has been a considerable improvement in the standards achieved by the school since the last inspection. Standards in English, mathematics, art, geography, history, music and physical education have all improved in both key stages and standards in design and technology have significantly improved. Standards in science in Key Stage 1 have improved. This improvement is due to the school's commitment to provide a broad and rich curriculum whilst maintaining the focus on basic skills. Standards in information and communication technology have declined.

Pupils' attitudes, values and personal development

15. The attitudes of pupils towards school and to their learning are very good. They are keen to come to school. There has been an improvement in this aspect of school life since the last inspection. The majority of pupils show an enthusiasm for learning. They settle quickly to their tasks and listen carefully to each other and the teacher in whole class discussion. For example, in Year 4 in information and communication technology, pupils covered a great deal of work as they concentrated so well and worked at such a fast rate. Parents identify strongly with the school's values and attitudes and think that high standards of behaviour are achieved.
16. Relationships between pupils and adults are very good. As a result in lessons, around school or on visits into the community, such as the local swimming baths, their behaviour is almost always very good and this helps them to learn well. Pupils of all ages are polite and well mannered and they are keen to engage visitors in conversation. Pupils respond immediately to any instructions from their supervisors whether it is in class, at lunch or in the playground and they show them proper respect. Pupils have a very good understanding of how they are expected to behave. During circle time in Year 5 they were observed having a mature discussion on the positive, rather than negative, aspects of school rules. Pupils listen very well to each other and respect each other's views in a discussion. This was particularly noticeable in the relationships towards pupils with English as an additional language.

17. There are a number of very good opportunities for pupils to take responsibility and to show initiative in school to which they respond very well. This begins early in the school with the Key Stage 1 pupils taking it in turns to prepare and give out the orange juice each day. These skills are continued in Key Stage 2 where pupils develop initiatives independently. For example, some Year 6 pupils organised a competition for their key stage, analysed the results, announced the winners and presented the prizes in assembly. As class monitors, prefects or house captains they are given the opportunity to take responsibility for a variety of activities that have a positive impact on their personal development.
18. Nearly all pupils collaborate well in the classroom and enjoy working on group activities. For example, in design and technology in Year 1 pupils encouraged each other to solve any design difficulties. Pupils play sensibly in the playground and during the inspection there was no instance of any unsociable behaviour or bullying. They use the playground apparatus very sensibly and understand the importance of taking their turn every day.
19. Attendance rates are now well above national average and represent an improvement on the previous inspection. Pupils are punctual and this has a positive impact on the standards they achieve. The high number of exclusions were all for a pupil from the "looked after" accommodation who has attended 10 schools. He has now moved to another area.

HOW WELL ARE PUPILS TAUGHT?

20. Overall teaching is good. There is excellent teaching in each key stage and a small proportion of unsatisfactory teaching in Key Stage 2. Teaching is very good in the under-fives and good in both key stages. In the under-fives half of the teaching is very good or better. There is excellent teaching in the reception classes in language and literacy and physical development. In both Key Stages 1 and 2 nearly a third of teaching is very good or better. The excellent teaching in Key Stage 1 is in drama in Year 2. The excellent teaching in Key Stage 2 is in Year 5 in mathematics. The unsatisfactory teaching is in Year 3 in mathematics.
21. A strength of the school is the management of behaviour. Teachers use a very good variety of control strategies and use praise very effectively to reinforce positive behaviour. Teachers ensure very good behaviour across different types of lessons. For example, in Key Stage 1 pupils work steadily at their different tasks whether they are working with an adult or independently. Teachers have very high expectations for behaviour in the very long corridors of the school. All pupils move very sensibly around the school and expect to hold doors open for each other and for adults.
22. All teachers work very closely with the high quality learning support and classroom assistants. Planning is carried out jointly which ensures a clear understanding of the learning objectives. For example, in the nursery the nursery nurse has a very clear understanding of the planning and plays a very valuable role in extending children's understanding. Teachers use additional adults very well. They ensure that they are carefully prepared and are clear about the learning expected through the tasks. The additional adults use questioning very well and support individual pupils very effectively which ensures a good rate of learning by pupils. For example, in Year 2 a parent supported a complicated joining task in design and technology and ensured that all the pupils completed the task. Learning support and classroom assistants and other adults are very well organised and have detailed and complicated timetables to make the best use of their expertise.

23. Teachers' planning is generally good. Teachers provide interesting and challenging tasks, linking subjects imaginatively in topics which produce good levels of intellectual and creative effort. For example, in Year 4 pupils develop good skills of writing, mathematics, science, design and technology and art when they produce complicated holiday homes for worms. Teachers generally identify clear learning objectives in their planning. For example, in art they identify particular techniques to be developed and in literacy there are objectives for different parts of the lesson. However, some planning in mathematics in Year 3 lacks sufficient detail and does not identify developments through the week sufficiently well. This results in a lack of focus in some lessons and an unsatisfactory rate of progress. Generally teachers plan carefully to ensure the work matches different pupils' needs. However, in the sets in Year 3 in English and mathematics, there is insufficient variety of tasks in the group work to match the high, medium and low attainers.
24. Teachers' subject knowledge is very good in the under-fives and good in both key stages. In the under-fives, teachers have a very good understanding of the curriculum and the particular needs of this age group. All teachers have a good understanding of the literacy strategy and of English. Good subject knowledge in science ensures a good use of technical language which increases the rate of learning of scientific concepts. The good understanding of the different aspects of design and technology across the school has ensured the very good standards by the end of Key Stage 2 as pupils progressively develop skills and understanding as they move through the school. There is some good subject knowledge in geography in Key Stage 2 and some excellent subject knowledge in music. Teachers have good subject knowledge in physical education which is complemented well by the visiting specialists. For example, the lacrosse expert has very good knowledge of that sport which raises the level of skills of pupils and ensures good results in local and national competitions. Subject knowledge in information and communication technology is unsatisfactory. Teachers have some knowledge within different aspects of this subject but not sufficient across all the different strands to ensure sufficient progress by the end of Key Stage 2. This has resulted in standards below national expectations. The introduction of more sophisticated hardware has increased teachers' confidence. The school has clear plans to develop this aspect of teachers' knowledge.
25. Teaching methods are generally very good. They are excellent for the under-fives. Teachers organise their classrooms extremely effectively in the reception classes to create a balance between independent activities and work with teachers or adults. Tasks are carefully considered to provide just the right level of challenge. All the independent tasks have a clear purpose and specified learning outcome. For example, children played in the water investigating polar bears balancing on polystyrene icebergs and observing a bear's head emerging from a block of ice. Children understand that they must not interrupt the groups working with the adults as this has been explained very effectively. There is a very good balance between discussion and written or practical tasks within lessons. For example, children felt different materials, selected words to describe them, predicted whether they would be waterproof, put them over teddies, tested them with drops of water and then recorded the results. Teachers organise children carefully to maximise their time in the different activities. For example, in reception pairs on the computer were carefully timed to ensure different children had opportunities to experience this work.
26. In Key Stage 1 teaching methods are very good. Teachers continue to use a range of activities in their topic work and organise this very effectively. They combine this with the more formal structure of the literacy and numeracy strategies very effectively. In Key Stage 2 the quality of teaching methods is inconsistent and ranges from very good to unsatisfactory. Where it is very good teachers combine different teaching techniques

very skilfully and this produces a high level of productivity in lessons. For example, in Year 4 in an information and communication technology lesson the teacher gave clear instructions, allowed for some whole class discussion, gave short timed tasks and included summaries of the learning and skills developed on the computer. Where methods are unsatisfactory the teacher does not give sufficiently clear teaching points, does not match different tasks appropriately within a lesson and sets unchallenging tasks. For example, pupils are expected to carry out corrections from different pieces of work with no clear instructions. Teachers generally display pupils' work imaginatively. For example, in Year 3 pupils' three-dimensional Viking ships are combined with accounts of Viking life, photographs of pupils preparing and eating Saxon bread together with recipes for making the bread.

27. The pace of teaching is generally very fast within lessons across the school. Teachers combine a range of different tasks effectively and generally expect pupils to work at a fast rate. Pupils are provided with interesting resources which capture their interest and this leads to a good rate of acquisition of skills and knowledge. For example, in Year 6 in mathematics pupils were provided with a range of resources well matched to the work on decimals which ensured very good learning across the class.
28. Teachers' expectations are very high in the under-fives. Each child is expected to work hard across all the areas of the curriculum and to respond well in pairs, groups or in the whole class. In Key Stage 1 expectations are also generally high. For example, in Year 1 in literacy pupils were expected to use complex language when identifying the key ingredients needed to set the scene of 'Goldilocks and the Three Bears'. In Key Stage 2 expectations are inconsistent. In most classes they are high. For example, in Year 5 in literacy pupils were expected to understand the complexities of Scottish dialect compared with Standard English which they managed very well. However, there are some low expectations at the beginning of the key stage in the sets in English and mathematics. This has a negative impact on the rate of progress.
29. Day to day assessment in the under-fives is very good. Teachers give clear feedback to children on their contributions. This assessment is good in both key stages. Marking is thorough in mathematics with helpful comments to take the pupils' thinking forward. In music teachers have highly developed assessment skills which are used well in future planning. Teachers are beginning to use assessment well in information and communication technology. For example, the co-ordinator began her lesson effectively by referring to the pupils' self-assessment which focussed their attention on their own progress.
30. Homework is inconsistent. In Key Stage 1 it is satisfactory. However, in Key Stage 2 there are differences in the type and content of homework between classes. There are examples of outstanding homework in Year 4. Pupils produced work of very high quality for design and technology as the teacher set imaginative and challenging tasks. This homework was displayed very effectively and celebrated all pupils' achievements. Parents identified differences in the amount of homework, particularly across the different sets in English and mathematics.
31. There has been great improvement in the quality of teaching since the last inspection. Teaching in the under-fives was good and it is now very good. Teaching in both key stages was satisfactory and now it is good. There is excellent and very good teaching across the school which did not feature in the previous inspection. The proportion of unsatisfactory teaching has fallen.

