

INSPECTION REPORT

RICHARD DURNINGS ENDOWED

PRIMARY SCHOOL

Bispham, Ormskirk

LEA area: Lancashire

Unique reference number: 119409

Headteacher: Mrs D Gutteridge

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 22nd – 24th May 2000

Inspection number: 190899

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Chorley Road Bispham Ormskirk Lancashire
Postcode:	L40 35L
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Lynn Taylor
Date of previous inspection:	November 4 th 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Anna Dawson	Registered inspector	Mathematics; English; art; design and technology; religious education; equal opportunities.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; key issues for action; leadership and management;
Jean Smith	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
David Halford	Team inspector	Science; information and communication technology; geography; history; music; physical education; special educational needs; under fives; English as an additional language.	Quality and range of opportunities for learning.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is much smaller than other primary schools for boys and girls aged 4 -11. It is situated in semi-rural farmland and draws most of its pupils from the surrounding farms and villages. Most pupils have experience of pre-school nursery or playgroup provision and enter the school in the year they will become five. Attainment on entry is broadly average. There are 81 pupils on roll, 51 girls and 30 boys. There are 11 per cent on the register for special educational needs. This is below the national average of 20 per cent. There are 1.3 percent of pupils with a statement of special educational needs, which is broadly in line with the national average. Pupils who speak English as an additional language are below average at 1.4 per cent. The percentage of pupils who are eligible for free school meals is 6 percent, which is below average. The national average is 19 per cent. The characteristics are similar to those previously reported in 1996.

HOW GOOD THE SCHOOL IS

This is an effective school because the quality of teaching is good and pupils achieve above average standards in English, mathematics, science, design and technology and music by the age of eleven. The school is well led and managed and there is a firm resolve to raise standards and to meet the needs of all pupils. Consequently pupils achieve well by the time they leave school attaining above average standards in English, mathematics, science, design and technology and music and average standards in information and communication technology, art, geography, history, physical education and religious education. Even though the unit costs are high, the school provides good value for money.

What the school does well

- The present 11 year old pupils achieve above average standards in English, mathematics, science, design and technology and music.
- The school is well led and managed. Members of staff work well together as a team to raise standards.
- The quality of teaching is good and pupils make good progress in their work.
- There is a rich curriculum and teachers make learning interesting for the pupils so they are keen to learn and enjoy school.
- There are very good relationships between the pupils and the staff. Pupils' behaviour is very good. They work and play together very well.
- The school has a very good partnership with parents and strong community links.
- Pupils are given very good support and guidance.

What could be improved

- There are insufficient opportunities for pupils to speak at length about their work.
- The presentation of first draft work and the quality of pupils' handwriting is variable.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the previous inspection in 1996. There is good improvement on the issues from the previous report concerning the science provision and curriculum and the quality of the financial planning. Since 1996, there is good improvement in the leadership and in the standards that children attain by the ages of seven and eleven. The quality of teaching has improved and the school has successfully implemented the National Literacy and Numeracy Strategies. Curricular provision, particularly for pupils with special educational needs and the partnership with parents and the community are better than they were.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	C	E
Mathematics	C	B	B	D
Science	A	B	B	C

Key	
well above average	A
above average	B
Average	C
Below average	D
well below average	E

