

# INSPECTION REPORT

## **Grange Primary School**

Winsford

LEA area: Cheshire

Unique Reference Number: 111048

Inspection Number: 186485

Headteacher: Mr W P Kennerley

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Reporting inspector: Mr E McGuigan

Dates of inspection: 1 – 4 November 1999

Under OFSTED contract number: 707041

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Brindley Avenue Winsford Cheshire CW7 2EG
Telephone number:	01606 592126
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Pritchard
Date of previous inspection:	9 – 12 October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr E McGuigan, Rgl	Science	Leadership and management The efficiency of the school
Mrs M Howel, Lay Inspector	Design and Technology Special educational needs	Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Mrs A Gordon	English Art Music	Attitudes, behaviour and personal development
Mr J Hall	Mathematics Information Communication Technology	Attainment and progress Staffing, accommodation and learning resources
Mr A J Holland	History Geography	Teaching The curriculum and assessment
Mrs A Langston	Equal opportunities Areas of learning for children under-5 Physical Education	Attendance
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## **MAIN FINDINGS**

### **1. What the school does well**

Teaching is good or very good in half the lessons observed.  
Pupils with special educational needs make good progress  
Pupils attitude to work is very good as is their behaviour  
Relationships between teachers and pupils is a strength in the school  
The personal support and guidance provided for pupils is very good.

### **2. Where the school has weaknesses**

The quality of teaching in, and provision for, design and technology and information technology are unsatisfactory

Day to day assessment of pupils progress is not consistent but the school makes good use of annual tests.

Existing procedures for monitoring and evaluation need to be made more systematic.

The weaknesses are clearly outweighed by what the school does well but they will form the governor's action plan, which will be sent to all parents or guardians of pupils at the school.

### **3. How the school has improved since the last inspection**

Progress since the last inspection is good. Standards in English, mathematics and science have been consistently above the national average and the school has exceeded its targets for the last set of results in 1999. In the last report approximately one-quarter of teaching was judged to be unsatisfactory. The quality of teaching has improved and is now at least satisfactory in most lessons across the school. Teaching is now more effective and teachers planning shows clearly what the lesson objectives are and what pupils will do. The quality and quantity of work set for pupils with special educational needs is particularly appropriate enabling them to make good progress. The quality of religious education is satisfactory and pupils are making satisfactory progress. Monitoring and evaluation of teaching has improved especially in English and science. It now needs to be developed more systematically across all subjects in the school. The established practice for assessing and recording pupils' achievements in the nursery has continued but initial assessment and end of Nursery assessment are not based on Desirable Learning Outcomes. The good standard of teaching especially in English, mathematics, science and history together with the good standard of leadership by the headteacher and governors indicate that the school is well placed to continue its process of development and improvement.

#### 4. Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

5. The results of the table above show that, when compared to similar schools, the school produces above average standards in the core subjects. Inspection findings indicate that teachers are maintaining these high standards in the core subjects. By the end of Key Stage 1 inspection findings indicate that standards in English, mathematics and science are close to national averages.

6. Standards in religious education are in line with national expectations.

7. Standards in information technology and design technology are below expectations across the school. By the age of five the majority of children are attaining the nationally recommended Desirable Learning Outcomes in most areas of learning.

#### 8. QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Good	Good
Science	Satisfactory	Good	Satisfactory
Information Technology		Unsatisfactory	Unsatisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

9. During the week of the inspection the quality of teaching was satisfactory or better in 93% of lessons. Teaching is very good in 20% of lessons and good in 30% and satisfactory in 43%. For children under the age of five teaching is satisfactory and good in Key Stage 1. In Key Stage 2 teaching is satisfactory. In information technology and design and technology in both key stages pupils are not being taught the necessary skills and knowledge to enable them to achieve satisfactory standards.

*Inspectors make judgements about teaching in the range: excellent; very good; good;*



*satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

## **10. OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Very good both in class and around the school. Most pupils are well mannered, courteous and polite.
Attendance	Good – above the national average. Pupils enjoy coming to school.
Ethos*	Very good. Pupils show good attitudes to learning. Relationships with each other and with their teachers are very good. There is a strong commitment from all who work at the school to raising standards.
Leadership and management	Good. The headteacher provides good leadership and is well supported by the senior management team and staff. The governing body has a good awareness of the school's strengths and weaknesses. At present the teaching of only English and science are monitored effectively.
Curriculum	Generally broad and balanced except for information technology and design and technology which are not taught in sufficient depth to enable pupils to make progress. Planning is good. Develop the provision for music so that it permeates the wider curriculum.
Pupils with special educational needs	Very good provision enabling the pupils to make good progress.
Spiritual, moral, social and cultural development	Good provision for moral and social and satisfactory provision for spiritual and cultural. Development in moral and social are better than spiritual and cultural.
Staffing, resources and accommodation	Satisfactory overall. Good balance of experience in terms of staffing and satisfactory arrangements for the professional development of staff. Resources are generally satisfactory; the quality and quantity of computers is poor.
Value for money	Taking into account the attainment of children on entry to the school, the standards achieved, the quality of education provided, the progress made by pupils and the expenditure per pupil, the school is continuing to provide good value for money.

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

*standards.*

## 11. THE PARENTS' VIEWS OF THE SCHOOL

### What most parents like about the School

- Parents feel welcome in school and feel all staff are approachable.
- The school keeps them well informed about what is taught and how their children are progressing.
- The school promotes high standards of work.
- The school's values and attitudes have a positive impact on their children.
- The amount of work children are expected to complete at home.
- Children really enjoy going to school.

### What some parents are not happy about

information pr

12. Inspection findings support the positive views of the parents. This is clearly a school where standards are improving. The school provides a satisfactory range of information that keeps the parents informed about the curriculum and what is taught.

## **KEY ISSUES FOR ACTION**

In order to further improve the quality of education and ensure pupils make good progress in all areas of the curriculum, the headteacher, staff and governors should

I.raise the standards in information technology, and design and technology by:

- a. ensuring that the required knowledge and skills for both subjects are systematically taught to pupils as they progress through school; (paras 26, 27, 53, 61, 178-182)
- b. ensuring that teachers plan opportunities for information technology to be used to support all areas of the curriculum; (paras 183-187)
- c. providing appropriate in-service training that will develop teachers' knowledge and expertise. (paras 88, 94)

In addition, the school should address the following points:

1. Make monitoring and evaluation of teaching more systematic.
2. Ensure that there is systematic recording of pupils' assessments and that marking comments show pupils how their work can be improved.
3. Ensure that the contribution of music enriches the wider experiences of pupils at the school.
4. Ensure that future annual reports to parents comply with all of the statutory requirements. Hasten the production of home-school agreements.

## **INTRODUCTION**

### **Characteristics of the school**

14. The school is situated at the centre of a large housing estate which was designed to re-house people from communities in Liverpool and Manchester. The housing is largely council owned and during the past ten years it was designated as an area of family stress by the Local Education Authority.

15. Unemployment is high as is the number of pupils entitled to free school meals, which is currently at 40%. There are 0.8% pupils from ethnic minority groups represented in the school population.

16. There are 244 pupils on roll of whom 62 are on the special educational needs register.

There is an even balance of boys and girls at the school. The school has a nursery and at present 26 children attend the morning session. Assessment data provided indicates that attainment on entry varies from a small percentage of children who have well-developed social and language skills to many children with limited speech and communication skills. Overall, attainment on entry is below average, with a significant number well below average.

17. The school performs exceptionally well in national tests when compared to schools in similar circumstances. The targets set for 2002 in English and mathematics have been exceeded this year.

18. The school is committed to raising standards. The aims of the school are articulated in its mission statement and supported by the School Development Plan. The content of this plan identifies tasks related to all of the subjects of the curriculum and some refurbishment work which is set out in a series of action plans.

19. Key indicators

Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1999	25	17	42

National Curriculum		Reading	Writing	Mathematics
<b>Test/Task Results</b>				
Number of pupils at NC Level 2 or above	Boys	20	23	24
	Girls	13	14	13
	Total	33	37	37
Percentage at NC Level 2 or above	School	79 (89)	88 (83)	88 (86)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	22	24	25
	Girls	15	13	15
	Total	37	37	40
Percentage at NC Level 2 or above	School	88 (89)	88 (89)	95 (89)
	National	82 (80)	86 (85)	87 (86)

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

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	20	14	34

National Curriculum Test		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	14	14	17
	Girls	12	13	13
	Total	26	27	30
Percentage at NC Level 4 or above	School	76 (60)	79 (70)	88 (70)
	National	70 (65)	69 (65)	78 (72)
Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	17	16
	Girls	11	13	12
	Total	25	30	28
Percentage at NC Level 4 or above	School	74 (63)	88 (67)	82 (67)
	National	68 (65)	69 (65)	75 (71)

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	7.0
	Absence	National comparative data	93.8
	Unauthorised	School	0
	Absence	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	2
	Permanent	0

### Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	19.72
	Satisfactory or better	92.96
	Less than satisfactory	7.04

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2

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

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

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

20. Attainment at the beginning of Early Years is well below national expectations. At the end of Early Years and the beginning of Key Stage 1, it is below national expectations. However, satisfactory progress is made through the Early Years and many pupils are likely to have achieved by the time they are five years old some of the Desirable Learning Outcomes.

21. These achieved learning outcomes are in language and literacy, physical development, knowledge and understanding of the world and some of the aspects in mathematics such as number, but not in pattern, colour or shape. Pupils' creative development in imaginative play, dance, movement and music are below national expectations. Children's personal and social development is well below average when they enter Nursery. They make progress, although the development is still below average.

22. Reception pupils have a particularly limited range of out-of-doors experiences, for they do not have the same access to the outdoor space as pupils in the Nursery. Reception pupils in the mixed age class are more advanced in acquiring reading and counting skills than those in the single age reception class.

23. Over the three year period 1996/8 standards in national end of Key Stage 1 tests in reading and writing were close to national averages; in mathematics they were well below national averages. The results were, however, well above average in all subjects when compared with schools with an intake of pupils with a similar background. The 1999 test results indicate a fairly steady improvement over the four years since 1996 in mathematics, whilst the 1999 English results indicate a slight fall over the past two years.

24. The equivalent three year results at Key Stage 2 indicate that attainment in English was close to national averages; in mathematics above national averages; and in science well above national averages, with girls performing better than boys. In comparison with similar schools, standards in English and science were well above average and in mathematics, pupils' attainment was very high.

25. The 1999 end of Key Stage 2 tests of attainment showed a further improvement in English. Mathematics and science test attainments also indicate above national average results. The range of attainment in mathematics for boys is much wider than for girls. The highest attaining pupils are boys, but so too are the lowest attaining pupils. Overall there is little difference between boys' and girls' attainments in mathematics. Targets set for English and mathematics in 2000 have already been exceeded and these need to be reviewed.

26. Evidence collected during the week of the Inspection confirmed the general low baseline of pupils entering Key Stage 1, and the very positive value-added contribution that the school makes to pupil attainment during both key stages. At the end of Key Stage 1 attainment in the core subjects is average with satisfactory progress made in English. This is largely due to the positive contribution from the National Literacy Strategy and teachers' increased confidence in using this strategy, although boys perform less well in writing. Good progress is made in mathematics and science, particularly when pupils can relate science to their own



experiences. In mathematics and science at Key Stage 1 the good quality of teaching is directly related to the good progress made. In history attainment is above national expectations with good progress being made. In geography, physical education, music, art and religious education, satisfactory progress results in standards which are close to national expectations. Unsatisfactory progress in design and technology and information technology results in standards of attainment which are below national expectations. Overall, attainment at Key Stage 1 is close to national average standards and satisfactory progress is maintained. The progress of pupils with special educational needs is good.