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

32. The school provides a broad and balanced and rich curriculum, of a good standard in Key Stage 1 and Key Stage 2. It meets all statutory requirements and the requirements of the locally agreed syllabus for religious education. The curriculum for the under-fives is very good. It provides a very interesting context for children's learning. The curriculum in English is very good, it promotes literacy well throughout the school and is enriched by the substantial contribution of drama. However, the breadth and balance of the information and communication technology curriculum is unsatisfactory. The new hardware and software have yet to have an impact on standards and the scheme of work is not yet fully implemented.
33. The school's strategy for literacy and for numeracy is good. There is detailed provision for promoting literacy, with a comprehensive policy in place. Numeracy is also promoted effectively, following the policies laid down in the national strategy. Both are carefully planned to ensure consistency across the school. Opportunities to develop numeracy and literacy skills in other subjects are also carefully planned. For example, in science the use of subject vocabulary is developing well. Measuring skills in design technology and timelines in history both draw upon numeracy skills effectively. Displays around the school draw well upon literacy and numeracy to highlight cross-curricular links.
34. The curriculum is enriched through the good provision for personal, social and health education as well as environmental education. Through science, health issues are explored effectively. This includes appropriate drugs education. All pupils have opportunities to explore moral and social issues. The school policy for sex education is still in draft form, but provides further appropriate opportunities for discussion. Educational visits, including residential opportunities for older pupils, play an important part in developing pupils' social skills and independence. In addition, environmental education is promoted effectively, with good links into a number of curricular areas, such as science and geography. Currently the school is focusing upon a 'playground improvement scheme'.
35. The quality of learning opportunities provided for pupils with special educational needs and for pupils who speak English as an additional language is good. The effectiveness of teaching strategies for their literacy and numeracy development is good. These pupils are provided with a broad and balanced curriculum and well constructed individual education plans which ensure that all are given work which is well matched to their needs.
36. The provision for extra-curricular activities is satisfactory. It includes a range of sports opportunities such as soccer, gymnastics, hockey and lacrosse. A choir meets in the autumn term and there are active recorder groups. In addition a chess club meets. Overall, the school's curriculum is fully inclusive and promotes equal opportunities to a good standard.
37. The school makes sound provision for spiritual development. This ensures that pupils gain appropriate insights into values and beliefs. Assemblies are planned around themes which draw upon religious teaching, moral issues and social concerns. They are of a satisfactory standard, meeting the legal requirements for collective worship. However, they do not always provide pupils with sufficient time to reflect upon their content. The religious education curriculum provides valuable insights into Christianity and other world faiths.
38. The school makes very good provision for moral and social education. It clearly promotes

values which enable pupils to distinguish between right and wrong. A brief, but clear, school behaviour code is interpreted at class level in an effective manner for all age groups. Pupils are given the opportunity to take responsibility across the school. This includes the appointment of prefects, class monitors and house captains. The house system effectively underpins a range of individual and collective awards for academic achievement, attitudes and behaviour and the acceptance of responsibility. Pupils are encouraged to take pride in their own and their peers' achievements. Pupils raise significant sums for charities including the Beechwood Trust. They sponsor African schoolchildren and are encouraged to organise their own events. One effective innovation is a disability awareness day, where pupils gain direct experience of disability.

39. The provision for cultural and multi-cultural education is good. Pupils have opportunities to visit the theatre and places of historical interest. Visiting theatre groups and individual writers promote an understanding of cultural values well. A book week and visits from members of the Halle orchestra further enhance provision. The religious education curriculum provides valuable insights into cultural differences. In geography, the study of St. Lucia provides good insights into Caribbean culture. Visiting speakers discuss with pupils their varied cultural traditions. High quality opportunities are provided for pupils to take part in musical productions on a regular basis.
40. The community makes a very good contribution to pupils' learning. This includes coaching by members of Lancashire Cricket Club and lacrosse, where the school is particularly successful. There are good links with the local churches. One holds an annual 'schools' day', another has a schools' 'outreach officer'. The relationship with partner institutions is also very good. Pupils have several opportunities to visit the local high school prior to transfer there. In addition, staff from that school work alongside pupils in Didsbury Road, supporting literacy and physical education. Good links exist with pre-school playgroups whose children subsequently attend the nursery. Valuable links also exist with local universities and colleges whose students work in the school.
41. Overall the curriculum has significantly improved since the last inspection in terms of its quality and depth. The school now provides all its pupils with a richness of experience in a number of key curricular areas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school takes very good care of its pupils. There has been an improvement in this aspect since the last inspection.
43. There are a number of very effective procedures in place for child protection and health and safety, which result in a safe and secure environment for children to learn in. In particular, all members of the staff know the pupils very well and provide very effective and kindly support both inside and out of the classroom. This includes the support provided by the midday assistants who are seen as an effective and integral part of the school family.
44. Teachers maintain very effective records of pupils' attainments and progress both in and out of school. This information ensures that teachers are able to monitor their pupils effectively and provide appropriate support for personal development and achievement. The school also takes very good care to ensure that pupils are well prepared to move into their secondary school and this removes any fear or uncertainty from the transition into Year 7.
45. Very good assessment systems are in place throughout the school for each pupil. There is appropriately a particular focus on the core subjects for which the procedures are

especially well developed. There is a detailed marking policy although it is not yet consistently being applied throughout the school. Otherwise, the school's formal assessment documentation is fully in place and regularly updated by teachers. There is close liaison between staff at times of transfer from class to class. There is a well-constructed timetable included in the school development plan to ensure a whole school approach to assessment is maintained rigorously.

46. Assessment results are analysed meticulously and used well by teachers when planning their lessons. The analysis is further used by co-ordinators to adjust the curriculum and schemes of work if necessary, and to set targets for both individual pupils and for the whole school. The school has worked hard to establish assessment systems which are sufficiently detailed to be useful but which are manageable working documents. There is a strong management team who work closely together to ensure that the systems are used efficiently. Consequently, the assessment procedures, and their use, have improved significantly since the last inspection. There is some good assessment in information and communication technology but there are different systems throughout the school which is not efficient.
47. Excellent procedures are in place to promote and monitor attendance and punctuality. The school has worked very hard to improve attendance; this has had a very positive impact. Most pupils arrive on time at school and there is very little lateness. The procedures for promoting and monitoring behaviour are very good. The school has high expectations for the behaviour of its pupils and there is a consistent application of rewards and sanctions by all staff. This has a positive impact in that most pupils have a very good idea of right and wrong and respond accordingly.
48. The monitoring of special educational needs and pupils who speak English as an additional language is good. At all stages they are closely monitored and their individual education plans are regularly updated. All parties involved, parents, outside agencies, class teachers and support staff, are fully consulted. The school has a good system of communication between class teachers, support staff and the special needs co-ordinator, so that any worries about any aspect of a child's development can quickly be communicated and handled effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school works very well with its parents and this partnership has a very positive impact on many aspects of school life. The school has improved and consolidated on the quality of relationships that were evident at the last inspection. For example, where parents or carers provide assistance in class, on visits, residential camps or at home, their help impacts favourably on pupils' achievements. Additionally, the school values the support provided by the Parent Teacher Association which provides additional resources as a result of its many interesting fund raising activities. A recent project funded by the association is the adventure playground, which is now thoroughly enjoyed by junior pupils.
50. Most parents and carers are generally very satisfied with the quality and quantity of information that they receive and they have a very positive view of the school. The regular newsletters keep them very well informed of school activities and events. In particular, the regular guidance brochures that are issued to parents on a variety of aspects of school life are excellent. Parents are well informed of the content of the curriculum for their children each term. Additionally, the annual reports on children often contain useful developmental comments so that parents and carers know what their children need to do to improve. Parents of pupils with special educational needs are fully involved in discussions about all aspects of their children's time in school. They take part

in review meetings and the school is open for them to make approaches at any time. Partnership with these parents is very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher manages the school very well. He sets a clear educational direction and is concerned to raise standards in English, mathematics and science without sacrificing the breadth of the curriculum. He is very successful in this aim as the good standards identified in the inspection across many subjects indicate. He has set up very effective management systems to ensure very good communication across the school. He works in close partnership with the deputy headteacher. They are both well respected by the staff. Their strengths complement each other well. For example, the headteacher has Key Stage 2 expertise and the deputy headteacher has under-fives and Key Stage 1 expertise. The deputy headteacher sets very high standards in her teaching and has accepted a high degree of flexibility in her role for the good of the school.
52. The level of delegation by the headteacher is excellent. The cluster co-ordinators are all very well informed about their teams and share this knowledge very effectively in senior management team meetings. This provides a very effective forum to prepare issues for the school and is a very efficient use of time. The full staff meetings are carefully related to the management debate and decisions are made collectively. The special needs co-ordinator is very effective. He has worked hard to put effective systems in place and these have led to improvements in the school's provision. All co-ordinators play a valuable role in their subjects although some co-ordinators are very new to their posts. All members of staff, both teaching and non-teaching, are highly valued and kept well informed. The combination of these strategies all ensures a high shared commitment for improvement and a very good capacity to succeed. Parents appreciate the quality of the management of the school.
53. The school has well defined aims with a commitment to equal opportunities and an emphasis on the importance of good relationships. For example, in the staff handbook there is reference to "the whole staff family". The school fulfils its aims and values very well in its everyday work.
54. The governing body has a clear commitment to the school. It fulfils its statutory duties and keeps clear records of decisions and points for action. There are some very experienced governors who have very good experience of the roles and responsibilities of governing bodies. The committees work effectively and feed into the full governing body well. Governors are well matched to their specific roles. For example, the special educational needs governor is an expert in this field and the chair of finance is an accountant. Governors all have a good understanding of the strengths and weaknesses of the school. There are good induction systems for supporting new governors. At present there are several new governors who have taken up some key responsibilities. They have not yet had time to become fully conversant with their new positions but they have a great enthusiasm for their new roles. There is a good induction system for them but it has yet to be implemented.
55. Monitoring of teaching is very good. Detailed written records are kept with a wide range of categories that have been evaluated. Expertise in monitoring has been developed well in partnership with the school's local authority adviser. The monitoring has identified the inconsistencies in the teaching in Key Stage 2. Both cluster co-ordinators and subject co-ordinators monitor pupils' work and teachers' planning.
56. Overall, the adequacy of staffing, accommodation and learning resources is satisfactory.