The results reflect the attainments of small numbers of pupils taking tests each year in this small school and should be treated with caution. The apparent rise and fall in the data year on year in the core subjects of the National Curriculum is largely due to the individual differences in the cohorts taking the tests. The school is ensuring that good standards are maintained and have kept pace with the national trend over the last three years. In English, pupils currently in Year 6 are attaining standards that are higher than those seen in the 1999 tests. Pupils' attainment is above average in English, mathematics and science. In other subjects pupils attain above average standards in design and technology and music. Standards in other subjects are average. However, pupils' attainment in handwriting, presentation of writing and speaking about their work at length is variable at the age of eleven. The school has set challenging targets for further improvement. Most pupils under five make satisfactory progress in all areas of learning to achieve the Desirable Learning Outcomes by the age of five. In their personal and social development most exceed the expected outcomes. Pupils with special educational needs make good progress towards their set targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn and do their best. They are responsive and have very good attitudes to work.
Behaviour, in and out of classrooms	Behaviour is very good both in lessons and in and around school. No poor behaviour was seen during the inspection.
Personal development and relationships	Pupils respect the views of others and play and work happily together. There are very good relationships between pupils and staff.
Attendance	Attendance is very good. The registration periods are used effectively for teaching. Pupils are punctual and lessons start on time.

The positive approach towards encouraging good behaviour and attitudes to work is central to the school's aims. This is a happy community, which is evident in the very good relationships that exist between all who work and learn in the school.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and a major strength of the school because pupils achieve well. In 22 per cent of lessons it is very good. In 65 per cent it is good and in the remaining 13 per cent it is satisfactory. There was no unsatisfactory teaching. There is little difference in the quality of teaching throughout the school. The basic skills are taught well. In subjects, the teaching of mental mathematics, and of design and technology and music is particularly good, while that of speaking skills and the presentation of work is satisfactory. Teachers work together well, sharing their expertise and using very effectively time and resources. However, there are insufficient opportunities planned for the development of speaking and presentational skills. Teaching is particularly successful where links are made with other subjects and where teachers use across the curriculum teaching methods that are advocated in the National Literacy and Numeracy Strategies.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children under five is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is rich and broadly based. Appropriate time is spent on the core subjects of English, mathematics, science, information technology and religious education.
Provision for pupils with special educational needs	Good. There is good provision for pupils with special educational needs. Learning difficulties are identified early. The pupils are supported well in classes and make good progress.
Provision for pupils with English as an additional language	There is good provision for pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development and academic progress. The school makes very good provision for their moral and social development and satisfactory provision for their spiritual and cultural development.
How well the school cares for its pupils	The school takes very good care of the pupils and they are taught in a happy, safe and secure working environment. There are very good procedures for promoting good behaviour and independent learning. Procedures for assessment are good and the staff use assessments of pupils' work well to inform their future plans.

The school has a very good partnership with parents. Parents feel welcomed into school and the school responds quickly to their needs. The parents support the school and are appreciative of the work of the school, particularly the individual care given to their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher and the staff work effectively together to achieve the aims of the school. They are successfully improving standards.
How well the governors fulfil their responsibilities	The governors are knowledgeable, experienced and supportive of the school. They receive good information from the headteacher and work well with her to meet the school targets and fulfil effectively their statutory duties.
The school's evaluation of its performance	The school evaluates its performance well and monitors its strengths and weaknesses. The headteacher and the staff evaluate teaching successfully to improve the quality of education provided.
The strategic use of resources	The accommodation is satisfactory overall. The school makes good use of the building, time, staff and the budget to help children learn.

There is good leadership of the school. The school has successfully identified its strengths and weaknesses and staff work effectively together as a team to improve standards. There is very good management of pupils with special educational needs and those for whom English is an additional language. These pupils make good progress. There is good management of pupils under five. The governors take good care to ensure the school gets the best value in relation to its expenditure. Pupils enter school with attainment that is broadly average and leave with standards that are above average.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel the school is well led and managed. • They appreciate that the school expects their children to work hard and their children make good progress. • Their children enjoy school. • Parents feel comfortable approaching the school. 	<ul style="list-style-type: none"> • A small number of parents would like their children to get more homework. • A few parents would like more extra-curricular activities for their children.

