

INSPECTION REPORT

St. Mary's C. E. (VC) Primary School
Macclesfield

LEA area : Cheshire

Unique Reference Number : 111253

Headteacher : Mr C. A. Hutchings

Reporting inspector : Mr P. M. Allen
OIN 17531

Dates of inspection : 18th – 20th October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : Voluntary Controlled

Age range of pupils : 5 – 11

Gender of pupils : Mixed

School address : Leek Road
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Cheshire
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Appropriate authority : Governing Body

Name of chair of governors : Canon D. Moir

Date of previous inspection : November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr P. M. Allen, Rgl	English	Attainment and progress
	Religious Education	Teaching
	Geography	The curriculum and assessment
	Music	Pupils' spiritual, moral, social and cultural development
	Physical education	
	Special educational needs	
	Equal opportunities	
	Under fives	
Mrs B. McIntosh, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mr B. Potter, TI	Mathematics	Leadership and management
	Science	Staffing, accommodation and learning resources
	Information technology	The efficiency of the school
	Art	
	Design and technology	
	History	

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The Registrar
The Office for Standards in Education
Alexandra House

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MAIN FINDINGS

What the school does well

- ◆. The quality of teaching is generally good and often very good.
- ◆. The headteacher, supported by his staff, is providing good, purposeful leadership.
- ◆. The staff work very hard with a strong commitment to the school and its children.
- ◆. The school has effective strategies for developing both literacy and numeracy.
- ◆. There is very good provision for pupils with special educational needs.
- ◆. The school has good provision for spiritual, moral and social development.
- ◆. The school enjoys a very good partnership with parents, the governing body and the community.
- ◆. The school has a caring, Christian ethos.

Where the school has weaknesses

- I. There is a need to broaden the curriculum for Reception children to provide a wider range of experiences.

The weaknesses are very significantly outweighed by what the school does well and will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has improved significantly since the last inspection in 1995. Plans have been successfully developed and implemented to tackle each of the issues raised in the previous report. Provision has been made for more effective development and monitoring by co-ordinators in all subjects. There are now policies and schemes of work in place to guide the teaching and learning, together with a long term curriculum plan. There have been very significant developments in both the curriculum planning processes and the assessment of pupils' work. Clear and realistic targets for the future have been identified and the school is well placed to make further improvements.

Standards in subjects

In accordance with statutory requirements, results of National Curriculum assessments are not reported, as the number of pupils in the year group was less than 10.

National performance data gives little helpful information on attainment as a very small number of pupils are assessed each year. Consequently, levels of attainment can, and do, fluctuate significantly from year to year, thus failing to provide a reliable guide to the overall trend of standards throughout the school. Nevertheless, the attainment levels of the relatively small number of pupils involved were judged by the inspection team to be sound in English and mathematics at the end of Key Stage 2 and broadly in line with what might be expected for a pupil aged 11, and good in science and information technology and above what might be

expected at the end of Key Stage 2. Standards in religious education are sound across the school.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	good	very good
Mathematics	good	good	very good
Science	-	good	very good
Information technology	-	insufficient evidence	very good
Religious education	-	insufficient evidence	insufficient evidence
Other subjects	Satisfactory	good	good

Teaching in Reception and at Key Stage 1 is good overall. It was good in around 65 per cent of the lessons observed and very good or satisfactory in equal proportions in the remainder. The teaching at Key Stage 2 is at least good and very often very good. It was very good in just over 55 per cent of the lessons observed and good in the remainder. The quality of teaching is a strength of the school.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour both in class and in the playground is good and pupils respond well to the high expectations made of them.
Attendance	Levels of attendance in the school are very good and above national averages.
Ethos*	The school has a caring, Christian ethos which is positive and purposeful. Children have positive attitudes to learning and relationships throughout the school are very good.
Leadership and management	The school benefits from the good leadership of the headteacher. The staff work hard, co-operatively, with a sense of commitment. The school has clear targets for further development, although there is a need to extend the school development plan.
Curriculum	The curriculum is generally broad and balanced with all the appropriate subjects. The curriculum for Reception children will benefit from review in light of the new early learning goals. There are good quality planning and assessment practices.
Pupils with special educational needs	The provision is very good and pupils make good progress. The work benefits from the effective leadership of the co-ordinator and the hard work of the staff and the local education authority support workers.

Spiritual, moral, social and cultural development	There is good provision for spiritual, moral and social development and sound provision for cultural development. Multicultural education can benefit from further development.
Staffing, resources and accommodation	There is an appropriate number of staff, although there is a need to maximise the efficient use of the classroom assistants. Overall, the school is well resourced. The accommodation is unsatisfactory in that there is no hall for physical education, assembly and dining. The building is well maintained. There is a small playground and small grassed area.
Value for money	Expenditure is high compared with most schools. In light of the costs involved, the quality of education provided, its context and income, overall the school gives good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>II. The school encourages parents to play an active part in its life.</p> <p>III. The school is approachable, gives a clear understanding of what is taught and keeps parents well informed about pupils' progress.</p> <p>IV. It enables pupils to achieve good standards of work and encourages them to become involved in more than just their daily lessons.</p> <p>V. The school achieves high standards of behaviour and its values and attitudes have a positive effect on the pupils, who enjoy coming to school.</p>	<p>VI. There was no evidence of aspects</p>

All the views expressed were supportive of the school and inspectors' judgements generally support parents' positive views. Parents value, and are valued by, the school and they make a positive contribution to the quality of education provided.

.. **KEY ISSUES FOR ACTION**

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

VII. review and develop the curriculum for Reception children in light of the new national goals for early learning.

(paragraphs 21, 30, 77, 79, 82, 83 and 93)

In addition to the key issue above, the following less important issues should be considered for inclusion in the action plan. These are indicated in paragraphs 24, 45, 60, 70, 72 and 122:

VIII. identify strategic planning ahead in the school development plan, including consideration of the effect of budget variation upon staffing;

IX. further develop multicultural education;

X. review the role of the classroom support workers in order to maximise the efficient use of their time.

.. **INTRODUCTION**

Characteristics of the school

1. St Mary's C. E. (VC) School is a very small village primary school situated five miles south of Macclesfield in Cheshire, on the side of a very busy trunk road. The school serves Bosley and its environs in an area of mainly privately owned property. It is housed in a Grade 2 listed building, built in 1858 and extended in 1897. There is one large teaching area which accommodates both classes, a playgroup room and office accommodation. The school lacks a hall.

2. There are 50 pupils on roll, taught in two classes, one for 18 Reception and Key Stage 1 pupils and one for 32 Key Stage 2 pupils, with more girls than boys. Seven pupils are on the special educational needs register, three of whom have a Statement of Special Educational Need.

3. Most children receive pre-school education through the playgroup which meets each morning on the school's premises. Children start school on a full time basis at the start of the year in which they become five years of age. At the time of the inspection there were six Reception pupils, five of whom were under five.

4. The school aims to promote the highest possible quality of learning and achievement for all children within the context of a caring, Christian community. The school has set targets for future developments, including the further raising of the quality of teaching and learning in all areas of the curriculum.

Key Indicators

5. Due to the small number of pupils being assessed the school is not required to publish its National Curriculum results.

Attendance

		%	
Percentage of half days (sessions) Missed through absence for the Latest complete reporting year	Authorised	School	3.7
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

Exclusions

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

Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	40
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6. Owing to the number of pupils involved, it is not appropriate to use national performance data to compare the school's performance with national averages or with the performance of pupils in similar schools. Overall, national performance data gives little helpful information on attainment as a very small number of pupils are assessed each year. Consequently, levels of attainment can, and do, fluctuate significantly from year to year, thus failing to provide a reliable guide to the overall trend of standards throughout the school. Whilst across the school, most pupils attain well, there is a significant minority of the small number of pupils on roll, who have special educational needs and this can affect the overall evaluations. Nevertheless, the attainment levels of the relatively small number of pupils involved were judged by the inspection team to be sound in English and mathematics at the end of both key stages and broadly in line with what might be expected of pupils aged 7 and 11, and good in science and information technology at the end of both key stages and broadly above what might be expected. Standards in religious education are sound across the school and meet the expectations of the locally agreed syllabus. Pupils make sound progress in their understanding of religious faiths and concepts.

7. Evidence for judgements on levels of attainment is based on observations of pupils at work, on a close analysis of their current and previous work, on work on display, on photographic and other evidence, on discussions with the pupils and on a scrutiny of teachers' records and assessments. The school is beginning to use its performance data to set targets for each pupil in the core subjects.

8. There are six Reception children, of whom five are under five years of age. These children started school at the beginning of the current term on a full time basis. They are becoming established and are making a positive start to their school life. Assessments made on entry into the Reception year indicate a wide range in ability. Although the attainment and skills of children vary from year to year, overall they are broadly in line with what could be expected. Observations of young pupils, including those who are under five, together with a review of previous work, suggest that children will reach the Desirable Outcomes of Learning and that some will exceed expectations for children of this age. Although children make at least sound progress across all the areas of learning, progress is more significant in language and literacy, mathematics, personal and social education and knowledge and understanding of the world.

9. At both key stages, most pupils achieve good standards in the basic skills of reading. Lower attaining pupils reach creditable standards, relative to their prior attainment. Pupils generally read fluently and accurately and use a range of strategies to understand the meanings of the texts. Most read with enthusiasm and show a good knowledge of the contents of their books. Across the range of ability pupils, including those who have special educational needs, make good progress. Although overall standards in writing are sound across the school and pupils give due consideration to punctuation, grammar and spelling, there is a recognised need to improve the quality and range of writing and to target improvements in the drafting of work. Standards of presentation and handwriting are good across the school and pupils attain very creditably. There are a number of pupils at both key stages who are very articulate. Most pupils listen confidently across a range of contexts and can adapt their talk to the needs of the listener. Overall, standards in speaking and listening are good and pupils make good

progress.