There is a good match of teaching staff to the needs of the curriculum. The match of staff expertise to their responsibility posts has been carefully considered. For example, the physical education co-ordinator has a wide range of qualifications which are used very effectively to support the whole staff to develop expertise. The weakness in staff expertise is the lack of subject knowledge in information and communication technology. The school is aware of this deficiency and has included training in this subject in the school development plan. The headteacher has organised a very effective team of supply teachers to cover medium or long term absences. They are of high quality as shown by their very good and excellent teaching during the inspection. The support provided by classroom support assistants, office staff, midday supervisors and the caretaker is of high quality and is very effective. The headteacher and deputy headteacher organise this support very thoroughly and make very good use of their time. For example, learning support and classroom assistants' time is dovetailed skilfully across classes to focus on pupils' needs for the maximum impact on their learning.

57. The procedures for the induction of new staff are very good. The deputy headteacher plays a very effective role in supporting and providing advice. The school has a good strategy for appraisal and performance management. However, it now needs to be developed further to provide appropriate support and advice to ensure a consistent quality of good teaching in Key Stage 2.
58. The accommodation is satisfactory. There are a number of good features such as the two halls, music facilities and the welcoming entrance hall with its pleasant waiting area. Outside the school benefits from a large grassed playing field and a high quality adventure play area. These both provide stimulating areas for pupils to play and produce good standards of behaviour during breaks as the school has organised the use of these facilities very carefully. The governing body makes an effective effort to ensure that the school building, which is 50 years old, is as well decorated and maintained as possible. Learning resources are, in the main, satisfactory. The installation of the information and communication technology suite with new software is currently being completed and has not yet had an impact on raising standards.
59. The school development plan is very good. It is very clearly presented with appropriate priorities outlined across a range of comprehensive categories. The plan identifies well defined targets for each aim and has associated criteria to identify their successful completion. New developments are firmly rooted on a thorough review of progress from the previous year and the previous inspection. Resource implications are itemised alongside the monitoring and evaluating strategies. The governing body refers to the plan regularly and monitors its progress. Teachers have a clear view of the direction of the school through the plan. There is a clear sense of ownership and the plan is used as a working document to drive the school's educational priorities forward.
60. Strategic financial planning is very good. The school budgets systematically for all expenditures and is clear about the costs of developments. The use of any specific grants is very effective and they are used appropriately. The governors and senior management team are developing a very good understanding of the best value principles. Quotations are obtained for major items of expenditure and careful monitoring and evaluation of monies spent ensures a well-balanced budget. Pupils' attainment is analysed very thoroughly by the headteacher to identify trends and weaknesses. These figures are used well to compare the school's performance with both local and national statistics. The day-to-day administration of financial affairs by the office staff is excellent. The use of new technology within the school is satisfactory overall. Technology is used very effectively by the office staff, headteacher and deputy headteacher. However, the National Grid for Learning initiative has not yet been implemented and the purchase of new hardware and software for the school has not yet raised standards to the expected national level.

61. The new headteacher has considerably improved the level of delegation, monitoring systems and communication within the school. The school development planning has improved. All the previous key issues have been successfully addressed. Pupils attain good standards across many subjects by the time they leave the school, there is good quality teaching and very good management. There has been very good improvement since the last inspection and the cost per pupil is very low. Taking all this into account the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to further improve the school's provision the governors, headteacher and staff should:-

- (1) raise standards in information and communication technology by the end of Key Stage 2 by:-
 - improving teachers' subject knowledge across all aspects of the subject;
 - fully implementing the new scheme of work;
 - installing and using the information and communication technology suite;
 - standardising the assessment systems across the school;
 - displaying guidelines beside computers to support pupils' independent learning;
 - improving levels of display;
 - increasing the content of the portfolio of work.

Paragraphs 10, 14, 24, 32, 46, 56, 60, 103, 125, 131, 133, 135, 137, 138, 139, 140, 141, 142 and 161

In addition to the key issue above, the following less important weaknesses should be considered for inclusion in the governors' post inspection action plan:

- raise standards further in Key Stage 2 in science to match attainment in English and mathematics; *Paragraphs 3, 8, 99*
- ensure the good standards of teaching are promoted consistently throughout Key Stage 2; *Paragraphs 7, 20, 23, 26, 28, 88, 95, 98, 160*
- improve the consistency of homework; *Paragraphs 30, 117, 125*
- implement the good induction systems for the new governors. *Paragraph 54*

The school has already identified the majority of these weaknesses and has included them in their action planning. Improvement in information and communication technology and science are part of the governors' targets for the headteacher and deputy headteacher.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5	31	49	14	1	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	419
Number of full-time pupils eligible for free school meals		36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	38

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.4

Unauthorised absence	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	32	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	25	25	29
	Girls	31	31	32
	Total	56	56	61
Percentage of pupils at NC Level 2 or above	School	92 (94)	92 (95)	100 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	25	28	29
	Girls	31	31	31
	Total	56	59	60
Percentage of pupils at NC Level 2 or above	School	92 (94)	97 (99)	98 (99)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	35	25	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	26	25	25
	Girls	23	21	21
	Total	49	46	46
Percentage of pupils at NC Level 4 or above	School	82 (82)	77 (84)	77 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	26	24	25
	Girls	23	20	21
	Total	49	44	46
Percentage of pupils at NC Level 4 or above	School	82 (89)	75 (86)	77 (87)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	5
Pakistani	6
Bangladeshi	0
Chinese	3
White	373
Any other minority ethnic group	32

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	24	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	29.9
Average class size	25.9

Education support staff: YR– Y6

Total number of education support staff	9
Total aggregate hours worked per week	201

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	655,798
Total expenditure	633,562
Expenditure per pupil	1,369
Balance brought forward from previous year	-11,677
Balance carried forward to next year	10,559

Results of the survey of parents and carers

Questionnaire return rate 56%

Number of questionnaires sent out	439
Number of questionnaires returned	246

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	1	0	0
My child is making good progress in school.	51	40	6	1	2
Behaviour in the school is good.	45	49	5	0	1
My child gets the right amount of work to do at home.	32	50	12	4	2
The teaching is good.	55	38	4	1	2
I am kept well informed about how my child is getting on.	42	40	13	5	0
I would feel comfortable about approaching the school with questions or a problem.	59	33	7	0	1
The school expects my child to work hard and achieve his or her best.	56	39	3	1	1
The school works closely with parents.	40	45	9	4	2
The school is well led and managed.	57	34	6	0	3
The school is helping my child become mature and responsible.	46	49	4	0	1
The school provides an interesting range of activities outside lessons.	28	38	17	5	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. The provision for the under-fives is very good. It has a significant effect on children's learning and progress and is a strength of the school. Children enter the nursery with a range of social and early learning skills. A significant number of these children transfer to the reception classes. Most children who enter reception have had pre-school experience and many have attended a nursery. On entry to the reception classes standards in language and literacy and in mathematics are good and in personal and social development they are very good. This is confirmed by the initial assessment of children's achievements which is approved by the local education authority. By the time children reach the age of five standards are good. Most children are on track to achieve above the expected learning outcomes¹ in language and literacy, mathematics, knowledge and understanding of the world and in physical and creative development. They are on track to achieve well above the expected learning outcomes in personal and social development. This judgement is made according to the national criteria established for this age group. There has been satisfactory improvement in mathematics and good improvement in every other area of learning since the last inspection.

Personal and social development

64. Personal and social development is well above national expectations. Teachers plan a very rich and exciting range of activities for children in nursery and reception classes. This provides new learning in a number of areas and successfully broadens their knowledge and experience. Excellent teaching methods and management of the children ensure that progress and standards in personal and social education are very good by the age of five. Teaching and support staff work very effectively together as a team and are caring and supportive. They create a very positive ethos for learning and are very good role models. They treat children with respect and courtesy and this promotes very good relationships. Children play and work very sociably together. During snack time they wash their hands before handling food and take responsibility for giving out drinks. They are developing initiative and independence, for instance when choosing materials to make clothes for their teddy. They move confidently from activity to activity and work sensibly without supervision.
65. In the nursery and reception classes teachers provide a calm, very well organised and stimulating environment. As a result, children settle easily into daily routines and quickly appreciate which actions are right and wrong. They learn to care about the world around them and develop a sense of compassion. For instance, one child in reception class expressed the view, '*It was not fair for Goldilocks to sleep on Baby Bear's bed*'. The excellent standards of some planning and very good supervision of activities have a very positive impact on children's attitude to school. They become so absorbed in activities that there is no inappropriate behaviour and levels of co-operation are sometimes exemplary. Children's success in their work is celebrated in classroom displays which are of a high standard and make a further contribution to their good overall progress.

Language and literacy

66. Attainment is above national expectations. Through very good teaching in language and literacy children reach good standards by the age of five. In the nursery all adults focus clearly on extending children's vocabulary through conversation. When mixing ingredients to make biscuits, for example, children were asked, '*What makes the mixture*

¹ [Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills. These will be replaced with the Early Learning Goals in September 2000.](#)

turn yellow?' Parents or grandparents are used effectively and engage in purposeful play to support teaching and learning. Most children talk confidently during imaginative role play. Only a very small minority have limited vocabulary and have difficulty in joining in. All children listen politely and carefully while others are speaking and show clear understanding of what they hear. In reception classes, very good assessment procedures enable teachers to identify children's needs. The school provides extra support staff for group work and it is used very effectively. All adults intervene constructively to encourage children to express ideas and experiences. Consequently, the vast majority discuss whatever they are doing confidently with adults and each other.

67. In the nursery, children are familiar with books and stories and know that words and pictures carry meaning. For instance, they are given opportunities to listen to stories on a tape recorder whilst holding a copy of the book and identifying key words and pictures. These skills are systematically extended in reception classes where teachers plan opportunities to hear children read. All children recognise that print is read from left to right. Most follow the text of simple stories with some support from an adult. Higher ability children read fiction and non-fiction books confidently and achieve standards well above the expected learning outcomes. Nursery children develop early writing skills through mark making and the formation of familiar initial letters from books listened to in story time. A significant majority can form at least some of the letters of their name showing clear control of a pencil. In reception classes they develop these skills further. By the age of five, most children recognise and write the letters of the alphabet without help. Children write confidently across a range of contexts as teachers provide very good opportunities for them to develop independent skills through emergent writing. For example, in the excellent teaching in reception the teacher gave high quality support for children to write about the teddy bears' picnic. Higher ability children build whole sentences from word banks and copy them accurately.

