

INSPECTION REPORT

HIGH LEGH PRIMARY SCHOOL

Knutsford

LEA area: Cheshire

Unique reference number: 111096

Headteacher: Mrs H Wilbraham

Reporting inspector: Mr R H Sharman
1696

Dates of inspection: 10th - 13th January 2000

Inspection number: 190464

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs H M Wright
Date of previous inspection:	25th November 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
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Mrs Sarah Drake	Lay inspector		Partnership with parents and carers Pupils' attitudes, values and personal development Pupils' welfare, support and guidance
Mr David Parfitt	Team inspector	English Music Physical education Geography Equality of opportunity	Efficiency
Mr George Simpson	Team inspector	Science Information technology Design and technology History Pupils with special educational needs	Assessment Learning resources

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a small primary school for boys and girls aged 4 to 11 years old. It has 136 full-time pupils. Taken together, pupils' attainment on entry is above that typically found nationally, except in writing which is below. Twenty-nine pupils have special educational needs; a figure which is in line with the national average. Very few pupils come from minority ethnic backgrounds. None of these pupils are at the early stages in acquiring English.

HOW GOOD THE SCHOOL IS

High Legh Primary School is now an effective school. Pupils in Key Stage 1 achieve standards well above average because the teaching is very good and the work they do is demanding. The standards attained by the older pupils in Key Stage 2 have slipped in 1998 and 1999. Standards attained by the pupils at the end of this Key Stage are now much better. The teaching of these older pupils is good and standards are well on the way back to where they should be. The headteacher, governors and staff work together well and are committed to ensuring that pupils achieve high standards. The school provides satisfactory value for money.

What the school does well

- Teaching is a strength, it is good or better in two thirds of lessons and this enables pupils to learn well and make good progress.
- A good quality of education is provided for pupils in Key Stage 1 which is reflected in the high standards attained.
- Behaviour is very good, and relationships are good and these enhance pupils' learning.
- Good provision is made for pupils with special educational needs which enables them to make good progress.
- There is a good partnership with parents to the benefit of the pupils.

What could be improved

- Standards of pupils' attainment at the end of Key Stage 2 in English, mathematics and science are not high enough.
- Standards in religious education attained by pupils at the end of Key Stage 2 are below those expected by the Cheshire Agreed Syllabus for religious education.
- The use of assessment to keep a check on pupils' progress towards the targets that have been set for them in order to plan work over the year.
- The application of the principle of best value to the work of the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in November 1996 High Legh was found to be a good school which provided a quality of education which was largely of good quality. All the action points from the last inspection have been tackled conscientiously and improvements in the establishment of a senior management team, the development of clear priorities, pupils' behaviour, the monitoring of the curriculum and child protection have been good. Improvements in the development of systems for assessment have been satisfactory. Despite a significant change in staff since the previous inspection good standards of teaching have been maintained, but there is unsatisfactory teaching on occasion at the start of Key Stage 2. Standards of attainment at the end of Key Stage 1 have been maintained. However, at the end of Key Stage 2, standards in English, mathematics and science have slipped in 1998 and 1999, mainly because of the underachievement of pupils. Good monitoring has identified areas of weakness such as the challenge provided for potential high attainers

and action taken has already had a positive impact on standards which are rising, especially those of the higher attaining pupils. For example, in mathematics no pupils attained

above average standards in 1999, whilst inspection evidence shows that a third of the pupils in Year 6 are attaining, or are likely to reach, above average standards.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	B	C	E	well above average A above average B average C below average D well below average E
Mathematics	A	C	E	E	
Science	C	B	D	E	

Standards have slipped over the past two years. Whilst the percentage of pupils who reached the standard set nationally was close to the national average in English, above average in science and below average in mathematics, it is the low percentage of pupils attaining standards higher than those expected of eleven-year-olds that has brought the school's performance down. The school's targets were not met in 1999 mainly because of this. Inspection evidence is that standards are rising and pupils, especially those identified as being potential higher attainers, are on course to meet the targets set by the school for the national tests next year. Standards at the end of Key Stage 1 are well above average in reading and mathematics, and average in writing. Children under five reach the standards expected nationally in their creative, physical and personal development and exceed them in literacy, numeracy and in their knowledge and understanding of the world. Standards at the end of both key stages are high in physical education. In music standards at the end of Key Stage 1 are high. Standards in religious education at the end of Key Stage 2 are below those expected by the Cheshire Agreed Syllabus for religious education. There was insufficient evidence to make a secure judgement on standards at the end of Key Stage 1. In information technology, standards at the end of both key stages are similar to those expected nationally. Children under five achieve satisfactorily. In Key Stage 1, achievement is good. In Years 3 and 4, achievement is unsatisfactory, but in Years 5 and 6 achievement is now satisfactory due to the predominantly good teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Good.

Attendance	Good.
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Pupils enjoy coming to school. They are courteous and collaborate well in lessons. They speak well of their school.

TEACHING AND LEARNING

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

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

Across the school as a whole 97 per cent of teaching seen was satisfactory or better. Teaching overall was good or better in almost two thirds of the lessons seen and was very good in one lesson in five. In Key Stage 2, the teaching in Years 5 and 6 is good. The unsatisfactory teaching is in science in Years 3 and 4. Across the school the teaching of English and mathematics is good. Teaching is often imaginative and challenging. Lessons are well structured. Teachers make clear to the pupils at the start of the lesson what they are to learn. Questions are used effectively to recap and to challenge. The management of pupils is good. Teaching of the basic skills in literacy and numeracy are good. In most classes, work is well matched to the needs of all pupils, including those that are higher attaining and those that have special educational needs. Learning is satisfactory in Reception. In Key Stage 1 and in Years 5 and 6, it is good, reflecting the very good and good teaching. In Years 3 and 4 learning is barely satisfactory in the first two years due to teaching not being challenging enough. Overall, pupils are interested in their work, concentrate well, work hard and most make good progress in learning new skills and knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. A higher allocation of time than normal is given to English and mathematics in order to raise standards. The literacy strategy has been successfully implemented and a good start has been made with the numeracy strategy. There is no provision for sex education. Timetabling arrangements for teaching religious education are unsatisfactory leading to standards not being as high as they should be. Provision for extra-curricular activities is unsatisfactory.
Provision for pupils with special educational needs	Good. These pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual and cultural development is satisfactory: that for moral and social development is good.
How well the school cares for its pupils	Pupils are well cared for.

The school's partnership with parents is good. A particular strength is the links made with a nearby secondary school which enable pupils to have opportunities to experience the teaching of French and German. Pupils' awareness of the dangers of the misuse of drugs is not being developed enough. Data from the results of national tests and tests set by the school are used effectively to set targets for pupils and to identify areas for improvement across the school. Procedures to implement the outcome of the assessment of potential health

and safety risks are not clear.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound leadership. There is a serious commitment to improve standards and this is the focus of the senior management team's work.
How well the governors fulfil their responsibilities	The governors are supportive of the school. They have set a clear direction for the school's work. They are prudent with finances and have a sound understanding of the work of the school. They have not formed a policy for sex education.
The school's evaluation of its performance	Good use is made of data from tests. The monitoring of teaching and planning is satisfactory. The school has a good understanding of its strengths and weaknesses.
The strategic use of resources	Satisfactory. Effective use is made of monies for staff development and those for pupils with special educational needs. Financial control is of a high standard.

There are sufficient staff to meet the requirements of the school's curriculum. The accommodation is good. Overall learning resources are satisfactory, except those in design and technology. The establishment of a senior management team has been a significant improvement since the last inspection. The team works well together. The co-ordination of Key Stage 1 is very effective; for example, teachers regularly plan together and the co-ordinator ensures that a close eye is kept on pupils' attainment, especially that of the higher attaining pupils. In Key Stage 2, the co-ordination is much less effective in checking to see if pupils are reaching high enough standards. The school does not sufficiently apply the principles of best value to its management and use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is approachable. • Children like school. • The teaching. • Children are expected to work hard and do their best. • Standards of behaviour. • The information they receive about what is to be taught. • Teachers know their pupils well. 	<ul style="list-style-type: none"> • Homework. • The level of extra-curricular activities. • Information about children's progress.

Parents are supportive of the school. The inspection findings confirm parents' supportive comments. The newly introduced arrangements for homework are not yet fully implemented and homework is still inconsistent. The provision for extra-curricular activities is unsatisfactory as access is dependent on ability to pay the charge levied by the external providers. Although targets are set for pupils, these are not shared with parents. Information in the annual reports about subjects other than English, mathematics and science tend to describe what has been covered rather than giving clear judgements on pupils' attainment and progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The standards attained by the eleven-year-olds in English, mathematics and science are not as high as they should be. They have slipped in 1998 and 1999. The results of the 1999 national tests showed that the percentage of pupils who attained average standards in English was close to the national average and above the national average in science. In mathematics the percentage was below the national average. However, it is the attainment of the pupils identified as being higher attaining that is well below average in English, mathematics and science as seen in the 1999 national test results. Consequently, when compared with similar schools the attainment of the eleven-year-olds is well below average. The attainment of boys and girls has been broadly similar.
2. In comparison, the standards reached by the seven-year-olds in the national tests are much better. Over the past three years standards have been very high in mathematics and well above average in reading and writing. The 1999 national test results confirmed this trend, except there was a dip in the standards in writing with standards being broadly in line with the national average. When compared with similar schools standards in 1999 were well above average in reading, very high in mathematics but well below average in writing. These results reflect the quality of teaching in Key Stage 1, which is very good. The standards reached by the girls in reading, writing and mathematics have been better than those reached by the boys.
3. The school has not been complacent. It undertakes detailed analysis of the results of the national tests and of the tests it sets each year. For example, in 1998 when the results of the eleven-year-olds in mathematics dropped significantly extra emphasis was placed on the teaching of mental work, and a consultant was employed to help develop a more systematic build up of skills and knowledge across the school. This was necessary as there has been a significant amount of staff turnover since the last inspection. Although in 1999 standards fell again in comparison with similar schools, the small size of the year group meant that individual pupils who just missed reaching the required level by one or two marks counted significantly statistically. Approximately a quarter of the pupils taking the test had joined the school after Key Stage 1 and had not benefited from the high standards attained there. Realistic and challenging targets have been set for English, mathematics and science. Inspection evidence indicates that the school is on target to meet them.
4. The evidence from the work seen shows that in English, mathematics and science there is improvement in the standards of work of potential higher attaining pupils in Year 6. The proportion of these pupils attaining above average standards has improved. For example, in mathematics about a third of the eleven-year-olds are reaching these standards, whereas no pupils reached them in the 1999 national tests. The picture in English and science is also one of improvement but not quite as marked. This improvement is due in no small measure to the good teaching these pupils now receive and the impact of the national literacy and numeracy strategies. However, the attainment of the pupils identified as being potential higher attainers in Year 4 is below that which it should be in English and mathematics.
5. Children's attainment on entry to the Reception class is above that which is typically found nationally, except in writing where it is below. By the age of five, most pupils have exceeded the standards expected nationally in language and literacy, in numeracy and in their knowledge and understanding of the world. This is due to the teaching which is often good and the effective introduction of aspects of the national literacy and numeracy strategies. In their physical, creative and personal development, pupils reach the standards expected nationally for children of this age.