10. Standards in mathematics are sound overall at the end of both key stages. At Key Stage 1, pupils recognise number patterns, count confidently and recognise sequences of odd and even numbers. They attain a sound standard in the areas of weight, measurement, capacity and working with small sums of money. At Key Stage 2, pupils present information and findings in an organised way, demonstrating a good understanding of place value in numbers up to and including millions. They work satisfactorily with fractions, decimals and percentages and the higher attainers attain standards above national averages. The implementation of the National Numeracy Strategy is having a positive impact upon attainment. Good progress is made at both key stages in all levels of ability, age and understanding.

11. Standards in science are good overall at the end of both key stages. At Key Stage 1, pupils recognise that all living things have basic requirements and that materials have different properties that can be used to group them. At Key Stage 2, pupils know the steps to go through when carrying out a science investigation and become skilled at measurement, observation and recording. Pupils make good progress at both key stages. From participating in teacher prepared activities at Key Stage 1, pupils gradually develop into independent investigators with a good range of skills which they apply appropriately.

12. Standards in information technology are good at the end of both key stages, with pupils having regular access to the good provision of equipment. They make good progress at both key stages. At Key Stage 1, pupils work effectively on word processing and simple control programs. Key Stage 2 pupils work confidently with spreadsheets and they can open and create databases. They make good use of the Internet to access information for topics. Good teaching, including sessions of discrete teaching, impacts on the good levels of progress at both key stages. There is a progressive acquisition of skills and pupils have the ability to work independently across a range of programs

13. Across the school as a whole, pupils are generally making good progress, effectively gaining and consolidating appropriate knowledge, skills and understanding. There are too few pupils in each year to give reliable information on trends over time or information on any differences in attainment between boys and girls. The school effectively promotes pupils' achievement and progress through the consistently high quality of teaching which effectively focuses on targeting progress. Overall, across the school, progress is marked in reading, speaking and listening, numeracy, science and information technology. Most of the lessons seen during the inspection were, understandably, focused on the core subjects. Nevertheless, there was evidence in the work sampling of good progress being made in art, design and technology and history by pupils at both key stages. Pupils with special educational needs make good progress in relation to their individual learning targets, particularly in the acquisition of basic literacy skills. The quality of support for these pupils is good and this impacts on the good progress being made.

Attitudes, behaviour and personal development

14. The school effectively promotes and encourages good behaviour. Pupils show positive attitudes to school and their work, which has a beneficial effect on standards of attainment and the quality of learning. All pupils appear to be happy in school. They show a high level of interest in their work and apply themselves well to their learning. In lessons, pupils are keen to talk about their work and interests. They contribute to discussions with enthusiasm. They are very confident and well able to express their views. They readily accept suggestions for

improvements to their work and are able to select, use and return relevant resources.

15. Pupils show good levels of co-operation in group and class activities. They work well independently, taking responsibility for organising and carrying out tasks, especially when the learning objective is shared with them at the onset of the lesson. There are good examples of this in the literacy hour, where pupils' high levels of co-operation and independence allow them to get the best out of the group sessions. Children under five are well behaved and mix well with the older children in school. They are learning to persevere with their tasks and are beginning to understand established routines and class rules.

16. Pupils' behaviour is good in and around school. When moving around the building all pupils are orderly and sensible. At break and lunchtimes they follow routines well. Their behaviour on the playground area is good and they have a good awareness of others. Relationships throughout the school are very good, which is a strength of the school. Pupils are friendly and polite. Visitors are made welcome and pupils are happy to enter into conversation with them. There is no evidence of bullying, although the school has suitable procedures to deal with any incidents should they occur.

17. Provision for personal development is very good and pupils willingly take on progressively more responsibility as they move through the school. Older pupils enjoy the additional responsibilities that they are given to assist in the daily routines of the school. The Junior Road Safety Officer and Recycling Officer receive newsletters from County Hall and readily disseminate information to other pupils during assemblies. Pupils show sensitivity for the needs and feelings of others. They raise money for a wide range of charities. Pupils of all ages show responsible attitudes and respect both for each other and for property, and this supports the very good ethos of the school.

Attendance

18. Attendance levels at the school are very good and above national averages. No unauthorised absences were recorded during the last reporting year. Parents are aware of attendance procedures and know to inform school when their child is absent. The school places strong emphasis on the importance of regular attendance and parents respond well to its efforts. Registers are marked consistently with care and meet statutory requirements. Registration time is used well and provides a calm, effective start to the school day. Pupils arrive punctually at school. Lessons start promptly and no time is lost in providing opportunities for pupils to learn. The very good attendance contributes positively to the pupils' attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

19. The quality of teaching is generally good and often very good. Important elements such as pace and rigour, appropriate challenge and match of task to ability levels, together with high expectations, featured in virtually all the lessons observed. This quality of teaching has a positive impact on the pupils' attainment and progress.

20. Teaching in Reception and at Key Stage 1 is good overall. It was good in around 65 per cent of the lessons observed and very good or satisfactory in equal proportions in the

remainder. Even though two teachers share the teaching of the younger pupils, the approach is very consistent and pupils benefit equally from the skills of the people involved. The teaching at Key Stage 2 is generally at least good and often very good. It was very good in just over 55 per cent of the lessons observed and good in the remainder. Very good teaching was observed in English, mathematics, science, information technology, design and technology and history. The teaching of pupils with special educational needs is generally good and helps to promote good progress.

21. The youngest children receive good support. Although the teaching for Reception children, including the under-fives, is good overall, providing a solid foundation for Key Stage 1, there is currently no written planning which covers the areas of learning for under-fives. The teaching benefits from the partnership of the teachers and the classroom assistant. Personal and social learning is appropriately emphasised. Children are encouraged to become involved in the work of the class and learn to work co-operatively. The teaching can become more effective with the increased promotion of work which supports children being actively involved in a wider range of practical and creative activities, and a reduction in the amount of direct teaching in which children take a passive role. The planning for Reception children needs to take account of the proposed new early learning goals.

22. In the teaching observed during the inspection, there was good discipline, effective classroom management, a calm and quiet atmosphere and work which was appropriate for all pupils, including those with special educational needs. There were high expectations of the pupils' capacity to produce their best work and an active promotion of good quality work. There was skilful questioning to take learning forward. Work was generally well planned with an appropriate balance between instruction and pupil activity and progress was carefully targeted. The main emphasis was on pupils effectively gaining and consolidating knowledge, skills and understanding, by building on prior attainment.

23. There is good emphasis on the quality of presentation and handwriting. Teachers effectively communicate to pupils their own enthusiasm for the imaginative use of language in oral and written work. Teachers show good subject knowledge, especially in literacy, numeracy and information technology. They work with commitment giving clear explanations. In much of the teaching seen, teachers plan activities that consolidate and extend prior teaching and learning. Direct teaching is used that enthuses and engages the pupils and teachers provide tasks which have clear purpose and support the lesson's learning objectives. Teachers work hard to make the lessons interesting, often involving good opportunities to develop speaking and listening skills. Much of the teaching towards the end of Key Stage 2 is, appropriately, geared towards preparing pupils for the next phase of education.

24. The staff have implemented the National Literacy Strategy in both classes, adapting it carefully to the needs of the school. This has had a positive impact on the English curriculum. The teaching is well planned and well organised and there is evidence to suggest that teachers are gaining in confidence in the prescribed ways of organising the teaching. The school has reviewed the effectiveness of its arrangements in order to ensure that the strategy is building on the successful work established in literacy. Consideration now needs to be given to maximising the use of the time and skills of the classroom assistants who are sometimes mainly observers with little involvement in the teaching. The school has recently carefully introduced the elements of the numeracy hour, with skilful work in each element, especially the development of mental skills.

25. Teachers work very hard with a strong commitment to the school and its pupils. They plan in some detail and build numeracy, literacy and information technology into many lessons.

Teachers plan carefully using the programmes of study of the National Curriculum and learning objectives are clearly identified and well used. Pupils' progress is monitored carefully during the lessons and effective assessment records are kept. Throughout the work there is an emphasis on high standards.

26. Teachers create an orderly and stimulating working environment which promotes language and celebrates the pupils' work. They listen and respond well to pupils and use consistent praise and encouragement, with appropriate attention being given to marking. Increasingly they share aspirations with the pupils. Homework is used to extend learning in both classes and parents are supportive of the arrangements. Teachers show a good knowledge of individual pupils and make good provision for lower attaining pupils. Management of pupils is good with high expectations of good behaviour, making for a calm, ordered working environment where misbehaviour, appropriately, is not tolerated.

27. There is good support for pupils with special educational needs, including the promotion of confidence and self-esteem. Relationships between the pupils and all the adults who work in school are very good, as are relationships between the pupils themselves. Overall, the high quality of teaching exerts a strong impact on the quality of learning, the standards achieved and the good progress made by pupils across the school.

The curriculum and assessment

28. The school's curriculum is carefully thought out, includes all the appropriate subjects and reflects the aims of the school. It is successful in promoting pupils' intellectual, physical and personal development and prepares them for the next stage of education. All pupils have equal access to it. It is generally broad, so that it provides a wide range of knowledge, skills and experiences, and balanced, so that each element is given an appropriate time to contribute to learning. Due to the limitations of the building, there is, unavoidably, no scope for pupils to have access to work in gymnastics. The school tries to redress this by providing weekly swimming for all pupils.

29. Whilst strong emphasis is given to the acquisition of the basic skills of literacy and numeracy, a significant emphasis is also given to work in information technology. Pupils have the use of information technology as a tool to help them to learn throughout the curriculum. They have the opportunity to develop capability in every strand of the subject and to routinely practise the skills which have been introduced in lessons.