Mathematics

68. Attainment is above national expectations. The very good teaching and planning of mathematics prepares children well for the next stage of their education. Standards are good by the age of five. The nursery teacher provides imaginative games to improve children's knowledge of numbers one to 10 and beyond. These activities also enable them to recognise larger and smaller amounts by sorting and matching sets of objects. All adults actively seek opportunities to use number, for instance when counting out the beakers for snack time. In reception classes, the teaching of mathematics is very well organised so that children are taught in groups according to their needs. Consequently, activities are very well matched to ability and all children make good progress. They count confidently up to 20 and begin to recognise patterns in a number square up 100. Teaching methods are excellent. Skilful questioning enables children to explore a range of strategies for sorting objects and producing graphs. Lower and average ability children recognise simple mathematical symbols and higher ability groups use formal methods of addition.

Knowledge and understanding of the world

69. Attainment is above national expectations. Teachers plan a rich and imaginative range of activities to promote children's knowledge and understanding of the world. These are introduced in the nursery and continue to provide new and exciting challenge through reception classes. Standards are good by the age of five. Adults in the nursery take regular opportunities to encourage children to talk about their lives. They discuss what they did the day before, their favourite toys and how they get to school. They know that materials change by heating or mixing. These themes are examined more deeply in reception classes. Children widen their knowledge and understanding and make good progress. They develop a sense of time and know that some toys are older than others. They follow a plan to find their way around the school and recognise simple co-ordinates.

They know that some change is reversible, for instance that ice changes back into water. Excellent teaching methods and use of resources ensure that achievement in some lessons is well above the expected outcomes. For example, children tested a number of materials and explained clearly which would be suitable for making a teddy's umbrella. Teachers provide a range of well focused activities to develop children's construction skills. Children in nursery and reception classes choose from a wide selection of resources to join objects together or make models.

Creative development

70. Standards in creative development are above national expectations by the age of five. When children enter the nursery they have variable degrees of control of pencils or crayons. They quickly improve their confidence and control using a wide range of media and make good progress. They paint large pictures, use paste and paper for collage work and draw with increasing skill and accuracy. In reception classes, paintings become more bold and brush control improves steadily. The range of skills is widened to include weaving and detailed observation drawing. Malleable materials such as dough are used to make three-dimensional models such as chocolate bears. Some examples of these reflect standards well above the expected outcomes. The vast majority of children take part very confidently in imaginative play. In assemblies they sing familiar songs tunefully and enthusiastically.

Physical development

71. Standards and progress in physical development are above national expectations by the age of five. In the nursery, adults provide good opportunities for children to develop physical skills, confidence and co-ordination. They are given very effective support and gain increasing control when using tools such as scissors, stencils and glue sticks. They handle construction kits with competence to assemble functional models such as train tracks or bridges. Good use is made of the outdoor area to develop control over larger equipment such as tricycles and other pedal-driven toys. When using these, children follow directions carefully and safely and show good control. By the age of five, they show good awareness of the space around them. They change speed or direction quickly and have good co-ordination and balance. In a physical education lesson for a reception class, the teaching was excellent. Children responded in an exemplary way to the teacher's high expectations of their performance and behaviour. It had a significant impact on how well they learned and they made rapid progress.
72. Teachers make satisfactory use overall of computers and information and communication technology to support teaching across the areas of learning. Children in the nursery and reception classes have regular opportunities to use a tape recorder. By the age of five they operate them confidently and independently to listen to stories. When using computers, they control the mouse competently to move images across the screen. However, they do not spend enough time on computers and this limits their progress. Opportunities are missed for children to load software and use the keyboard to support their work. Teachers in reception classes provide imaginative and enjoyable activities using the programmable floor robot. In a reception class, for example, children used the robot as a bee to carry honey to the three bears. They were guided well by support staff and the activity had a very positive impact on their understanding of direction.
73. The leadership and management of the under-fives is very effective and the co-ordinator has created a very positive ethos for learning. All adults involved in the teaching and care of children in the nursery and reception classes are strongly committed to their work. Teaching methods and the management of children are excellent. The planning of work is meticulous and imaginative. Support staff are very well briefed and used very effectively to support children of all abilities. On a very small number of occasions in the nursery, however, adults concentrate their efforts on some groups at the expense of

others. This sometimes results in children spending too long unsupported on activities without a clear focus.

74. Very effective systems of assessment assist teachers in identifying children with special educational needs at an early stage. Governors have invested generously to supply extra staffing to support these children. The help is organised very effectively and contributes well to the good progress made by children with special educational needs. Support for children for whom English is an additional language is also very effective. These children are referred to a bilingual teacher who visits the school weekly. The school has successfully sought funding for additional support on a daily basis. The school supplies spacious and attractive facilities and very good resources for the under-fives. Governors have identified the need to provide a covered play area so that classes can have more regular access to large scale equipment.

ENGLISH

75. Standards of attainment in English are above the national average in both key stages in reading and writing. They are well above the national average for speaking and listening in both key stages. They are also well above the national average for reading, at Level 3, in Key Stage 1.
76. The 1999 teacher assessments and national tests for seven year olds indicated pupils were above the national average in reading at Level 2 and well above at Level 2b and Level 3. In writing, pupils were above the national average at Levels 2 and 2b. They were well above at Level 3. Teacher assessments broadly matched this picture. This position has been maintained over a four year period. In comparison with similar schools (using National Curriculum average points score) pupils' performance in reading was well above average and in writing above the average scores.
77. At age 11 in 1999, teacher assessments and national tests indicated that pupils were above the national average at Levels 4 and 5. This position has varied over a four year period, with higher results being achieved in 1998. In comparison with similar schools (using National Curriculum average points score) pupils' performance was well above average. These results, in both key stages, are broadly supported by the outcome of the inspection.
78. By the age of seven, pupils are very competent speakers and listeners. They use these skills well in discussion, in response to questions and in group activities. For example, pupils confidently discuss differences between fiction and non-fiction. They offer examples of text types found in information books, including headings and captions. Pupils identify verbs within text correctly. For example, they identified the words danced, zoomed and sailed. They recognise and explain compound words, such as daybreak. Pupils speak clearly in rounded sentences and organise their thoughts logically. These skills develop early in the key stage, for example, many six year olds discuss the structure of a familiar story, 'Goldilocks', and identify the order in which characters are introduced.
79. In reading, pupils of all abilities read accurately from appropriate texts. Approximately half of the Year 2 group attains Level 3. These pupils are very fluent and some read expressively. They recognise a good range of complex words such as chimney, galaxies, miniatures and wriggled. Their reading covers both fiction and non-fiction, with some poetry. They discuss their reading confidently, making valid comments on character and plot. Pupils read widely from many authors including Dick King Smith, Adam Coleman and Tony Ross. The remainder of pupils read at Level 2 and they also reveal a range of wider reading skills. Library skills are well developed, with the majority of pupils

confidently using the infant classification system. In Year 1 some particularly high reading skills exist, many pupils achieving Level 2.

80. Pupils' handwriting is well developed by age seven. Higher attaining pupils join cursive script accurately. The range of handwriting indicates that most pupils use cursive script with varying degrees of accuracy. A significant number of pupils are ready to join letters, having successfully achieved accuracy of letter formation. Basic punctuation is in place, with some pupils using speech, question and exclamation marks correctly. Pupils write for a wide range of purpose. These include poems, records of their activities as in a description of a visit to the zoo and imaginative work, for example 'My Invisible Friend'.
81. By age 11, pupils listen carefully to one another and their teachers. They analyse text carefully and give articulate answers to such questions as, "*How does he feel?*" Pupils recognise variations in spelling within the spoken text. For example, they discriminate accurately between 'there', 'their' and 'they're'. In group discussion pupils construct clear argument to support or oppose a viewpoint. They present cogent arguments concerning the building of a new supermarket or on increasing the number of night flights into the local airport. Pupils speak and listen well in formal contexts. For example, they gave a talk on Martin Luther King and then answered questions competently.
82. In reading, about one third of 11 year olds achieve Level 5. These pupils are extremely fluent and expressive. They read widely and express their views clearly. For example, one pupil speaks knowledgeably about 'The Hobbit', discussing plot and character and revealing some understanding of the symbolism within the fable. In all, about 80 per cent of pupils read confidently at Level 4 or above. They display good skills in discussing their interests and identify a wide range of children's authors as well as making good use of non-fiction. Library skills are well developed. Most pupils understand the 'Dewey' classification system and use an index and glossary to good effect.
83. Most pupils write accurate, joined script, make good use of punctuation and are secure with spelling. About 20 per cent of pupils achieve Level 5 and 80 per cent of pupils work at Level 4 or above. Pupils write for a range of purposes, using formal English well. The range of writing includes poetry, descriptive writing and imaginative work, as when they wrote about an amazing discovery. Pupils also write book reviews, limericks and bibliographies. They have a secure understanding of parts of speech, using adjectives, verbs and adverbs appropriately. Pupils write in different genre. For example, they presented persuasive argument well. Whilst standards in Key Stage 2 are good, the slight decline in comparison with Key Stage 1 is a product of the greater pupil mobility and the higher proportion of boys in the key stage.
84. The overall quality of teaching is good. It is very good in Key Stage 1 and good in Key Stage 2. In lessons the quality of teaching ranges from satisfactory to very good. This makes a positive impact upon standards of work achieved and pupils' attitudes and behaviour. Teachers now have a good knowledge and understanding of teaching literacy and plan carefully within the National Literacy Strategy. Basic skills, such as phonics, are taught effectively.
85. In Key Stage 1, 60 per cent of the teaching observed during the inspection was very good. Teachers have high expectations of work and behaviour. They use very good questioning skills and well organised resources. The impact of this upon learning enables pupils to make very good progress and achieve the objectives set within the time given. In Key Stage 2, a quarter of the teaching is very good. The remainder divides equally between good and satisfactory. The features of more successful teaching include good questioning skills, good lesson pace, high expectations and successful plenary sessions

which capture learning effectively. Particularly good teaching successfully challenged pupils' thinking, for example in a lesson on sentence analysis.