Children have made a good start in learning to read words by sight and by using the sounds letters make. They have started to count and order numbers to ten accurately, whilst higher attainers use larger numbers.

6. Inspection findings show that the standards attained overall by the eleven-year-olds in English, mathematics and science are average. The standards attained by the seven-year-olds in reading and mathematics are above average rather than well above. These differences compared to the 1999 national test results are mainly due to there being a different group of pupils and also to a national change in the grading of pupils' attainment. Standards in writing are average.
7. In English, standards reached by the eleven-year-olds in speaking and listening are above average. Standards in reading are higher than those in writing. Pupils respond well to the many useful opportunities provided to debate and discuss ideas in lessons. Reading is taught systematically; maintaining the high standards reached by the seven-year-olds. Analysis by the school showed that standards in spelling were not as high as they should have been. Emphasis has been placed on this and the spelling of the eleven-year-olds is now reasonably accurate. Punctuation and grammar are generally used correctly in most writing. Handwriting is good in exercises but not always in pupils' other written work. The seven-year-olds reach above average standards in reading. This is due to the very good teaching and the impact of the literacy hour. Pupils enjoy reading and this is much appreciated by parents. The standards in writing are average. As for the older pupils this has been identified as an area for development. Systematic attention is given to spelling using a commercial scheme. Standards of literacy are average.
8. In mathematics, standards across both key stages in number are higher than the other aspects of the subject. This reflects the considerable emphasis that is placed in lessons on developing pupils' oral and mental work. This started well in advance of the introduction of the National Numeracy Strategy following the analysis of the 1998 national test results. Pupils' attainment in data handling is weaker due to less attention being placed on this aspect in the past. This is currently an area for development following the analysis of the 1999 national test results and the detailed audit carried out by the co-ordinator on her return in September. The standards attained by the seven-year-olds are above average. They have a good understanding of the number system. They use mathematical language and symbols accurately. Standards of numeracy are average.
9. Standards in science at the end of both key stages are average. Pupils have a sound knowledge of materials, forces and living things. They have developed sound skills in experimenting and investigation. In religious education, the eleven-year-olds do not reach the standards expected in the Cheshire Agreed Syllabus. Current timetabling arrangements for the teaching of religious education are unsatisfactory and teachers' subject knowledge is not as good as it is in other subjects. There was insufficient evidence to make a secure judgement on standards in Key Stage 1. Standards in information technology at the end of both key stages are similar to those expected nationally. Pupils across the school are not as good at handling data and using information technology to control movements as they are with other aspects such as word processing.
10. Attainment in physical education across the school is a strength. Pupils reach standards that are above those typically found in most schools. This is due to the emphasis placed on the subject and the good teaching. Standards in music at the end of Key Stage 1 are above those found typically due to the teacher's good knowledge of the subject. The standards attained in art across the school are similar to those attained by pupils of a similar age in most schools. Standards were found to be good in the last inspection. This reflects the extra emphasis that has been placed on literacy and numeracy, which has not left a great deal of time for the development of art. In history, standards at the end of Key Stage 2 are similar to those attained by pupils of a similar

age. There was insufficient evidence to make secure judgements on standards in geography, design and technology, in history in Key Stage 1, and in music at Key Stage 2.

11. Children under five achieve satisfactorily overall. Their achievement is good in language and literacy, mathematics and in their knowledge and understanding of the world. They respond well to the teaching which is often good and ensures that they work hard and are eager to learn. In Key Stage 1, pupils' achievement is good. All pupils, including those who are potentially higher attaining, are given work which is demanding and enables them to work hard. The work is stimulating and keeps their interest. Across Key Stage 2 as a whole, pupils are not achieving well enough. Achievement in Years 5 and 6 is satisfactory. In particular the work given to the potentially higher attaining pupils is challenging and enables them to make good progress. The teaching motivates the pupils and they are keen to do well. This is leading to improvements in the attainment of the higher attaining pupils, especially in mathematics. However, in Years 3 and 4 achievement is unsatisfactory. On occasion teaching is unsatisfactory resulting in pupils not being clear about what they are learning and work that is undemanding. This is particularly true for the potentially higher attaining pupils who find the work they are given to be easy and this holds them back. In both key stages, pupils with special educational needs make good progress as the support they are given is good. The few pupils from minority ethnic origins achieve similarly to the majority of pupils in each key stage.

Pupils' attitudes, values and personal development

12. Pupils' positive attitudes, their very good behaviour, and the good relationships that they forge with each other and with adults are a strength of the school. These aspects enhance the pupils' quality of learning, the quality of life for all who work in the school and, thus, the standards of work that pupils achieve.
13. Children under five have good attitudes towards school are happy, and secure in their everyday routines. The teacher provides good opportunities for pupils to know what activities are planned. At times their choice is over-directed. Most concentrate and persevere with the activities. They learn to work and play together successfully. Children are encouraged to collaborate with their peers as well as with adults. Parents and school work in close partnership. Children behave well and establish effective relationships with those around them. Their personal development is in line with the nationally expected standards.
14. Pupils enjoy coming to school, and the great majority arrive regularly and punctually. The levels of attendance are well above the national average, although many parents choose to take their children on holiday during term time, which has an inevitable impact on the academic progress of all, since teachers have to repeat work. When at school, pupils use their time productively, whether in lessons, at playtime or when, for instance, rehearsing for school productions. They take pride in achieving well and are prepared to persevere in order to do so.
15. At the time of the previous inspection, the behaviour of a minority of pupils impinged on the life of the majority. This is no longer the case. The great majority of pupils behave very well, and the few who have special needs that relate to their behaviour respond well to teachers' good management so that everyone can enjoy their time in school. Pupils are consistently courteous and show respect for teachers and the school's resources; for example, books are well treated and the areas where pupils eat need very little tidying up after lunchtime. Pupils move around the school in an orderly manner and respond well to instructions. They smilingly hold doors open for adults. Older pupils say that bullying or racist behaviour are rare, and this is confirmed by the very small number of recorded incidents. There have been no exclusions in the past two years.
16. This is a school with a friendly atmosphere in which good relationships abound. Pupils enjoy each other's company, collaborate well in lessons, play well together and have good relationships with adults. From the youngest upward, pupils have the confidence to express their opinions in front of

others, without fear of ridicule. Older pupils show a mature sensitivity for others' feelings, an understanding of the need for rules, and an interest in and respect for others' values and beliefs. They competently organise fund-raising events for charity and appreciate, for instance, the time given by adults who accompany them on their residential visit. During their time in the school, pupils grow into pleasant, confident young people with a positive attitude to life.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is a strength. Overall it is good, but ranges between unsatisfactory and very good. The predominantly good teaching has a positive impact on pupils' learning. Across the school as a whole 97 per cent of teaching seen was satisfactory or better. Teaching overall was good or better in almost two thirds of the lessons seen and was very good in one lesson in five. There is a sharp contrast between the key stages. Teaching in Key Stage 1 is very good and this results in very good learning which is broadly reflected by the standards the pupils attain. In Key Stage 2, teaching in Years 5 and 6 is predominantly good. The work is challenging and pupils, including the pupils identified by the school as higher attainers, achieve well. Consequently standards are improving in literacy and numeracy. Teaching in Years 3 and 4 is not as good; overall, that seen was satisfactory. However, on occasion it is unsatisfactory with a lack of clear purpose leading to pupils not being productive and timewasting. This quality of teaching results in a loss of impetus in learning, with pupils not building effectively on the above average standards they reach in Key Stage 1.
18. Teaching was good at the time of the last inspection with a small proportion of unsatisfactory teaching. Since then there has been considerable turnover in staffing, with staff retiring or moving from the area. Despite this, teaching remains good. Not least among the reasons for the good teaching are the hard work, commitment and enthusiasm of the teachers to ensure that pupils do well. This is recognised by the parents as a strength of the school. The successful introduction of the literacy hour and the good start made with the numeracy strategy have enhanced pupils' learning and contributed to the improvement in standards in these subjects in Years 5 and 6.
19. Overall, teaching in Reception is satisfactory. It is never less than satisfactory and is good in four lessons in ten. A feature of the good teaching is the fostering of literacy and numeracy. There is good collaboration between the teacher and the classroom assistant to the benefit of the pupils. This is especially true for the support provided for pupils with special educational needs. Lessons are well planned and the purpose for each lesson carefully explained. Children are interested in what they are doing. They know what is expected of them and this improves their learning and fosters their personal development. They work at a good rate; only when a lesson is overlong, for example in literacy, do they lose concentration. Well-established and effective routines provide consistency, which ensures that little time is wasted. At times teaching is imaginative, for example when a puppet is used to good effect in the introduction to lessons. The learning of children under five is satisfactory. They make sound gains in learning new skills, knowledge, and understanding; for example, in using the sounds that letters make to help them to read.
20. In both key stages teaching is often imaginative and challenging. For example, in Years 5 and 6, pupils are often challenged when asked demanding questions. At times such as these, pupils are asked if they want to answer themselves or 'phone a friend'. Often they choose to answer themselves. When they opt for help from a friend this encourages teamwork. A similar strategy is used successfully in Year 2. Such teaching increases pupils' motivation, interest and desire to learn.
21. Lessons are well structured. They have a pattern which pupils recognise. The different parts of the lesson are carefully paced which maintains pupils' interest and helps them to develop good work habits. Lessons move at a brisk pace enabling pupils to work at a good rate. Most teachers have quick and effective means of getting pupils' attention without slowing the lesson down. In some classes a tambour is beaten a few times, in others a tambourine is shaken. Whatever the means, pupils quickly stop what they are doing and listen attentively to the teacher.
22. A good feature in most lessons is the way teachers make clear to the pupils at the start of the lesson what they are to learn. Often this is written on a board and referred to during the lesson.