30. The youngest children benefit significantly from their time spent in the pre-school playgroup based in the school. At the time of the inspection, six Reception pupils had recently started school and were being taught alongside Year 1 and Year 2 pupils in one class. Although the curriculum for the under-fives and Reception children provides a solid foundation for Key Stage 1, the work for these children can benefit from some development, broadening the scope of the experiences offered and taking account of the new national goals for early learning.

31. The school gives clearly focused time to literacy and numeracy. The teaching of reading is viewed as a priority in the school and this is reflected in the good standards achieved by most pupils. The school has developed a clear strategy for promoting literacy in both of the classes and across the curriculum. The National Literacy Strategy is successfully implemented at both key stages and is central to the school's planning for English teaching. The school has appropriately adapted the initiative to cater for the needs of the pupils, given the split-age

classes and the wide range of abilities. The same principles have been applied to the recent introduction of the National Numeracy Strategy.

32. Whilst the school uses most of its discretionary time to help it meet the increasing demands on the planned curriculum, time is valuably given to personal and social education and with activities concerned with the promotion of drugs awareness and healthy living. The curriculum is significantly enriched by the valuable opportunities given to Key Stage 2 pupils to take part in residential education on an annual basis, usually to the Delamere Forest or Dovedale areas.

33. Since the last inspection, important developments have taken place in subject guidance and in planning the curriculum. Policies are in place for each subject, virtually all of which have recently been reviewed. The previous report identified the need for schemes of work to be more fully developed in order to address progression. There are now schemes for all subjects and use is being made of nationally prescribed schemes of work in science, information technology, design and technology, geography and history, adapting them to the circumstances of the school. Good use is made of commercial and local education authority materials to support the work in mathematics and science. Having acted upon an issue raised in the previous report, there is now a detailed whole school curriculum plan and agreed formats are in place for medium and short term planning which have a strong emphasis on clearly prescribed learning objectives related to the programmes of study of the National Curriculum.

34. Much of the work is taught through whole school and class topics which make use of interesting cross curricular elements. Most topics, some of which are for the whole school, are taught within a two year cycle at both key stages and in each class. Alongside the topic activities, the work in English, mathematics and in some of the foundation subjects is taught discretely.

35. Teachers plan the work to take into account the wide range of need and ability in both classes. There are clear weekly plans for the literacy hour and the recently introduced numeracy hour. The planning formats have been agreed and are linked to intended learning outcomes. Teachers plan the work to be interesting and relevant and pupils are given opportunities to take their learning beyond the classroom; for example, good use is made of the local area including the village, together with visits to places further afield, including Chester and Tatton Park.

36. As part of science and health education, older pupils are taught about sex education and, throughout the school, questions and issues are dealt with sensitively as they arise. The school offers a good range of extra-curricular activities, some of them seasonal, in sports, chess, recorder and music groups. There are good opportunities to take part in teams and in inter-school tournaments concerned with cross country, swimming and football. Religious education is taught in accordance with the local education authority's current agreed syllabus and meets statutory requirements. Parents provide effective support to children as part of the reading programme. Pupils are encouraged to take books home, learn spellings and tables and regularly undertake relevant research tasks based on the topics being studied. Parents are generally happy with the homework provision and approve of the home-school agreement.

37. The very good provision for pupils with special educational needs is one of the school's many strengths. The clear and effective procedures for the early identification of those pupils with special educational needs are described in the helpful policy. The school gives good support to these pupils and they generally make good progress. Seven pupils are on the special educational needs register, of whom three have a Statement of Special Educational Need. Pupils have appropriate targets, usually identified in clear and helpful individual

education plans, mainly based on literacy and numeracy skills, which are regularly monitored and reviewed. The work benefits from the efficient work of the co-ordinator, the class teachers, assistants and the valuable contribution of the local education authority support staff. Some use is made of the local education authority's recording system and the school's well organised arrangements satisfy the requirements of the national Code of Practice.

38. Since the last inspection, there have been very significant developments in the assessing and recording of pupils' work. Baseline assessments are undertaken on entry and are providing useful information. Teachers have good knowledge of individual pupils' abilities and a great deal of informal assessment takes place, much of which informs curriculum planning. Some regular formal assessments, such as the use of standardised tests in reading, reasoning and mathematics add to the information collected. The regular marking of work provides useful feedback to pupils.

39. The school has developed very useful individual pupil assessment profiles across the core subjects, with information collected such as that from standardised and national tests, including the optional ones the school uses in English and mathematics. This enables the school to track the progress of individual pupils over time. Additionally, each pupil has a record of achievement folder, containing information of attainment and samples of work. Good use is made of the annotated portfolios of moderated work to help judge levels of work. Parents have access to the records, as do pupils, the older ones systematically reviewing their own work and setting their own targets on an annual basis. This helps to promote ownership by the pupils of their own learning. The current developments in the assessing and recording of pupils' attainment and progress are commendable and can support the school in its desire to further raise levels of attainment.

Pupils' spiritual, moral, social and cultural development

40. The previous report identified that the school effectively promoted spiritual, moral, social and cultural development and that they were central to its stated aims. This is still the case. The school makes good provision for pupils' spiritual, moral and social development and sound provision for their cultural development and pupils respond well in these areas. The school has a caring, Christian ethos which embodies clear values involving care and respect. It functions like a large family whose members look after one another. It plays a key role in preparing pupils for the opportunities, responsibilities and experiences of adult life.

41. Pupils are given opportunities to consider their own lives and their place in the world around them in religious education lessons. They are beginning to develop an understanding of the significance of religious faith. They are encouraged to be reflective through a range of activities including prayer, music, dance and personal writing in poems and prayers. Just prior to the inspection, pupils wrote reflectively in considering their feelings at harvest time. Collective acts of worship provide good opportunities for reflection on aspects of the school's ethos, such as care and consideration for other people and the uniqueness of the individual.

42. Parents agree that the school teaches the principles which distinguish right from wrong. The pupils are aware of the rewards and sanctions which operate. The rules are shared with the older pupils who understand the system of rules and the reasons for them. The school encourages and expects good behaviour and contracts of agreement on behaviour have been drawn up which older pupils happily sign as part of the home-school agreement. Pupils show respect for each other and for property. They are encouraged to value one another and celebrate each other's successes; for example, in the weekly sharing assemblies. Pupils of all

ages generally work well together and older pupils are protective towards both younger pupils and those with particular needs. In each class, pupils give support and encouragement to each other and good examples of spontaneous care and concern for others were seen during the inspection. Through the valuable residential visits, older pupils learn about living together in a community setting away from home.

43. The school encourages pupils to take responsibility for helping and doing jobs; for example, younger pupils take responsibility for specific tasks in their own classroom. Older pupils work on a rotation of jobs; for example, collecting and telephoning dinner numbers, moving furniture and ringing the traditional bell. Pupils are encouraged to participate fully in the school and local community and develop an understanding of citizenship. Produce from the annual harvest is delivered to the local elderly. Pupils become closely involved in the life of the parish church and the school is the focal point for the village's annual Rose Queen ceremony. The pupils contribute to a good range of charities including ones for children who are less fortunate than themselves, such as the National Children's Home. The quality of relationships throughout the school is very good and staff set good role models.

44. Across the curriculum work in art, geography, history, music and religious education is used to promote the pupils' cultural education. Through purposeful use of the local environment, including study of the immediate and surrounding area, they gain insights into their own local heritage. They gain good knowledge of other times and places through geography and history, aided by good opportunities to visit places further afield.

45. Pupils learn mainly about the Christian religion, as well as aspects of Judaism and Islam as part of the religious education syllabus and the school's resources reflect cultures other than the pupils' own. Nevertheless, there is need to develop pupils' knowledge and understanding of different cultures and religious traditions by giving them further experiences of the cultural traditions of communities other than their own. This could promote deeper insights into the customs and festivals of a variety of faiths and of the diversity and richness of other cultures, helping to prepare pupils for the multicultural society in which they are growing up.

46. Collective acts of worship support the provision for the spiritual, moral and social education which is a strength of the school. The quality of the overall provision has a positive impact on the quality of education provided.

Support, guidance and pupils' welfare

47. The school has a caring, Christian ethos and gives very good support and guidance to all pupils enabling them to cope effectively and confidently with school life. There is a warm, family atmosphere and teachers clearly know the pupils well. Parents recognise that the school fosters positive, caring attitudes and are happy with the help and guidance it provides. Parents' questionnaires indicate overwhelmingly that children are happy at school. Relationships throughout the school are very good and pupils frequently support each other in class and around school. Children under five are already establishing effective relationships with other children and adults and are very well supported by the older children in school. Their induction into school is carefully planned and considered.

48. There are very good procedures in place for monitoring pupils' progress and personal development. Teachers use a range of testing and assessment procedures to effectively monitor the progress and personal development of pupils. Pupils' individual profiles and records of achievement are used well. They provide a clear, detailed report of each child's

progress. Pupils with special educational needs are well supported and generally make good progress.

49. Pupils' behaviour is good. The whole culture of the school is one of sensible behaviour, self-discipline and consideration for others. There is a positive approach to behaviour management and incidents of poor behaviour are rare. The provision for pupils' overall well being and health and safety is good. Health education and some aspects of drugs awareness are covered in themes and topics in several curriculum areas and sex education is taught appropriately through science. The residential visits make a positive contribution to the educational and social development of the Key Stage 2 pupils. All staff, including midday supervisors, provide a good level of supervision and carry out their duties in a caring way. Comprehensive procedures are in place for first aid, reporting accidents, taking pupils on visits and fire drills.