27. Observed standards of attainment at Key Stage 2 are average in the core subjects with satisfactory progress in English. Attainment and progress in writing are not as consistent as in reading. Girls are better at reading and writing than boys. Attainment is average and progress satisfactory in science, particularly when the work is well structured and teacher directed and tasks match the ability of pupils. Average attainment is achieved in mathematics and good progress is made. The sound introduction of the National Numeracy Strategy is aiding curriculum planning. As in Key Stage 1, standards in history are above average with good progress being maintained by confident teachers able to perceive the importance of using information technology and numeracy skills well in the subject. The good progress is underpinned by good systematic teacher planning. Pupils attain national expectations in geography, art, music, physical education and religious education and make satisfactory progress. As at Key Stage 1, older pupils make unsatisfactory progress in design and technology and information technology resulting in standards below national expectations. Pupils with special educational needs, with the available intensive support, make good progress. Overall, standards of attainment at Key Stage 2 are average and satisfactory progress is maintained.

28. Since the last inspection standards of attainment in the core subjects and the majority of foundation subjects have been maintained. Standards in religious education, which were then described as below national expectations, have improved with satisfactory progress made at both key stages. Standards in design and technology and, particularly, in information technology have declined. The low standards of attainment in design and technology and information technology at both key stages stem from a basic non- delivery of the National Curriculum to all pupils.

29. Teachers' growing confidence and expertise with the National Literacy Strategy has helped to raise standards of attainment at both key stages. Limited use of writing frames, however, hinders the progress in writing, particularly of boys, in some Key Stage 2 classes. Good progress in English is made when marking and feedback are constructive. It is also linked to target setting and assessment. When diagnostic feedback is unsatisfactory this hinders progress.

30. The National Numeracy Strategy has only been in place for a few months and is just beginning to affect attainment and progress. The need for teachers to catch up on work in the new framework for mathematics, which had previously been omitted, highlights the good progress that pupils make in Years 5 and 6 in particular.

31. Both strategies ensure that pupils at both key stages are enthusiastic and positive and are aware of targets expected of them in their lessons for English and mathematics.

· **Attitudes, behaviour and personal development**

32. The school is successful in its creation of an environment that is orderly, purposeful and caring. Most pupils enjoy attending school, are eager to learn and are interested in their work. They respect property and resources.

33. In both Nursery and Reception pupils are happy to leave their parents and show some independence in choosing activities. They learn to play and work happily and develop positive relationships with one another so that, by the end of Reception, they interact well.

34. Attitudes are good in both key stages. In Key Stage 1 pupils respond well to lessons, enjoy their activities, work hard and generally listen attentively to their teachers. They respond positively to their peers. They generally settle quickly to their tasks and work enthusiastically. They are able to work independently and work is usually completed.

35. In Key Stage 2 pupils show interest in their work and are able to sustain concentration and complete tasks. They offer answers to questions and the majority are keen to try. They work well and persevere at challenging tasks, taking some pride in finished work. During Literacy Hour plenaries pupils show an appreciation of the efforts of others. When given the opportunity, pupils are able to show initiative and independence with their work.

36. Across the school, pupils' behaviour is very good. Pupils behave very well in the classrooms, around the school and in the playground. Increased supervision at playtime and lunchtime has had a positive impact and pupils are ready to learn after their breaks. There were no permanent exclusions in the year prior to the inspection.

37. A very sound and consistent whole school reward and consequence system effectively promotes and rewards good behaviour. Class rules, agreed by the pupils, are displayed in all classrooms. These are regularly referred to and followed, as in a Reception/Year 1 class where there is a large display of their agreed rules which the pupils have decorated. The rules are differentiated according to age. Pupils handle resources carefully and appropriately.

38. There is no evidence of significant bullying or harassment. The school works in partnership with parents in promoting good behaviour and attitudes. In a circle time for Year 3/4, when pupils sit in a circle to talk reflectively, they indicated their confidence in the school dealing effectively with any concerns they might have about bullying. One pupil was able to offer an example of this from his own experience. Most pupils are well mannered, courteous and polite and generally stand to one side to let others through. They hold doors open for one another and greet visitors pleasantly.

39. Relationships are very good and represent a strength of the school. Relationships between pupils are very good. Relationships between pupils and staff, including non teaching staff, are very good. Pupils can work collaboratively, can take turns and share. They are respectful of others' efforts. This is evident when pupils are sharing work at the end of lessons. They help one another and regularly offer to help staff. Several pupils indicated that their favourite aspect of school life was the way the teachers talked to them and showed interest in them.

40. The overall quality of personal development is satisfactory. Pupils show initiative and are willing to take responsibility when given the opportunity, as in tidying away equipment after practical work. Pupils in Year 6 can opt termly to become prefects. At the time of the inspection all prefects were girls. The school needs to act to ensure that boys are encouraged to take this opportunity for extra responsibility. A committee of pupils was involved in evaluating and planning for better use of the playground. As a result, there are strict rules governing the space for football at breaktimes. Year 6 pupils have responsibility for operating a tuck shop at breaktimes and sell crisps and drinks to other pupils.

41. Respect for other people's feelings, values and beliefs is developed through the links school has forged with the community. Harvest gifts from pupils are distributed to nominated residents of the local estate. Pupils are encouraged to raise money for charities. Some are involved in an annual 'Kops and Kids' concert organised by the police service. Pupils go to the local church for a Christmas service in alternate years. Regular visits are made by the Pastor who takes assemblies. Other visits by members of the community develop pupils' insight and understanding of different ideas, values and beliefs and help to extend their personal development. Personal development is promoted during residential visits to HMS Conway and Burwardsley.

42. There is a need to increase the scope for pupils to take initiative and be independent, particularly as they get older.

43. The school has maintained the quality of attitudes, behaviour, relationships and personal development commented upon during the last inspection.

#### · **Attendance**

44. Attendance is good with continual improvement in numbers of pupils attending over each of the last three years. Attendance is above the national average.

45. The attendance registers are marked promptly at the start of day and during the afternoons. However, registers are not always completed appropriately or held centrally.

46. Punctuality was good during the inspection. There are no significant patterns of absence. Links with the Education Welfare Service have recently led to a display being created by the Education Welfare Officer together with the children, and an assembly focusing upon why pupils should attend school. The provision on-site of a teacher, offering support for children and families likely to experience problems with attendance or punctuality, has greatly enhanced the school's provision in this area and led to improvement since the last inspection.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

47. The quality of teaching is satisfactory overall. During the week of the inspection 20% of lessons observed were very good, 30% good, 43% satisfactory and 7% unsatisfactory. Throughout the school the management of pupils is good.

48. Teaching for children under five is satisfactory overall. Teachers have a good knowledge of the desired learning outcomes and have an understanding of the needs of young children. Planning for teacher focused activities is good but other activities are not sufficiently well planned and the learning outcomes are not always clear. The writing and role play areas need to be reviewed to ensure that there is a clearer focus on the activities. The learning environment would benefit from more models of purposeful writing. There are only limited opportunities for Reception aged children to experience outdoor activities. This situation should be improved with forthcoming work on the school grounds. The range of resources used is generally good and children are managed well. In the mixed age Year

1/Reception class teaching is often focused on the learning needs of the larger groups of older children at the expense of the needs of the younger children.

49. At Key Stage 1, in the lessons observed the quality of teaching was good and sometimes very good. The teaching of mathematics, science and history is good across the key stage while the teaching of English is satisfactory. The quality of planning is good and what pupils are to learn is clearly stated. The teachers have good levels of expectation and work is well matched to the differing attainment levels of pupils. Many lessons observed had a good structure, starting with whole-class discussion, group activities and then bringing the class back together for a discussion session. This is a successful strategy in more than the literacy and numeracy lessons as it provides an opportunity for the teacher to assess the pupils' level of understanding and consolidate the learning that has taken place. Staff work together as a team. Non-teaching staff provide good levels of support, although there are occasions when they could be better used at the introductory stage of the lesson. However, non-teaching staff work in partnership with the teachers and have a clear focus for their work. A good example was provided in a mathematics lesson where the nursery nurse worked with a lower attaining group on subtraction. Her level of questioning and support enabled the pupils to make good progress during the lesson. Good teaching is exemplified by a very effective use of questions and tasks that are differentiated, providing challenge for the range of ability. This was exemplified by a lesson on magnetism where the nature of the tasks encouraged investigation of a high order. In the minority of lessons where the teaching is unsatisfactory the planning was not followed through effectively. This occurred during a physical education lesson where the emphasis tended to be on control of pupils rather than performance.

50. At Key Stage 2 the teaching overall is satisfactory. Mathematics and history are taught consistently well across the key stage. The level of planning is good and generally there are high expectations which ensure that tasks are at an appropriate level. The pupils are also managed very well and there is sensitive support given to lower attaining pupils. In the more effective teaching the quality of the introductory session supported by the use of focused questions enables the pupils' understanding to be taken forward. This was particularly so in an English lesson which focused on newspaper reporting. References to different styles of writing and the use of writing frames enabled the pupils to respond positively and to model their writing on the examples given. In such lessons good use is made of discussion sessions to introduce activities to the class and teachers give clear instructions and explanations. In other lessons the range of resources that were used had a positive effect on enabling pupils to understand the key point of the lesson. In a science lesson on sound a range of musical instruments helped pupils to understand how different sounds were formed. This was supported by thorough planning and a good use of questions which enabled the lesson to move along at a fair pace. In such lessons the teacher's own enthusiasm is infectious and as a result pupils demonstrate a high level of interest and motivation. In work on fractions the use of the correct vocabulary such as denominator and numerator and a consistent method to calculate fraction equivalents enabled pupils to further their understanding of a difficult concept. When teaching is not as effective as it could be, expectations of what pupils could achieve are not sufficiently high and the control of the class is not fully secure. This tends to hinder the progress of pupils.

51. There is some very good teaching practice throughout the school. The common features tend to be the effective use of time, rigorous planning, challenging work and good use of support staff. The use of assessment linked to short term planning does need further development particularly with regard to the introduction of an effective recording system which can be used throughout the school. While teachers do mark their work on a regular basis more opportunity needs to be taken to explain to pupils how their work may be improved.

52. The school's strategies for teaching literacy and numeracy are proving successful and are having a positive impact on pupils' attainment and progress. The different elements of the literacy and numeracy hours are being taught effectively. Teachers are using the discussion at the end of the lesson to assess levels of pupils' understanding although there are occasions when too many points are raised during this session particularly for mathematics. Pupils are encouraged to use their skills in these subjects in other areas of the curriculum such as writing narrative accounts in history or writing up science investigations.

53. For the foundation subjects and religious education teaching is generally satisfactory across both key stages. Although there were few unsatisfactory lessons observed during the inspection the teaching of design and technology and information technology, is generally unsatisfactory. Pupils have not been consistently taught the necessary skills over time in these subjects. In all three subjects this is partly due to the teachers' lack of necessary knowledge and expertise.

54. The quality of teaching provided by the part-time teacher of special educational needs is good. The support provided for a significant number of pupils enables them to make good progress. There is constant communication with the class teachers informing them of progress or difficulties and providing advice with regard to ongoing work. Through this support and the support of other non-teaching staff pupils with special educational needs are fully integrated into all activities and are fully involved in question and answer sessions. Individual education plans which set clear and achievable targets are used by all teachers. The good provision for pupils with special educational needs, together with good quality teaching, ensure pupils make satisfactory progress in English and good progress in mathematics.

55. Homework is not used consistently to support and enhance pupils' academic development. The homework diaries are not always completed although a number of references to homework were made during the inspection. This situation needs clarifying to ensure that all teachers follow the school policy.

56. Inspection findings clearly indicate that the quality of teaching has improved since the last inspection when just over a quarter of lessons were unsatisfactory or poor. There is now a much higher incidence of good and very good teaching.

#### **The curriculum and assessment**

57. The curriculum for children under the age of five is satisfactorily planned around the recommended areas of learning. Although particular emphasis is given to the development of children's literacy and mathematical skills the curriculum is broadly balanced. Children in the Nursery and the Reception class are given a satisfactory preparation to move onto the National Curriculum Programmes of Study when the time is appropriate.

58. At Key Stage 1 and Key Stage 2 the curriculum is broad and balanced overall, although design and technology and information technology are not covered in sufficient depth by teachers in the school to enable pupils to make the progress of which they are capable. The curriculum has been reviewed to ensure that there is continuity and progression across mixed age classes. Pupils' physical development is successfully promoted and there is an effective programme of personal and social education currently being integrated into the curriculum through circle time. Health and sex education are also integrated into the curriculum successfully and pupils are taught effectively about the dangers of drug abuse. Environmental education is given a high priority both within the local area and through regular residential visits to Burwardsley and HMS Conway.