Teachers are well prepared to do this as individual lessons are well planned. This ensures that pupils are purposefully occupied and develop a degree of independence, and do not wait to be told by the teacher before moving on to the next task. Most lessons finish with a round up of what has been done and what has been learnt; these are usually well planned. In the good and very good teaching, the focus is on how to improve the work rather than pupils just sharing their work with the rest of the class. In the less effective, but still satisfactory, lessons not enough attention is paid to the encouragement of a discussion as to what the pupils found difficult and how they tried to overcome these difficulties.

23. In the good teaching, teachers use questions well. The questions they ask include an appropriate number which challenge pupils to think for themselves. Good use is made of questions which build well on pupils' responses. Emphasis is placed on 'why' and 'how' something happened. They are asked to explain their thinking. This often happens in mathematics lessons where pupils are regularly asked to explain how they arrived at the answer they have given. This adds considerably to learning and to pupils' self-confidence.
24. The management of pupils is good. This is a significant improvement since the last inspection. Teachers know their pupils well and form good relationships, which enables pupils to learn better and more quickly. Across the school, teachers have a secure knowledge of the subjects they teach; an exception being in religious education where their knowledge is adequate but they are not as confident as they are in the other subjects. They are especially confident in the teaching of English and mathematics, where they have benefited from the introduction of the literacy and numeracy strategies. Teachers are individually confident in physical education and in their use of information technology. Learning resources, such as counting sticks in mathematics, together with scientific equipment and reference books are used well.
25. The very good teaching is characterised by teachers having a good knowledge of the subject together with planning that provides challenging and interesting work for all pupils. This was seen in a well-planned literacy hour in Year 1 where pupils were reading the 'Three Bears and Goldilocks'. The teacher's good knowledge of English was used effectively to pose challenging questions about the story. This resulted in pupils having to think hard about their ideas and opinions, which they were expected to explain. There was good challenge for the higher attaining pupils and sufficient support for pupils with special educational needs.
26. The teaching of English and mathematics is mostly good. This is due largely to the successful implementation of the literacy hour and the good start made with the daily mathematics lesson. In science, no teaching was seen in Years 5 and 6. The teaching in Years 3 and 4 was unsatisfactory due to the lack of clear purpose for the lesson resulting in pupils not learning enough. In Key Stage 1, the teaching is good; teachers make good use of a scheme of work published nationally. Despite the delayed arrival of new hardware, the teaching of information technology is satisfactory. The teaching in religious education lessons is satisfactory but the newly introduced timetabling arrangements make it difficult for pupils to attain well. The teaching of physical education in both key stages is good. Teachers have a good knowledge of the subject and hold high expectations for their pupils. Insufficient teaching was seen during the period of the inspection to make secure judgements of teaching in history, design and technology, geography, and in music and art in Key Stage 2.
27. The teaching of pupils with special educational needs is good. Teachers have a sound understanding of the needs of these pupils. Proper account is taken of the targets set in pupils' individual education plans when lessons are planned. This happened in an art lesson in Key Stage 1 where a small group of boys were working with large constructional equipment in order to improve their manipulative skills. There is very good collaboration between class teachers, the special educational needs co-ordinator and the classroom assistant to the benefit of the pupils who make good progress. The support provided by the classroom assistant is good, especially in helping pupils improve their skills in literacy; for example, in their knowledge and use of vowels.
28. Teachers regularly mark pupils' work. Praise and encouragement are given often with comments

about how to improve. Teachers regularly assess their pupils' levels of attainment and this information is generally used effectively to plan the next piece of work. In Years 3 and 4, this information is not used effectively to ensure that higher attaining pupils are suitably challenged. A weakness across the school is that whilst the information from assessments is often used to set targets for pupils to aim for over a short period it is not used enough to plan their work in relation to targets that have been set in the longer term. The recently introduced arrangements for homework are not yet effectively implemented throughout the school. Parents find the arrangements inconsistent.

29. Across the school as a whole, pupils' learning is good. In Key Stage 1 pupils' learning is very good and they make very good progress in learning new skills and knowledge. They work very hard and concentrate well. Pupils are interested in what they are doing. For example, when they work independently in groups in the daily mathematics lesson and when they work as a class in music. Pupils understand why they are doing a particular task as this has been made clear at the start of the lesson. In Key Stage 2, pupils' learning is good in Years 5 and 6 reflecting the good teaching. Here pupils enjoy working and are keen to get the right answer. They work hard; for example, in a lesson where they were learning about ratios they worked at a good pace throughout the lesson. They learned from the mistakes they had made. In Years 3 and 4, the learning slows reflecting the lack of sufficient challenge in the teaching. Whilst the learning in individual lessons is usually satisfactory the work rate is not fast enough, especially for the higher attaining pupils and progress slows so that pupils do not maintain the above average standards they attained in Key Stage 1.

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

30. The school provides a satisfactorily broad and balanced curriculum, which enhances learning and is improving standards in English, mathematics and science. Time has been allocated usefully to meet the needs of the pupils following a detailed analysis of the results of national and other tests. A higher than average amount of time is allocated to English and mathematics, which is being successful in reversing the downward trend in results at Key Stage 2. A lower than average allocation to science means that standards are not improving in Key Stage 2 as quickly as in English and mathematics. Timetabling arrangements for the teaching of religious education are unsatisfactory, with the result that standards are below average at the end of Key Stage 2. Geography is not taught every term. There are considerable intervals between the times when the subject is taught which slows pupils' progress in learning and developing their skills. Detailed planning in English and mathematics is instrumental in raising standards. Planning in other subjects is not so precise, so that progress in these subjects is less marked. The recent introduction by the school of nationally recommended guidelines is an improvement but it is too early to see the benefits. The last inspection identified a need to monitor the curriculum. This is now done by the headteacher and co-ordinators, through the monitoring of planning. There are sound arrangements to develop this system in line with priorities in the school development plan.
31. The curriculum for children under five is satisfactorily planned and enables children to make satisfactory progress. Planning is effective and covers all the required areas of learning. Aspects of the literacy hour and daily mathematics lesson have been effectively introduced. Planning takes due account of the National Curriculum and children are introduced to its subjects as and when they are ready.
32. The provision for pupils with special educational needs is good. Early diagnosis and the design of helpful individual education plans means that these pupils receive an education relevant to their needs. They make good progress. Pupils with statements of special educational need receive good support. This is planned precisely to fulfil the requirements of the statements and is sensitively provided, so that these pupils make good progress.
33. The school prepared well for the implementation of the national strategies in both literacy and numeracy. As a result of the fall in standards attained by the eleven-year-olds in 1998, the teaching of oral and mental work in mathematics lessons was introduced. These elements are

generally planned carefully to meet the needs of all levels of ability. They are taught effectively, and in Years 5 and 6, the recent downward trend has been arrested and standards, especially for the higher attaining pupils, are rising.

34. The provision of extra-curricular activities is unsatisfactory. This reflects the concerns of a significant number of parents. Although football, dance and computer clubs take place, a charge is levied by the organisations providing them. These activities are popular with pupils, but access is dependent on pupils being able to pay. Educational visits, for example to museums, art galleries and science exhibitions, are organised throughout the year. These are linked effectively to the curriculum and enhance the experiences of pupils. Homework provision has recently been revised, but is not being implemented consistently to support learning. Parents have concerns about the arrangements for homework, which they find inconsistent.
35. The curriculum is accessible to all pupils. The school keeps a careful eye on test results and adjusts its planning and targets accordingly. Thus, the unsatisfactory performance of the potential higher attainers has been recognised. More challenging work is provided in Years 5 and 6 and these pupils respond well and their standards are improving.
36. The school has recently examined and improved its provision of personal and social education, which has resulted in an increased awareness in pupils of their responsibilities to themselves and to society. Although this is an improvement since the last inspection, the programme is not planned and co-ordinated throughout the curriculum, which to a limited extent limits its effectiveness. Provision for sex education is currently unsatisfactory and has not taken place since 1998. The school is aware of this and plans are in hand to deal with it. The governors have not formed a policy for sex education, as they are required to. Preparation for the introduction of education about the misuse of drugs has been made, but the programme has not yet been introduced. Pupils' awareness is not being sufficiently well developed.
37. Links with the community are satisfactory. The school uses the local environment effectively in its curriculum; for example, through visits to places of educational interest locally and further afield. Useful links are made with local businesses, including a local fast food centre. Preparations are in hand to develop the use of the Internet, which should provide opportunities to forge links with schools and communities in other places. Visits are made to a variety of places and visitors to the school also enhance curricular provision. These include the local vicar, farmers and representatives of other cultures. The school avails itself of opportunities to employ young offenders, who have improved both the external and internal environment. Relationships with the secondary school are good. The school benefits from foreign language teaching, provided by the secondary school, which provides a helpful start to the learning of another language and pupils' understanding of other cultures. Pupils are well prepared for the transition to secondary school and good curricular links are established between the schools.
38. Provision made for pupils' spiritual development in the school is satisfactory. Although acts of collective worship fulfil requirements, their quality does not promote effectively the pupils' spiritual awareness. This is provided more effectively through discussions in classrooms about issues which are relevant to the pupils' own lives. In these, pupils share a growing awareness of the consequence of their actions on other pupils' feelings. This is especially evident in discussions in Key Stage 2, for example, when pupils consider discrimination and its effect on people. Other areas of the curriculum also have a positive effect on spiritual development, such as art, literature, music and environmental studies. The involvement in charitable ventures, organised by the pupils themselves, raises awareness of the needs of others and the mutual benefits to be gained from positive action. This is exemplified by the fundraising ventures for local and national charities. The timetabling of religious education does not assist spiritual development as strongly as it should. Sessions are too short, which hinders the progress of promising discussion, such as whether the Bible is a work of fiction or non-fiction.
39. Good provision is made for pupils' moral and social development. The successful application of the behavioural policy is instrumental in achieving this. Pupils throughout the school are encouraged to understand that their actions have consequences both to themselves and others.