The inspectors agree with the positive view of the school held by the parents. A small number of parents feel their children do not get sufficient homework. While the amount may vary between classes it falls within the normal range expected nationally for pupils of this age. Some of it is very effective as parents help children to consolidate and extend what their children have studied during the day. This has a positive impact on pupils' attainment and progress. Staff work hard to provide a very good range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. For pupils aged 11, the results of National Curriculum tests in 1999 show that attainment in English was close to the national average for level 4, but below the national average for the higher level 5. In mathematics, pupils' attainment was well above the national average for level 4 and below average level 5. In science, pupils' attainment was very high in comparison to the national average for level 4 with 100 per cent of pupils attaining level 4 and close to the national average for level 5. In comparison to similar schools, pupils' attainment was well below average in English, below average in mathematics and average in science. Pupils did better in science than in English and mathematics. In science, pupils revised the curriculum well during their last year and scored highly on the factual content of the subject. Pupils' skills in investigational work are a strength. In English less curriculum time and staff training have been spent on the development of writing, as the main focus in literacy for the school has been the development of reading skills. In mathematics, there is a strong tradition on the development of mental mathematics and pupils achieve very well in this area which has a positive impact on standards. Attainment at the age of eleven fluctuates from year-to-year because of the small numbers in each year group, this is particularly evident in the number of pupils reaching the higher levels in 1999. The results should therefore be treated with caution.
2. For pupils aged seven, the results of the 1999 National Curriculum tests and assessments for pupils aged seven, show that pupils' standards in reading, writing, mathematics and science were very high. In comparison to similar schools, pupils achieved average standards in reading and very high standards in writing, mathematics and science.
3. The majority of pupils currently aged seven and 11, achieve average standards in English, mathematics and science. The implementation of the National Literacy and Numeracy Strategies is helping to raise standards. The weakest area is the presentation of written work and pupils' skills at speaking at length.
4. Trends over the last three years indicate that the improvement in pupils' national test results is broadly in line with the national trend. The school has improved its curricular provision and the quality of teaching from the last inspection and is clearly moving forward. There is a focus on meeting individual needs and setting targets for improvement. The school has set challenging targets for the future to raise attainment further and is on course to achieve them.
5. Pupils do well where the school has prioritised curriculum initiatives and there is detailed guidance, such as in literacy and numeracy lessons. Both strategies have detailed guidance for teachers for each year group. This has a positive impact on teaching and pupils' understanding of reading and mental mathematics. In design and technology and music pupils do well where there is specialist expertise and the subjects are developed well across the curriculum.
6. In English overall, pupils' achieve well throughout the school. Their listening skills are above average throughout the school. Most read accurately and discuss confidently their favourite authors and preferences in reading with understanding. Pupils enjoy reading a wide range of texts. Most enjoy writing poetry and stories and punctuation is generally accurate, but the quality of pupils' handwriting and presentation of work is variable. While final work is presented well, pupils' initial work is untidy and sometimes difficult to read. In speaking, the higher attaining pupils in both key stages speak fluently and confidently in discussions but others are not as confident or fluent.