59. The school has successfully implemented the National Literacy Strategy and have made a good start in developing the National Numeracy Strategy. Some opportunities are provided for pupils to extend their literacy and numeracy skills in other areas of the curriculum such as history, science and religious education. Information technology is not being used sufficiently to support and enhance pupils' work in other areas of the curriculum.

60. The provision for pupils with special educational needs is very good throughout the school. Procedures for the early identification of special needs are good and are supported by a rigorous and systematic approach to testing. The quality of the individual education plans is good. They identify clear, achievable and realistic targets and form the basis for a careful matching of work to prior learning. The individual education plans are reviewed regularly and form an integral part of the school's planning procedures. The quality of support for special education needs is good. A part-time teacher regularly withdraws identified pupils for short periods of intensive support. Care is taken to ensure that these pupils still receive their full entitlement to the National Curriculum Programmes of Study. This support is supplemented by a number of nursery nurses and classroom assistants who work alongside class teachers. All pupils who have special educational needs are fully integrated into the life of the school. The overall high quality of provision makes an important contribution to the good progress that pupils make.

61. The quality of curriculum planning for children under the age of five is satisfactory. The work is planned to ensure that all the required areas of learning are addressed. At Key Stage 1 and Key Stage 2 there are agreed planning systems in place for long, medium and short term planning. The subject policies are generally clear and the school has taken advantage of the The Qualifications and Curriculum Authority's schemes of work, where appropriate, to provide clear guidance for most subjects. Where these are systematically followed they help to ensure that prior attainment is built upon which has a positive impact on the progress that pupils make. Where the schemes of work are not sufficiently well developed as in information technology and design and technology, pupils' progress is hindered. The review of policies such as mathematics, science, geography and history has helped to ensure that curriculum provision is generally of a good standard. This now needs to be extended to the other areas already identified. Information technology has been identified as an area for improvement in the School Development Plan.

62. The school provides a range of extra-curricular activities that are associated with sport. There are some opportunities to further develop the performing arts through annual concerts and links to the 'Kops and Kids' scheme. The school should take the opportunity to extend extra-curricular activities beyond those connected with sport to ensure that all pupils are provided for. The curriculum is further enhanced by a number of educational visits to places such as Chester, Quarry Bank Mill, Art Galleries and residential trips to Burwardsley, HMS Conway and an outdoor pursuits holiday. These activities and visits widen pupils' educational experiences and enhance opportunities for their personal and social development. The school relates well to its main receiving secondary school and its oldest pupils are well prepared for a smooth transition to the next stage of education.

63. Ongoing assessment procedures for children under the age of five are satisfactory but initial and end of Nursery assessments are not based on Desirable Learning Outcomes. The school carries out statutory Baseline Tests when children enter the school and the results are used to identify those with special educational needs at an early stage. Teachers effectively carry out ongoing assessments and target the areas for improvement.

64. At Key Stage 1 and Key Stage 2 assessment procedures are generally good and the information is used to inform future planning. The school complies with statutory end of key stage tests and conducts a range of other standardised tests including the Optional Standard Assessment Tests at Years 3, 4 and 5. Detailed records are kept of these results which enables the school to place pupils into the correct teaching group and to ensure that areas of weakness are identified. These procedures are generally having a positive impact on the progress that pupils are making. The school plans to further improve procedures for



assessment and has recently appointed an assessment co-ordinator to lead this initiative. Although teachers maintain ongoing records of individual pupils' progress these are inconsistent. There is an insufficient link between teachers planning for learning objectives and associated assessment opportunities. As a result detailed records of what pupils know, understand and can do across all areas of the curriculum are not always available. The school is aware of this and part of the co-ordinator's responsibility is to develop a system that is manageable and informative. Assessment information on pupils who have special educational needs is used well by teachers to match work to prior attainment. The school has developed an effective system of Records of Achievement for all pupils which contains results of assessments and samples of pupils' work.

65. At the time of the last inspection assessment procedures and the use of assessment data to guide future planning were unsatisfactory. The school has made good progress in adopting systematic assessment procedures. However, there is still room for improvement to ensure that assessment fully informs future planning and to ensure that ongoing assessments are recorded systematically. Planning has been significantly improved and continuity and progression of the curriculum addressed since the last inspection.

### **Pupils' spiritual, moral, social and cultural development**

66. The overall provision for spiritual moral, social and cultural development is satisfactory. There are policies relating to spiritual and moral development but none for social or cultural development.

67. The school provides satisfactory provision for pupils' spiritual development. The school fulfils statutory requirements through the daily act of worship and local clergy make regular contributions to the school assemblies. Pupils learn about other faiths, and the festivals and symbols connected with those faiths. During circle time the pupils are given time to reflect. For example, in one class they were discussing how they enjoy school whilst in another they heard how a pupil who had experienced some bullying was able to talk to the teacher who resolved the problem satisfactorily. Visits are made to a local nature area during the different seasons to enable pupils to appreciate the beauty around them. There are opportunities to reflect on the natural world during science lessons. Pupils were seen to express delight when two colours were mixed together to produce a third colour. During specialist music lessons they are given the chance to compose and perform and were very pleased with the results of their efforts.

68. The moral provision provided by the school is good. Most pupils very clearly understand right from wrong and were heard and seen to apologise to fellow pupils for misunderstandings or disputes. The school has clear rules that the pupils understand and generally respect. There are high expectations of pupils' behaviour both during lessons and at breaks and lunchtime.

69. Provision for pupils' social development is good. Pupils relate well to one another and are ready to accept responsibilities when given the opportunity. The Year 6 prefects help with the infant pupils during breaks and some pupils act as class monitors and helpers. Pupils from Year 4 and Year 5 help to tidy the school library and to issue books. At present all the school prefects are girls and therefore there are no male role models to whom the younger boys can relate. When pupils are asked to collect for a charity, the purpose of that charity is explained to them. Parents and pupils suggest suitable recipients for harvest gifts. The pupils

help with the distribution of the parcels to people who live in the local community. Within the school the teachers and other staff act as good role models for the pupils both during school time and when they help with out-of-school social events.

70. There is no policy relating to cultural provision. However, there is satisfactory provision for cultural development but there is no whole school over-view and no monitoring to ensure that all pupils receive sufficient provision. Pupils learn of other cultures mainly through history, geography, art, religious education and food technology. They have studied an African village and compared different life styles. There are displays in the school relating to Hindu customs and art. They have sampled breads from a number of countries and studied masks and patterns from Africa. The way of life of Elizabethans and Victorians is studied and attractive and imaginative displays remind pupils of the topics. To further understand their own culture, pupils visit local museums and galleries. The school could provide additional opportunities for pupils to experience their own culture by the expansion of the extra curricular activities to include art and music clubs.

71. The previous report said provision was generally good with a strong moral code in the school. There was a need to provide more opportunities for the understanding of other faiths and cultures and the school has responded well to that need.

### **Support, guidance and pupils' welfare**

72. The provision for educational and personal support is good. Pupils' progress is monitored and assessed, with meetings between teachers held at the end of each academic year. The school provides a caring environment with teachers who know their pupils. The very good relationships within the school help the pupils to feel secure and enables them to build their self-confidence. The class teacher is the main link with parents and is available to talk to them on a daily basis. Pupils know they can turn to their teachers for help or support.

73. There are good procedures for promoting good behaviour and attendance. The effective use of the behaviour policy provides a caring environment for learning. The behaviour policy aims to ensure each child is valued equally and reminds teachers of the need to earn respect and act as effective role models. Class rules are displayed in each classroom and pupils know the sanctions and rewards available. The pupils see the system as being fairly used. There is a separate policy relating to the lunchtime break and this reminds staff that pupils have the right to a happy playtime. Welfare staff have their own book to record good behaviour and rewards are presented. There are effective procedures for promoting good attendance.

74. The procedures for child protection are good. The designated staff have received regular training and have subsequently held informal training sessions for other staff members. Appropriate records are kept and the procedures are used in a sensitive and effective manner. The procedures for health and safety are satisfactory. The governors have a sub-committee with responsibility for health and safety and they receive an annual report. The school is inspected each term and any problems are reported to the head teacher. Appropriate records are kept relating to fire drills and accidents. There is no formal procedure for reporting risk assessments. Minor health and safety concerns were raised with the school during the inspection.

75. The previous report said that the school's policies were effectively implemented and that

the Year 6 pupils acted as good role models for the younger pupils. There were no adverse comments. There are still no areas of concern in this aspect.

### **Partnership with parents and the community**

76. The information supplied to parents is satisfactory. Parents are informed of their child's progress through an annual report, and parents' evenings are held each term. The reports clearly relate to the individual pupil and give useful information relating to progress. Information about test results is given verbally to the individual pupil and is supplied to parents who attend the termly meetings. Teachers are available at any time if parents wish to talk to them. Regular letters keep parents informed of staff news and forthcoming events.

77. There is an active Home School Association and events are regularly organised. These are well supported both by parents and the school and the funds raised have been used to buy sports and other equipment. Parents help in both the nursery and the main school on a regular basis for example in the extra curricular football and netball clubs. They also help when visits are organised and take an active part when the school produces plays or musicals.

78. The school encourages parents to take an early interest in their child's work through the pre-nursery group. This takes place one afternoon each week and information packs are provided to help parents with educational play. Both in the nursery and the main school parents are given information leaflets to help them encourage and assist their child's learning. There is no home/school agreement at present.

79. Parents receive a home visit before their child starts at the school and they are then invited to visit the school with their child. The pupils are introduced into full time attendance over the first two weeks. There are strong links with the local secondary school. Pupils are well prepared for the transfer and make regular visits to the new school during both Year 5 and Year 6. There are curriculum and sporting links and teachers exchange visits between the schools. A representative of the secondary school serves on the governing body of Grange school and the headteachers hold regular meetings.

80. The parents who attended the pre-inspection meeting or returned questionnaires were very supportive of the school and its aims. Almost 100% said they found the teachers approachable and that their children enjoyed attending the school. The comments for all other areas indicated that the parents were satisfied with the school's methods and the outcomes.

81. The school has strong links with the local community. Speakers who have been invited into the school include a farmer, a paramedic and parents who talked about war experiences. The school has worked with the police in the production of a show at the local civic hall and pupils help distribute parcels after their annual harvest festival service. Recently pupils have been involved with the production of art work to promote the new cycle path alongside the River Weaver. Local companies provide vouchers for prizes and the neighbourhood newspaper helps with publicity and has recently sent a reporter to talk to Key Stage 2 pupils. The pastor from a nearby church takes part in school assemblies and the annual harvest festival service. Good use is made of local museums and galleries and residential visits are organised to an activity centre and an educational centre. The links with the community make an effective contribution to the personal development of the pupils.

82. The previous report found there were good links with the community and that many parents played an important role in the life of the school. There are still good links with the community and parental involvement remains good.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

83. The overall quality of leadership and management of the school is good. The school is well led by the headteacher. He provides strong leadership and has the respect and confidence of pupils, teachers, parents and governors. He has made an important contribution to the manner in which standards in English, mathematics and science have improved since the last inspection.

84. The senior management team which has have responsibility for day to day and key stage management ably supports the headteacher. Its members meet regularly and are effective in improving communication throughout the school. They set high standards in their classrooms and demonstrate a quality of teaching that is exemplary.

85. The governing body fulfils its responsibilities very well. It meets regularly and has appropriate committees. It is much more involved in the overall leadership of the school over recent years. It both supports and challenges the staff to justify the decisions made.

86. Individual governors are becoming increasingly involved with aspects of school life such as literacy, numeracy and special educational needs and this has enabled them to become more informed and therefore more effective. Relationships between the headteacher and the governing body are excellent. The work of the governing body makes a significant and important contribution to the effectiveness of the school.

87. Teachers share responsibility for co-ordinating subjects and aspects of the school. There is evidence that in their monitoring and evaluation role co-ordinators have monitored the quality of teaching and learning across some subjects. The English co-ordinators have observed a literacy lesson of every teacher to give help and advice. Science co-ordinators have had time release to audit coverage in pupils' books, review resource needs and assess the training needs of staff. All teachers have observed at least one demonstration lesson in mathematics led by the advisory team from the local authority. Each of the co-ordinators of the core subjects has produced a report on the progress of their subjects for the governing body. All of these activities have had a positive impact on the development of the core subjects.