They are given opportunities to decide which course of action to take in order to rectify a situation. Consequently, pupils are increasingly able to make the right decision in order to improve aberrant behaviour; this is achieved without disruption to lessons. Pupils are taught effectively the difference between right and wrong. This is reinforced by the staff of the school who provide good role models in all aspects of school life. Pupils are given responsibilities around the school, such as in assemblies or setting up information technology equipment. The older girls were heavily involved in the redecorating and refurbishment of their cloakroom. This gave them a sense of responsibility, as well as raising their awareness of the practical implications of such a venture. Relationships throughout the school are good, both between adults and pupils and between pupils themselves.

40. The provision made for cultural development is satisfactory. Visits to the Salford art gallery, Stockport museum and Chester museum all enhance pupils' understanding of their own cultural traditions. Visitors, including discussions with people about their experiences in World War 2, also add to pupils' understanding. Visiting musicians embellish the music curriculum. The study of famous artists gives pupils an insight into their work. Due attention is paid to helping pupils learn about cultures different from their own, for example through visitors who discuss aspects of their own traditions and beliefs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school cares for its pupils well. Parents regard this as a strength of the school. Staff create a supportive and stable environment in which pupils feel contented and can therefore flourish. Since the time of the previous inspection, both the management of pupils' behaviour and the procedures to ensure child protection have been improved so that they are now good. The monitoring and promotion of attendance is good. Although much monitoring of individuals is still carried out informally, teachers know the pupils well. On a day-to-day basis staff take good care of pupils' health and safety, but the school's formal procedures to ensure the safety of all are not fully in place. Staff conduct regular audits of the premises, prioritise the risk posed by any hazard that they notice, and, with governor involvement, take action to eliminate that risk. At present, it is not made entirely clear what action has been taken as records are not systematically kept.
42. Pupils are well supervised throughout the day and the arrangements for dealing with injuries, or those who feel unwell, are good. All staff have received training in child protection and know what action to take if they have a concern. Confidential information is filed securely and the school works in effective partnership with outside agencies, such as the local health authority should the need arise. This is an improvement.
43. All staff put the behaviour and discipline policy into practice consistently and very effectively. Pupils know precisely what is expected of them and what the consequences of their actions will be. Staff monitor individuals' behaviour and, in partnership with parents, provide realistic targets for pupils to work towards. The result is that pupils generally choose to behave in a responsible and sociable manner, which has a positive effect on the quality of their learning. Recorded incidents of poor behaviour have decreased during this academic year. Teachers make good use of personal and social education lessons to guide pupils towards thinking about their actions especially about bullying and how to deal with it.
44. The data from the national tests and the tests regularly administered by the school are analysed carefully to identify areas of weakness and to target future development. Significantly the information from these tests has been used effectively to monitor the attainment of the pupils identified as potential higher attainers. This information has been used satisfactorily to improve areas of the curriculum; for example, spelling in English and mental arithmetic and data handling in mathematics. More importantly it has been used effectively to set targets towards which individual pupils and groups of pupils can aim. However, these targets have not been shared with parents. Effective arrangements have been established to assess and record pupils' attainment in English, mathematics and science. Effective action has been taken to ensure the validity of teachers' assessments; for example, when the test results in mathematics in Key Stage 1

showed significantly more pupils reached above average standards than the teacher assessments showed. A weakness is that systematic arrangements for assessment have not been established in the other subjects. This leads to the annual reports to parents in these subjects reflecting more about what has been taught and pupils' attitudes than on standards attained and progress made.

45. The assessments made in English, mathematics and science are not linked closely enough to the targets that have been set for groups or individual pupils in the long term. Plans are in hand to make such links. At the moment the school is not well placed to check to see if pupils are on course to reach their targets and to plan work over the year to take account of any shortfall or overshoot of the targets that have been set.
46. There are effective systems for the regular assessment of pupils with special educational needs. Individual education plans are written for all pupils who need such plans. The targets set are clear and realistic. Reviews of the plans are completed regularly, satisfactorily documented and involve parents. Where pupils have statements these are reviewed effectively in the light of assessments of pupils' progress towards the targets set in the statements.
47. The procedures to assess children under five are satisfactory. Assessments made at the start of the school year, using a system common throughout Cheshire, provides useful information about what each child knows and can do. This information is used satisfactorily to plan work.
48. Teachers know their pupils well, which is much appreciated by parents. Pupils are praised for working hard and attaining well. In the wider aspects of pupils' development, such as their capacity to concentrate, co-operate and persist when they find a task difficult, teachers depend greatly on the informal knowledge gleaned from their regular contact with the pupils. This is effective, in that most teachers are fully committed and are prepared to give pupils time and support in order to resolve any difficulties. However, the absence of a more structured approach does not help to identify individuals' strengths and weaknesses at an early stage and guide teachers as to where to direct their support in order to have most impact.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents are very supportive of the school and most are satisfied with the quality of education that their children receive. Most parents find staff very approachable and consider that, on the whole, they respond well to any concerns that parents raise. They appreciate the quality of information provided for them about school events but many parents would like to be given more information about their children's progress. Although targets are set for individual pupils, these are not shared with parents. A significant number of parents are dissatisfied with the amount and irregularity of homework.
50. Through its regular newsletters and 'business' letters, the school keeps parents very well informed about past and future events. Parents' opinions are sought on a regular basis; for example about the new behaviour policy and, in their turn, parents respond to any questionnaire in large numbers, which is indicative of the keen interest that many of them take in their children's education. The headteacher then ensures that the results of the consultation are issued to parents so that everyone has the opportunity to be fully informed about school life. This is an example of where the school uses the principles of best value, that of consultation, in its work. Teachers provide parents with useful information about what their children will be learning next, and a good number of parents provide regular help in the classroom, overseeing small groups or helping with administrative tasks, of which teachers make good use. The parent body as a whole is generous in the financial support that it offers the school, which is used to augment resources, most recently books and information technology equipment.
51. Parents support their children's work at home, particularly reading, and many take the time to attend information meetings, or those to discuss pupils' work, and make a written response on receipt of their child's report. The reports generally give detailed information about pupils' attainment, progress and areas for improvement in English and mathematics but the comments

about other subjects often relate to the coverage of the curriculum and pupils' attitudes towards the work at the expense of attainment and progress. It is difficult for parents to get a clear idea of how well their children are doing, and what they need to do in order to perform better.

52. Overall the school has developed a good partnership with parents that enhances the quality of pupils' education. Through the atmosphere of openness and consultation, parents and staff have built up confidence in each other. Pupils can see that home and school are working together in their best interests and have similar expectations of them. This security allows them to make the most of the opportunities provided by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher together with the senior management team provides sound leadership. This is an improvement since the last inspection where the school lacked a senior management team. They have a clear and accurate view of the school's strengths and weaknesses and are strongly committed to ensuring that pupils attain highly in line with the school's aims, which also place emphasis on pupils' personal development. Care is taken to ensure that all pupils have equal opportunities to the curriculum. Issues such as discrimination are discussed and this is seen in older pupils' firm condemnation of racism.
54. As the standards at the end of Key Stage 2 began to fall significantly in 1998 a detailed analysis of the results was taken rather than an assumption made that this was due to the different abilities of year groups. The action taken was effective, involving training on school improvement and the use of an external consultant. Since then the considerable change of staff in the past two years has hampered developments. The co-ordination of Key Stage 1 and Reception is very effective as is seen in the quality of teaching and the standards attained. In Key Stage 2, the co-ordination has been much less effective and this is reflected in the decline of standards. The special educational needs co-ordinator manages the school's good provision effectively and ensures that the Code of Practice is fully implemented. The provision made is properly monitored.
55. The governing body is supportive of the school. It has a sound understanding of the school's strengths and weaknesses. Through the establishment and effective use of appropriate committees the governors have set a clear direction for the school's work, which is to raise standards in Key Stage 2. They are satisfactorily involved in the formulation of the school development plan which is detailed, thorough, and sets targets for improvement together with a detailed action plan for the next two years. This enables the governors to work with the staff to improve standards. There are useful links between the governors with oversight of literacy and numeracy and the school. Whilst governors visit the school, they do not do so on a systematic basis with a specific purpose, which limits their personal knowledge of what the school is about. The governing body keeps proper oversight of the provision made for pupils with special educational needs. Most of the statutory responsibilities are met. The governors have not formed a policy for sex education. Parents are not informed about their right to withdraw their children from collective worship.
56. Effective arrangements are in place for the school to monitor its performance. The headteacher, together with co-ordinators, monitors teaching and planning satisfactorily. For example, the mathematics co-ordinator has recently undertaken a detailed audit of teaching and learning. The newly appointed co-ordinators are due to undertake similar audits as indicated in the school development plan. This is an improvement since the last inspection. Subject co-ordinators provide useful written reports on the strengths and weaknesses in their respective subjects as part of the review of the school development plan. Detailed analysis of the optional and national test results is undertaken. This information is used effectively to identify areas for improvement. For example, the information was used effectively in mathematics to target improvement in mental arithmetic. More recently, the monitoring of planning showed that religious education was being taught too closely with personal and social education. This led to changes in timetabling.
57. The headteacher, staff and governors are determined to improve standards through the setting of appropriate and challenging targets for pupils, and groups of pupils, to aim for. More needs to be done as parents are not clear about the targets that have been set for their children. The impact of these targets is seen in the improving standards seen in Year 6, especially for the higher attaining pupils. Staff work well as a team.
58. Financial planning, in which the governing body, through its finance committee, is fully involved, is good and the school is efficiently run. The school development plan is detailed, sets clear targets and priorities, is costed precisely and well linked to the school's financial and other resources. It is used effectively as guidance to spending and this enables spending targets to be met regularly and staffing and resource provision maintained to a satisfactory level. This is similar to the findings recorded in the last report. The school has not been audited since the last inspection.