7. In mathematics, pupils throughout the school achieve well. By the age of 11, they have developed effective mental strategies to multiply by 3 digits and divide by two digits. They have a good understanding of number operations and successfully draw graphs and explain their work. By the age of seven, pupils have acquired effective strategies for mental arithmetic as they work with numbers to 100 and beyond, doubling and halving numbers. They count in multiples of two, five and ten and accurately add sums of money beyond one pound. The higher attaining pupils are able to double and halve numbers accurately.
8. In science, pupils achieve well by the ages of seven and eleven. The teaching motivates the pupils to investigate and find their own solutions to problems. By the age of 11, they know about circuits and sound and have a good understanding of how switches control electrical circuits and how sound travels. Between the ages of five and seven, pupils investigate the properties of materials and conditions for the growth of seeds and by the age of seven come to some early understandings of what constitutes a fair test.
9. Pupils aged seven and eleven attain average standards in information and communication technology. They achieve well and by the time they leave school, they have acquired a sound range of information and communication technology skills. They use successfully CD-ROM programs to find out information and support their work in other subjects. There has been satisfactory improvement in resources and pupils have increased their skills. In the last report, standards were similar.
10. In religious education, pupils' attainment at the ages of seven and eleven is in line with the expectation of the locally agreed syllabus and pupils achieve satisfactorily. By the age of eleven, pupils are aware of the similarities and differences between the major world faiths. They are aware of the importance of respecting beliefs that are not their own. In the last report, standards were above average and have declined.
11. In other subjects, pupils aged seven and eleven achieve above average standards in design and technology and music. Both subjects are well established in the school. In other subjects, pupils attain standards normally expected for their age.
12. From the previous report there has been an improvement in English, mathematics, science, design and technology and music at both key stages. At the time of the last report standards were better in physical education and in religious education and geography at both key stages. However a reason for a decline in standards is that there are more demands made on curricular time for literacy and numeracy and less time on teaching physical and religious education than previously.
13. From a level where pupils' attainment on entry to school is average, pupils under five make good progress in all areas of learning. Between the ages of five and 7, pupils continue to make good progress in the core subjects of English, mathematics and science. In mathematics, with the introduction of the National Numeracy Strategy, pupils are making good progress in their mental mathematics and in their investigative skills in science. Most pupils are challenged effectively and achieve well in their learning. There is an effective sharing of staff expertise in the linking of topics between subjects. The least progress is made in the presentation of work and the development of pupils' speaking skills.
14. Pupils with special educational needs and the pupil with English as an additional language make good progress. They are supported well through effective teaching from the support staff and their teachers. Pupils are set appropriate targets for improvement and these targets are reviewed regularly. The good progress pupils make in their subjects and personal and social education prepares them well for their next stage of learning. There is no significant difference in the attainment of boys and girls. Both achieve equally well. The school has taken care to meet the needs of all the pupils.

Pupils' attitudes, values and personal development

15. Pupils' attitudes, values and personal development are very good and are a strength of the school. They make a significant contribution to the school's very good learning environment and to the good standards which pupils achieve.
16. Pupils enjoy school and fully involve themselves in all aspects of school life. The positive attitudes that pupils show in lessons are due to good teaching and to the very good relationships that exist between staff and pupils. Pupils aged 4 to 7 in the reception class respond very well to their teacher's lively manner. They are confident, concentrate well and get very involved in their lessons. For example, in an interesting geography lesson they are keen to try on an Australian bush hat and to offer explanations about why Australians needed to wear hats like that. Pupils in Year 2 work well independently, using reference books to find out the answers to questions they do not know about Australia. Pupils in Years 3 and 4 show very good attitudes to their work in, for example, a mathematics lesson where they are attentive, interested and eager to be involved. In design and technology they share resources and equipment sensibly and use tools such as saws and glue guns properly and with due care. In swimming, they work very hard to improve their strokes and behave very sensibly on the way to and from the baths. Pupils in Years 5 and 6 display very good attitudes to their work in a music lesson where they work independently for an extended period. They give a confident performance and listen to each other attentively. They also show that they can work independently and develop their research skills in the good topic work they do for extended homework. In circle time pupils in Years 5 and 6 display a reflective and mature attitude in the way they respond to questions about how a particular example of conflict could be resolved.
17. Pupils' behaviour is very good both in class and around the school. Pupils show a good level of self-discipline. The well established school routines and teachers' good management skills contribute to a very calm and orderly learning environment. Younger pupils know school routines well and even when excited respond very promptly to their teacher's request for calm. Pupils treat school property with care and handle equipment and materials properly. There have been no exclusions in recent years.
18. Pupils' personal development and relationships throughout the school are very good. There is a high level of mutual trust between staff and pupils. Relationships between pupils are also very good. They work well collaboratively in lessons and in games such as rounders. In the playground there is a family atmosphere with younger and older pupils playing in a very friendly way together. Pupils are sensitive to the feelings of others and circle time is used effectively as an opportunity to allow pupils to reflect on the consequences of their behaviour in real life situations.
19. Pupils are very good at using their initiative and taking on responsibility. Pupils of all ages are given simple duties as monitors, which they fulfil sensibly and well. Pupils in Year 6 are given a wider range of responsibilities and respond very well to the trust which the school places in them. For example, they help with the organisation of sports day and the preparation of a meal for governors. They act as library monitors and prepare the hall for assemblies. The very successful fruit trolley run by Year 6 pupils is a particularly impressive initiative and gives them significant responsibility. It makes a very positive contribution to their personal development as well as providing a useful service to everyone in the school.
20. Pupils thoroughly enjoy the wide range of extra-curricular activities offered by the school. These, together with the residential trip, participation in sports tournaments, the raising of money for charity, and events such as the library quiz, concerts and competitions make a valuable contribution to pupils' personal development.