88. The headteacher has monitored the quality of some teaching both informally and formally after negotiating a focus with the teacher. He regularly reviews the work produced by pupils and reviews planning every half term. He also makes good use of the expertise in the local authority advisory service to help mathematics and English teaching. The headteacher has identified the need to establish a clear role for himself, the senior management team and co-ordinators in systematically monitoring the quality of teaching. This is appropriate in order to build upon the good practice that clearly exists and to effectively address the areas of weakness particularly in information technology and design and technology.

89. The ethos of the school is very good. All who work in the school show a commitment to raising standards. Pupils' attitude to work is very good. Relationships between teachers and pupils and pupils and pupils are very good. These factors play an important part in helping to create an effective learning environment.

90. The National Literacy Strategy has been established effectively and staff are working hard to implement the National Numeracy Strategy in the same way. The school has exceeded the targets for English and needs to set a more challenging target for mathematics. The way in which the school has set targets has been influential in raising standards; in particular they have made effective use of booster classes.

91. The curriculum is accessible for all pupils. The leadership and management of special educational needs is very good. The nominated governor has a very good overview of special educational needs and liaises with the co-ordinator and the governing body on a regular basis. The literacy and numeracy governors also have an effective overview of developments and have visited the school on a number of occasions to observe lessons.

92. The school has a full range of relevant policies and most have been implemented effectively. The aims and values of the school are clearly evident in the day to day life of the school. The school development plan is good and covers activities for the next three years. It is discussed in great detail with all staff and governors before ratification. The plan is effective and is perceived by all staff to be a vehicle for raising standards. The school complies with the majority of the statutory requirements apart for two instances. There is some misinterpretation in the content of the governor's annual report to parents where comments on the progress of the action plan for the last inspection had not been reported and access for pupils with disabilities had dealt with particular cases rather than stating the policy of the school. Home school agreements have not been established.

93. The school has made good progress since the last inspection. Standards have improved and teaching is of a better quality. The quality of assessment has improved but there is still work to be completed. Work on monitoring and evaluation needs to be made more systematic across the school. The commitment of the staff and governors to raising standards further indicates that the school is well placed to continue the process of development.

#### **Staffing, accommodation and learning resources**

94. The teacher/pupil ratio is better than national averages. Staff are sufficiently experienced and are well deployed across all key stages. There is some competent and some very good teaching. However some deficiencies in the overall expertise and qualifications of staff affects curriculum provision, for example in design and technology and information technology, and there are some weaknesses in teachers' understanding of numeracy. Recent appointments have not addressed teachers' lack of curriculum knowledge and understanding in these areas.

95. In an attempt to overcome weaknesses in music a part-time music specialist teacher has been employed. This specialist teacher provides suitable learning experiences for the pupils taught. However, there has been no appreciable impact on other teachers' knowledge or skills or on the quality of music across the curriculum. The high standards of attainment and progress in history reflect the strong qualifications and confidence which a high proportion of staff have in history and in English literature.

96. Good provision is made of the teaching and support staff to enable pupils with special educational needs to make good progress. Further consideration needs to be given to the role of this good quality support staff at the start of mathematics and English lessons in the school. Other ancillary staff make an important contribution to the good ethos in the school.

97. Appraisal of the headteacher has not yet taken place. There is a suitable Induction policy for new staff. Informal appraisal of staff takes place but has not been systemised. The headteacher holds discussions with staff about their personal development needs allied to the needs of the school. Classroom monitoring needs to be formalised to ensure effective teaching of all subjects.

98. The governing body has expended much time, energy, thought, and expense in continuing to upgrade the standard of accommodation and of the school grounds and associated security. Spending plans are in great detail. The governing body has set aside money for the older block, which requires redecoration internally and externally. Its use also requires further consideration. The many steps around the school and the access to the Hall present difficulties for younger pupils and to pupils with disabilities. Otherwise, satisfactory use is made of the accommodation. The standard of wall displays around the school is generally high, although one or two areas would benefit from further text on display. The playgrounds have been attractively marked out with number games - points of the compass, snakes and ladders, hop-scotch, and a draught-board with large draught pieces. The latter was observed in daily use. The nursery playground is on a slope and the out-door play equipment is in need of replacement.

99. The pupil/computer ratio is only slightly inferior to the national average. However, there has been no standardisation of hardware within the school and, despite an injection of cash a couple of years ago to bring the pupil/computer ratio near to national average level, many machines are now obsolete. Some machines are fifteen years old and the software in use with this hardware is almost of the same age. There is a great variety of computers and printers. There are few other peripherals available to teachers. For example, the only scanner in the school is kept for administrative purposes. Sensors purchased for measurement in science are not used since they and the software are faulty. Developments here and in physical education have been hindered by the long-term absence through sickness of a member of staff. There is a need to improve computer provision and staff competence and confidence in using new technologies.

100. Resources are satisfactory in mathematics, geography, physical education (although some mats are in poor condition), religious education and music. They are good in English, art and science and very good in history. They are unsatisfactory for the Early Years. Resources are well augmented from external sources, including individuals and the Library Support Service.

101. The comments of the previous inspection that the well-stocked library was well used and benefited the curriculum are still true, as are the comments concerning the distracting noise levels from the Hall located above Key Stage 1 classrooms. The comment that the staffing structure reflects the school's overall aims and objectives is no longer true, particularly in information technology. This area has been a priority in the School Development Plan for a number of years, but is still a major weakness.

## **The efficiency of the school**

102. The school has maintained the high standards of efficiency mentioned in the last inspection report and made significant improvements in others including the production of a good guidance manual for internal procedures. This shows how the school deals with finance, acquisition of resources and terms of reference for committees on the governing body. This has had a very positive impact on the quality of education.

103. Financial planning is very good. The headteacher and the finance committee draft the school's initial budget. To help with this process the school receives good support from the Local Education Authority. This budget is then discussed by the full governing body before approval. The headteacher and the school secretary closely monitor the day to day financial information. This will be made more effective when the new computerised system is introduced. This will enable the school to check the accuracy of accounts and to regularly check the school's financial position. The last auditor's report was completed four years ago. All the recommendations have been acted upon.

104. Analysis of the School Development Plan shows that priorities are clearly costed and spending patterns match identified priorities. The amount of money carried forward from the previous year was in excess of the Department for Education and Employment recommended five per cent. The governors have identified this money for major improvement projects including improving the fencing around the school and providing an additional play area at the front of the school for the youngest pupils. The school uses the funds for staff development very effectively. Areas for staff improvement are clearly identified through staff development discussions and takes into consideration the needs of the school, as well as individual teachers.

105. The school recognises the resource implications of the provision for pupils with special educational needs and is effective in meeting them. Resources, staffing and funding for pupils with special educational needs are well used. The efficiency and effectiveness of this aspect of the school contributes to the good progress made by pupils with special educational needs.

106. There are few formal procedures in place to monitor the cost effectiveness of major spending decisions, although the finance committee has discussed the impact of some of their spending decisions. In addition, governors who visit the school on a regular basis are able to use these opportunities to informally monitor the effectiveness of their spending on resources such as books or the refurbishment of the building.

107. Teachers and support staff are deployed effectively. Their individual strengths are used well. There are very good examples in English, mathematics and science of the role of the co-ordinators being used most effectively to improve standards. They need to develop their role in monitoring and evaluation to make it more systematic. This good practice must be shared with other co-ordinators of other subjects where monitoring and evaluation of teaching is not as well developed. The school has effective nursery nurses and classroom assistants. They make a significant impact on the progress that the pupils make.

108. Resources are used in a satisfactory manner to support and enhance teaching and learning. In lessons teachers provide a good range of resources and ensure that these have a beneficial impact on the progress that pupils make. The school does not make satisfactory use of the computers it has and it must upgrade some of these, especially those which are obsolete.

109. The accommodation is used well. All available space is used in an effective manner to provide additional areas for special educational needs withdrawal groups. The use of educational visits and visitors to the school makes an effective contribution to the pupils' educational experiences.

110. Taking into account the attainment of children on entry to the school, the standards achieved, the quality of education provided, the progress made by pupils and the expenditure per pupil, the school is continuing to provide good value for money.



## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

111. In both Nursery and Reception pupils are happy to leave their parents and show some independence in choosing activities. They learn to play and work happily and develop positive relationships with one another so that, by the end of Reception, they interact well.

112. Children's personal and social development is well below average when they enter Nursery and below average on entry to school. The children quickly settle into Nursery, and the majority entering school have attended the school's own Nursery. Many of the children in Reception are just four years old when they enter the Reception year. Overall children in the early years make satisfactory progress and some are likely to achieve the required learning outcomes by the time they are five in language and literacy, in some aspects of mathematics, physical development, knowledge and understanding of the world and creative development.

113. When children enter the Nursery their attainment in speaking and listening is below average. They do not initiate talk, particularly with adults and their responses are often brief when they answer questions. A few children take part in sustained conversations at this stage, in situations such as playing in the home corner, where they will also use marks to complete their 'writing' of shopping lists or of their names. A number of children are making satisfactory progress and are beginning to show an interest in books when there is an adult to model reading behaviour and a few are beginning to develop book preferences and to know the language of books, for example saying 'Once upon a time'.

114. By the time children enter the Reception year they are still below average in speaking and listening and in the skills of reading and writing. A small number of children are making satisfactory progress and can talk with confidence about their work and a few children have an understanding of the purposes of writing; a minority of children are able to read their own and other children's names and talk about the initial letters of names. Similarly a few children can attempt early independent writing and can recognise new sounds, usually in the context of their own names. For example, they are able to copy the initial letter of the word 'spider' when the teacher models it on the flipchart. In shared reading children show enjoyment of reading and some know that reading progresses from the top to the bottom of the page and from left to right. The older reception children in the mixed age class are able to highlight words such as 'was' and 'went' with the support of an adult. In the reception class only a small group was ready to work on reading acquisition and reading ability was mainly at an experimental stage. Some children of reception age are beginning to read simple texts with support from adults.

115. In mathematics children are below average on entry to Nursery and still below average in Reception. Their understanding of number by the start of the reception year is about average, although they are below average in their understanding of other aspects of mathematics such as pattern, colour and shape. After a short time in Nursery small numbers of children are beginning to count to 5, as they learn to sing action rhymes such as '5 Little Speckled Frogs'. In Reception some children make satisfactory progress and are able to make reasonable suggestions about what will fit inside a small box whilst others can recognise numerals and are progressing in counting skills. In a class lesson where reception and older children were counting in twos some children found difficulty in this. In the Reception class children are able to count to eight, although not always accurately.

116. In Nursery children begin to develop an understanding of their world through stories,

exploration of materials such as sand and water and through access to technology. They make good progress and enjoy exploring in and out of doors and helping to feed the rabbit or the hamster. They learn to fold and join materials in activities such as making a tree with autumn colours. They observe paint mixing and are amazed when red and yellow mix to create orange and when questioned can point to where the roots of the tree should be placed on their pictures. In Reception children can use the computer and match colours and text. They have access to malleable materials and sand. They begin to develop a sense of the past through encounters with photographs brought in by their teacher showing her own family and herself as a child. They can talk about the members of their own family and discuss whether they have grandparents. They develop an understanding of differences and similarities between materials when they sort them into rough and smooth or hard and soft.

117. In their physical development children are average or better on entry to Nursery and Reception, and make good progress. In Nursery they enjoy moving to action rhymes and joining in action games such as 'Stealing the honey'. They are able to jump up from low down, bend and turn their bodies in developing large motor skills and use glue spreaders and scissors with care and increasing control. In Reception, they continue to develop fine motor movements as they develop cutting skills or dress and undress, with help. In large spaces they are able to walk on tip toe, taking care not to bump into others. A good proportion of children are able to skip and the majority can run, jump and stride with fair control over their bodies. Out of doors they enjoy riding on large equipment such as bikes.