59. Monies allocated for staff development are being used effectively in accordance with the priorities identified in the school development plan. This is seen in the effective way in which both the literacy and numeracy strategies have been implemented. Funding for special educational needs is used well and the governors are well aware of how the money is spent. This makes a significant contribution to the good quality of learning experienced by these pupils.
60. Financial control and day-to-day administration are carried out to a high standard. The governing body gives very good support to the headteacher who has a clear understanding of budgetary matters. Governors demonstrate a high level of confidence in the spending plans of the senior management team. The governing body monitors the budget very well and exercises effective control to ensure that a prudent balance is maintained. The school secretary manages the day-to-day finances competently and keeps careful records of routine income and expenditure. The use of information technology is well established in the management of the school.
61. The governors are prudent with their spending. However, neither the governing body nor the school have formal and effective systems in place to evaluate the cost effectiveness of their spending decisions. Parental opinion is gauged through the use of questionnaires. Overall, the principles of best value are not being applied enough.
62. There are a sufficient number of suitably qualified and experienced teachers to meet the requirements of the National Curriculum, the Agreed Syllabus for religious education and the nationally agreed learning outcomes for children under five. They are deployed effectively. The number of non-teaching staff is adequate. The classroom assistant working with pupils with special educational needs works closely with class teachers and provides good support for these pupils, and those who need extra help with literacy. Good arrangements are in place to assist the induction of newly qualified teachers and staff new to the school. Staff development is good with a reasonable balance between individual development needs and the needs of the school as a whole, as seen in the effective implementation of the literacy and numeracy strategies. The arrangements for staff appraisal are satisfactory but are in abeyance awaiting further national guidance.
63. The accommodation is good. The building is well maintained and kept in good condition through the hard and conscientious work of the caretaker and cleaning staff. The walls are carefully displayed with pupils' work which adds much to the school environment.
64. Resources in the school are generally adequate in order to support the teaching of the curriculum. Resources in design and technology, such as tools and materials, are inadequate and limit pupils' experiences and this has an adverse effect on learning. Resources are well stored, both in classrooms and central storerooms. They are accessible to both teachers and pupils. Classroom resources are well organised and labelled. The school library is adequately stocked, but is infrequently used by pupils to carry out independent study. The provision for information technology is being improved. The school is awaiting delivery of new computers, the preparatory work having been completed. The current provision is adequate and enables pupils to reach the expected standards. When the new equipment arrives the provision should be good.

WHAT COULD BE IMPROVED

- Standards of attainment at the end of Key Stage 2 in English, mathematics and science.
- Standards in religious education at the end of Key Stage 2.
- The use of assessment to plan work in the longer-term.
- The application of the principle of best value to the work of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve the standards of attainment at the end of Key Stage 2 in English, mathematics and science by:
 - improving the quality of teaching in Years 3 and 4 to remove any unsatisfactory teaching and to provide challenging work for all pupils;
 - taking greater account of the targets that have been set for all pupils when planning work;
 - improving the co-ordination of the key stage by paying close attention to checking progress towards the targets that have been set for all pupils and ensuring the planning of the curriculum takes account of any shortfalls noted.
(Paragraphs 1, 17, 28, 45, 54)
- Improve standards of religious education in Key Stage 2 by:
 - improving the timetabling arrangements to allow enough time for a single lesson;
 - establishing a scheme of work to provide effective guidance for teachers when planning their work;
 - providing training for teachers to increase their knowledge of the subject;
 - establishing effective and manageable arrangements to assess pupils' attainment and ensuring that the information gained is used effectively to plan work.
(Paragraphs 9, 26, 30, 56, 128, 129)
- Improve the use of assessment by:
 - ensuring that assessment of pupils' work in English, mathematics and science takes due account of the targets that have been set for them;
 - using this information to plan work over the year;
 - sharing this information with parents.
(Paragraphs 44, 45)
- Make more use of the principles of best value by:
 - regularly comparing the standards attained by pupils with those of other schools;
 - ensuring effective means to gauge the cost effectiveness of spending decisions.
(Paragraph 61)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE GOVERNORS

- Establishing effective but manageable arrangements for assessing and recording pupils' work in the subjects other than English and mathematics; (paragraph 44)
- Establishing policies for sex education and the dangers of the misuse of drugs; (paragraphs 36, 55)
- Improving extra-curricular activities; (paragraph 34)
- Implementing consistent arrangements for homework; (paragraph 28)
- Establishing systems to ensure that the outcomes of the assessment of potential health and safety risks are fully implemented and recorded; (paragraph 41)
- Improving the arrangements for collective acts of worship and ensuring that parents are aware of their right to withdraw their children if they wish; (paragraphs 38, 55)
- Improving the provision of resources in design and technology; (paragraphs 64, 105)
- Ensure that pupils have regular opportunities to improve their skills and knowledge in geography. (paragraphs 30, 109)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	44	33	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	136
Number of full-time pupils eligible for free school meals	N/A	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	7	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	4	6
	Girls	7	7	7
	Total	12	11	13
Percentage of pupils at NC level 2 or above	School	86 (95)	79 (95)	93 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	7
	Girls	7	7	7
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	86 (100)	93 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	11	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	9	6	9
	Total	15	12	16
Percentage of pupils at NC level 4 or above	School	83 (78)	67 (57)	89 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	8	9	10
	Total	14	16	16
Percentage of pupils at NC level 4 or above	School	78 (86)	89 (68)	94 (93)
	National	68 (65)	69 (65)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	104
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.7
Average class size	21.8

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	36

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	272 793
Total expenditure	263 722
Expenditure per pupil	1 831
Balance brought forward from previous year	14 376
Balance carried forward to next year	20 729

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	136
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	0	0
My child is making good progress in school.	41	54	2	0	2
Behaviour in the school is good.	34	54	7	0	5
My child gets the right amount of work to do at home.	28	50	15	4	2
The teaching is good.	48	46	1	0	5
I am kept well informed about how my child is getting on.	32	40	25	0	3
I would feel comfortable about approaching the school with questions or a problem.	67	29	2	0	1
The school expects my child to work hard and achieve his or her best.	54	41	3	0	1
The school works closely with parents.	41	51	8	0	0
The school is well led and managed.	41	48	7	1	3
The school is helping my child become mature and responsible.	39	58	3	0	0
The school provides an interesting range of activities outside lessons.	20	33	36	7	5

Other issues raised by parents

Parents are supportive of the school.

There had been improvement over the past two years, especially in mathematics and teaching.

Difficulties were being experienced in organising extra-curricular activities.

Discipline was said to be good.

Parents found it difficult to have a good understanding of the progress their children were making.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. Children are admitted to the Reception class in the September of the academic year in which they have their fifth birthday. Parents are offered the option for their children to start on a part-time basis but most children start full-time straight away. On entry to school the attainment is above that which is typically found nationally, except in writing which is below. By the age of five most reach higher levels of attainment than those expected for their age in language and literacy, mathematics and in their knowledge and understanding of the world. In their creative, physical and personal development most attain the expected standards for their age. Children make good gains in learning new skills, especially in literacy and numeracy. Overall, their learning is satisfactory and they make satisfactory progress due to the satisfactory teaching and relevant experiences provided for them. Pupils with special educational needs make good progress through the extra help provided by the support assistant.
66. In language and literacy, the satisfactory teaching ensures children build well on the skills they bring to school and they reach standards above those expected. Children have a wide vocabulary and readily learn new words. This was seen when they looked at the work of Matisse and they described what they saw in the pictures. They contribute confidently to class discussions and listen attentively to other children and to the teacher. Children are enthusiastic about books and enjoy reading. Higher attaining children are accurate and fluent with books they know and tackle familiar words well. The teacher has successfully implemented aspects of the literacy hour. Most pupils have begun to acquire a good number of words they learn by sight and have made a sound start in learning the sounds made by the first letter of a word. Good attention is paid to the teaching of writing skills. Pupils make good progress in copy writing words they are learning by sight such as 'can' and 'went'.
67. Children's attainment in mathematics is above that expected for children of this age. The teacher successfully introduces aspects of the daily mathematics lesson and the teaching is good. The teacher makes good use of a number line and most children confidently count and order numbers to ten correctly. The higher attainers do so with higher numbers up to twenty. Most children have a good knowledge of two- and three-dimensional shapes. They name correctly shapes such as square and triangle. Higher attainers use more complex vocabulary, including cube and cuboid with the teacher providing a good model in the use of mathematical vocabulary. Children enjoy these lessons, learn new skills, are keen to get the answers right and take enjoyment in using the correct vocabulary.
68. In their knowledge and understanding of the world, children reach standards above those expected for children of their age. Children concentrate well and are interested in their work. They make good progress. Aspects of the National Curriculum are successfully introduced when appropriate. For example, good teaching enabled pupils to correctly distinguish between objects that needed to be pushed and those that have to be pulled. They consider the world about them as they study topics such as transport. The teacher effectively links what they are learning in the topic to literacy, numeracy and to their creative role-play. This is seen as children 'drive' the train and announce destinations and times of departure. Children's growing knowledge of the world was seen when a child described a work by Matisse in terms of the earth as seen on a globe, with land and sea. Useful opportunities are provided by the teacher to help children to use the computer appropriately and independently; for example, by using a mouse.
69. Children were not seen using the hall for their physical development although in a music session they made controlled movements with their bodies. On the playground they show co-ordinated movement when running, climbing and walking. In lessons the teacher provides good opportunities to develop children's skills in using tools, puzzles, scissors, paintbrushes and tools. Children use these tools safely and with sound dexterity. Overall, children make satisfactory progress and their physical development is in line with the standards expected nationally.

70. Good opportunities are provided by the teacher for children to use a wide variety of materials and pupils reach the standards in their creative development that are expected for pupils of this age. They draw and paint freely as they illustrate the difference between day and night. Children use a range of shapes confidently to print patterns. The teacher helps them to look at the work of artists such as Matisse and encourages them to try to create patterns as he did. In music, children sing songs which the teacher has often effectively related to work they are doing in other areas. For example, singing about five sausages in a pan in mathematics and 'the wheels on the train' in connection with their work on transport. They learn new skills, such as tempo, readily as they make sounds with different parts of their bodies and identify quiet sounds such as breathing. In the role-play area, children are keen to try out and play with new skills and vocabulary. This happened as they 'drove the 'train' to its many destinations. Overall, children make satisfactory progress in their creative development.
71. The teaching in Reception is satisfactory. It is never less than satisfactory and is good in four lessons in ten. There is good collaboration between the teacher and the classroom assistant to the benefit of the pupils, especially those with special educational needs. Routines are well understood and implemented efficiently. The planning of the curriculum is detailed and thorough and takes account of the areas of learning agreed nationally. Sound use is made of the information gained from the regular assessment of children's attainment to plan work.