21. Attendance and punctuality are very good. The attendance rate for the last academic year was very high in comparison with other schools. Punctuality is good.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good and has improved since the previous report. There is no unsatisfactory teaching. In 22 per cent of lessons teaching is very good. In 65 per cent of lessons it is good. In 13 per cent of lessons teaching is satisfactory. Pupils throughout the school are taught in mixed age classes. Reception and Year 1 and 2 pupils are taught in the first class. Years 3 and 4 are taught in the second class and Years 5 and 6 are taught in the third class.
23. The quality of teaching is a major strength of the school. The good quality teaching is not confined to particular subjects or age groups but is spread fairly evenly both across age groups and in most subject areas. The teaching of mental mathematics, design and technology and music, which are well established in the school and benefit from specialist expertise, are particular strengths. The monitoring of teaching by the staff has helped them to improve the quality of their work. For example, teachers make use of the effective teaching methods that are advocated in the National Numeracy and Literacy Strategies in other subjects. They often discuss the learning objectives for lessons with the pupils so that pupils can see what new knowledge and understanding they are expected to learn. Evaluative sessions at the ends of lessons to discuss the progress made help pupils to consolidate their learning. In a Year 1/2 geography lesson, for example, pupils use the final evaluation session to discuss their findings about Australia, taking into account the environment, weather and transport. Pupils show a good understanding of the major differences between England and Australia. However, there is inconsistency in the teaching of handwriting and presentation of work
24. Teachers' planning is good and they ensure work is prepared appropriately for pupils of different abilities. Teachers have good subject knowledge and consequently they are able to give clear explanations and plan interesting tasks that motivate the pupils to learn. Subjects are often linked effectively together. For example, in linking English, art, history and communication and information technology together around the story of 'The Weirstone of Brisingamen' by Alan Garner, helps pupils to understand the relationships between the subjects and challenges them effectively to study their topic in depth, which has a positive impact on their attainment and progress. However there are insufficient opportunities for pupils to speak at length about their work.
25. Standards of discipline are very good throughout the school. Teachers have high expectations of work and behaviour and set a good example to the pupils. There is a consistent approach to the management of pupils' behaviour throughout the school and this has a positive impact on standards. The staff know all the pupils very well and treat all of them with equal respect. Pupils ask questions and seek solutions to their problems freely, knowing that their opinions are valued and respected and that their questions will be answered. Because of the good teaching, pupils learn well. The pupils are encouraged to work productively, and at a good pace. They concentrate well, putting a lot of effort into their work. Support staff are well organised so that pupils with special education needs, as well as the classes in general, benefit. However, there is inconsistency at present in the presentation of work. Neat first draft work in Key Stage 2 is not promoted in a systematic way as pupils move from class to class.
26. Teachers use assessment effectively both in formal testing and recording of results, and also in day-to-day judgements about how well their pupils are doing. The results of these assessments are well used to plan next steps in learning. The provision made for pupils with special educational needs and of those for whom English is an additional language, is also a strength. Work is very well planned to match each pupil's individual needs, and very good use is made of

support staff to help all pupils in their individual or group tasks. Consequently, these pupils achieve well on their set targets.