50. The school follows local education authority guidelines for health and safety. The governing body has adopted its own policy, with suitable procedures for regular safety audits around the school premises. Child protection procedures are in place and all staff are aware of the requirements. The school is situated on the side of a very busy trunk road, with vehicles passing by at high speeds. Staff are vigilant in making both pupils and parents aware of the traffic problems at the beginning and end of the school day. Governors have campaigned over a number of years to try and ease this problem but have made little real progress. The school works hard to provide a safe environment for its pupils and staff.

Partnership with parents and the community

51. The school enjoys good links with parents, the local community and its members. Parents work in partnership with the school and this has a positive effect on the quality of learning and standards achieved. The responses from parents, both at the parents' meeting and in their answers to the questionnaire, were overwhelmingly supportive of the work done by the school.

52. The school gives clear, useful information to parents and encourages them to become involved in their children's work. Information provided is well presented, readable and purposeful. Parents find the newsletters useful and feel well informed about school activities and events. Opportunities are provided for parents to talk informally and formally with teachers about their child's progress. The majority of parents attend open evenings. Annual reports are informative, show a good knowledge of the pupils and the work they have covered and include targets for future improvement. The school is now aware of the need to report on information technology and design and technology as two separate subjects. The school works closely with parents of children with special educational needs. Attendance at annual reviews is good.

53. Parental involvement makes a significant contribution to both the pupils' learning and to the life of the school. A small number of parents help regularly in class and many more are willing to assist on educational visits. Some parents give invaluable support by supervising the children at the swimming pool each week. Although there is no formal parents' association, several events are held throughout the year raising substantial amounts of money for school funds. Parents are given details about topics their children will be studying in order to further support their learning. Parents are happy to assist their children when work is sent home. They are supportive of the home-school agreement and homework policy. The school has provided parents with appropriate information about the literacy hour and a booklet on how to help their children with reading.

54. The school has developed some very good links with the local community. Close links with the small school's association enable staff to discuss curriculum issues and share resources. There are arrangements for both pupils and parents to visit their next school, providing a smooth transition to secondary education. The local area and places of interest are well used. Pupils visit the reservoir and local farms. The school makes use of visitors with special knowledge to enhance areas of the curriculum; for example, elderly residents who were involved in 'Digging for Victory' in the nearby fields spoke about their war time experiences.

55. The school has strong links with the church and clergy. The church is used regularly for special celebrations and worship. The school is an integral part of the community and makes a positive contribution to village life especially at Christmas and harvest time. The Rose Queen Fête is a major event for both school and church, combining village tradition with all the elements of a summer fair. This event is extremely popular and all the children are involved. A local business has been a generous contributor to the school, providing text books to help with homework activities, an annual cash donation to help fund the Rose Queen Fête and opportunities for children to design and make Christmas cards.

56. The school's partnership with parents and the community has a positive effect on the quality of education and is one of the school's many strengths.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

57. The school has improved significantly since the last inspection in 1995. Plans have been successfully developed and implemented to tackle each of the issues raised in the previous report. Provision has been made for more effective development and monitoring by co-ordinators in all subjects. There are now policies and schemes of work in place to guide the teaching and learning, together with a long term curriculum plan. There have been very significant developments in both the curriculum planning processes and the assessment of pupils' work. Clear and realistic targets for the future have been identified and the school is well placed to make further improvements.

58. The overall quality of leadership and management is good. The headteacher, supported by his staff, is providing purposeful leadership. There is a firm commitment to the professional development of staff which is well linked to national initiatives and school needs. All staff work well together as a team and the contribution of each and every one working in the school is valued. This makes for a corporate approach to the life and work of the school and its pupils.

59. The school functions with a common sense of purpose. Staff, governors and parents work together and make a good contribution to the quality of education provided and the standards achieved by pupils. There is evidence of a shared determination to succeed and move forward in raising further the standards of attainment and the quality of teaching and learning. The leadership of the school has good insights into the ways forward with the capacity and will to succeed.

60. The headteacher and governing body have established a good management structure which fully supports the work of the school. The governors understand their responsibilities and, although they have a clear strategic view of school development, there is a need to identify this more clearly in the school development plan. They have confidence in the headteacher and the support they give him is very good. Sub-committees work well within clear terms of reference, they meet as appropriate, and evaluate initiatives and progress in

their area of responsibility and feed back to the main governing body.

61. The teaching and curriculum are very well developed, monitored, evaluated and supported. The headteacher has very good knowledge of the school, he teaches regularly and is able to closely observe the work of his colleagues and monitor the progress the pupils are making, including those with special educational needs. This enables him to be fully aware of how successfully new initiatives, such as the numeracy and literacy hours, are being implemented and how effectively lower attaining pupils are catered for in these well structured lessons. The procedures, which underlie this aspect of the school's work, are very well documented and carefully followed. They ensure that all key issues from the previous inspection are very successfully addressed.

62. The school has a clearly stated set of aims which are understood and supported by all those associated with the school. They reflect the high expectations teachers have for their pupils and the school is very successful in achieving them. The headteacher continues to lead the school with a good sense of purpose. This, together with the very good ethos, further builds upon the very good links the school has with the parent body who, in common with their children, feel happy and confident to come into school.

Staffing, accommodation and learning resources

63. The school is well staffed by sufficient, qualified and hard working teachers and classroom assistants all of whom are appropriately deployed for the majority of their time. Teachers are few in number and it is necessary that they take on board far more areas of responsibility than is required of teachers in a larger school. This they do well, showing good organisation and good levels of knowledge and expertise across their subjects. Teamwork between staff is essential and this is very good and a strength of the school. They are well supported by a classroom assistant and special educational needs assistants who have received some appropriate training.

64. Since the last inspection, the roles of subject co-ordinators have been developed and teachers benefit well from a wide range of personal and professional development courses which contribute very effectively to the strength of the curriculum. Appraisal of staff is an informal process of professional dialogue through which school and personal needs are identified. The headteacher is also the special educational needs co-ordinator and his unique position enables him to carry out this role effectively and meet the needs of these pupils.

65. The administration benefits from the efficient work of the secretary who makes an important contribution to the smooth day-to-day organisation of the school. Lunchtime supervisors provide good supervision and support. The school's caretaker makes a positive contribution, keeping the buildings and grounds clean and well maintained.

66. The accommodation is unsatisfactory in that there is no hall for physical education, assembly and dining. All other aspects of accommodation are satisfactory, comprised of a good sized library and an area to cater for the two classes of just sufficient size for the number of pupils. The hard playing area and small grassed area are adequate and provide an essential outdoor area for physical activities and games, including a useful climbing frame.

67. The school accommodation is maintained to a good standard and is clean and tidy. The building is valued and its unusual features help create a warm and welcoming atmosphere. It is further enhanced by the high quality of pupils' work which is displayed throughout the

school. The quality of the displays aptly celebrates pupils' abilities and achievement.

68. All areas of the curriculum are at least satisfactorily resourced. In the core curriculum areas of literacy and numeracy, resources are very good. This includes information technology to which all pupils have good and frequent access. In all other areas, the provision of resources is good with the exception of physical education in which they are satisfactory. There are no resources for outside play for the under-fives. The school makes good use of the local education authority's project loan services to support specific areas of the curriculum. The resources provided by the local and more distant environment are not neglected and a good range of day and residential visits make a positive contribution to pupils' progress in both curriculum and in their social, personal and cultural development.

The efficiency of the school

69. The governors and the headteacher have to manage the school's finances with great care due to the fluctuations in the numbers on roll and the resulting significant variations to the funding which the school is allocated. The good systems and procedures in place to monitor and evaluate spending decisions, together with the advice of a local education authority finance officer, mean that the school is efficiently managed and all its resources are carefully deployed.

70. The headteacher carries the principal responsibilities for financial decisions and the finance committee of the governing body meets to make an important contribution to the financial management of the school and the budgetary control. There is, however, insufficient evidence to suggest that the governing body develops its financial management strategies far enough ahead. The course of action the school would take regarding staffing in the event of a drop in number of pupils and the subsequently reduced financial resource, is unclear. Staffing allocations is a difficult budgetary consideration for the governors, who currently, wishing to maintain continuity of teaching and learning, have had to cushion the effects of reduced funding which result from falling roles. This sensible decision has nevertheless made a significant contribution to the erosion of the healthy balance carried forward. Soon the strategy of cushioning will no longer be possible.

71. Care is taken to ensure that the funds made available to the school are used efficiently in support of established priorities, which are based firmly on the raising of pupils' attainment. The resulting initiatives contained and prioritised in the school development plan are carefully costed and their impact on the school budget clearly defined. The additional funding the school receives to support pupils with special educational needs is used appropriately and these pupils make good progress, indicating that the money is efficiently spent.

72. The deployment of the teaching staff is appropriate to the school's circumstances. Staffing arrangements release the headteacher from classroom responsibility for three days a week. During this time, he effectively monitors the quality of teaching and learning. This has a positive impact upon the standards being achieved and the progress being made. A small amount of extra classroom support which benefits all pupils is provided by the school and this support is often used well. However, there are times when inefficient use is made of the time and skills of non-teaching staff. Classroom assistants sometimes take on the role of spectators in lessons. The school needs to review the use of the classroom support workers in order to maximise the efficient use of their time.

73. The school makes efficient use of its accommodation and resources and an attractive

learning environment is provided for its pupils. This is much enhanced by the quality of the pupils' work, all of which is very well displayed. The building is very well cared for and valued, having a positive effect upon the development of pupils' good attitudes, work habits and aesthetic awareness. The fact that the school has no hall means that great care has to be taken in order that any disadvantage to pupils is kept to a minimum. The learning resources possessed by the school are efficiently used, particularly those for information technology, numeracy and literacy.

74. Financial administration is good and procedures are clear. Up to date information is readily available and easily accessed. The controls over income and expenditure are secure and the school runs smoothly on a day-to-day basis.