ENGLISH

72. The attainment of eleven-year-olds in the national tests in 1999 was average. When the test results are compared with similar schools they are well below average. The test results for seven-year-olds showed standards in reading well above average and in writing they were average. In comparison with similar schools reading was average and standards in writing were well below average.
73. The proportion of eleven-year-olds that reached standards higher than those expected of eleven-year-olds was below average both nationally and when compared to similar schools. The proportion of seven-year-olds that reached higher standards was very high in reading but below average in writing. Taking the results for the past four years of pupils aged eleven; girls have outperformed boys by achieving results well above the national average against boys whose performance has been above. The picture is similar for the seven-year-olds.
74. The inspection findings broadly reflect these results. By the end of Key Stage 2 standards in English are average but with clear evidence of improvement, especially in the attainment of the pupils identified as being higher attaining. This represents a fall in standards since the last inspection. By the end of Key Stage 1 standards are above average in reading. The difference in the standards found in reading and the test results is explained by there being a different group of pupils and to a national change to the grading of pupils' attainment. Standards in writing are average. The results of the National Curriculum tests for the past two years show a downward trend at the end of Key Stage 2. Standards have been maintained at a high level in reading at the end of Key Stage 1, with a dip in writing in the 1999 results.
75. The school has implemented the National Literacy Strategy successfully and all teachers have adopted a consistent approach towards their planning and teaching. Pupils with special educational needs receive good support and this is making a positive contribution to their good quality of learning and good progress.
76. Standards in speaking and listening are above average in both key stages. The good teaching in Key Stage 1 provides challenging questioning that makes pupils think hard when pressed to extend their replies with further detail. In a lesson where pupils were studying the characters in 'Goldilocks'; for example, the higher attaining pupils concentrated well to develop and articulate their ideas and opinions about how the bears felt about the intrusion into their home. Teaching in Years 5 and 6 is good and almost all pupils respond with a high level of attention and enthusiasm in discussions. For example, in a lesson where they were learning how to develop the 'pros and

cons' of an argument, skillful questioning enabled almost all pupils to make good progress in exploring every angle in an argument about whether or not football should be allowed in the playground.

77. The majority of pupils in both key stages read well reflecting the good teaching. The youngest higher attaining pupils make a good start and quickly become confident and accurate readers and learn well how to read with expression matched to the text. By Year 2, most pupils read straightforward stories and information books independently with a good understanding. Most of the rest of the pupils are making good progress in skills development. During guided reading activities teachers draw pupils' attention effectively to all aspects of books and consequently pupils' quality of learning in gaining knowledge is good. By the time they reach Year 6, older higher attaining pupils become self-motivated readers, competent to use books effectively for research. Teachers set high standards of expression and show attention to detail when reading books together. This results in them capturing and retaining the interests of most pupils. Pupils' willingness to listen means that they make good progress in learning how to use reading both for pleasure and information. Those receiving additional support in literacy make good progress in acquiring new skills and in learning how they can improve. In one lesson, for example, they correctly identified vowels in simple compound words and learnt the rule of adding a letter such as when changing 'put' to 'putting'. Lower attainers make satisfactory progress in learning ways of overcoming difficulties. Most pupils understand how to use contents pages and indexes to find information quickly.
78. By the time that pupils are seven, the higher attaining pupils write reasonably well. Much of their writing is joined, legible and well spaced. Spelling is emphasised and is taught systematically and is reflected in pupils' work where spelling is satisfactory. Almost all pupils know how to use capital letters and full stops correctly and sentences are constructed with accurate use of simple grammar. Teachers give pupils good opportunities to develop their ideas in diaries and creative story and poetry writing. When engaged in writing activities most pupils are well disciplined, hardworking and remain well on task. The teaching of writing in Key Stage 1 is good.
79. There is a dip in attainment in Years 3 and 4. Pupils identified as being potential higher attainers under-achieve. In one lesson, for example, pupils wasted a good deal of time copying out questions and a significant number of the answers were not presented as complete sentences. This is having an adverse effect on pupils' learning of grammar and punctuation. Most of the rest of the class demonstrated inconsistencies in the use of simple punctuation and errors in the spellings of common words. Although almost all pupils are writing in joined script much of it is not formed evenly.
80. The good teaching in Years 5 and 6 makes a significant contribution to the evident improvement. All pupils write for a wide range of different purposes. There is often good use of descriptive words when pupils write extended pieces which are appropriately matched to the purpose for the writing. Most other pupils show that they understand how to use a widening range of grammatical devices and demonstrate a secure knowledge of some of the rules of writing. A higher number of pupils than in 1999 are well on target to attain above average standards.
81. Standards in literacy are average. By the end of Key Stage 2, most pupils read and write with confidence, fluency and understanding. They have an interest in words and knowledge of a technical vocabulary. Pupils make good progress in developing their powers of imagination, inventiveness and critical awareness. This is due to the good quality of teaching evident in the brisk pace of lessons and the effective challenge contained in most of the tasks. However, earlier in the key stage there are examples of teaching where work is insufficiently matched to the different abilities in the class and where pupils are given the impression that the first answer they give to a question is sufficient.
82. Across the school as a whole teaching is good. This has a positive impact on pupils' learning and most, including those with special educational needs, make good progress. The introduction of the literacy hour has improved teachers' knowledge and expertise as well as ensuring teaching takes account of what has been taught earlier. There is a good home-school reading programme.

The newly established homework arrangements are not yet implemented effectively.

83. There are good opportunities for pupils to practise and develop skills of literacy in other subjects. In all subjects speaking and listening are actively encouraged and promoted. In history, for example, pupils practice research skills when investigating the past. In science and music they are expected to use correct subject vocabulary when speaking and writing. Teachers use a wide range of assessment procedures effectively throughout the school, to measure pupils' quality of learning. Whilst this information is used satisfactorily to plan the next piece of work it is not used effectively to plan work over the year.
84. The subject is well managed. The co-ordinator has a good understanding of the strengths and weaknesses both of the standards attained and in the quality of the teaching. This comes from the effective monitoring of the subject, through observation of teaching, checking planning, and especially through the detailed analysis undertaken of the results of the national tests and the tests set by the school. This has led to the setting of targets for pupils to reach, which is having a positive impact on the standards attained by higher attaining pupils, which has arrested the decline in standards.

MATHEMATICS

85. The results of the national tests in 1999 showed that the standards attained by the eleven-year-olds were well below average in comparison with all schools and with similar schools. Although two thirds of the pupils reached the standard set nationally, no pupils reached higher standards. It is this that has led to the standards being well below average and the underachievement. In comparison, the standards attained by the seven-year-olds in the national tests in 1999 were very high when compared with all schools and with similar schools. In this they have maintained the same standards over the past three years. However, standards have fallen in 1998 and 1999 in Key Stage 2. During the past three years girls have done better than boys in Key Stage 1, whereas by the end of Key Stage 2 boys do slightly better than girls do.
86. The standards of work seen during the inspection show an improvement on these results in the standards attained by pupils in Year 6 in 1999. The pupils identified as being potential higher attainers are doing better, with about a third of pupils working at above average levels. This is mainly due to the quality of teaching, which is very good, and the good use made of the targets that have been set for the pupils. These are challenging and inspection evidence is that the pupils are well on the way to reach them.
87. The emphasis placed by the teachers on helping pupils to remember number facts and to calculate quickly and accurately has improved their attainment in this aspect of mathematics. For example, when halving numbers in their heads most pupils gave the correct answers even when numbers involved fractions; higher attainers went on to halve three and an eighth accurately. The effective teaching challenges pupils who have to explain how they arrived at the answer they have given. Most pupils multiply and divide whole numbers and decimals by 10 and 100 accurately. They understand the principle of ratio; with the higher attaining pupils working accurately with more complex ratios. Pupils use measures such as telling time competently and calculate accurately with money. An area where pupils could do better is in their skills in handling data; for example, through graphs and charts. This has been identified by the co-ordinator following a detailed analysis of the national test results. Pupils use their mathematical knowledge satisfactorily in other subjects; for example, in music and design and technology when making and studying musical instruments, and in geography to record the data gained in an environmental study.
88. The standards of the seven-year-olds are above average with almost half reaching above average standards. The difference between these standards and the very high standards in the national tests is due to there being a different group of pupils and the changes made nationally to the way work is graded. Pupils have a sound understanding of the number system due to the good and challenging teaching at the start of each lesson where pupils have to work mentally. They talk about their work using the correct mathematical vocabulary. Pupils count forwards and backwards accurately in ones or tens from any two-digit number given by the teacher. They have a good

recall of multiples, especially of two and ten. Higher attaining pupils use their growing knowledge of multiplication tables to solve problems; for example, the cost of five bus tickets at twenty-five pence each.

89. Since the last inspection above average standards attained by the seven-year-olds have been maintained. The standards of the eleven-year-olds have slipped over the past two years and standards are not as high as they should be. The progress made by the higher attaining pupils in Year 6 has improved considerably this year and is better than that mentioned in the previous report.
90. Overall, the quality of teaching of mathematics in the school is good. In Key Stage 1, it is good and on occasion is very good and pupils, including those with special educational needs, make good progress in learning new skills and knowledge. In lessons pupils are interested in what they are doing and work hard. In Key Stage 2 there is a considerable contrast. In Years 3 and 4, teaching is just about satisfactory with a weakness in the challenge provided for the pupils identified as being potential higher attainers. Here progress over time is unsatisfactory, especially for the potential higher attainers. Pupils do not work at a fast enough rate. This accounts for the standards of potential high attainers in Year 4 not being as high as they should be. Teaching is very good in Years 5 and 6 and higher attaining pupils are given demanding work; all pupils make good progress including those with special educational needs.
91. In the very good teaching in Years 5 and 6 and in Key Stage 1, pupils are given challenging work, and they concentrate well and work at a good rate. Teachers have a good knowledge of the subject and use this effectively to plan work and to make good use of questions to take pupils further or to find out where they are having difficulties. This happened in a lesson in Years 5 and 6, where pupils were learning about ratios. Pupils were challenged to explain their thinking and to answer difficult questions. They were given the option to answer the question themselves or to 'phone a friend'. This motivated the pupils who responded well.
92. Teachers know their pupils well and establish very good relationships. This leads to good management of the pupils, which is an improvement. A good start has been made with the introduction of the National Numeracy Strategy. This has improved the oral and mental work and has ensured consistency in planning which makes sure that pupils build on what they have already learnt. Teachers use their knowledge of their pupils satisfactorily to plan work on a day-by-day basis. A weakness is that assessments are not made against the targets that have been set for pupils in order to plan work in the longer term.
93. The subject co-ordinator manages the subject effectively. This has led to improvements in teaching and in pupils' learning, especially in Year 6. National test results have been analysed in depth and areas for improvement identified and targeted for improvement. Teaching has been monitored and useful feedback has been provided. The co-ordinator has a good understanding of the strengths and weaknesses in the subject and the action that is being taken to improve standards. A good start has been made with the introduction of the National Numeracy Strategy, which is having a positive impact on teaching. Pupils' positive attitudes, very good behaviour and keenness to learn have a positive impact on the standards they attain.