86. Overall, the impact of good teaching ensures that pupils make good progress in both key stages. They respond with good behaviour, positive attitudes to learning and a willingness to participate actively in discussion and group work.
87. This area of the curriculum plays an important part in supporting the standards achieved elsewhere. The quality of leadership is good and provides strong support for all staff in the successful implementation of the National Literacy Strategy. The effective partnership between classroom teachers and support staff ensures that pupils with special educational needs and those for whom English is an additional language are well catered for and they make good progress. Curricular provision is very good. The curriculum is carefully planned, draws upon a wide range of resources and promotes imaginative teaching. Assessment is thorough and used effectively on most occasions. The substantial contribution of drama provides a richness which particularly promotes speaking and listening. All pupils benefit from this broad, good quality provision.
88. There are, however, a number of areas for development. In a minority of the ability sets, particularly in Year 3, expectations are not high enough and questioning is not sufficiently matched to different pupils' ability. Strategies for pupil management are inconsistent in Key Stage 2. Information and communication technology is under utilised and homework is inconsistent. Since the last inspection, however, standards have risen, the overall quality of teaching has improved and the curriculum is better organised and broader.

MATHEMATICS

89. Results in the national tests in 1999 showed that overall attainment was well above the national average in Key Stage 1 and above the national average at the end of Key Stage 2. During the inspection, scrutiny of pupils' work and lesson observations indicate that this year the upward trend is being maintained. Attainment in Key Stage 1 is judged to be well above national averages and attainment in Key Stage 2 is judged to be above national averages. Standards have improved since the last inspection.
90. Attainment of pupils of average ability is broadly in line with the national average throughout the school. However, the number of pupils reaching higher levels is well above the national average at the end of Key Stage 1 and above average at the end of Key Stage 2. Girls' attainment is better than that of the boys. The school is closely monitoring this aspect. The level of pupil mobility contributes to this difference. There is no difference in attainment in the different areas of the mathematics curriculum. Due emphasis is given to developing pupils' numeracy skills and understanding.
91. At the end of Key Stage 1, pupils discuss their work using mathematical vocabulary such as 'line of symmetry' correctly. They are using mathematical symbols appropriately, for example, addition and subtraction signs. They recognise sequences such as odds and evens, and identify half of numbers such as 50, 80 and 100 confidently. They recognise plane shapes such as square, circle and rectangle and know their properties. They are beginning to record their findings in tables and diagrams such as a chart of weather changes. They count in their heads confidently in fives and tens, nines and elevens, forwards and backwards. They accurately tell the time using analogue and digital clocks, identify the lines of symmetry of simple mathematical shapes, and demonstrate an understanding of measuring in litres. Average attaining pupils understand tens and units and find the fewest coins needed to make an amount up to one pound. Higher attaining pupils work to sums reaching five pounds, and know the names and properties of common plane and three-dimensional shapes such as cylinders, cuboids and spheres.

92. At the end of Key Stage 2 pupils are correctly working with numbers up to 100,000 and with fractions, decimals and percentages. Higher attaining pupils are calculating the cost of posting parcels of varying weights, and count forwards and backwards confidently using their knowledge of decimals. Pupils attaining average standards calculate the perimeter and area of irregular shapes.
93. Numeracy skills are good in both key stages. In most classes skills in mental calculation are being practised in 'warm-up' sessions at the beginning of mathematics lessons, but on occasion these are insufficiently challenging. Good use is being developed of these skills in other subjects. For example, using measurement accurately in design and technology, and using graphs to record findings in science and environmental education.
94. The last inspection called for the need to emphasis the using and applying aspect of mathematics and the school is responding to this request well. For example, Year 6 pupils are studying leaflets provided by the postal service to calculate the cost of posting packages of varying weights.
95. Teaching is good overall. In Key Stage 1, teaching is good or very good. In Key Stage 2, teaching ranges from excellent to unsatisfactory, but most teaching is good or very good. Where teaching is judged to be very good or excellent it is characterised by the following features: very good pupil management, high expectations, very good lesson planning and subject knowledge, very good pace in lessons and very good questioning skills demonstrated by teachers. Marking is thorough, and often includes helpful remarks. On-going assessment of pupils' achievement during lessons is a good feature of the best lessons, with teachers moving around from group to group, inter-acting and assisting as needs arise. Less successful teaching is due to a slack pace in lessons, expectations which are not high enough to challenge pupils, and a lack of dynamic intervention and lively questioning during lessons to move pupils' learning forwards. Unsatisfactory teaching is due to inadequate planning, poor pupil management and low expectations of what the pupils can achieve.
96. Pupils' attitudes to mathematics are usually very good. When the teaching is good or better, it has considerable impact upon pupils' attitudes and progress. For instance, pupils show enjoyment of mathematics, behave very well and concentrate hard in their lessons. They are eager to participate, show interest and are confident in articulating how they reach their answers. Most pupils persevere well and sustain considerable effort when working at their tasks. When teaching is excellent, pupils work their hardest to achieve the objectives being set, rising to the challenge with enthusiasm and eagerness. The majority of pupils greatly enjoy their mathematics lessons. They work hard at their tasks, concentrate well and show interest in their work. When required they work together well, co-operating and sharing resources and ideas sensibly and constructively.
97. In Key Stage 1 pupils are making good or very good progress in mathematics lessons when teaching is dynamic and purposeful. They consolidate previous learning, practising skills and confirming knowledge and understanding, for example, when telling the time or investigating symmetry. In Key Stage 2 pupils make particularly good progress when their tasks are challenging and when teachers have high expectations of them, for instance when converting at speed in their heads fractions to decimals and percentages and vice versa. In some lessons the teachers' enthusiastic adoption of the National Numeracy Strategy is increasing pupils' mental agility and helping to raise standards, for example, when they are required to count in threes forwards and backwards at speed from memory.

98. The mathematical curriculum is broad and balanced. There are many displays around school featuring mathematics. For example, there are graphs and charts describing a survey of the newspapers read at home, and a booklet of data recording an intensive survey into the various amounts of waste produced by different parts of the school. Pupils analyse data confidently such as when they identified that boys' cloakrooms produced more paper waste than girls' cloakrooms. The school is implementing the National Numeracy Strategy well although staff training is as yet incomplete. The very experienced co-ordinators have worked hard to introduce the strategy to the staff and to promote its implementation. There is a good policy and scheme of work in place to support staff in their planning, and staff are using the strategy well to plan their three part lessons. Where appropriate, teachers are including the use of information and communication technology in maths lessons, for example, pupils compose addition and subtraction problems in pounds and pence using the mouse and keyboard confidently. In Key Stage 2 pupils are set for their mathematics lessons, making it easier to plan appropriate tasks. The pupils within the sets are not always being fully challenged, but there is good support for pupils with special educational needs or for those with English as an additional language. There are good systems for monitoring planning, and some appraisal of classroom practice, and for tracking pupils' progress. These features of the school, together with the good teaching and assessment procedures, are major contributing factors to the high standards.

SCIENCE

99. Inspection findings show that attainment in science is above national expectations at the end of Key Stage 1, and in line at the end of Key Stage 2. The proportion of pupils attaining Level 3 at Key Stage 1 is above expectations. Standards in all aspects of the subject are broadly similar. There are no significant variations in attainment with regard to any area of scientific knowledge and understanding. These findings show an improvement at Key Stage 1 since the last inspection, when standards of achievement were broadly in line with national expectations. Standards have improved from last year in Key Stage 2 as the expected proportion of pupils are now attaining average levels. Attainment in science does not match English and mathematics as the school has been concentrating on raising standards through the literacy and numeracy strategies. However, a new scheme of work has been introduced that is having a positive impact on standards.
100. The most recent National Curriculum test results showed that attainment at the end of Key Stage 2 was below average at Level 4 and above. It was above average at Level 5. The trend over the last few years has been to broadly match the national averages each year, after a marked improvement between 1996 and 1997. Inspection findings show an improvement at Level 4 and above. At the end of Key Stage 1 the teacher assessments show the number of pupils attaining Level 2 or above and Level 3 to be well above the average for both the national average and for similar schools.
101. By the end of Key Stage 1 pupils know about the physical phenomenon of reflection, and can compare the effects of moving mirrors. They investigate the effects of looking at themselves in convex and concave mirrors, and can describe their observations using correct scientific language.
102. By the time they reach the end of Key Stage 2 pupils know that different solids dissolve until the solution becomes saturated. They understand how to make a hypothesis, and have some grasp of how to control variables and why it is important to do so. Some pupils are also able to appreciate the similarities and differences between the life-cycles of animals and plants.

103. The school has worked hard to improve the teaching of experimental and investigative science, and this work is having a positive effect. The investigative approach is not yet fully embedded in work across all the areas of the science curriculum. The school has considered several ways of developing its grounds as a resource for the teaching of science. The potential for the development of wildlife and other areas is at present under-exploited. The use of information and communication technology in the subject is underdeveloped at present. Opportunities are generally missed in using information and communication technology to support and extend activities. However, there are very good examples of the use of data to record investigations. For example, in Year 4 pupils produce bar and pie charts to record the differences in the amount of paper used in different parts of the school.
104. Overall, throughout the school the teaching of science is good. Teachers at both key stages present their pupils with interesting, often exciting, activities, and their enthusiasm builds positive attitudes to science throughout the school. They plan and organise the work in such a way that pupils of all abilities are given appropriate activities to challenge them and extend their learning. Pupils with special educational needs are given appropriate work and are supported well both by their class teachers and by well-directed support staff, so as to participate fully in the work of the class.
105. Teachers use correct scientific language in a systematic way so as to enhance pupils' language skills. This work makes a positive contribution to the basic literacy skills of all pupils. By recording the results of their investigations in the form of graphs and tables pupils also develop their basic numeracy skills. In the majority of lessons observed pupils are very well managed and behaviour is good. Teachers assess pupils' work effectively and appropriate records are kept.
106. The combination of good teaching and good class management ensures that pupils' learning is good at all stages as they move through the school. Because they are presented with interesting work, which is well matched to their needs and abilities, pupils acquire skills, knowledge and understanding well at all stages. They concentrate very well, show interest and enthusiasm for what they are doing, and learn to work independently when given opportunities. Because they are well motivated, pupils show very good intellectual, physical and creative effort in their work, and a good pace of work is maintained. Pupils with special educational needs and those for whom English is an additional language are effectively supported so that they also learn well.
107. The subject is well co-ordinated and managed. The co-ordinators have run staff training activities on forces, electricity and materials which has improved the level of teachers' expertise and has had a positive impact on raising standards in Key Stage 2. Resources are well organised and readily accessible.