118. In Nursery and Reception children make good progress and have opportunities to explore a variety of media and have opportunities to draw, paint and construct. They can recognise and name some of the primary and secondary colours with growing confidence as they move from Nursery to Reception. They explore shape and space in two and three dimensions and the work of artists such as Van Gogh. They make marks using pastels and other media such as glitter, paint washes and crayons. They learn to use their imagination in role-play in Nursery and respond to what they see and hear such as the sun or the birds in the trees. They listen occasionally to rhythm on a tambourine and begin to decide whether the beat they hear is fast or slow. They sing action rhymes and are beginning to learn new songs and rhymes. They express their likes of various sights, sounds, tastes and smells and talk about their feelings. They develop competence in using tools such as scissors, sellotape and paintbrushes.

119. Teaching is satisfactory overall. In the main, staff have a good knowledge of the desired learning outcomes for this age group and an understanding of the needs of young children. Planning for teacher focused activities is good but other activities are not sufficiently well planned and the learning outcomes are not always clear. The writing and role play areas need to be reviewed to ensure that there is a clearer focus on the activities. The learning environment would benefit from more models of purposeful writing. There are only limited opportunities for Reception aged children to experience outdoor activities. This situation should be improved with forthcoming work on the school grounds. The organisation of space and materials is unsatisfactory in both the Nursery and in the Reception class, and the range of experiences in Reception is limited. In mixed age classes teaching is often focused on the learning needs of the larger group of older children at the expense of the needs of the younger children.

## **ENGLISH, MATHEMATICS AND SCIENCE**

## English

120. Attainment in English in both key stages is average overall. From a low baseline on entry, pupils' attainment in speaking and listening, reading and writing improves as they move through the school.

121. At the end of Key Stage 1, pupils' results in 1998 were above the national average. This attainment was well above average when compared with similar schools. In 1999 the school maintained similar standards but there were no Level 3s in writing.

122. At the end of Key Stage 2, pupils' results in 1998 were below the national average. This attainment was above average when compared with similar schools. In 1999 Key Stage 2 results in English improved by 16%, with 76% of pupils achieving Level 4.

123. Attainment in speaking and listening is average in both key stages, with some pupils able to talk confidently and give extended explanations and responses. However, many pupils offer single word or short phrase responses to questions. The majority listen well and understand instructions. They participate enthusiastically in the supportive context of the shared reading of text in the Literacy Hour.

124. There is evidence of some limited attainment in speaking in Key Stage 2, with some pupils showing a lack of confidence in explaining their work in a Celebration Assembly. Older pupils showed skill and confidence and attained a satisfactory level.

125. Attainment in reading in both key stages is average overall. Some Key Stage 1 pupils read with expression and understanding, while other pupils need to be taught to use the full range of strategies and not over rely on phonics. In both key stages pupils need to be taught to read on and back and make sense of their reading. Some able readers in Year 2 are confused about non fiction and fiction and how different texts work. By the end of Key Stage 1 most pupils can read simple texts accurately, have developed a sight vocabulary and can describe and predict events in a story. Most pupils enjoy books and handle them carefully.

126. The majority of pupils in Key Stage 2 can read aloud with increased confidence. They do not all read with expression spontaneously. They can refer to preferences and previous reading. They are beginning to infer and evaluate texts. Some able Year 6 pupils were able to explain their inferences by drawing on evidence in the text. Able readers use expression, understand text and have an effective range of strategies for dealing with new and unfamiliar words and can explain these when asked. Other pupils decode text but do not necessarily understand what they have read. Pupils in Key Stage 2 are beginning to use dictionaries, reference books and thesauruses effectively to locate information. Year 4 pupils used a thesaurus to make a poster using adjectives from poems they had read.

127. Attainment in writing shows variation in both key stages and is not as good as reading. Standards are not systematically maintained and need improving. Some pupils in Key Stage 1 can write freely and independently for purpose and audience. Some, however, require a significant amount of support with composition, sentence construction and spelling.

128. Girls generally perform better than boys in reading and writing and this national trend is reflected in 1999 end of key stage tests for both key stages. Boys' writing shows evidence of underachievement. The school is able to identify good strategies being put in place to target

this underachievement.

129. The quality of experiences has an impact on writing attainment. Writing for a range of audiences and purposes is not consistently evident in both key stages. There are, however, good examples of writing in classrooms. Year 3/4 pupils have produced dialogue extracts based on stories and Year 6 have written biographies about Anne Frank. This work reflects pupils' developing knowledge, understanding and skills about the writing process.

130. Teaching in both key stages is satisfactory overall; all lessons observed were judged satisfactory or better. The National Literacy Strategy is followed closely and work reflects planning. Clear objectives for text, sentence and word levels are identified and this clarity about intended learning shows an improvement since the last inspection. There is evidence of satisfactory coverage of National Curriculum Programmes of Study, with time used outside the Literacy Hour to develop English through other subjects. In Year 1/2 pupils worked on instructional text on how to make a book.

131. Speaking and listening are not planned for systematically in the key stages but opportunities are evident in pupils' experiences. Circle time and Literacy Hour plenaries are good examples of this.

132. In both key stages shared and guided reading strategies are used effectively, with less emphasis on shared and guided writing. This is an area the school is targeting through training.

133. In good examples of teaching in Key Stage 1 pupils have a real purpose for writing and are supported well in the structure and organisation of their work. Year 1 pupils produced little shaped books entitled 'My house' and were able to include pictures of furniture and labels for each room. Good teaching in Key Stage 2 similarly supports pupils in their work. Year 4/5 pupils were asked to compare a number of Monster poems and give explicit reasons for their choices. They were challenged to understand and infer text by good use of questions. When teachers are clear about their objectives, share them with pupils, model reading and writing and are enthusiastic in their teaching, pupils are well motivated.

134. A Junior policy statement for setting out work and the use of redrafting books reflects a move towards a more systematic approach to writing and spelling. End of year assessment in both key stages is established and comprehensive. Ongoing assessment in speaking, listening, reading and writing is evident but needs to be more systematic and precise. Assessment overall has improved since the last inspection. However, diagnostic feedback and marking is inconsistent in both key stages and ranges from very good to unsatisfactory.

135. Word level skills, including phonics, are being taught but teachers' own subject knowledge is variable and ranges from barely satisfactory to very good. Greater pace and structured development of phonics is required.

136. Additional support from nursery nurses and classroom assistants is planned for carefully. This needs to be extended to their role in the shared part of the Literacy Hour.

137. Progress in both key stages is satisfactory for the majority of pupils and good for pupils with special educational needs.

138. Reading is progressing better than writing in both key stages. In Key Stage 1 pupils are provided with a satisfactory range of reading opportunities to enable progress to be made. The majority are developing word, sentence and text level skills to enable them to read and understand text. Individual reading books are sent home to be shared with parents and each pupil has a reading diary. Parents are encouraged to add their comments to this.

139. In Key Stage 2 pupils' reading progress is evident in their increased use of an integrated range of strategies. They use reading journals with varying degrees of success. This use needs closer monitoring by teachers. In a Year 5 quiet reading session, some pupils showed independence with their journals and followed the set procedure effectively.

140. Writing progress is not consistent in composition, spelling and handwriting. Most pupils in both key stages are taught explicit strategies for spelling and handwriting, but they need more frequent teacher modelling in shared writing to make better progress.

141. Best progress in writing is made when pupils have clear purposes and audiences for writing and receive appropriate support with the structure and organisation of their writing. Effective support is linked closely to target setting and assessment. Examples of this working well are seen in the redrafting of books. Teachers note the good points about the work and set individual targets. Pupils refer to these targets before writing. This marks an improvement since the last inspection.

142. The limited use of writing frames in some classes hinders progress in writing, particularly for boys. When used consistently and differentiated, as in a Year 6 Literacy Hour based on newspapers, they can support all pupils' writing and aid progress.

143. There is some evidence of underachievement in boys' writing in both key stages. This needs to be targeted with appropriate differentiated tasks and texts, strategies and support. The school is addressing this, following a member of staff's attendance at a relevant course.

144. Pupils with special educational needs in both key stages make good progress. This is due to specialist expertise, additional support from trained assistants and the effective use of Individual Education Plans, linked to target setting and assessment. This progress is an improvement since the last inspection.

145. A programme for a small group of underachieving Year 3 pupils is implemented well.

146. Pupils' response to English lessons in both key stages is satisfactory. They are positive and enthusiastic about their work. They enjoy a range of texts such as rhymes, poetry, stories and non fiction. Pupils are particularly responsive during whole class shared reading sessions. They behave well, listen carefully and participate constructively. When time on the carpet is overlong, concentration can be lost. The best responses are when the work is well planned and matched appropriately to learning needs. There were regular examples of young pupils sustaining concentration and working independently at reading and writing tasks during the week of the inspection. Year 1 pupils were able to work together, independent of the teacher, to reconstruct sentences and write them on a white board. Year 1/2 pupils collaborated well at tasks related to instructions. Increased concentration, independence and collaboration are evident as pupils move through the school.

147. Most work is completed in both key stages.

148. There are two literacy co ordinators who meet regularly and who have observed teaching of the Literacy Hour in all classes. They work well together and support staff effectively. They monitor planning and attend key stage meetings. They have led the training in the National Literacy Strategy.

149. The school has purchased a good variety of resources to support the teaching of literacy. These are stored in classrooms and central areas. The range and quality are good.

150. The non fiction library is located outside the school office and is used effectively. Other library resources are located on trolleys outside classrooms. There is a clear system for borrowing books. Class and corridor displays are of good quality. In some classrooms and areas literacy opportunities are not fully exploited. An area decorated as a jungle and most role play areas are examples where purposeful print and opportunities for pupils to read and write would further enhance literacy learning.

## **Mathematics**

151. Upon entry to the school, the under five year old pupils are well below national expectations in attainment. Although satisfactory progress is made, attainment is still below average by the start of Key Stage 1.

152. Over the period 1996/8 standards in end of Key Stage 1 national tests were well below national averages. However, there has been a steady improvement and by 1998 they were broadly in line with national averages. In 1999 tests the proportion of pupils attaining level 2+ and above was maintained, but the proportion attaining level 3 fell dramatically. Compared with schools with a similar socio-economic pupil intake the school attains above average results in mathematics at the end of Key Stage 1. Over the period 1996/8 standards in national tests at the end of Key Stage 2 were above the national average. The percentage attaining level 4 or above, and those attaining level 5 in 1999 are again above national averages. Compared with schools with a similar socio-economic pupil intake the school attains above average results in mathematics at the end of Key Stage 2.

153. Good progress is gained throughout Key Stage 1 to produce standards that are close to national average in Year 2. During Key Stage 1 pupils learn to express number sentences. They are quickly able to count on and back in various steps and from various starting points, and they confidently add tens and units. They establish the vocabulary of 2D shapes and have a firm grasp of the difference between the value and number of coins.

154. Some Year 1 pupils in the mixed age Reception/Year 1 class are not always able to translate whole class oral learning into recording on work sheets. Progress for Year 1 pupils is better in the Year 1/2 class, where the recognition of the oral and written mathematical vocabulary of numbers and their operations was greatly enhanced. Higher ability pupils handle well questions involving amounts of money to £1 or more. The whole class is able to devise suitable strategies to work out a number from descriptive information supplied. By Year 2, mathematical vocabulary is being suitably established. Pupils are dealing well with number sequences and are handling addition and subtraction of money. There are, however, many examples of reverse writing of numerals.

155. For a significant proportion of pupils, this reverse writing of numerals continues well into Key Stage 2. The school's wide range of ability is particularly noticeable in Key Stage 2. In Year 3, which has some high attaining pupils, some weaknesses in doubling 15 and 30 were observed. The statement "one hour before...." caused initial problems with a high proportion of pupils. Some Year 4 pupils commit errors when carrying in addition or when subtracting by decomposition, and there are some uncertainties over number bonds to 20. In Year 4 and 5 recognition of 2D and 3D shapes together with associated vocabulary was satisfactory. In Year 5 and 6 some pupils are still using a rule or fingers to perform simple additions or subtractions which should have been committed to memory. However, pupils have a good understanding of rounding up or down. By Year 6 there is a good understanding of decimal and vulgar fractions and the associated vocabulary, yet some of the lower ability pupils struggle with multiplication of three digit numbers by one digit.