27. Homework is well organised and is effectively integrated with the work that pupils are doing at school. This enables homework to make a useful contribution to pupils' work and enhances their learning. For example, the Year 6 pupils research and write about a Millennium Project. Many take pride in their presentation often using a computer to word process and to import pictures to support their work. This makes a good contribution to their research skills.

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

28. The curriculum is broad, balanced and relevant for all the children. For children under five, it covers all the areas of learning that are expected for this age group and provides a secure foundation for the demands of the National Curriculum. There is good emphasis placed on the teaching of numeracy and literacy and also on the children's personal and social development. The children are enabled to make appropriate progress in their academic and personal skills. Working with older pupils in the class helps them develop confidence as they settle into the school routines.
29. The curriculum for pupils aged 5 to 7 and 7 to 11 is good. The school is implementing the National Literacy and Numeracy Strategies well and in a manner that is raising pupils' attainment in English and mathematics. Whilst undertaking this, the school has worked hard and successfully at maintaining a good breadth and balance in other subjects, demonstrating particularly good provision in aspects of music and design and technology throughout the school. This is a good improvement from the last inspection. The school meets the statutory requirement to teach religious education and successfully meets the demands of the locally agreed syllabus. All other statutory requirements are met in full. The school supports the pupils' physical, personal and social development very effectively through the use of circle time. Good opportunities to learn about health education and the misuse of drugs are planned into the science curriculum. Pupils' learning is effectively enhanced by the contributions from the local services and specialists.
30. The school is successful in ensuring that all pupils have equality of access and opportunity to the curriculum. There is good provision for pupils with special educational needs, with suitable procedures in place for the identification and assessment of these pupils. The Code of Practice is fully implemented. There is good provision for pupils with English as an additional language.
31. The school offers a very good range of extra-curricular activities, which are well supported by the staff and the pupils. This is an area of strength in this small school. These include a chess club, a French club, pottery, learning to play the recorder and coaching in ball skills and netball. Visiting specialists provide music tuition in the guitar, violin and woodwind instruments. The older pupils develop their personal and social skills well as they take part in outdoor activities on a residential visit such as rock climbing, caving and walking.
32. The school has good links with its local community and these make an effective contribution to the pupils' learning. The Endowed status of the school means that a wide range of people take an active interest in its progress and development. The school has positive links with the Church, senior citizens and a nearby supermarket. Many individuals and groups visit school to demonstrate their skills, exemplified by the recent visit of the Tapestry of Music, which made a particular impact on the pupils and one about which many speak with interest. There are also good links with the local playgroups and with the high school to which most pupils transfer. This ensures that the pupils make a smooth transition into school and are well prepared for the next stage of their education.