75. Attainment on entry is average, pupils make good progress throughout the school to attain standards that are in line with the national average for the key areas of literacy and numeracy. The quality of education, especially in teaching, is good and this helps to ensure the good pupil attitudes that are seen. Expenditure is high compared with some schools. In light of the costs involved, the quality of education provided, its context and income, overall the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

76. During the inspection there were six Reception children, five of whom were under five years of age. Children start school at the beginning of the school year in which they become five, having made induction visits during the previous term. The children had only been in school for a matter of weeks at the time of the inspection and were still settling in and adapting to new routines. However, observations of young pupils, including those who are already five, together with the evidence of previous work, suggest that children will reach the prescribed Desirable Outcomes of Learning by the appropriate age and that some will exceed the expectations. Although children make at least sound progress across all the areas of learning, progress is more significant in language and literacy, mathematics, personal and social education and knowledge and understanding of the world.

77. The quality of teaching is good overall. It benefits from the partnership between the teachers and the classroom assistant. Pupils in Reception are taught alongside Year 1 and Year 2 pupils. Currently there is no written planning which covers the areas of learning for the under-fives. Whilst children have a solid foundation on which to build when entering Key Stage 1, the provision for the young children in Reception can benefit from development to provide more breadth of experience. The curriculum for these children could better meet their needs if it took more account of the areas of learning identified in the proposed early learning goals for Reception children. The work could benefit from including time for less directed activity, when children have opportunities to gain independence by making some choices and doing more creative and practical activities.

78. At the time of the inspection, the children were still getting to know one another, building relationships and learning new routines, becoming valued members of the school family. Personal and social development is seen as a very clear priority and attainment in this area is good and improving all the time. Children are happy and confident in the school environment. They are beginning to establish effective relationships with other children and adults. Children work contentedly individually and in small groups, showing pride in their work. Levels of concentration and perseverance vary, but are improving with experience. Children are keen to explore new learning situations and are making good progress in their personal and social development. They enjoy practising, consolidating and extending their skills.

79. A great deal of time is given to language and literacy and the children's attainment and progress are generally good. Evidence indicates that they are beginning to develop good speaking and listening skills, learning the importance of taking turns and listening to each other. They are beginning to listen attentively and show that they understand what is said to them in response to the teacher's questions and explanations. Reading is appropriately valued and children are learning that text conveys a message and that it is read from left to right. Some are already beginning to read, others still need the appropriate pre-reading activities. They are starting to associate sounds with letters and combinations of letters. Soon most children will be able to read simple text using these skills. They can recognise their names and are able to trace their teacher's writing with some control. There is a good range of books and tapes available, including large picture books. The children could benefit from more informal language opportunities, through activities involving puppets, small world equipment and role-play.

80. The children make good progress in early mathematical skills. They are beginning to work towards appropriate National Curriculum targets in mathematics. The current group show

a good understanding of numbers up to five. They can sort and classify, sequence and recognise some numbers. They will soon be able to perform simple addition. They are given a sound range of practical mathematical experiences and are learning to use appropriate mathematical language. They are beginning to understand concepts such as heavier than and lighter than. Resources are sound overall, though provision for sand and water could benefit from more use. Children join in enthusiastically with number rhymes and games. The computer is used well to support the teaching and learning in mathematics.

81. Children are encouraged to increase their knowledge and understanding of the world. They are given good opportunities to explore their own locality, such as through local walks. They enjoy finding out about the past through dressing up and making visits to Styal Mill and Tatton Park. They acquire appropriate vocabulary to express the passage of time. They study the village and make simple maps, including one to show where everyone lives and one to show the journey from home to school. Children learn about living things; for example, through growing bulbs. They make attractive use of the dried pansies which they have previously grown. They work with mirrors, magnets, batteries and bulbs. They enjoy opportunities to bake and make food. Whilst construction kits are available for model making, more frequent use of these would enhance the opportunities available to children. Technological understanding benefits from sound access to computers, with the use of a wide range of programs to support learning, especially in the basic skills. The children are introduced to early computer skills and are able to use the keyboard to type words and play games.

82. In the physical area of learning, a range of tasks are provided to help children improve their manual skills; for example, drawing, painting, writing, cutting and gluing. The children are disadvantaged in the lack of provision for developing large motor skills. Although they benefit from some opportunities to use the climbing frame in the playground, the lack of a hall restricts their opportunities for physical activity as does the lack of an appropriate outdoor play area. Although there is a lack of large toys and equipment, the school could consider borrowing outside play resources from the playgroup which meets each morning in the school building.

83. A lot of the creative work is linked to the topics being studied. Children paint and make pictures and become competent at modelling with plasticine and clay. There are some opportunities for children to cut, stick and make models, although children could benefit from more opportunities to experiment with materials such as paint and to make decisions and choices when selecting and using resources. They sing a range of songs, including nursery and number rhymes, enthusiastically and begin to develop a sense of rhythm. The work is supported by a good range of percussion instruments.

ENGLISH, MATHEMATICS AND SCIENCE

English

84. Attainment at the end of both key stages is sound and broadly in line with what might be expected for pupils aged 7 and 11. Due to the small number of pupils in Years 2 and 6 in 1998, it is not appropriate to compare pupils' attainment with national averages or the averages for similar schools. National performance data gives little helpful information and attainment fluctuates from year to year. Across the subject pupils make good progress, especially in reading and speaking and listening.

85. Judgements in English are in part based on lesson observations, including those made of the literacy hour in both classes, talking with pupils and hearing readers. They are also based on a close and detailed examination of pupils' work, including booklets and topic work,

on work on display and on data and information collected from the school's records and assessments and those of individual pupils.

86. Parents and teachers give a high priority to the importance of reading and this is reflected in the standards attained. Good standards are achieved in reading for all pupils in relation to their prior attainment. Pupils generally make a positive start in reading, developing good levels of fluency, accuracy and understanding. Pupils, from the youngest onwards, develop good word recognition and phonic skills. They make appropriate use of context to anticipate likely words and events in a story. Higher attaining pupils discuss characters and select main features from the text. By the end of Key Stage 1, pupils have developed a range of strategies for dealing with unknown words. They read with fluency and expression and are able to talk about their books with good understanding. By the end of Key Stage 2, most pupils are developing into enthusiastic and reflective readers who can read fluently from a wide range of literature and retrieve information from a variety of sources, including the internet.

87. Overall, standards in writing are sound across the school. In Reception, pupils develop early writing skills, writing their news and simple stories. At Key Stage 1, they have good opportunities to apply their writing skills across the curriculum; for example, in history when writing an account of a visit to Tatton Hall and in art-related work when, after studying the work of Arcimboldo, they write about their own 'harvest men'. From writing about their own lives, pupils learn the foundations of story writing; for example, in writing a story about 'Kipper's Party'.

88. At Key Stage 2, pupils continue to develop writing skills in a variety of ways. They are able to write for a wide range of purposes and audiences; for example, extended stories, reviews, letters, reports and notices. They have good opportunities to be reflective through writing; for example, in writing poems about a night walk at Dovedale. They write thoughtfully across many areas of the curriculum; for example, in written accounts of stream and pond dipping at Delamere and in writing about everyday life in 793 AD following a visit to Tatton Hall when they became Anglo Saxons for the day. A feature of the work is the individual making of good quality, well illustrated, handmade books on a variety of subjects. For example, ones on Victorian times, including a history of their own school, ones on topics such as 'Our Locality and Chester' and ones on residential stays such as 'The Dovedale Experience'. Pupils learn to retrieve information from the Internet to support project work.

89. In the literacy hour, they produce good quality pieces of imaginative and explanatory text. Most pupils are able to write fluently and at length with generally good standards of spelling and punctuation, presentation and handwriting. Their understanding of grammatical features of writing is systematically developed throughout the key stage. By the end of Key Stage 2, most pupils can write well-constructed stories, using a good range of vocabulary to make their sentences interesting to the reader. Although overall standards in writing are sound across the school, there is a recognised need to improve the quality and range of writing and to target improvement in the drafting of work.

90. Standards of speaking and listening are good for most pupils. Pupils generally listen attentively; for example, in assemblies and stories. They are generally confident when answering questions and giving explanations and engage well in conversation with adults. Pupils are able to reflect on previous experiences; for example, when discussing their residential stays at outdoor centres and their part in the Victorian Christmas production. Older pupils are able to speak clearly and express their opinions giving reasons when discussing reading preferences and their last year at the school. There was evidence of good speaking and listening skills in a Key Stage 2 lesson on design and technology, when pupils made good

use of a wide sensory vocabulary when discussing the smell, texture and flavour of a variety of sandwiches.

91. Pupils' attitudes to learning are good throughout the school. This contributes significantly to the good standards of attainment in literacy for many pupils and the good progress across the school. They gain pleasure from the written word. They co-operate well with one another; for example, most pupils take an active part in discussion and take a keen interest in what others have to say. Pupils ask sensible questions to clarify meaning and are able to contribute to discussions, where they apply previous learning to new situations. They make appropriate use of dictionaries and reference books. Overall, pupils make good progress with good gains in knowledge, skills and understanding. Pupils with special educational needs make good progress in the acquisition of basic literacy skills and they are well supported.

92. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. It benefits significantly from the enthusiasm of the teachers. Teachers see and take opportunities to reinforce and extend skills. Work is marked regularly, with helpful comments. Lessons are planned with good opportunities given for pupils to use their language across a range of curriculum activities; for example, in history and geography and in experiments involving science related work. During the inspection, good examples were seen of teachers enthusing the pupils to undertake interesting writing tasks. The teaching is sometimes enhanced by good quality storytelling. Teachers have good subject knowledge and plan the work to meet the needs of all pupils, and in most lessons expectations are high so that pupils stay on task and give of their best. The teaching of reading benefits from the support provided by parents listening to their children read regularly.