156. Standards of teaching at both key stages are always at least satisfactory and in the large majority of lessons are good or very good. The very good lessons occurred in Key Stage 1. Teachers have a good awareness of the three - part lesson structure of the National Numeracy Strategy, namely oral/mental calculation start; main teaching activity; and plenary session, together with a strong emphasis on direct teaching. Overall teacher knowledge of the subject is sound but some teacher misconceptions, some incorrect marking of pupils' work and some lack of understanding of the purpose of the plenary session were noted.

157. All staff have received training in the National Numeracy Strategy, as has the designated Numeracy Governor, who has also observed lessons this term. The governing body is fully aware of changes in the teaching of mathematics. The introduction of the National Numeracy Strategy has led to a reduction in the amount of written work by pupils, - all the more reason why pupils' work should be carefully marked, errors diagnosed and constructive comments made on how work might be improved. Unfortunately, this is not the case. Much of teacher energy appears to have gone into planning, which is of a good standard.

158. Teachers expect pupils to succeed and expect high standards of classroom behaviour. They have a good rapport with pupils and together with a sense of humour make the learning environment an enjoyable one for their pupils. There are homework diaries for each child. No mathematics homework was observed being given to pupils during the Inspection period.

159. The school has invested greatly in in-class professional support provision. Generally the teaching support staff are of good quality and perform well when they know what is expected of them. They are particularly important elements of the good progress made by special educational needs pupils. However, they and the parental volunteers are not well utilised during the initial mental/oral and main activity introduction and, at times, the plenary session in mathematics lessons. Often they are not suitably employed for over one third of the lesson. Further consideration needs to be given to the role of this invaluable classroom asset.

160. Pupil progress was generally satisfactory and often good in the mathematics lessons observed. Good, or better progress is directly linked to the quality of teaching and usually involved good extensions of vocabulary. Teacher planning around the National Numeracy Strategy has ensured good progress. Pupils grow in confidence in numeracy throughout their stay in both key stages. Pupils with special educational needs make good progress. The Individual Education Plans are used well in the planning to ensure good progress. There is nearly always an extra member of staff in mathematics lessons to support low attainers.

161. Overall, good progress is made from a low attainment base line on entry to just below national averages at the end of Key Stage 1. Progress is still good from this level at the end of Key Stage 1 to produce slightly above average attainment levels at the end of Key Stage 2.

162. At both key stages pupils' response is satisfactory or better in all observed lessons; good or better in 83%; and very good in 25%. Pupils are keen to answer questions posed by the teacher. Pupils concentrate well and are enthusiastic participants in the learning process. Once past the Reception stage, they can co-operate well in pairs and in groups using a range of resources. They have the capacity to work well independently. Half of the Year 3 class pupils had, unprompted, asked their parents to help them at home with their present topic - telling the time. They are confident, positive and very well behaved. Relationships between pupils and pupils and pupils and staff are very positive throughout the school.

163. The school has fully adopted the National Numeracy Strategy Framework for Mathematics and its methods and procedures, commencing in July, 1999. However the school appears to be falling behind the suggested timetable of the Framework by several weeks by the end of the autumn half term. There was little evidence of handling data by the use of graphical representation using information technology, or of calculator work, both of which are in the first half term's work of the Framework for Years 5 and 6. To some extent this is due to having to ensure coverage of the National Numeracy Strategy omitted in previous years. There is a need to maintain the overall pace of the Framework. The National Numeracy Strategy is also being used with Reception pupils.

164. The National Curriculum programme of study for using and applying mathematics should be integrated throughout the National Numeracy Strategy Framework. The teaching of using and applying mathematics has not improved since the last inspection.

165. Booster class funds are to be spent on mathematics and pupils with potential level 3 have been targeted. They were particularly successful last year in enabling the target for the proportion of Key Stage 2 pupils attaining level 4 or above to be exceeded.

166. The last inspection report noted that there is a need to co-ordinate planning and teaching of mathematics and this has been addressed within certain constraints. Both present co-ordinators have also responsibility for another Core curriculum area (science) and have, additionally, other major management responsibilities of Key Stage 1 co-ordinator and deputy head respectively. Although neither has subject qualifications, both lead the subject well. There is a limit to what they are physically able to do. At the moment, they have insufficient time to co-ordinate the wide range of commercially or teacher produced textual materials and the mental/oral materials which are used by individual staff.

167. There have been some team teaching and lesson observations by teachers. Formal monitoring of the subject by classroom observation is planned but has not yet been implemented. This needs to be put into operation as soon as possible to ensure that all teachers are aware of each element of the National Numeracy Strategy and their personal development needs assessed. The co-ordinators collect medium term plans from each teacher plus a completed Local Education Authority planning document where each area covered has been highlighted. Samples of work are collected and moderated within each key stage. Each co-ordinator attends the other's moderation meeting. These measures are designed to ensure full coverage of the curriculum.

168. Resources are of a satisfactory standard and adequately employed, although storage in



each classroom may result in unnecessary duplication of resources and in staff being unaware that there are suitable resources around the school.

169. The use of mathematics across the curriculum is particularly good in history and science. A previous Year 6 project was displayed with tabulation and graphs of statistics of the Blitz bombing of Liverpool. Year 5 and 6 pupils are confident in drawing and interpreting graphs in science.

## • Science

170. In 1998, teachers' assessment at the end of Key Stage 1 showed that the percentage of pupils attaining the nationally expected level (Level 2) was broadly in line with the national average. The percentage achieving level 3 was also in line with the national average. In the results for 1999 there has been an increase in the number of pupils achieving level 2 but a drop in the number achieving level 3. Inspection findings indicate that for the present Year 2 pupils' attainment will be average. There is a small but significant number of pupils on the special needs register but the majority of pupils should achieve the national average.

171. The results of the 1998 national curriculum tests at the end of Key Stage 2 show that pupils attainment was close to the national average for those achieving level 4 or above and was well above the national average for pupils achieving level 5. Those pupils who took the tests in 1999 did even better. Over the past three years, although there has been a slight fluctuation, attainment in science has been consistently above the national average. The attainment of both boys and girls over the past two years has remained above the national average. Girls do significantly better than boys when comparing the schools' results. Inspection findings indicate that attainment for the current Year 6 is average but that some of the more able pupils (mostly girls) should comfortably attain Level 5.

172. When compared to similar schools, pupils at the end both key stages do exceedingly well in science. Comparisons show pupil attainment was well above the average for similar schools.

173. By the end of Key Stage 1, pupils can make observations and record them using a simple table. They understand the human life cycle and can identify the main parts of the body correctly. When studying materials they can sort according to their properties and recognise the differences between materials such as wood, plastic, glass and metal. Pupils can recognise pushes and pulls and when things are balanced when they are talking about playground toys. They classify things according to their most distinctive features : for example, they know the difference between fruits and vegetables and that wood floats and metal sinks. They can predict what is and is not magnetic with a high degree of accuracy. The main hindrance to higher attainment is the poor scientific vocabulary and pupils are not adept at explaining why things happen as they do. The strengths of their attainment are in their ability to learn about facts and the content of the science curriculum. The areas that are not sufficiently developed are in investigation and experimentation.

174. By the end of Key Stage 2, pupils have a sound scientific knowledge. They know how the basic organs of the body function. They can name the parts of a flowering plant and can talk confidently about food chains. They understand evaporation and condensation and give everyday examples of when these occur. Pupils can describe what happens when light is reflected and that sound is caused by vibration. Pupils understand that plants and animals

have to adapt to different habitats. Pupils understand the effect of gravity on objects and could test the effect on gravity by placing the same object in water. Although pupils have a satisfactory knowledge they do not consistently draw conclusions or make predictions consistent with evidence or appraise them against scientific knowledge or understanding. Not enough opportunities are provided for pupils to set up their own experiments and investigations or to undertake their own research through textbooks or information technology.

175. At Key Stage 1, pupils' make good progress and at Key Stage 2 progress is satisfactory. Prior attainment is usually built upon and then developed. The lack of opportunities, particularly at Key Stage 2, for pupils to extend their investigative skills or to simply find things out for themselves prevents progress from being better. Pupils throughout the school have good attitudes to learning science and behave well in class. They enjoy their lessons particularly where there is practical work to complete and are animated when discussing what they are doing. Pupils work well together, especially girls, and support each other when doing shared work. These positive attitudes make an important contribution to the progress that pupils make. At both key stages, pupils with special educational needs make good progress and are well supported by teaching and non-teaching staff.

176. The quality of teaching at Key Stage 1 is good. At Key Stage 2, it is at least satisfactory and sometimes good and very good. When it is good, teachers use open-ended questions that encourage pupils to think about what they are observing and to use previous knowledge to help them to think about what is happening. Lessons are well planned and resourced. This is largely due to the recent restructuring of the scheme of work, when an audit revealed that some elements of science were not being taught. Teachers are more confident when dealing with teaching the knowledge associated with science and are beginning to develop pupils' understanding of the technical language of science. Few teachers are encouraging open ended investigations. Where this is happening in Year 1/2 class, pupils were asked to carry out tests to find out which magnet was the strongest, teaching was excellent and the use of support staff was very good. In this lesson the middle ability pupils were required to predict which materials were magnetic and the least able had to sort common objects into magnetic and non-magnetic. In Year 6, pupils were testing the effect on gravity by placing objects in water. They were asked to draw conclusions from the data gathered and to describe the forces which were affecting the object. In these lessons and most others, expectations are high. When teaching is satisfactory, expectations are not as high and activities are closed down to enable the majority to succeed. The less able do the same task and a support assistant provides help.

177. The planning seen is good and there is a good relationship between learning objectives for the lesson and the activities for pupils. This has been helped by the audit completed by the co-ordinator during the previous year. Recording systems for assessment and reporting are satisfactory. The school now needs to review the marking policy for science to enable teachers to provide more meaningful feedback to pupils and to gain more accurate information on what pupils can and cannot do. However, the science co-ordinators are committed to raising standards and the work completed over recent years indicates that the school is well placed to continue to improve in this area of the curriculum.

- **OTHER SUBJECTS OR COURSES**

- **Design and Technology**

178. At the last inspection standards of attainment were described as broadly in line with and sometimes above national expectations. Standards of attainment in both key stages are now below national expectations. The school has understandably devoted more time and effort to raising standards in English and mathematics and, as a result, has found it difficult to maintain the standards identified in the last inspection.

179. Pupils in both key stages, including those with special educational needs make unsatisfactory progress. This is largely due to the lack of opportunity to practise the skills required in design and technology. There is virtually no evidence of work related to designing. The standard of pupils' skills and techniques for making things are at least one year behind their chronological ages.

180. During the inspection, the quality of a small amount of teaching seen was satisfactory although no lessons were seen in Key Stage 1. Support assistants are used well and provide valuable help to pupils. Lessons have appropriate objectives but tasks and resources, apart from the one lesson where the focus was on food tasting, were not sufficiently challenging in one instance and in the other revealed the pupils' poor making skills.

181. The co-ordinator has recognised these issues and has begun to work with teachers to plan a programme of activities using the Qualifications and Curriculum Authority units of work to help them to plan a whole school scheme of work. This work is still in the early stage of development.

182. The subject is not afforded a high priority and the co-ordinator has had no opportunity to monitor teaching and provision across the school. Teachers have not had the opportunity to consider the development of skills for design and technology across the school. They need to consider for example when pupils are planning their projects what they might expect from pupils by the end of Years 2, 4 and 6.

## Information and Communication Technology

183. Although the previous inspection report indicated that standards of attainment in information technology were good at Key Stage 1, they have since seriously declined. Standards at both key stages are now well below national expectations. The pupils in this school are not provided with quality access to the requirements of the National Curriculum. When they are presented with their limited opportunities, they respond well and can make progress but these are all too rare occurrences. Progress overall is unsatisfactory.