ART

108. Attainment at the end of both key stages is above expectations. Progress is good throughout the school. The school is alive with bright displays of pupils' work in art depicting the good progress of pupils throughout the school. Pupils develop basic skills in line drawing, colour mixing, various forms of collage and textile work from an early stage. They study an increasingly wide range of well-known artists and apply the techniques and skills they observe to their own work. Since the last inspection the co-ordinator has taken effective action to promote art, for example, by establishing an art gallery in the school corridor for the whole school to use.
109. Teachers' planning is good. They focus well on teaching particular techniques. The depth of the subject knowledge enabled Year 6 pupils to develop their skills in

perspective by working on preliminary sketches of pictures with two vanishing points. Pupils practise their skills, guided and encouraged effectively by the understanding and skill of their teacher. They use pencils well for line drawing and shading, and their efforts are appraised and their progress closely monitored by the teacher. Strong encouragement and praise provides pupils with confidence to tackle this difficult concept and others connected with observation drawing. For example, in Year 5, pupils have successfully persevered in observational drawing of their own hands. In Year 2 pupils have studied how paper and card can be folded, crumpled and pleated to create different effects. They transfer their knowledge and understanding to new tasks producing innovative and exciting portraits of aliens with thin wavy twisting antennae and spindly fragile legs. There is good teaching that is characterised by clear objectives, very good modelling and explanations, and good pace. Teachers appreciate and value pupils' efforts and successes in art. They mount pupils' work with care, and design imaginative displays in their classrooms and in the corridors. This work is accompanied by labels and explanations to provoke thought and to focus the attention of the onlooker. Three-dimensional items such as Anglo-Saxon pieces of jewellery in clay are displayed particularly well.

110. Skills in art are used by all year groups to good effect in other areas of the curriculum. For example, in science pupils draw carefully to record the plans for their projects such as holiday homes for worms. In design technology pupils draw on their skills in pencil and line drawing in the construction designs for vehicles for teddy bears. In literacy, art skills are used to illustrate text appropriately, for instance, in books containing the 'Nutcracker' story, and in topic books about the Aztecs. In religious education pupils carefully draw a church and a mosque. History studies of the Ancient Greeks are enhanced by constructing a large colourful mural of Greek gods such as Zeus and Athene, whilst studies of the Aztec civilisation are enriched by making typical head-dresses with feathers and beads. Art skills are used precisely and effectively in a whole-school mathematics' display showing graphs and number lines; accurate drawing and colouring are both used well to enliven data about favourite ways to travel.
111. Numeracy skills are included in planning and discussion in art lessons. For example, when talking about perspective pupils have the opportunity to recall their mathematics' lessons when using vocabulary such as vertical, horizontal and parallel. They develop their awareness of shape, scale and space when, for instance, they plan their design projects or as they draw their own hands in practising their close observational skills. However, literacy links, and the contribution of information and communication technology, are less clear. However, pupils' response to art is very positive. They experience a wide range of techniques and are given many opportunities to link their skills with other subjects.
112. Strong enthusiastic leadership by the co-ordinators and other staff have provided a clear vision for art in the school. The documentation supports teachers in the planning of art skills as a series of steps to be learnt. Provision includes cross-curricular links. There is good equality of access for both boys and girls, as well as for pupils with special educational needs and those for whom English is an additional language. A useful portfolio of annotated pupils' work is being established, and there are plans to make a record of pupils' work and of displays through the use of the school's digital camera. The high quality of art work in the drama productions - scenery, costume and props - is a strength, and results in some unusual teaching resources. For example, a giant moon used in a production is now imaginatively put to very good use as a lunar landscape play station for Year 2 pupils.

DESIGN AND TECHNOLOGY

113. No lessons were inspected in Key Stage 2. Judgements are made from discussions with current pupils, a Year 7 pupil, from scrutiny of work both past and present and from discussions with teachers. Standards at the end of Key Stage 1 are above national expectations and by the end of Key Stage 2 standards are well above the level expected for 11 year olds. Pupils with special educational needs and who speak English as an additional language make very good progress.
114. By the end of Key Stage 1 pupils have a good understanding of the design process. They regularly have opportunities to use their designs for making a range of interesting objects. They have a good understanding of different joining techniques as they are given tasks to develop these skills. For example, they joined paper astronauts together using seven different methods including different glues, staples, sellotape and string.
115. By the end of Key Stage 2 pupils have a very good understanding of the subject because they have had regular, well structured tasks to develop their skills. Pupils are skilled at producing plans. They produce sequences to show the order of all the tasks in making the objects. For example, in Year 4 pupils produce six steps in producing a holiday home for a worm. Pupils use measuring well to produce accurate objects as when they produced machines to lift an egg. They have a good understanding of mechanisms such as levers and pulleys as they include these features in their structures. By the end of Year 6 pupils have a good understanding of the situations where the designs will function. For example, they all planned and produced stalls at the summer fayre by carrying out market research and adapting their ideas accordingly. Progress of pupils with special educational needs and who speak English as an additional language is very good as a result of the very good quality support they receive from classroom assistants and parents.
116. Teaching is very good in both key stages. Teachers have good subject knowledge as they have received clear guidance from the co-ordinator. They ensure that the planning aspect of the subject is carefully combined with the making. They plan the work carefully to develop skills and understanding which leads to consistent progress through the school. Teachers provide very exciting projects that capture pupils' imagination and result in a very good rate of productivity. For example, pupils make Anglo Saxon bread in Year 3 with everyone eating the product. There are high expectations for both technical and written work which leads to very good progress during the projects. For example, pupils in Year 5 produced very good quality racing vehicles with drinks cans as the wheels. They were very enthusiastic about their work and were proud to use finishing techniques to reinforce their individuality. Teachers use display well to celebrate pupils' work. They include effective ways of displaying the three-dimensional objects alongside the two-dimensional planning.
117. Teachers provide good quality evaluation and testing contexts for pupils. For example, in Year 6 pupils evaluate the success of the designs for their summer fayre stalls by the popularity of the stall. In Key Stage 1 teachers make very good use of learning support, classroom assistants and additional adults. These adults are very carefully briefed about the learning objectives and support individuals very well. For example, in Year 1 the classroom assistant gave each pupil time to consult their plans in order to decide what they should do next. This leads to very good levels of concentration. Teachers use discipline very effectively in Key Stage 1 which produces high standards of behaviour in lessons. Social development is promoted well throughout the school as pupils are expected to work in groups and to co-operate with each other to overcome difficulties. Homework is inconsistent across the key stage. There is outstanding homework in Year 4. These pupils are given extremely interesting tasks to carry out which extends their literacy and science skills very effectively. They produce both plans and objects with a

wide range of interesting responses. All their work is valued and used in very good quality displays to celebrate pupils' efforts.

118. Literacy is developed very well through this subject as pupils regularly write within the planning process. This is particularly good in Year 6 where pupils develop formal skills in persuasive letter writing when they produce letters to local businesses to find prizes for their stalls in the summer fayre. Numeracy is developed well as pupils are required to measure accurately when producing their models. Economic awareness is also developed well as pupils analyse the financial outcomes of their stalls at the fayre. Opportunities for using information and communication technology are missed both in developing word processing or data handling skills.
119. The co-ordinator is effective. He supports teachers in understanding the practical elements of the subject and ensures that each teacher has suitable resources and tools. There has been very good improvement since the previous inspection where standards were in line with national expectations.

GEOGRAPHY

120. Standards of attainment in geography are in line with age related expectations for pupils in Key Stage 1 and Key Stage 2. This is a clear improvement since the last inspection throughout the school.
121. In Key Stage 1 pupils know how to record features on a map. They colour code buildings, roads and rivers accurately. They match key words to simple illustrations, for example, for bridges and churches. Pupils are able to extract appropriate information from a chart and transfer it into a circular model of the four seasons. They distinguish the basic characteristics of seasons, knowing that temperature varies throughout the year and can describe the effects of sunshine and snowfall upon human activity. Pupils recognise that differing forms of transport are best suited to particular environments. For example, they know that aeroplanes use the sky, ships the oceans and lorries the roads. Through this work they begin to develop a widening subject vocabulary and acquire appropriate skills in organising and recording information. Their overall geographical understanding is developed well where they write and illustrate a visit to Jodrell Bank.
122. In Key Stage 2, pupils consolidate their learning effectively, through a range of appropriate activities. They recognise the location of different countries, for example, Greece, Turkey and Italy, commenting appropriately upon their climate and local products. Pupils develop their mapping skills. They become familiar with different maps and demonstrate a sound understanding of their use. For example, they correctly outline the purpose of a town street map and an ordnance survey map. Pupils know the importance of scale and symbol and recognise their role in representing information. Pupils' work on the St. Lucia topic indicates they have a sound understanding of the factors which attract tourists to the island. They assess the merits of these and make valid comparisons between the different geographical features. A number of pupils demonstrate higher levels of attainment in class where they debate the importance to the island of its infrastructure and climate. Pupils' wider geographical knowledge is developed effectively through residential visits, for example to Hawkshead and London.
123. Overall the teaching of geography is good in both key stages. In Key Stage 1, lessons are planned carefully and appropriately resourced. Objectives are appropriately matched to ability and teachers have a secure knowledge and understanding of the subject. This enables pupils to make progress at a satisfactory rate and develop new skills. They are well motivated and respond positively through good behaviour and sensible collaboration in group work.