93. Pupils are given good opportunities to acquire and develop word processing skills, especially in the older class where good use is also being made of access to the Internet. The teaching valuably emphasises the importance of speaking and listening. Good support is given to pupils with special educational needs. Although the teaching is well supported by the work of the classroom assistants, there are times during the literacy hour, when more effective use could be made of their support, with less time spent in a passive role.

94. The co-ordinator gives good leadership and his role in the co-ordination and monitoring of pupils' work and teachers' medium term planning is well developed. The National Literacy Strategy materials are currently being used as a basis for much of the work and the policy has recently been reviewed. The subject is well resourced. Regular assessments are made, including the use of previous and optional National Curriculum tests, together with formal testing in reading and the attainment and progress of individual pupils is well monitored through individual assessment profiles. Pupils contribute to their own record of achievement, in which work in English takes a large part.

95. The school has successfully implemented the National Literacy Strategy, adapting it to the specific needs of the school. The teachers have moved the emphasis from individual tuition to group and class instruction, targeting groups for specific teaching and encouraging independent work. The planning is well organised, outlines what pupils are expected to learn and how that will be achieved. Pupils have become accustomed to the group and independent work involved with very clear expectations made of them. The use of English across the curriculum helps progress in the other subjects. The provision of resources is good and meets the needs of the programmes of study of the National Curriculum and the National Literacy Strategy. Part of the success of the literacy teaching is built on good co-operative support from parents. The school has produced a useful 'Helping your child with reading' booklet, together with a valuable home-school reading record.

Mathematics

96. Attainment at the end of both key stages is sound and broadly in line with what might be expected for pupils aged 7 and 11. Due to the small number of pupils in Years 2 and 6 in 1998, it is not appropriate to compare pupils' attainment with national averages or the averages for

similar schools. National performance data gives little helpful information and attainment fluctuates from year to year.

97. The youngest pupils work particularly well at activities which are practical and linked to the focus of work of the main class. They are able to point to numbers on the 100 square and begin to understand sequence and pattern through their practical activities with shapes and colour. The older pupils understand the principles of addition and subtraction, the higher attainers demonstrate good progress by extending this knowledge to the understanding of multiplication as repeated addition. Most older pupils can recognise simple fractions such as a half or quarter with the practical assistance of shapes or small numbers of objects. They know the properties of two-dimensional shapes and use appropriate mathematical terms, such as vertices, to help describe them. The majority of pupils are developing concepts of weight, measurement and capacity. They learn and are able to use a ruler with commendable accuracy and appropriately use comparative terms such as longer and shorter, heavier and lighter and full and empty. Through daily practice, mental agility is being developed and pupils are acquiring useful strategies, such as putting the larger number first when adding. By the end of Key Stage 1, the majority of pupils can count confidently and recognise sequences of odd and even numbers. They have satisfactory recognition of number patterns and begin to understand the place value of two digit numbers which they can arrange up to 100.

98. Throughout Key Stage 2 there is an appropriate knowledge of correct mathematical language which is extended by Year 6 to include the use of such words as circumference. The majority of pupils within the key stage adopt a systematic approach to problem solving and, by Year 6, they are able to use all four operations and present information in a clear and organised way. There is very good understanding of place value and, from Year 3, pupils appreciate the value of zero as a placeholder. Older pupils are able to work confidently in numbers over a million. The majority of pupils work satisfactorily with fractions, decimals and percentages as is appropriate to their age and the higher attainers see the comparative relationship between them. They work with care and accuracy, as is evident in their experimental work with nets of solid shapes. They handle data with confidence and can solve a problem by extracting and interpreting data in tables, charts, graphs and diagrams. This work is often well supported by the use of information technology. By the end of Key Stage 2, pupils' sound and often good progress throughout the school, have provided the knowledge and confidence to enable quick response to mental challenges which involve a good range of mental strategies.

99. Pupils' attitudes to mathematics and behaviour in lessons are good. All pupils work well together with suitable co-operation and collaboration and listen and appreciate the views of others. Within a situation of up to four age groups in one class, they have to appreciate that they can not always be the focus of the teacher's attention. This they do very well showing patience and initiative whilst waiting their turn. A positive feature of the response is the way the older pupils provide very good help, encouragement and praise for the efforts of the youngest children. Pupils listen very carefully to the teachers' explanation of their tasks on

which they quickly start to work, sustaining good levels of concentration. Most take appropriate pride in their work and participate fully.

100. Teaching is consistently good at both key stages with a high proportion of very good teaching at Key Stage 2. The strength of the teaching lies in the very good organisation and methods employed. In support of this is good and secure knowledge and understanding of the subject, and clear and focused learning objectives based upon those of the National Numeracy Strategy. Planning, which also follows the National Numeracy Strategy, is very good and thorough with work well matched to the various levels of ability. Teachers make sure that pupils know what they are expected to learn and there are suitably high expectations. A plenary at the end of the lesson assesses the success of the lesson and provides pupils with the opportunity to share their work with each other. There is appropriate use of homework which accelerates at the end of Key Stage 2. This is valued by parents and appropriately involves them in the work of their children.

101. There is an appropriate emphasis on number in the mathematics curriculum. Numeracy skills are often reinforced in other subjects, such as concepts of shape in art, measurement and data collection and representation in geography and science, evaluating cost in design and technology and time lines, dates and negative numbers in history. When it is appropriate, information technology is used very well to support the curriculum.

102. There is a clear mathematics policy statement in which the teacher's role to build confidence to enable learning to take place and to encourage each child to develop their full potential, is explicitly stated. This the school achieves, creating a positive ethos for mathematics throughout the school. Continual assessment informs the next step in lessons and the school has a very good system for tracking the attainment and progress of every individual pupil. The school makes use of a commercial scheme of work for mathematics in conjunction with the National Numeracy Strategy. The numeracy hour is used very well as a basis of medium term planning which effectively ensures continuity and progression. The school is very well resourced in equipment as is recommended for the complete and effective delivery of the national strategy.

Science

103. Standards of attainment of the majority of pupils at the end of both key stages are good and broadly above what might be expected of pupils who are aged 7 and 11. These levels suggest an improvement since the school was last inspected. National performance data gives little helpful information for comparisons to be made, as a small number of pupils are tested each year and so attainment fluctuates from year to year.

104. By the end of Key Stage 1, the good attainment is apparent in each of the different aspects of the science programmes of study. An indication of the higher attainment is in the ability of the majority to understand the principles of scientific testing and the ability to tell whether a test is fair or not. A good example is evident in tests that are carried out with materials to determine if they are waterproof. Most can record their findings in a logical manner and are able to talk about what they have done, although they are not yet able to give explanations for their results. Most pupils have good knowledge of materials that are in common use, such as wood or metal, and can sort them according to their different properties. Their simple experiments with magnets show good understanding of physical phenomena and enables them to say that a magnet repels as well as attracts. In their work on the human body, almost all pupils can name various body parts, although younger pupils often need help from

their teacher or their peers to read the words.

105. At Key Stage 2, most pupils are able to control the variables in an investigation appropriately and know to change only one thing at a time; for example, where pupils identify the crucial variable when they investigate the effect of exercise upon pulse rate. Alongside this good demonstration of skills is the secure knowledge of the functions of the heart, that it is a pump and that it pumps, via the blood, oxygen around the body. This shows their higher level of attainment by the ability to appreciate what is the essential work of the heart. They know how the properties of materials influence the way in which they are used and are able to use their understanding of phenomena, such as electric circuits, to explain what is happening around them. By the end of Key Stage 2, the good standards have been maintained and the good emphasis upon the development of scientific skills have made secure the pupils' understanding and knowledge.

106. Throughout Key Stage 1, most pupils make good progress whilst, through the support they are given, a significant proportion of pupils with special educational needs make good progress. The younger Key Stage 2 pupils are able to control variables for themselves and spot patterns in results and by the time they are older, they are able to investigate with a good level of independence. Knowledge is acquired as is appropriate in the early years, and together with the skills they learn through their participation in simple tests, a firm foundation upon which progress can accelerate at Key Stage 2, is provided. The progress for all pupils throughout Key Stage 2 is good.

107. Pupils' attitudes to science are good. They show a high level of interest and a keen curiosity about the workings of the world around them. This interest is considerably enhanced by the provision of good resources, such as microscopes. They are involved from an early age in testing and working practically. This involves a high degree of co-operation and entails listening to other points of view. They behave well in science lessons and concentrate hard upon the interesting tasks that their teachers have set them. Pupils respond positively to the challenge the work presents and persevere, even if, at times, they find the work difficult.

108. In the small number of lessons it was possible to see during the inspection, the standard of teaching was good or better. The teachers are secure in their own knowledge and understanding of the subject. The information given to the pupils is clear and special attention is given to providing work, linked to a common theme, that is appropriate and challenging to the various ages and abilities within both classes. What the pupils are to do and what is expected of them is clearly explained and show expectations that are high. Good organisation of the pupils results in good use of time and lessons that are brisk and purposeful. The quality of teaching has significant impact on the attainment of the pupils and the sound, and often good, progress they make. A strength of the teaching of science is the requirement for pupils, especially the older ones, to draw conclusions from the results of their experiments and investigations.

109. Assessments are ongoing and contribute to the good individual records kept for each pupil. Teachers make productive use of the opportunities that arise in science to use and extend pupils' literacy skills. Pupils are periodically required to write their findings. There are clear formats and expectations about how findings will be presented. Reading is developed constructively and research skills are well utilised. There is good acquisition of specialist scientific terminology. There are some good opportunities to practise numeracy; for example, in measurement and the collecting and recording of data.