184. Teachers were reluctant to be observed teaching information technology during this inspection. This is because they lack confidence in themselves and in the equipment in the school. Only two brief examples of pupils actually being taught information technology were observed during this inspection. Year 6 spent a little time having a demonstration of the use of a computer for an English project involving the production of a newspaper. However, only two girls (on several occasions) were subsequently observed operating the software. They were able to discuss well their work and knew about the use of a scanner but were not able to use a scanner for their work. In this same teacher's classroom a pupil was observed producing a table to record data in science and a previous year's history project was displayed involving information technology generated graphs of statistics of the war time bombing of Liverpool. A voluntary parent helper worked well with two Year 3 pupils interrogating databases. She demonstrated loading a CD-ROM and a search for topics in history.

185. Pupils were observed working independently of teachers in using computers. These were in the Nursery, where a pupil matched shapes and in Reception where pupils matched colours and used simple text. Also Year 1/2 pupils used the mouse to drag features to produce a building and for number work. A Year 2 pupil produced a word list and another matched place names on a map of the United Kingdom. Pupils in a Year 5/6 class used a word processing package for sorting words into alphabetical order. An Assembly session produced praise for a Year 3/4 pupil's bedroom plan using an information technology graphics package. Some classrooms had lists of pupils and lists of programmes to be ticked but no use of these was observed.

186. Other evidence of information technology in the school was found in the wall displays of work which included very simple art graphics and word processing with differing fonts, colours and sizes (mainly poetry and all of low level information technology work). Altogether, there was not much evidence of the delivery of the National Curriculum. There was no evidence (other than Roamers in cupboards) of control, monitoring or modelling strands. There was a real paucity of work involving tables and graphs for data handling. No discussion took place between pupils and teachers about the use of software or of pupils' experiences.

187. The school's pupil:computer ratio of 14.3:1 is slightly inferior to the national ratio of 13:1. However much of the hardware is obsolete. There are fifteen - year old machines with out-dated software still being used. There is a great variety of hardware. There are various printers but few other peripherals available to teachers. The only scanner in the school is kept for administrative purposes. Sensors purchased for measurement in science are not used since they and associated software are faulty. The access to the Internet has been placed in the room of a supply teacher for many months and rarely used. Developments here have been hindered by the long-term absence through sickness of a member of staff. There is a real need to improve computer provision and staff competence and confidence in using new technologies in order to deliver the statutory requirements of the National Curriculum.

## History

188. Standards of attainment are above national expectations in both key stages. Pupils, including those with special educational needs, make good progress overall. This shows a significant improvement since the last report.

189. By the end of Key Stage 1 pupils are developing a good understanding of the past and the present. Visits to the locality have helped pupils to develop a good understanding of the difference between life in the present and life in the past. A study of houses in the locality has enabled pupils to compare and contrast modern homes with Victorian houses. Young pupils are developing a sense of chronology through the study of their families. The teacher provided a good example of her own family. By the end of the key stage pupils are beginning to use a range of resources to understand the cause and effect of the Fire of London.

190. By the end of Key Stage 2 pupils have studied a variety of historical periods which has helped to develop their understanding of chronology, extend their historical knowledge and select and organise historical information. The periods studied include the Roman Invasion of Britain, the Tudors, the Victorians with particular reference to education and World War 2. They understand the term invasion and subsequent events such as the rebellion of Boudicca. Pupils can also understand the changes in education from comparing the apprentice house at Styal Mill with the present day. A range of excellent artefacts helped them to apply their knowledge to design a Victorian alphabet book. By the end of the Key Stage pupils are able to understand reasons for evacuation during World War 2 and why the Blitz took place. This understanding is enhanced through linkages made to other curriculum areas such as English through poetry on the Blitz and mathematics through graphing statistics linked to bomb damage in Liverpool.

191. Pupils make good progress in their historical understanding throughout the school. A range of artefacts and resources help to give them an understanding of past times. A Tudor dress and doublet helped pupils to understand the skill of people at that time. The story of Ann Frank helped to link effectively a study of Judaism to World War 2. The visits made to Chester with a focus on the Romans and Styal Mill helped to support pupils' progress in understanding the past and to contribute significantly to the pupils' social and cultural development.

192. Pupils' attitudes are good throughout the school. They are interested in the range of historical evidence they are shown and concentrate well on written work. They handle resources well and their behaviour is of a good standard.

193. The quality of teaching is good overall. In both key stages questions are used effectively to deepen pupils' knowledge and understanding. Teachers know their pupils well and plan work that is matched to the differing attainment levels of pupils. The assessment opportunities are not so well developed and more thought needs to be given to ensuring a clearer link between the learning objectives and assessment. The marking of pupils' work also needs to be more clearly focused on setting targets for future improvement. There is a clear policy which outlines the main historical skills to be developed and opportunities for cross curricular development. There is an emphasis on developing historical skills and using a range of resources to encourage investigation and research. By using a range of historical accounts and supporting resources pupils' knowledge and understanding is deepened as they progress through the school.

194. The co-ordinator leads the subject well and has ensured that a wide and comprehensive range of resources is available to support teaching. The subject is monitored to some extent through the scrutiny of teachers' planning and pupils' work. Examples of work are leveled and kept as a portfolio of evidence. As yet, however, no opportunities have been provided to observe teaching throughout the school.

## Geography

195. Standards of attainment are in line with national expectations for pupils in both key stages. Pupils, including those with special educational needs, make satisfactory progress.

196. By the end of Key Stage 1 pupils are beginning to develop spatial awareness through the study of the local environment. This includes an investigation of different types of houses within the vicinity of the school. Maps and plans are studied and symbols are used for local features around the school. A clear understanding is developed of the relationship between 3D shapes and their plan view. Pupils accurately record their work in a variety of ways.

197. By the end of Key Stage 2 pupils have had the opportunity to study the contrasting environments of the Jali in Africa and the Inuits in the Arctic, an indepth investigation into weather and its impact on holidays and a river study. The work on the Inuits enables pupils to compare and contrast their way of life in the past and present. The river study enables pupils to understand the changes in a river's development from highland to lowland and the features that are associated with each stage. The work throughout Key Stage 2 is recorded accurately and systematically by the pupils. A residential trip to Burwardsley enhances the pupils' understanding of geography and enables them to further develop their mapping skills and apply their knowledge of rivers to a study of the River Conway.

198. Pupils make satisfactory in their geographical understanding throughout the school. In a Reception class pupils become familiar with the globe and atlas maps. By the end of Key Stage 1 they have developed an awareness of their local area and have a clear understanding of maps and plans. Throughout Key Stage 2 their geographical knowledge is extended through the study of contrasting environments and further development of their mapping skills. They also have an opportunity to study the weather and its impact on holiday destinations.

199. Pupils' attitudes are generally good throughout the school. They are interested in their work and record it accurately in their books. Pupils are eager to participate in discussions about the work they have been involved in. Their attitude and behaviour make a positive contribution to the progress that pupils make.

200. The quality of teaching is satisfactory at Key Stage 1 and varies from unsatisfactory to very good at Key Stage 2. Planning is of a good standard and clearly identifies learning objectives. However, the link between the learning objective and assessment is often insufficiently precise for assessment to accurately inform future planning. A wide range of resources is used to support teaching and good use is made of residential trips and visits to the local area. Where the teaching is unsatisfactory there is insufficient challenge to enable pupils to make the level of progress of which they are capable. Although work is marked there needs consistently to be a clearer outline to pupils of what they need to do to improve.

201. The headteacher recognises the difficulty in trying to combine his role with that of co-ordinator. When the opportunity presents itself it is hoped to review this situation. Teachers' planning is scrutinised and work from different levels of ability taken in to form a portfolio of evidence. Monitoring has not been developed into systematic observation of classroom teaching. The geography curriculum for the school has been reviewed to ensure that statutory requirements are met and that there is a continuity and progression of skills throughout the school. Resources are generally sufficient to meet the needs of the curriculum. Progress has been maintained since the last inspection.

## Art

202. Overall attainment in art in both key stages is average, with expectations appropriate for the age and ability of the pupils. By the end of Key Stage 1 pupils can record their ideas confidently and are developing the ability to represent what is seen and touched. In Key Stage 1 tasks link closely with themes, as in Year 1/Reception work on Senses, where pupils have worked with colour, paint and textured materials to produce colour collages. Year 6 pupils produced detailed drawings to accompany biographical writing.

203. In Key Stage 1 pupils work practically and imaginatively with paint, pastels, pencil and collage. They present their work in two dimensions predominantly. Some pupils can include detail in their work, as in Year 1/Reception pupils' lively self portraits.

204. By the end of Key Stage 2 pupils understand that famous artists use different styles. Pupils can identify similarities and differences in their methods and approaches. Pupils can reflect the style of famous artists in their own work and can include increasing detail. Year 3 pupils worked effectively in the style of Degas. The work of Van Gogh, Picasso and Lowrie was also used to exemplify styles, methods and approaches in Key Stage 2.

205. Teaching of art in both key stages is satisfactory overall. The recent introduction of the Local Education Authority Art Scheme and its detailed guidance is supporting teachers in both key stages with their planning and implementation. There is evidence of coverage of the Programmes of Study. Where teaching is good there are clear learning objectives. Class teachers' own subject knowledge of art varies. This is reflected in the underemphasis on three dimensional work in both key stages and in the limited evidence of observational drawing in Key Stage 1. Three dimensional work and spatial awareness were identified in the last inspection as underemphasised. These aspects were however seen in photographic evidence of Year 5 work where a very good range was evident. This included mosaics, textile work and observational drawing of a Victorian tea set. There is a need to ensure that the full range of experiences is consistently addressed throughout the school.

206. Progress is satisfactory overall in both key stages.

207. Early drawing and mark making develop steadily throughout Key Stage 1 for the majority of pupils, to include more detail by Year 2. This is seen in their confident use of pastels to record what they see. Pupils are given a variety of opportunities to develop skills and to try new techniques, as in printing with fruit and vegetables to create patterns in Year 1/Reception.

208. In Key Stage 2 pupils make increasingly effective choices and selections of materials, as in the Christmas Grotto which is created each year by pupils and parents. Variations in progress are not evident in relation to gender or for pupils with special educational needs.

209. Displays of art work in class and around school place value on finished work. Pupils respond well to art opportunities and have positive attitudes to learning new techniques. There was no evidence of pupil self evaluation in art in either key stage.

210. Pupils in both key stages respond positively to their art work. There is evidence of



confident and imaginative responses in the photographic evidence and in the work which has been carefully completed and effectively displayed. Key Stage 2 pupils have responded positively and enthusiastically to ideas for creating a 'jungle' in a cloakroom area. They used a variety of techniques and worked alongside visiting artists.

211. Resources are good. They are stored centrally, as are examples of artists' work and resource books.

212. There is a policy for art which has been revised this term, a new coordinator has been recently appointed. Medium term planning is monitored. Further plans for monitoring, assessing and evaluating work are appropriate and include the development of a portfolio of work.

## **Music**

213. Pupils' attainment in music is just in line with national expectations in both key stages. This is largely due to the limited opportunities they receive to experience musical activities. Evidence of pupils' knowledge, understanding and skills in music was limited during the week of the inspection.

214. Attainment in the specific weekly lessons taught by the music specialist is good. Year 3/4 pupils can listen to and distinguish high and low notes. They are aware of pulse and can make compositions with simple structures. The majority could use instruments to accompany song, if not accurately. Year 5/6 pupils can sing two parts with an awareness of others performing. The majority can maintain independent instrumental lines and can, with support, produce a whole class performance using voice and instruments to a good standard. Pupils know and understand basic music terms like beat and rhythm.

215. Outside these music lessons, however, pupils have few opportunities to increase their knowledge, understanding and skills. In a Key Stage 2 hymn practice pupils were singing with some expression but were not in tune.

216. Teaching of music by the music specialist is good. The lessons are lively and practical. High expectations are evident, together with secure subject knowledge, well paced work, shared objectives, good management and effective development and progress throughout the lessons. When pupils are challenged appropriately they are able to perform vocally and instrumentally. The enthusiasm and expertise of the specialist are very good, as are the expectations of pupils' attitude and behaviour.

217. Teachers in both key stages do not regularly teach music to their pupils. Music is taught once each fortnight by a music specialist in Key Stage 1 and once each week in Key Stage 2. The music specialist comes into school for one day each week. The plans for these lessons show there is coverage of the Programmes of Study for Attainment Target 1, composing and performing predominantly.