SCIENCE

94. The standards attained by the eleven-year-olds in the national tests in 1999 were below average and well below average when compared with similar schools. The trend has been downward for the past two years. Although the percentage of pupils that reached the standard set nationally was above the national average, the percentage that reached above average standards was well below the national average. This is where the underachievement occurs. The teacher

assessments of the pupils at the end of Key Stage 1 show that the percentage that reached the standard set nationally was very high when compared with all schools and with similar schools. However, the percentage reaching above average standards was well below that in all schools and also in similar schools.

95. During the inspection it was found that standards of the pupils in Year 2 are improving, especially the standards of the pupils identified as potential higher attainers and these standards are now in line with those expected nationally. The good teaching and learning in Key Stage 1 is directly responsible for rising standards and the good progress made. This was evident in both classes, where teachers plan and organise activities, which match and challenge the differing levels of ability in each class. Pupils in these classes extend their ability to make predictions, test hypotheses and draw conclusions. Hence pupils in Year 1 not only explore conventional ways of moving objects, such as pushing and pulling, but they also devise ways of their own, such as blowing. During this work they learn a variety of pushes and pulls, such as rolling, swinging, sliding, twisting and bouncing. The learning of higher attaining pupils is extended by increasingly difficult challenges, which require them to think more deeply. Sensitive questioning by the teacher guides them into further consideration of the processes and to devise alternatives. In Year 2, imaginative teaching also challenges pupils of all abilities. The use of a brainstorming session to identify starting points and by which to measure progress in the lesson is particularly successful. High teacher expectation, challenging questions and very good classroom management all contribute to a very good learning environment in which pupils are encouraged to give of their best. Pupils carry out their investigations systematically and methodically and develop their own lines of enquiry, such as when finding out how forces can change the shape of some materials.
96. It was only possible to observe one lesson at Key Stage 2. A scrutiny of the work of the pupils in Year 6 and discussion with the teacher established that standards at the end of the key stage are in line with those expected nationally. Standards are improving in Years 5 and 6 and these pupils, including those with special educational needs, make good progress. The teaching seen in Years 3 and 4 was unsatisfactory. The focus of the lesson was not made clear, some pupils were not aware of the purpose of the lesson and little progress was made. The scrutiny of the work of the pupils in Year 6 indicates that the full range of abilities is challenged, pupils are involved in decision-making and they devise their own investigations. This was observed in experiments on changing the state of materials through dissolving, filtration and evaporation. There was insufficient evidence to make a secure judgement on the progress made by pupils in Years 3 and 4. The good progress made by pupils in Years 5 and 6 is raising standards, including those of the higher attaining pupils. The older, higher attaining pupils are successfully learning to develop and use scientific vocabulary to describe and record, to structure their observations and measurements, to set up experiments, and draw conclusions from their investigations.
97. Literacy skills are used effectively in discussions. Most teachers encourage pupils to develop and extend their answers. Numeracy skills are used to good advantage in measuring and counting, but not as well in recording data. Overall, the use of information technology is under-developed, but its use with older pupils in Key Stage 1 when recording their investigations of sunflowers is particularly good.
98. In general teachers plan their work well. All aspects required by the National Curriculum are taught and the school is especially successful in making use of experiments and investigations to teach pupils about living things, materials and forces. Assessment on a day-by-day level is used satisfactorily to plan the next piece of work. However, assessments are not linked closely enough to the targets that have been set for pupils or groups of pupils and this hinders effective planning of the subject over the year to ensure that these targets are met. Arrangements for homework are inconsistent.
99. Overall, the management of the subject has been adequate. The subject has lacked attention because of the emphasis placed on implementing the national strategies for literacy and numeracy. This lack of emphasis is shown in the lack of monitoring of teaching and the amount of time given to the subject. In addition, the reorganisation of the classes has necessitated constant reviewing of the scheme of work, which has made teaching the curriculum more difficult at Key

Stage 2. Therefore, anticipated progress since the previous report has not been made. Future developments include the adaptation of nationally produced guidelines to ensure that pupils build on what they have already learnt. Science is the focus of next year's development plan and is due to receive the attention it requires for further development.

100. Pupils' attitude to the subject is good. They are very interested in science. They concentrate well on their tasks and sustain their concentration over time. They are willing to take risks when making their suggestions, because the climate in classrooms is good and pupils' contributions are valued. They respond to the very good management skills, which are evident in most classrooms. They work willingly with teachers, non-teaching assistants and volunteer adults. The good teaching that exists in the school encourages them to become intellectually curious.

ART

101. It was only possible to observe one lesson during the period of the inspection. Displays around the school together with examples of work from the previous academic year provided additional evidence. In both key stages, pupils make satisfactory progress and attain standards that are expected of pupils of the same age.
102. Teachers create useful opportunities for pupils to enable them to acquire skills and techniques and apply these in a variety of activities. In Year 1, pupils develop their skills with paint, chalk, and wax crayons when they 'smudge' their work as they try to work in the style of JMW Turner. Pupils use the materials well and produce effective pictures. In Year 2, they create portraits after looking at the work of Rembrandt and Augustus John. They make effective use of oil pastels. Pupils use pencils carefully to draw portraits of themselves, with light and dark tone. Teachers in Key Stage 2 take these skills further. In Years 5 and 6, pupils make detailed and complex patterns in the style of William Morris. Skills in painting are developed satisfactorily and used to paint effective figures to illustrate Greek myths and legends in Years 3 and 4. A good range of materials is used. Fabrics have been dyed using wax to produce a range of colours to illustrate a book being read to using materials to make a collage in the style of Picasso. Younger pupils make collages to illustrate a range of musical instruments.
103. The teaching seen in the one lesson in Key Stage 1 was good. It was well planned with a clear purpose for the lesson. The introduction was good with pupils being made aware of what they were to learn. A good balance of demonstration and support enabled pupils to make good progress in learning new skills. Pupils were interested in what they were doing and took a pride in their work. The parent helper and classroom assistant worked effectively with the teacher and with the groups assigned to them who concentrated hard and worked at a good rate. Resources were carefully prepared. As the lesson followed a reading session there was a slight but not significant loss of pace as the resources were laid out.
104. The standards in art were judged to be good in the last inspection report. The co-ordinator was reported as having very good subject expertise, which was used to good effect. Since then the co-ordinator has left and due to the appointment of two newly qualified teachers, the headteacher took over responsibility for the subject. Due to the pressure to raise standards in English and mathematics, art has been moved down the priority list for development; for example, there is little evidence of information technology being used. Plans are in hand to have a close look at art later in this academic year. Planning across the school is satisfactory and is soundly supported by the scheme of work provided by the local education authority.

DESIGN AND TECHNOLOGY

105. There was insufficient evidence during the inspection with which to make a secure judgement on standards in design and technology and the quality of teaching. The standards attained by pupils in both key stages were reported as being good in the previous inspection report. In the one lesson observed with pupils in Years 5 and 6 the teaching was satisfactory. A thorough introduction was followed by the provision of a good range of musical instruments, which the pupils examined. They then produced information charts on which to record their findings. One group produced a good spreadsheet using the computer. These activities successfully promoted learning in the research skills necessary prior to designing and making a product. Pupils obviously enjoyed the activity and show an interest in the subject.
106. Resources in design and technology are not adequate to provide pupils with enough opportunities to use tools and a wide range of materials. The school acknowledges that there has been no progress in the subject since the previous inspection, because of the emphasis placed on national initiatives in literacy and numeracy. The place of the subject in the curriculum is secure and planning covers the required aspects. The recent introduction of national guidelines in the subject

is seen by the school as a means to improve planning. Plans for the further development of the subject are still to be developed.

GEOGRAPHY

107. Little geography was being taught during the inspection. There was insufficient evidence on which to make a secure judgment on standards and the quality of teaching. This was partly caused by the older pupils having been taught by a student teacher during the previous term and the arrangements for the teaching of geography. The standards attained by pupils in both key stages were reported as being good in the previous inspection report.
108. Displays of stimulating material in classrooms in Key Stage 1, such as illustrations and photographs, indicate that teachers have high expectations of pupils' understanding of vocabulary, as they grow older. The past work of pupils in Years 5 and 6 shows evidence that they are being taught effectively to gain knowledge and understanding of life in different locations, for example India and Brazil, in contrast to their own country.
109. The teaching in the one lesson seen in Key Stage 1, in which young pupils made a map of their classroom, was good. It was well prepared with a clear purpose, which pupils understood. Well-drawn models on paper of different colours gave pupils the confidence to tackle the task with enthusiasm. This resulted in the quality of pupils' learning of the skills and principles of map-making being good.
110. The subject is the focus for direct teaching only for one term each year. This is a weakness. Although geographical aspects that occur in other subjects and topics are highlighted, there is no opportunity for continuous development and reinforcement of knowledge and skills over time. The effect of this is to cause pupils' quality of learning to diminish and rate of progress to be interrupted for too long at a time. A satisfactory scheme of work has been introduced from which future planning will be devised. The subject co-ordinator is newly in post and has made a sound start in developing the subject; for example, through the implementation of the scheme of work suggested for use nationally.