110. The school works to the local education authority scheme of work which provides well for the continuity and progression of learning. First hand experience is seen as very important

and this factor contributes significantly to the success being achieved. The resources are good and well used and information technology is a well planned part of the support curriculum.

OTHER SUBJECTS OR COURSES

Information technology

111. Standards of attainment at the end of both key stages are good and broadly above what might be expected of pupils aged 7 and 11. This reflects the good standards observed in the previous inspection. Although no teaching was seen at Key Stage 1, there was evidence in the scrutiny of pupils' work of the good standards achieved.

112. In Reception and at Key Stage 1, pupils begin to develop word processing skills with evidence of their competency with spacing, capital letters and full stops. There is good ability to use tools to create effect. They recognise that computers can be used to create pictures. The inspiration and example coming from the picture of Jackson Pollock's 'Yellow Island', provides pupils with the opportunity to select and use brush and pencil for line and the flood for infill, so demonstrating use of control. They learn how control technology can make it easy to correct mistakes by use of the undo command. Most can program a robot to make simple movements, making it turn on command. By the end of Key Stage 1, the majority of pupils can use the keyboard appropriately, know how to use the arrow keys to delete and can control a mouse effectively.

113. By the end of Key Stage 2, pupil's attainment is enhanced by planned for opportunities for use of the computer across many areas of curriculum. The Internet is well used by a small group of pupils to access information on the burial ship at Sutton Hoo in order to provide information for the history topic on the Anglo Saxons. Discrete teaching of skills is timetabled and this is having a significant positive impact upon attainment. There is good use of the computer for drafting and redrafting of work and consideration is given to choosing layout, size and font. The majority of pupils know how to word process. Pupils make good comparison of information technology usage with other methods of communication and evaluate the advantages and disadvantages of each system. They understand that the computer cannot think but can only process the information fed into it but, if used properly, it can speed access to information. Years 3 and 4 show good understanding of how to create a database and use it to answer a variety of questions. To do this they show a good ability to use the sort tool to determine the criteria for the search. The use of the spreadsheets model is introduced to Years 5 and 6 and so provides opportunities for pupils to gain experience of entering information into formatted cells.

114. Progress is sound and often good at Key Stage 1 and good at Key Stage 2. Younger pupils start by writing phrases and single sentences, although some higher attainers write more lengthy scripts. Skills develop progressively so that towards the end of Key Stage 2, most are able to construct lengthy pieces of text for a variety of different purposes. The attainment of pupils with special educational needs and the progress they make is enhanced by the good support provided by talking books and programs to support the remedial reading scheme.

115. Pupils are keen to work on the computer and always behave well, often working independently. When working in pairs, pupils support each other well, sharing tasks and discussing what to do. Sometimes pupils who have computers at home help those who do not.

116. The one lesson seen at Key Stage 2 showed very good teaching, both confident and

knowledgeable. Activities are planned well and every opportunity is taken to incorporate information technology into other areas of curriculum. Skills are taught well and pupils are encouraged to work independently. Instructions are clear and there is useful discussion with pupils regarding the best way to approach the task. Attainment and progress are carefully monitored.

117. Good use is being made of the nationally prescribed scheme of work for information technology. The school has a good number of computers and they are used very well. The older equipment is designated for those programs to which it is suited leaving more up to date equipment for more involved areas of the curriculum. The school has a good range of programs providing support for many areas of the curriculum.

.. **Religious education**

118. There is insufficient evidence to make judgements on the quality of teaching and the pupils' response to it. Nevertheless, a scrutiny of the evidence provided by pupils' work, indicates that standards of attainment are sound across the school and that the work meets the requirements of the locally agreed syllabus. Pupils at both key stages make sound progress.

119. In Reception and at Key Stage 1, the work is often closely linked with personal and social education. Pupils write about their own friends and learn about the friends of Jesus. They write a set of rules for 'a good life' and express their feelings when writing on 'special things' and 'when I feel sad'. They learn of the significance of Sunday for Christians. The teaching extends the idea of a community to the Christian view of God's family consisting of people from all over the world who are equally valued. They are helped to understand that there are different types of world religions and are introduced to the beliefs and practices of Judaism. They begin to appreciate the purpose of hymns and prayers. They enjoy stories from the Bible including the stories of the first Christmas and the first Easter.

120. At Key Stage 2, pupils learn of the significance of parables. They listen to stories from both testaments of the Bible. They write their own versions of 'The Feeding of the Five Thousand' and the story of Zaccheus. They learn about aspects of Judaism and Islam and come to understand that there are six major world religions. They compare the Christian harvest festival with the Jewish festival of Sukkot. They learn of holy books and compare the Bible with the Qur'an.

121. In assemblies, pupils consider the meanings of the hymns they sing and listen to stories which reflect Christian values and the uniqueness of the individual. During assembly, pupils are attentive to stories, are willing to answer questions and give suggestions and are well behaved, joining in enthusiastically with the well chosen hymns. Pupils benefit from opportunities for reflection during the collective acts of worship; for example, they are asked to reflect silently on the assembly story and what it means to them, and open-ended questions are used to promote reflection.

122. Although lessons in religious education help to develop pupils' knowledge and understanding of different religious traditions, there is still scope for further work in this area. The further development of knowledge and understanding of religious traditions needs to be part of a strategy to further develop multicultural education. The school's rural and geographical position makes it important to address the issue of pupils growing up in a multicultural society.

123. The school follows the local education authority's current agreed syllabus and scheme of work. Simple assessments are undertaken. The subject is adequately resourced and appropriate use is made of religious artefacts, including the ones for Judaism and Islam. The local vicar makes weekly visits to take assembly and makes a significant contribution to the religious dimension of the work. The school makes good use of the local church and the harvest festival benefits from being held there.

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Art

124. No lessons were seen in art during the inspection. There is, therefore, insufficient evidence to make judgements on the quality of teaching and the pupils' response to it. However, pupils' work displayed on the walls, photographic evidence and the work seen in pupils' books across a range of curriculum areas, indicate that pupils are receiving a relevant curriculum covering the required programmes of study. There is a lot of evidence of good quality work.

125. Photographic evidence from Key Stage 1, shows some very high quality work in the style of Lowry. Pupils create a wall frieze of a mill chimney industrial scene. Smaller pictures use print, paint and spray paint for background, catching the style of Lowry in the water colour crayon figures of matchstick men. Pupils use water colour to record their walk to Bosley Reservoir. They are encouraged to look at Japanese design to inspire their own design for a birthday card. Their own work after the style of Jackson Pollock's 'Yellow Island' is reinforced by some good computer generated art work creating a similar effect to their own artistic efforts. By the end of the key stage, they have gained experience in both visual and tactile qualities of pattern, texture, line, tone, shape and form. They are able to work imaginatively with a range of materials, tools and techniques.

126. At Key Stage 2, pupils continue to develop their skills, in both two and three-dimensional work. They copy the style and technique of famous artists and sculptors. The very good sculptures pupils model from mod-roc are poised between realism and abstraction, capturing the essence of the work of Henry Moore. They make good use of the natural environment of Delamere Forest by creating, after the style of Andy Goldsworthy, sculptures or mosaics using leaves, moss, twigs and stones. Clay is used well to make three-dimensional decorated 'SATs monsters', said to 'allay the fear of SATs'. Pupils display good observational skills as seen in the closely observed drawings of fruit, which were then painted with water colours. Pupils with special educational needs achieve creditable standards. A high standard of work is seen in the hard cover books that are made, decorated and bound by pupils. These books continue a long standing tradition in the school and are used to preserve quality work.

127. The art policy defines several appropriate and worthwhile aims and these, for the most part, are achieved. The subject is well resourced. The importance of good display is also recognised in its own policy which includes the statement; 'Display is simply the process of exhibiting something so that it can be seen in the best possible way'. This is well achieved.

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Design and technology

128. No lessons were seen at Key Stage 1 during the inspection, there is, therefore, insufficient evidence to make judgements on the quality of teaching and the pupils' response to it. However, work on display and in the pupils' books and photographic evidence, indicate that pupils at both key stages are receiving a relevant curriculum covering the required programmes

of study and are making appropriate progress.

129. In Reception and at Key Stage 1, pupils draw accurately when designing and produce work of a good standard; for example, they designed and made a bag for the lighthouse keeper who features in a literacy hour story. This secure start is successfully built upon in Key Stage 2, and throughout the school pupils, including those with special needs, make good progress. Pupils cutting skills and their ability to join elements successfully increases as they get older and they extend their work to different materials. By the end of Key Stage 2, pupils are able to work with a satisfactory degree of independence and planning when they design and make money containers. This activity incorporates skills in stitching and types of stitch and methods of joining are evaluated to establish which is the strongest. Colour, pattern and decoration is added and the effectiveness of the product for its purpose is judged. Key Stage 2 pupils working on food technology investigate sandwiches. The younger pupils taste various fillings whilst the older pupils taste and judge the suitability of various breads for sandwich making. They combine their findings to produce the ideal sandwich.

130. Older pupils show good attitudes in lessons of design and technology. The concept of designing and then making what they have designed stimulates and interests them. The majority of pupils are attentive and thoughtful in answering the teacher's questions. When working on the making activity, they remain on task and when working in groups, they support each other well.

131. The teaching seen at Key Stage 2 was very good. Lessons are well planned and have clear objectives, which are explained well to pupils. The methods and organisation of the lesson are very good, with well matched activities for both the younger and older pupils. Resources are very well prepared; for example, different breads and sandwiches from different cultures. Expectations of what the pupils will achieve is high and their work is carefully assessed, with targets for improvements.