124. In Key Stage 2 the standard of teaching is good overall, with examples of very good teaching in Year 6. Here, good subject knowledge, positive relationships and skilful questions provide a stimulating environment to which pupils respond effectively. Plentiful opportunities are provided for discussion and thinking. This promotes learning well. Elsewhere, secure teaching is ensured by thorough planning, a good use of resources and clear objectives. This good teaching would be further enhanced by developing pupils' skills in group discussion and promoting a greater variety of tasks which are more carefully matched to differing abilities. Pupils demonstrate positive attitudes and behaviour as a result of the good relationships which exist between them and their teachers.
125. The co-ordinator provides good leadership and has carefully maintained a strong curriculum which is enhanced by educational visits. Standards have risen since the last inspection and resources are much improved. Pupils with special educational needs and those with English as an additional language receive good support. The emphasis on developing a subject vocabulary and upon measurement helps promote literacy and numeracy. The use of information and communication technology is underdeveloped and the setting of homework is inconsistent.

HISTORY

126. Standards of attainment in both key stages are above national expectations. This reflects good improvement since the last inspection when standards were judged to be in line with national expectations
127. At the end of Key Stage 1 pupils have a good understanding of the changes that have taken place in people's lives over the recent past. They are developing a clear concept of how time passes through the use of timelines. Year 2 pupils know the key events in the development of space travel and can place them in the correct sequence. They make good use of historical sources and artefacts and are developing research skills. They gather information using reference books, by interviewing people and from newspapers.
128. By the end of Key Stage 2, pupils have developed a good knowledge base about the past and have well developed investigative skills. They are familiar with many aspects of the culture of ancient Greece and the effects on their own cultural heritage as a result of the Roman invasions. In their study of World War Two they show a good understanding of cause and effect, particularly with regard to the plight of evacuees. By the time they are in Year 6, pupils organise their research findings clearly and systematically. Their project work on the Aztecs includes a contents page and a bibliography and some folders reflect standards well above national expectations.
129. It was not possible to observe any direct teaching in Key Stage 1 during the inspection. Judgements are based upon a scrutiny of pupils' work and teachers' planning, as well as discussions with pupils and teachers. The quality of teaching in Key Stage 2 is good and no unsatisfactory teaching was seen.
130. The way in which the subject is taught throughout the school and in most lessons provides good opportunities for the development of research, investigative and recording skills. This represents a good improvement since the last inspection. Teachers present topics in a lively and imaginative way which captures the imagination and curiosity of pupils. For example, in Year 4 pupils produce cave paintings on the school corridors. There are high expectations of behaviour and intellectual effort, and emphasis on the correct use of research skills. This has a positive impact on pupils' attitude to the subject. It contributes to the good progress of all pupils, including those with special educational

needs or for whom English is an additional language. All pupils behave very well and take great pride in their work, which is often very well presented. For example, in a Year 4 lesson on ancient Greece, the teacher used skilful questioning to focus pupils' attention and had high expectations of the quality of their work. The class responded by adopting an academic approach to their work which was reflected in very good progress. Teaching is only occasionally less successful where it is too prescriptive so that the same information is recorded by the whole class, regardless of ability.

131. Information and communication technology is used in some lessons to assist pupils in their research. Appropriate software is made available but progress is limited by pupils' lack of experience and confidence on computers. Teachers encourage older pupils to make use of home computers as a source for gathering evidence in topic work. Teaching in the subject makes a good contribution to the development of literacy skills. It promotes good progress in the use of reference material and the use of extended writing to record findings. It also develops speaking and listening, particularly where pupils are asked to debate historical issues.
132. The co-ordinators are enthusiastic and knowledgeable and lead the subject very well. Since the last inspection, they have introduced a new scheme of work and closely monitors its use. Topics are well planned and supported by visitors to the school and visits to places of interest. Provision includes residential visits for pupils in Years 4, 5 and 6. Every class from Year 1 benefits from an annual visit to a museum or historical site. These are strengths of the subject and have a considerable positive impact on learning. There has been good improvement in leadership and management since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Standards in information and communication technology are in line with national expectations by the end of Key Stage 1 but below expectations by the end of Key Stage 2. This represents a decline in standards at Key Stage 2 since the previous inspection. The school has improved the quality of their hardware and software over the recent year and the rate of progress made by pupils in lessons through the school is now satisfactory. However, from Year 4 pupils have not yet experienced sufficient time on computers or the full breadth of the curriculum to raise standards to the expected level.
134. By the end of Key Stage 1 pupils use the computer confidently. They understand that information and communication technology can be used to communicate messages and can be altered easily. They use the keyboard and mouse confidently. For example, they change the font, colour and size of words in order to produce a bookmark. Pupils use graphics programs with confidence and understand how to move between menus in order to select different options. They produce individual responses to programs by selecting different combinations of effects. For example, they produce different pictures using the paint program. They understand that different parts of the computer have different functions as they complete worksheets regularly covering this learning. Pupils have a good understanding of how to use a camera as the skills are covered thoroughly in a special project.
135. By the end of Key Stage 2 pupils have not reached the expected levels in any of the aspects of the information and communication technology curriculum. Pupils identify at least three different ways that a piece of text can be enhanced to improve presentation. However, they do not have the skills to combine text with graphics or sound. They have simple skills of presenting data in bar or pie charts but cannot interrogate stored information. The school has recently purchased programs to develop understanding and

skills in control. However, pupils have not yet used this software. Pupils have had some experience of modelling programs but not systematically through this key stage.

136. In Key Stage 1 teaching is satisfactory. Teachers build upon the good foundations built in the under-fives to extend the pupils' understanding. Pupils make steady progress as they have regular opportunities to develop their skills. For example, they work on programs within the Literacy Hour related to the English content of the lesson and then use different programs during the afternoons. Teachers use additional adults very effectively to support pupils on the computer. The adults have a clear understanding of the learning to be covered and support individuals effectively by asking questions to extend their understanding. For example, in Year 2 a parent demonstrated the program carefully and then supported individuals as they carried out the different parts of the work. Planning is clear and has well focussed learning objectives. For example, in sessions on photographing there were three very well defined targets for learning.
137. In Key Stage 2 teaching is satisfactory with some very good features in Year 4. Progress in lessons is satisfactory and very good in Year 4 where a fast pace is set. Teachers have not taught the full information and communication technology curriculum in the past which has resulted in standards lower than expected. However, the scheme of work is now being implemented and the planning for the new computer suite outlines clear developments to raise standards. Where the teaching is very good the lesson is organised very effectively. These lessons include a combination of carefully sequenced short tasks, punctuated by very clear explanations, and resumes of the learning. For example, pupils were required to highlight different font styles and sizes, compare their effectiveness and identify their correct names. In the very good teaching, pupils' ideas are used very effectively to take the whole class learning forward. For example, an individual suggested a way of identifying fonts, which was then shared with the whole class. This teaching has a very fast pace and is combined very effectively with target setting and identification of the amount of time to carry out a task. This produces a very good rate of productivity from all the pupils as they rise to the high expectations.
138. Teachers generally use information and communication technology well across different subjects. For example, in Year 3 pupils combined learning about orientation of shapes and changing colours using computers with learning about Viking art and design. In Year 4 teachers use data handling well in recording the amount of paper collected from each part of the school in their recycling project. These strategies develop very good attitudes by pupils to their work as they understand the purpose of developing information and communication technology skills. In some subjects teachers miss opportunities to extend learning through information and communication technology. For example, in science pupils rarely use computers to record their findings either in words or graphs. Most teachers do not have sufficient subject knowledge across all the strands of information and communication technology. The school has already identified this shortfall and has clear plans to improve this deficiency.
139. Across the school teachers use a range of different organisational strategies with varying levels of success. The most effective methods include the whole class teaching where pupils all receive the same content and have clear instructions for carrying out the work. In the least effective organisation the teacher repeats the instructions to each pair of pupils as they begin their work. This is a waste of the teacher's time. Teachers generally organise pupils well to take their turn on computers. However, they do not have simple recording sheets beside computers for pupils to indicate their completion of the task. Pupils are organised predominantly in pairs at the computer which develops their social skills very effectively. Personal relationships are very good with pupils waiting their turn patiently and encouraging their partner. Teachers are beginning to use assessment well.

For example, the co-ordinator began her lesson effectively by referring to the pupils' self-assessment which focussed their attention on their own progress. The school has effective plans to combine the use of the computer suite with the new computers in classrooms.

140. In Year 4 pupils are given very good opportunities to teach each other simple skills. For example, a pupil explained to several different pairs of pupils very patiently and clearly how to use the menu to choose different styles of fonts. Most teachers use information and communication technology to develop literacy well. For example, in Year 6 a teacher used a poem very effectively to identify the shortcomings of the spellchecker. However, opportunities are not provided to draft work directly onto the computer and produce extended writing. Teachers do not provide guidelines beside computers to support independent learning.
141. Standards of display are inconsistent. There are few displays devoted to information and communication technology. However, there are some very good quality displays which give pupils clear guidance of following through different skills. For example, in Year 5 a display outlines how to use a spreadsheet step by step. Some teachers miss opportunities to display examples of information and communication technology work that has been carried out in other subjects.
142. A new scheme of work has been introduced that has given clearer guidance for developing skills systematically throughout the school. However, this has yet to take effect and at present there is considerable duplication of work as teachers recover lost ground from previous years. There is a good quality recording system for pupils' work. All teachers are following this system which provides a clear basis for monitoring pupils' development. These records are all kept carefully and pupils take a pride in recording their work. However, teachers use different styles and formats in these folders. The school has identified these inconsistencies and plans to rationalise the differences. A portfolio of pupils' work is in its early stages and does not yet offer sufficient benchmarks for standards across the school.

MUSIC

143. Standards in music have risen since the last inspection. Pupils make good progress in both key stages. They make very good progress in Key Stage 2 when taught by the peripatetic teacher. Pupils with special educational needs and for whom English is an additional language also make good progress. This is a considerable improvement since the last inspection when overall standards of achievement were described as at least sound and learning was said to be variable.
144. By the end of Key Stage 1, pupils are beginning to sing in tune, memorising the songs of words about a bushy-tailed fox and a shy little mouse creeping or scampering about their nocturnal adventures. They choose appropriate instruments to accompany the words, for instance using their finger-tips or fingernails on tambours and tambourines to portray the little mouse's movements. They know and use the correct musical terms of pitch and tempo, and are beginning to distinguish different tempi, matching their rhythms appropriately to the slow creeping of the fox or the fast scampers of the mouse. They recall the names of instruments and have a good understanding of the element of dynamics. For example, they use effective words like 'jolly' and 'happy' to describe their feelings after listening to 'Jupiter'. They accurately pass clapped rhythms from one to another. All pupils, including those with special educational needs and those for whom English is an additional language, are making good progress.