HISTORY

111. History was not being taught during the time of the inspection in line with the school's planning. There was insufficient evidence to make a secure judgement on standards in Key Stage 1. A scrutiny of work completed at Key Stage 2 indicates that standards attained by the eleven-year-olds are similar to those attained by pupils of similar age. These standards are similar to those reported at the time of the last inspection. Several pupils attain standards higher than this. This is because the teaching in Years 5 and 6 covers all the required elements of the subject. Hence, in their study of Britain since the 1930s, pupils examine carefully original artefacts both at school and at the Stockport Museum. This increases their knowledge and understanding of the period. They collect data and collate it on the computer, using an appropriate program. This information is then used to successfully produce a relevant questionnaire. The teacher's sensitive marking encourages writing which demonstrates pupils' developing awareness of the plight of evacuees. Similarities and differences between the times are observed, which encourage the understanding of the effects of events on a changing society. Pupils' work also includes an element of self-assessment, which is a worthwhile initiative and raises pupils' own awareness of their performance. The scrutiny of work by inspectors showed an over reliance on photocopied worksheets in Years 3 and 4 which limited pupils' opportunities to develop their own lines of enquiry.
112. The use of nationally produced schemes of work to guide planning is a recent initiative, which is already having an impact on learning. The continued use and adaptation of these is seen by the school as being necessary to develop a consistent approach to the subject, especially as the subject is only taught in one term each year. The co-ordinator has a good sense of purpose and direction, which bodes well for the future.

113. The school makes good use of the local education authority's loan scheme for resources. Visits are organised which are relevant to the ongoing curriculum and allow pupils to learn at first hand, which enhances their learning. Museum visits are made to Stockport and Chester, which help to bring the subject alive. Teachers supplement the school's own resources, which are adequate.

INFORMATION TECHNOLOGY

114. By the end of both key stages pupils' attainment in information technology is broadly in line with the nationally expected standards for pupils of this age. Generally pupils make satisfactory progress. This is similar to the previous report. Pupils with special educational needs make good progress, especially when they use specialist programs to help them with literacy. The school's development of information technology is in a stage of transition. Current equipment is inadequate, and the school is awaiting delivery of a range of hardware, which will provide a uniform system throughout the school. The standards of the higher attaining pupils is due to their access to a computer at home, as well as in school. Overall, the standards of these pupils are not high enough in Key Stage 2.
115. By the end of Key Stage 1, pupils are reasonably proficient in using the mouse to activate simple programs. In lessons they learn to select text, drag it to the main screen and reorganise sentences to make sense. The pupils load work from disk, alter their text and then save and print the work when finished. There are examples, in books and on display, of work which they have produced using a word processor, database, drawing or paint program which is in line with the standards expected nationally. Christmas card production is very effective in using their skills. Some very good work produced in an assessment exercise, which describes the planting and growth of sunflower seeds, enables pupils to demonstrate their ability to use bullet points and to select and move text. This also provides the teacher with useful information from which to plan future work. Pupils are also proficient in controlling a robot by devising programs to determine its movements.
116. By the end of Key Stage 2, pupils load, save, retrieve and print from a disk. They use icons on the screen with increasing familiarity, changing fonts, print size and colour, for instance. They arrange text carefully, so that titles are in the centre and addresses are to the right. Some good work in Years 5 and 6 involved pupils gathering information about musical instruments and collating their data on a spreadsheet. They use a program successfully to search for information. They interrogate a CD-ROM effectively to find information. Pupils willingly discuss their experiences on their home computers, which enhances learning in school.
117. Information technology is used effectively to support learning during work in literacy. At Key Stage 1, for instance, pupils use a spelling program, whilst following an accompanying text. This improves their information technology skills, their spelling and their reading. A problem uncovered by the teacher is the disparity between literacy skills and computer skills with some pupils. This useful observation is used effectively to plan work. At the end of Key Stage 2, pupils are engaged in good work following a relevant discussion about real issues; for example, should children receive pocket money? They organise their arguments well using a word processing package, identify the pros and cons and reach a reasoned conclusion. Information technology is used imaginatively to develop word processing skills and the skills of argument and debate.
118. Information technology is also used satisfactorily in numeracy to produce graphs, handle data and develop spreadsheets. The school has identified a need to develop pupils' skills in handling data and is using information technology to improve this, especially at Key Stage 1.
119. Good support is provided for pupils with special educational needs through the effective use of information technology. It is used to fulfil a variety of purposes, from improving subject knowledge to promoting discussion. This has a positive effect on pupils' learning and these pupils make good progress.
120. Pupils are very keen to use the computer. They listen well when teaching is taking place. They

quickly put into practice what they have learned and retain the information well. Their access to computers has been limited by the run down of existing equipment whilst awaiting the delivery of the new system. However, they show a sense of responsibility when using computers when supervised or unsupervised.

121. Little direct teaching was seen, as the new hardware was not in place. Teachers were mainly supervising pupils as they worked. Pupils consolidate their skills satisfactorily. They are interested in what they are doing, concentrate and work hard. Overall the teaching and learning is satisfactory. The co-ordinator is newly into post but is very competent to oversee the installation of the new equipment and the future development of information technology. Advice and help are readily given but there has been little opportunity to monitor teaching. Teachers are very keen to learn and improve their skills. They are receptive to the new technology and are aware of its implications. Although their skills are competent they are looking forward to the training which will be provided when the new system is in place. They generally use information technology satisfactorily as a means to teach other subjects in the curriculum. Planning is becoming more relevant and purposeful as the school increasingly uses the advice given in the recently produced national guidelines. This is improving standards.

MUSIC

122. By the age of seven, the majority of pupils attain standards that are above those of most pupils of a similar age. This represents an improvement at Key Stage 1 since the last inspection when standards at both key stages were judged to be broadly in line with national expectations. It was not possible to observe any lessons in Key Stage 2 from which a secure judgement can be made about the attainment of pupils at the end of the key stage.
123. The quality of teaching in Key Stage 1 is very good. It was clear in a lesson in Year 2 that a very high level of teaching expertise has been making a significant contribution over time to the above average standard of attainment, the very good quality of learning skills, and the good progress made by all pupils. The lesson was taught very confidently which had the effect of engaging and retaining pupils' interest well. Pupils are expected to listen very carefully and this is helping them to make very good progress in learning to pitch notes correctly and perform in time with each other. It is clear that, from the start, pupils have been very carefully taught to hold and play instruments correctly. This is enabling them to make very good progress in learning how to develop the capability of varying the speed and volume in response to a conductor. Teaching moves at a brisk pace and this allows pupils to make good progress in learning skills in a short space of time. The majority sings with a good sense of pitch and pulse. Almost all pupils enjoy the subject and by their faces it is clear that they are pleased and proud of their performance when singing or playing instruments.
124. The co-ordinator has a clear vision for the future development of the subject and plans the curriculum to include a good balance between performing, composing and listening to appraise. This enables pupils to gain confidence in performing their own compositions and achieve very good learning in how to listen and form their own opinions about what they hear.

PHYSICAL EDUCATION

125. Standards of attainment by the end of Key Stage 1 and Key Stage 2 are higher than those expected for their age. This is an improvement since the last inspection when standards were judged to be good at the end of Key Stage 1 but inconsistent through, and at the end of, Key Stage 2.
126. The quality of teaching is very good overall. At Key Stage 1, it is at least good, and on occasion is very good. Teachers set pupils a high standard. Pupils are encouraged to evaluate their performance critically and demonstrate to their peers how they might improve. This is effective in enabling pupils to develop new techniques of movement. In a Year 2 lesson to introduce the skill of turning, for example, a brisk, hardworking pace enabled pupils to devise different ways of turning and to link them together in a sequence enhancing and building on previous experiences. In

another lesson at Key Stage 1, where pupils were responding to music with movement, very challenging questioning was employed that promoted very good learning in how to explain why music made them respond as they did. Teachers and pupils together organise and manage the setting out of apparatus efficiently, and consequently, little time in lessons is lost.

127. Teaching in Key Stage 2 is very good. It is made very clear at the start of lessons how pupils are expected to behave and perform. This has the effect of galvanising them into action and they work very hard to improve upon and develop their activities. In a lesson where they were learning the basic skills of basketball, almost all pupils co-operated very well with partners and team members. This enabled them to experience very good learning in sending and receiving a ball accurately by hand. Almost all understand well the principle of competitive games, move while maintaining good control over a ball and weave and dodge effectively to avoid collision. Teachers plan their lessons well to achieve a good balance between activity and instruction. This allows pupils to practise to improve and check their performance for accuracy and precision.
128. While the teaching motivates pupils effectively to attain higher than expected standards the leadership of the subject lacks vision and potential for further development. For example, there are no opportunities for inter-school competitive sports. This affects pupils' social and moral development.

RELIGIOUS EDUCATION

129. The eleven-year-olds do not reach the standards expected by the Cheshire Agreed Syllabus for religious education. Since September 1999, teachers in Key Stage 2 have been responsible for teaching religious education to their own class; previously a part-time teacher had taught it. During this earlier period the subject has been closely linked to personal and social development to the detriment of religious education. This was confirmed by pupils in Year 6, who reported that they had not done much religious education this academic year. The monitoring of planning by the new co-ordinator for this academic year picked this problem up and changes have been made in the timetabling arrangements to ensure that the subject is taught as a discrete subject. The outcome of these circumstances is that most pupils in Year 6 have a superficial understanding of religious beliefs, practices and values as required by the Agreed Syllabus. For example, most knew that the Bible is the sacred book of Christianity but very few could identify the Koran as the text sacred to Muslims. Pupils did not have enough knowledge of the events in the life of Christ and the religious practices that are related to these events. There was not enough evidence in Key Stage 1 to make a secure judgement on the standards being attained by the seven-year-olds. This contrasts with the previous inspection where standards were reported as being good.
130. The quality of teaching seen in both key stages is satisfactory but the new timetabling arrangements do not enable pupils to make satisfactory progress in their learning. All pupils now have two lessons each of 20 minutes. These lessons are at the end of the day. As they are so short there is not enough time to discuss religious ideas fully and to relate these to pupils' everyday experiences. For example, in a well-prepared lesson in Years 5 and 6, pupils were learning that the Bible is composed of many different types of writing. Pupils were asked a very challenging question as to whether they thought the Bible was a fiction or non-fiction book. There was not enough time to explore their responses about belief and a valuable learning opportunity was lost. In Key Stage 1, all pupils including those in the Reception class join together for the religious education lessons. Lessons are satisfactorily prepared with teachers being clear about what they want pupils to learn. The shortness of the lesson means that stories, in this case the story of Joseph, stop in the middle and time has to be taken to recap in the next lesson, which is already short. Further weaknesses which contribute to the below average standards is the absence of a scheme of work and the lack of arrangements to assess pupils' work. Teachers' knowledge of the subject is adequate but they are not as confident in teaching this subject as they are in the others. This leads to pupils not making enough progress to reach the necessary standards despite their interest.