132. There is a useful policy, the outcome of an extended training course, and the school is enthusiastic about its design and technology curriculum, which is well resourced. There are good links with local industry; the pupils design a Christmas card for a local firm and they also have designed a new sign for the school. The measurement required to ensure accuracy in making provides good links with numeracy, and literacy is enhanced through some concentration on language development; for example, words that describe smell, texture and flavour.

.. **Geography**

133. There is insufficient evidence to make judgements on the quality of teaching and the pupils' response to it as, due to the way the timetable is organised, no teaching was seen in geography during the inspection.

134. In Reception and at Key Stage 1, pupils co-operate together to make a model of 'The Village with Three Corners' and a frieze to show the journey of The Three Little Pigs. They learn about their own village and its characteristics. They study three features of the village; the main road, the housing development and the reservoir, gaining knowledge of their own local community. Aerial photographs and maps are used to draw plans of the area which identify the school and other key features. Pupils draw and write about where they live. They create computer generated pictures of an imaginary town. They learn about day and night and the changes of seasons and the characteristics of each one. During their time at Key Stage 1,

they begin to learn about their own community in relation to others.

135. At Key Stage 2, pupils further develop enquiry skills to find information from books, photographs and aerial pictures. They extend their knowledge of the local area and recognise the important features which give Bosley its character. They study the village as a settlement. They identify land usage on a map to show that the main land use around Bosley is for farmland. They learn about Bosley in relation to Macclesfield, Cheshire and the United Kingdom. They are able to draw their own maps. They learn to make effective use of both maps and globes, identifying the countries, continents and oceans of the world and gaining knowledge of places beyond their own locality. Pupils learn to use maps, making use of map references, to respond to geographical questions. They learn about the geographical features of places outside the United Kingdom through studying the Swat Valley in Pakistan. Pupils at both key stages make good progress.

136. There is a policy and a cycle of topics to be covered. Use is made of the nationally prescribed scheme of work. Overall, the subject is well resourced, with good use made of topic boxes from the local education authority's library service. Older pupils are able to make use of the Internet to access information on different cultures. The school has developed relevant assessments against learning outcomes. Use of the school's own grounds, the immediate area, the village and visits to places locally, together with visits to places further away, add to the quality of experiences offered to children. This is especially so with the valuable residential visits undertaken every year by older pupils which involve many valuable activities such as the river study at Dovedale.

History

137. Although relatively little teaching was seen in history during the inspection, evidence suggests that pupils make good progress at both key stages and that they have a good knowledge of the past and the events that have shaped world history.

138. In Reception and at Key Stage 1, pupils show good understanding of the difference between past and present developing secure concepts of the passage of time. They observe similarities and differences between life today and times in the past; for example, they compare the building methods of homes of today with those used in Anglo Saxon times. Their visit to Tatton Hall gave them opportunity for role-play and to experience what it was like living in Anglo Saxon times. Another valuable opportunity to distinguish between aspects of their own everyday life and the lives of people from the past is provided by the visit to Styal Mill. This gives them insight into the life of an apprentice in Victorian times and they write him a letter sympathising with his conditions. Their own school provides many features of Victorian architecture and such original features as the windows, the bell tower and the fireplace are studied. They use various sources of historical knowledge and begin to record what they have learnt.

139. At Key Stage 2, pupils work on the same whole school topic as pupils at Key Stage 1. The topics covered, such as the Anglo Saxons, provide work at different levels which are appropriate to the age and abilities of the pupils. Older pupils produce work, such as that on the visit to Tatton Hall, which reflects their increased age and maturity; for example, in their lengthy creative accounts of stories the Anglo Saxons might have told around their fire in the evening. When looking at pictures of artefacts from the Sutton Hoo burial ship, they show ability to suggest what they are, what their purpose might have been and who might have owned them. Further information on this topic is gained through accessing the Internet. Much of the work seen, such as that on the break with Rome by Henry VIII, is factually correct and

beautifully presented. Across the periods of study, Key Stage 2 pupils are able to evaluate information and say whether it is fact or opinion.

140. Pupils make sound and sometimes good progress in the development of skills. Through first hand experiences, they learn that history is exciting and interesting and can be found all around them. Older pupils respond to such questions as 'how do we know?' Progress is also seen in the use of a greater number of historical sources; for example, the significance of archaeology is appreciated in their work concerning Sutton Hoo. Their sense of chronology and time is refined and they are able to match characters and events with specific periods of history.

141. Pupils' attitudes to history are good, and in some individual pupils, very good. There is very positive response to good teaching and all readily join in discussions and answering questions enthusiastically. They concentrate hard when working and make every effort to record accurately what they have learnt. They are well behaved in lessons, sharing resources, with good levels of co-operation.

142. Teachers take great care to make the subject come alive and use visits and their environment very well to stimulate and maintain interest. They show secure knowledge and understanding of the subject. The work they set their pupils is usually challenging and well matched to individual pupil's age and ability. Teachers encourage pupils to take pride in their work, this is very well illustrated by the hard cover books made by the pupils in which quality work is saved. This would appear to continue a long tradition in this school where there is substantial evidence of the work of children of 50 years ago saved in this way.

143. Teachers use the opportunities arising in history to extend pupils' literacy and numeracy skills in reading for information, in extended writing and in developing concepts of time. There is a recently reviewed policy and the school is making use of the nationally prescribed scheme of work for the subject.

.. **Music**

144. During the inspection very little music teaching was seen and, as such, there is insufficient evidence to make firm judgements about the quality of teaching and the pupils' response to it. Teachers' planning indicates that pupils have access to the appropriate range of experiences.

145. In Reception and at Key Stage 1, pupils learn a wide range of songs, including ones for collective worship, which they sing from memory, both tunefully and enthusiastically. They develop control of breathing, dynamics, rhythm and pitch. They can recognise and can sing loud and soft sounds. They describe the sounds made by percussion instruments and can play simple pieces to accompany their own singing. They develop an understanding that music comes from different times and places.

146. At Key Stage 2, pupils further explore pitch through voices and tuned percussion. Many pupils are able to compose and annotate a tune which they play for others. Pupils learn songs from around the world, including rounds and songs with two parts. They develop their listening and appraising skills. There are a number of pupils at both key stages who have good musical ability. Many pupils enjoy performing as a member of a large choir at the Macclesfield Music Festival.

147. There is a recently reviewed policy and plans to make use of the nationally prescribed scheme of work. The subject is well resourced and good use is made of the library for music lessons. Simple assessment checks are made annually. All pupils take part in an annual musical production and their enthusiasm was evident on a video of the most recent work on 'A Victorian Christmas Adventure'.

.. **Physical education**

148. The work in physical education is significantly disadvantaged by the lack of a hall. Pupils have no access to suitable floor work and no access to structural apparatus, apart from the climbing frame in the playground. This means that they are prevented from having the important experiences which make up the programmes of study in gymnastics. Nevertheless, the planning indicates that the school tries hard to offer a range of experiences, mainly in the warmer months, notwithstanding the limitations imposed by the accommodation. Most physical education takes place on the playground and a small grassed area, both of which offer adequate space. The school compensates for the inadequacy of provision by providing weekly swimming lessons for all pupils at the local leisure centre.

149. In Reception and at Key Stage 1, pupils develop and practise the skills of travelling with, sending and receiving a ball. They learn to play simple games and to follow rules. During the summer term, they are introduced to athletics activities. Pupils enjoy their weekly swimming lessons.

150. At Key Stage 2, pupils continue to develop their games skills and improve their ball handling skills. They practise ball skills and are given opportunities for small and large team games. Pupils develop athletics skills and good opportunities are given to learn country dancing. As part of their residential stay, older pupils experience orienteering, walking and climbing. Progress in swimming continues and most pupils exceed the distance targets for the end of the key stage.

151. There is a recently reviewed policy supported by some guidelines for teaching. Although good use is made of the outside play areas, the facilities are far from ideal. The work is supported by an adequate level of resources, except in gymnastics. The provision of swimming is an important part of the programme, given the dangers of the nearby reservoir and the canal, with all pupils benefiting from the weekly lessons. There is a thriving club for sports which involves most of the Key Stage 2 pupils. There are some opportunities for both boys and girls to take part in inter-school games and tournaments in football, athletics, swimming and cross country.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

152. The school was inspected over two and a half days by three inspectors. In total, six days were spent making observations of 26 lessons, parts of lessons, activities and assemblies. A sample of pupils' work was examined and 36 per cent of the pupils were heard to read. Discussions were held with the teachers, the headteacher, the chair of governors, other governors and other members of staff. Eight parents contributed their views on the school at a meeting and 25 responded to a questionnaire

DATA AND INDICATORS

153. 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	50	3	7	2

Teachers and classes

Qualified teachers (YR – Y6)

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

2.6
19.6 : 1

Education support staff (YR – Y6)

Total number of education support staff
Total aggregate hours worked each week

3
39

Primary schools

Average class size:

25

Financial data

Financial year:

1998/99

	£
Total Income	118,220
Total Expenditure	130,131
Expenditure per pupil	2,656
Balance brought forward from previous year	- 11,911
Balance carried forward to next year	8,682

PARENTAL SURVEY

Number of questionnaires sent out:

42

Number of questionnaires returned:

25

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	44	52	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	60	36	4	0	0
The school handles complaints from parents well	4	60	32	4	0
The school gives me a clear understanding of what is taught	24	76	0	0	0
The school keeps me well informed about my child(ren)'s progress	32	52	12	4	0
The school enables my child(ren) to achieve a good standard of work	32	52	16	0	0
The school encourages children to get involved in more than just their daily lessons	32	56	12	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	64	4	12	0
The school's values and attitudes have a positive effect on my child(ren)	44	48	8	0	0
The school achieves high standards of good behaviour	48	44	4	4	0
My child(ren) like(s) school	60	40	0	0	0