145. In Key Stage 2 attainment is above expectations. All pupils develop singing and listening skills effectively. In Year 3 pupils confidently read and play increasingly more complex rhythm patterns. They are learning to read standard notation accurately and are skilfully observing rests. They are building on previous learning and distinguish different tempi confidently by tapping on their knees as they illustrate the movements of the hare or the tortoise in the fable. They take turns being the leader in using their hands, shoulders knees or arms in response to pre-recorded music; the majority show a strong sense of pulse, moving strictly in time to the regular beat. In Year 4 pupils' ingenuity in leading the class shows a very clear understanding of pulse, as they develop more complex rhythm patterns involving clapping before and behind their bodies. They confidently respond and accurately read increasingly difficult rhythm patterns, observing correctly rest signs with appropriate silences. In Year 6 their skills in composition are put to good use. For example, they decide which instruments to use for various characters in 'Peter and the Wolf'. Pupils with special educational needs and those who speak English as an additional language make good progress.
146. Pupils' attitudes to music are very good. They work hard at their tasks and listen attentively to others, and to instructions. They are keen to offer their opinions, and confidently appraise their own and the work of others, such as Saint-Saëns' interpretation of the tortoise in his music. When working in groups, they co-operate well, take turns and handle instruments with due care. Their literacy skills are used well In Key Stage 1 when they record their feelings after listening to a recording or as they recount the story of going on a bear hunt. Numeracy skills are developed well in music lessons as pupils recognise patterns and gain an understanding of the use of time and pulse when playing, singing and listening.
147. Teaching is very good overall. In Key Stage 1, teachers prepare their lessons extremely well and transmit their enthusiasm and enjoyment of music to their classes. They are skilful in linking music with other areas of the curriculum. For instance, the pupils considered how the bear felt when the family had rushed away in fright, and in a class assembly pupils sing 'Happy Birthday' in Dutch as well as English. In Key Stage 2 some aspects of teaching are excellent. The specialist teacher has excellent subject knowledge. Teachers make very good use of a range of resources such as labels, posters, recordings and CD-players which hold pupils' attention. Resources are very well organised and prepared. All lessons have very good pace and are made interesting. They are well structured and involve both listening and performing activities. There is a strong sense of purpose in lessons. Even so, teachers have highly developed assessment skills enabling them to appraise the achievements of the class and adjust the next step accordingly. The music policy and scheme of work both provide very useful support for all teachers in their planning of the subject to ensure pupils receive a broad and balanced curriculum.
148. Although listening opportunities are provided regularly, for example in assemblies, teachers do not always seize these occasions to enrich pupils' knowledge and understanding of the music being played. Although seated in absolute silence and paying close attention, the pupils remain unaware of the composer, the title or the instruments being heard, nor are they told when the music was written or what it depicted.
149. An outstanding feature of the school's music is the annual presentation by various year groups of drama productions in which singing, both in unison and solos, and movement abound. The standard of performance in these productions is very high. Pupils animatedly describe these experiences, clearly enjoy these productions, work very hard, and rightly take pride in their achievement.

150. The new co-ordinators have already achieved much in the short time of their tenure. They have organised the music room and its resources and it now provides a very good base for music activities. Their own musical expertise is considerable and their dynamic joint determination to develop music still further is apparent in their plans and targets for the future. They are well supported in their aims by the expertise of other members of staff and the significant contribution made by the peripatetic teacher. Opportunities for regular in-service training in Key Stage 2 have a significant impact on standards as teachers work alongside the peripatetic specialist.

PHYSICAL EDUCATION

151. At the last inspection standards at the ends of both key stages were judged to be broadly in line with expectations. Attainment is now above expectations at both key stages. Attainment in swimming is in line with expectations. The school's provision has improved, and pupils learn well throughout the school as a result of effective teaching. As they move through the school pupils are given worthwhile experiences in physical education. The school's schemes of work ensure that there is good attention to all areas of the curriculum, and examples of swimming, games, gymnastics and dance were seen during the inspection. The physical education curriculum also makes worthwhile contributions to pupils' personal development. Pupils, including those with special educational needs, build successfully on their previous learning to improve performance. They make good progress throughout the school. Girls and boys show equal enthusiasm for the subject, and work well together without self-consciousness at all stages.
152. By the end of Key Stage 1 pupils show increased confidence and improve the co-ordination of their movements. They travel in a variety of ways and show an awareness of space. In dance they show excellent response to music, and explore feelings, mood and characters very well. As they move through Key Stage 2 pupils learn to work well alone, with a partner, and in groups and teams. They learn the skills of team games, including good development of lacrosse. They have a good awareness of safety when working on apparatus or outside. They acquire and develop their skills, for instance, in rolling and travelling, using both hands and feet, and practise, adapt and improve through performance. In dance they use a good range of body movements, considering shape, speed and direction. They consider the continuity of their movements, and use their dance to express ideas, interpreting the mood of music well.
153. Pupils' response to physical education is very good throughout the school. They enjoy the activities, participate with enthusiasm and behave very well. They develop their responsibility and self-control and they learn to participate with a sense of fair play. When given opportunities, pupils comment thoughtfully on their own and others' performances, but in a few lessons seen during the inspection opportunities for discussion of performance were not fully exploited. Pupils generally appreciate each other's efforts and often respond with spontaneous applause when watching the performance of others.
154. The quality of teaching is good at all stages. There is good attention to all areas of the curriculum, and teachers communicate their own enthusiasm and interest to their pupils. There are very good standards of class control, both during lessons and also during the movement from classroom to hall or field. Teachers demonstrate good subject knowledge. The teaching of swimming is effective. In physical education lessons, as a whole, teachers show high expectations, and time and resources are well used.
155. The subject is effectively co-ordinated. The co-ordinator is very well qualified and promotes the subject effectively by supporting all staff to develop their expertise. He is a good role model for pupils. The school's resources for physical education are well organised and used effectively. For example, the opportunity for pupils to develop

climbing skills in the high quality area in the playground systematically raises standards. Outdoor and adventurous activities are included in residential visits during Key Stage 2. The school provides a range of extra-curricular sporting activities, but both the range of the activities and the number of pupils involved at present are small given the size of the school. Planning for the development of games skills at lunch times is good. It develops both physical development in ball handling skills and team work. It also provides very good opportunities for personal development as pupils are expected to organise themselves and adhere to the rules.

RELIGIOUS EDUCATION

156. Pupils' attainment in religious education is line with the expectations of the locally agreed syllabus for Stockport in both key stages. This reflects the findings of the previous inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress.
157. At Key Stage 1, the youngest pupils are given opportunities to explore and record their own feelings. They explain what makes them feel sad or disappointed and suggest ways in which they would make people happy. They know about events in the life of Jesus, particularly during his childhood. Year 2 pupils know a number of stories from the New Testament and understand that accounts of the miracles performed by Jesus are 'faith' stories. They discuss customs and practices in Judaism and Hinduism and recognise a number of similarities and differences.
158. In Key Stage 2, pupils gain further knowledge and insight into the origin of Christian values. Year 5 pupils have a clear understanding that the Ten Commandments come from the Old Testament. They fully appreciate their relevance to their own lives and paraphrase them in modern terms. Pupils in Year 6 successfully explore more complex issues in their study of Judaism, Hinduism and Christianity. They recognise and discuss confidently the nature of loyalty and friendship through, for example, the Hindu story of Ramayana. Pupils throughout the key stage clearly respect the values and beliefs embodied in the various faiths. For example, they enjoyed singing the words of Hebrew songs in assembly and showed clear empathy with the plight of Jews in the Holocaust.
159. It was only possible to see one lesson in Key Stage 1 during the inspection. In the lesson seen, the quality of teaching and learning was satisfactory. Judgements are based on scrutiny of pupils' work and teachers' planning, along with discussions with pupils and teachers. These indicate that teachers in Key Stage 1 have a good understanding of what is required by the locally agreed syllabus. They plan imaginative lessons across the range of topics in the scheme of work. These usually include opportunities to discuss the moral issues contained in the stories and customs covered. Teaching in lessons is very well supported by the themes covered in carefully planned class and key stage assemblies. These have a positive impact on pupils' ability and willingness to consider the effect of their actions on others.
160. Teaching in Key Stage 2 is good overall and there was no unsatisfactory teaching. A good feature of most lessons is the good relationships which teachers establish with pupils. This has a positive effect on pupils' response to the subject and on the progress they make. They enjoy frank discussion, take a responsible attitude to the issues raised and respect the views of others. In a Year 6 lesson, for example, the teacher established an intimate atmosphere for discussion. Consequently, the whole class made good progress in understanding that religious stories contain rules for life. Teaching is only occasionally less successful when worksheets are used inappropriately at the end of lessons. In these cases the same sheet is given to everybody, irrespective of ability. There is no opportunity for pupils to provide their own ideas and higher attaining pupils

are insufficiently challenged. There is generally a good balance of interaction and activity in lessons. Occasionally, written work is unfinished and has to be carried over until the next lesson. This has a negative impact on pupils' progress over time. Teachers' consistently high expectations of pupils' behaviour ensure good concentration on teaching and learning.

161. The subject makes a positive contribution to the development of pupils' speaking and listening skills. Teachers in both key stages provide regular opportunities to talk at length, listen critically to others and ask questions. There are fewer opportunities to express original ideas through extended writing. Computers are used occasionally, but infrequently, for information retrieval.
162. The co-ordinator leads the subject well. She has successfully introduced the revised locally agreed syllabus over the past two years and has put systems in place for monitoring its implementation. This has led to good improvement in teachers' subject knowledge since the last inspection. There is a more structured approach to planning and good capacity for further improvement.