218. Very little music was taught in Key Stage 1 during the week of the inspection. Where it was observed being taught by a non specialist classteacher, the teaching was unsatisfactory with poor expectations, inappropriate content and showed a lack of teacher confidence. In a Key Stage 2 hymn practice, no teaching or development of singing was observed.

219. Progress in the specialist lessons is good but progress overall in both key stages is just satisfactory. The significant lack of opportunities to experience music and be taught music hinders progress.

220. Response to music is satisfactory in both key stages. When given appropriate opportunities, pupils are able to collaborate effectively in their work. Year 5/6 pupils show they can listen and respond positively to others performing. They are keen, enthusiastic and co-operative generally. Key Stage 2 pupils observed were all well motivated and enjoyed the practical work. Relationships are very good in these lessons between pupils and with the music specialist. The pupils were very pleased with their whole class performance and showed pride and pleasure in their work, particularly when the class teacher recorded it.

221. They are not given sufficient opportunities to use their initiative through independent learning in music nor to work collaboratively in music.

222. Music does not underpin the whole curriculum in either key stage. Music does not play an important role in the life of the school. Staff do not all contribute to the development of music in the curriculum. Listening and appraising, Attainment Target 2, is particularly neglected. Singing requires regular development and this was not very evident during the week of the inspection.

223. Resources are satisfactory and include percussion, pitched and non pitched instruments.

224. There is a newly appointed music co ordinator who plans to work in collaboration with the music specialist to encourage and support class teachers in the systematic and effective development of music in the curriculum. Appropriate priorities for development have been identified. There is a music policy which has been produced by the music specialist. This policy is not being fully implemented. The scheme of work is not detailed enough to be accessible to non specialists.

225. Overall standards in music have fallen slightly since the last inspection when they were judged as in line with national expectations and commensurate with pupils' abilities. The quality of learning was judged to be mainly sound and sometimes good. Whilst this is the case in specialist lessons, it is not the case outside these lessons. There were no opportunities for pupils to play wind and string at the time of the last inspection and this has not changed.

## **Physical Education**

226. Attainment is in line with national expectations at both key stages. Overall standards have been maintained since the last report.

227. At Key Stage 1 pupils can warm up effectively, jump, sit stand and run, showing an awareness of space and one another. Most pupils can hold a ball in their hand, balance it on a bat, and find a suitable grip to hold a bat. At the start of an activity they can usually find a space and warm up under direction and at the end of an activity they can cool down. They

make appropriate progress in line with expectations. At Key Stage 2 pupils are gaining skills of passing in netball and are able to refine skills in football when working at developing a ten yard pass. They warm up well in dance using big and small movements and can interpret rhythm and tempo well. They attempt to integrate ideas offered by the teacher to improve their dance sequences and show a willingness to improve performance. Some pupils need to improve their fitness and there is a need in netball to do further work on moving around the pitch.

228. Pupils are making the progress expected of them at both key stages with some making good progress at Key Stage 2. In Key Stage 1 games pupils are making good attempts at bouncing and catching balls with their hands when they are standing, and also when they are moving around the hall showing suitable control of their bodies and equipment. Additionally they are developing throwing, catching and batting skills. In gymnastics they can move on apparatus safely and imaginatively, combining movements and landing safely. At Key Stage 2 pupils demonstrate improvement in skills, knowledge and understanding in games or dance. Good progress in the skills of passing and gamesmanship are made and expressive and interpretative movements improve over time in dance. Satisfactory progress is made in football when pupils learn skills of passing and turning in the course of a game.

229. Teaching in Key Stage 1 varies from very good to unsatisfactory, whilst teaching is always satisfactory and often good at Key Stage 2. In Key Stage 1 good teaching focuses on what is to be learned and is derived from detailed planning which is used and developed throughout the lesson. Where teaching is good teachers share their intentions for learning with pupils so that they know what they need to do to be successful. There is an urgency and determined pace in good teaching and a positive approach to managing pupils' behaviour. Good teaching is further characterised by lessons which have clearly defined parts allowing warm up, opportunity for skill development and a cool down period. Safe practice is developed through recall of rules, the modelling of movements and teacher demonstration. Less satisfactory teaching occurs when pupil management issues dominate, to the extent that the teacher's emphasis shifts from physical education to the management of pupil behaviour. In the best lessons in Key Stage 2 teachers' knowledge and understanding is good and teachers help pupils to improve their performance by explanations of why, for example, particular movements fit into a dance sequence. Similarly in good lessons teachers display good knowledge of the rules of games and establish examples of good practice in movement or heading a ball correctly in football.

230. In Key Stage 1 pupils' attitudes to learning are mainly good. They enjoy developing their skills and demonstrating what they are able to do. Pupils are often lively and motivated to follow instructions, practise skills and demonstrate what they have learned. They are able to work co-operatively in order to get out and put away PE equipment and to play a game of batting and catching. Occasionally, when they are not fully engaged their behaviour can become giddy and over-enthusiastic. In Key Stage 2 pupils are gaining an understanding of the rules of competitive games. They are responsive to following the rules of games and are learning to display good team spirit and behave well. They listen attentively and concentrate on developing skills. They are keen to engage in dance routines and are willing to share their expressive movements with others. They listen attentively to rhythms in music and adapt their movements accordingly.

231. Leadership of the subject has been temporary due to the illness of a staff member and whilst there has been oversight of this area this has been by a postholder with other considerable responsibilities. The current policy document is in need of updating to include health related objectives, further advice on 'Safe Practice' and information about new

initiatives. Planning is currently devised half-termly by individual staff and monitored by the co-ordinator for coverage of the NC Programmes of Study. There is no scheme of work identifying clear learning objectives for each age and stage, and the development of such a scheme should now be a priority.

232. Extra-curricular provision for older pupils in Key Stage 2 is good, providing for netball, football, quick cricket, tag rugby, cross-country and five-a-side football. Provision for extra-curricular activities for younger pupils would greatly enhance this aspect of provision.

233. It was not possible to observe any swimming lessons during the period of inspection. In 1999 the majority of Year 6 were able to swim 25m and be confident in deep water. According to teacher assessment records pupils in the current Year 4 are making satisfactory progress. From interview evidence and attendance records pupils show a positive attitude towards swimming. Curriculum provision for swimming is satisfactory overall but there is no provision for pupils who have not achieved the required Key Stage 2 standard in Year 4 to further develop their skills and improve their performance. Recently developed records of assessment are good and track progress effectively. The facilities and equipment for swimming are good. The school obtains a good quality service from the pool staff.

## Religious Education

234. Attainment is in line with national expectations in both key stages. In Key Stage 1 pupils are able to respond to what they see, hear and taste, expressing preferences and talking about important people in their lives and celebrations. They can say why some people are special to them and why they and a friend are 'best friends'. In Key Stage 2 pupils understand the significance of many symbols important in faiths such as Christianity, Judaism, Hinduism and Buddhism. They know Bible stories and are developing an understanding of the place of the Bible in Christian belief. They understand also the importance of the Sabbath and the diverse ways in which it is celebrated by people of different faiths.

235. Pupils make average progress in religious education in Key Stage 1, as they learn about themselves, their senses, their families, and the ways in which families and friends celebrate events such as christenings, weddings, and other events. They begin to show an increasing awareness of Christianity and other religions so that by Key Stage 2 they have developed an understanding of the variety and richness of religious beliefs they have studied.

236. The teaching of religious education has improved since the last inspection and attainment is now at least satisfactory in both Key Stage 1 and Key Stage 2, and occasionally better at Key Stage Two. Where teaching is good in Key Stage 1 there is an emphasis on teaching through story and the use of first hand experiences, artefacts and real objects. Well planned lessons are detailed and linked to an overall theme such as celebrations. Where teaching is less successful there is a failure to link what is taught to religious practices or beliefs, leaving the emphasis on social or moral themes. In Key Stage 2 high expectations are set, for the most part, for behaviour and response of pupils, and there is a good variety of prepared resources, methods of teaching and planning for differentiated outcomes for pupils of differing abilities. Less successful teaching in Key Stage 2 is characterised by poor planning by the teacher, a failure to help pupils link their learning about the Old and New Testaments of the Bible and an over-reliance on factual information, leaving little opportunity for reflection.

237. Pupils respond to religious education with interest and enthusiasm at Key Stage 1, they are keen to ask appropriate questions and able to maintain sustained involvement and share their ideas. At Key Stage 2 pupils are mainly involved and interested, keen to look at and handle crosses from different countries, or to talk about the symbolism of the Christingles they have made. Occasionally pupils become noisy before settling to practical activities.

238. The statutory requirement for the teaching of religious education is met and the school is following the Cheshire Agreed Syllabus, 'Encounter and Response'. Planning for religious education has improved since the last inspection and, in the main, teachers are able to identify clear learning objectives for their teaching, appropriately located within themes. Many teachers are providing suitable differentiation in their lessons so that the least able pupils enjoy success and the most able are challenged, for example in one class more able pupils were researching information about the Orthodox Church, whilst less able pupils were identifying significant details on a palm crucifix. The supplementation of resources to support teaching has contributed to the raised confidence of most staff and the support of the co-ordinator in developing provision in this area is a key factor in improvement.

239. There is, however, more improvement to be made and the school should now address the issue of devising a scheme of work in order to plan for continuity and progression. The latter is particularly important because of the needs of pupils in mixed age classes who may encounter the same learning from year to year. This was the case in one class where some

pupils had seen a video previously. There is also a need to develop resources further so that access to them is straightforward and the co-ordinator can track their use. The confidence of some staff is still weak and this should be addressed. The religious education co-ordinator does not monitor lessons and therefore has little opportunity to either assess progress in the school nor support colleagues who are experiencing uncertainties.

## **PART C: INSPECTION DATA**

### **240. SUMMARY OF INSPECTION EVIDENCE**

- II. The inspection was carried out by a team of seven inspectors over four days.
- III. During the period of the inspection, 71 lessons or part lessons were observed, adding up to a total of 53.58 hours.
- IV. Inspectors attended school assemblies and registration periods in all year groups.
- V. Samples of pupils' work were examined for each class.
- VI. A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
- VII. In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- VIII. Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
- IX. A parents' meeting held prior to the inspection was attended by 8 parents, at which they expressed their views about the work of the school.
- X. The responses to the 53 questionnaires completed by parents were taken into account during the inspection.
- XI. The budget figures and the most recent audit report were examined.

• **241. DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	244	9	62	99
Nursery Unit/School	13	0	0	0

• **Teachers and classes**

• **Qualified teachers (YR - 6)**

Total number of qualified teachers (full-time equivalent):	11
Number of pupils per qualified teacher:	22

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

Total number of education support staff:	5
Total aggregate hours worked each week:	102

• **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	13

• **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	1
Total aggregate hours worked each week:	16
Average class size:	27



• **Financial data**

Financial year:	1998-99
	£
Total Income	464,540.00
Total Expenditure	454,391.00
Expenditure per pupil	1,810.32
Balance brought forward from previous year	38,474.00
Balance carried forward to next year	48,623.00

## PARENTAL SURVEY

Number of questionnaires sent out:	257
Number of questionnaires returned:	53

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	49.1	49.1	0	1.9	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	66.0	34.0	0	0	0
The school handles complaints from parents well	34.0	52.8	9.4	3.8	0
The school gives me a clear understanding of what is taught	32.1	60.4	5.7	1.9	0
The school keeps me well informed about my child(ren)'s progress	50.9	41.5	0	7.5	0
The school enables my child(ren) to achieve a good standard of work	50.0	48.1	1.9	0	0
The school encourages children to get involved in more than just their daily lessons	39.6	47.2	11.3	1.9	0
I am satisfied with the work that my child(ren) is/are expected to do at home	39.2	54.9	3.9	2.0	0
The school's values and attitudes have a positive effect on my child(ren)	40.4	51.9	5.8	1.9	0
The school achieves high standards of good behaviour	43.1	43.1	9.8	3.9	0
My child(ren) like(s) school	54.7	45.3	0	0	0

### Other issues raised by parents

Inspection findings support the positive views of the parents. This is clearly a school where standards are improving. The school provides a satisfactory range of information that keeps the parents informed about the curriculum and what is taught.