33. The school makes very good provision for pupils' moral and social development and satisfactory provision for pupils' spiritual and cultural development. Standards are similar to those reported previously.
34. Provision for the spiritual development of the pupils is satisfactory. Acts of collective worship make a positive contribution to spiritual awareness and reinforce the aims and values of the school as pupils discuss moral issues and take a short time for personal reflection in prayer. Religious education teaching makes an appropriate contribution to spiritual development.
35. The pupils' moral development is very good. Staff consistently promote good behaviour in an unobtrusive manner, and the pupils throughout the school respond very well. Pupils have a clear understanding of the difference between right and wrong and are very self-disciplined.
36. Provision for the social development of the pupils is also very good. The school is small in terms of the number of pupils and all the pupils are very well known as individuals. They relate very well to each other and older pupils always respond positively to the needs of younger pupils.
37. Provision for the pupils' cultural development is satisfactory. Pupils have good opportunities to develop an understanding of their own culture, through their work in art, music and literature. There are good opportunities provided through visits and visitors which enrich many aspects of the pupils' cultural development. A strength of these opportunities is the manner in which work undertaken by pupils is used to promote good learning across a wide range of subjects. The pupils learn about the lives and beliefs of people whose culture is different from their own such as Martin Luther King. There is good provision to listen to a range of music and literature from other cultures and study the major world faiths, which makes a positive contribution to pupils' cultural development. Pupils are satisfactorily prepared for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school cares very well for all its pupils which is an improvement from the previous inspection. They thrive within a safe and happy community. The very good support and guidance provided for all pupils contributes significantly to the good standards they attain. Staff know pupils very well and pupils are confident that when they are hurt or upset they have someone to whom they can turn. Supervision at the midday break is good. There is a good induction programme for pre-school children which includes pre-school visits, a home visit and helpful booklets and home loan packs, including games and reading, writing and mathematical activities. These arrangements help children to start their school life with confidence. Parents value the very good care taken of their children. They particularly value the confidence which teachers inspire in pupils and the way the staff recognise and respond to the needs and personal qualities of each child.
39. The school has effective procedures for ensuring pupils' safety. Good regard is shown to safety in lessons such as design and technology. The health and safety governor makes regular inspections of the premises and any concerns are acted on. This governor has also undertaken the training to provide a cycling proficiency course for older pupils and is insistent that pupils should always wear cycling helmets as some pupils come to school on bicycles. The school has effective child protection procedures. The staff are appropriately trained and the school follows the necessary procedures.
40. Health education is covered very effectively within the curriculum and the school is participating in the Health Promoting School Award Scheme. Visiting speakers are used to support the programme. For example a parent who is a surgeon talks to older pupils about drugs misuse and the school nurse makes regular visits to the school as part of the programme. The

organisation, buying of fruit and drinks and selling these snacks at break times run by Year 6 pupils is an example of the school's commitment to encouraging healthy eating.

41. The school has very effective procedures for promoting good behaviour and for deterring and dealing with bullying if it should occur. Teachers have clear and consistent expectations of good behaviour and rewards such as team points, stickers and smiley faces also help to motivate pupils. The school ethos runs strongly through all aspects of school life and effectively encourages pupils to respect each other and discourages harassment. The school monitors attendance very well. Registration is taken efficiently and good use is made of the registration period to extend pupils' learning as they work on English and mathematical tasks.
42. The school has good procedures for assessing pupils' attainment and progress. Pupils' work is assessed on a regular basis and progress is tracked effectively. Pupils who need extra support with literacy and numeracy are given good additional support. Useful class targets and individual pupil targets are now set on a regular basis for numeracy and literacy. Teachers use assessment information on an informal basis to determine when work has not been completely appropriate for pupils and alter their planning accordingly. Good teamwork and regular staff meetings assist a flexible but co-ordinated approach to planning. Procedures for monitoring and supporting pupils' personal development are good. Staff know pupils well and monitor attitudes and behaviour through discussions held in circle time, participation in extra-curricular activities and through pupils' willingness to take on responsibility.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has a very good partnership with parents which has been maintained from the last report. This has a positive impact on pupils' education. The parents' meeting and parents' questionnaire returns confirm parents' very positive views of the school. All parents agree that their children like school and are making good progress. Parents particularly appreciate the good teaching and the way the school is well led and managed. Inspection findings support these positive views. A small minority of parents have concerns that the amount of homework provided for their children is insufficient. A very few parents feel there should be a wider range of extra-curricular activities for pupils. The inspection findings do not support these concerns. The range of work pupils do at home is within the range expected nationally and makes a positive contribution to pupils' attainment and learning. The staff work hard to offer a very good range of extra-curricular for the pupils and there is particularly good provision made for pupils to learn a musical instrument. The before and after school club provides additional well thought out activities which extend pupils' personal and social development.
44. The school has very effective links with parents. Parents appreciate the approachability of staff and the way they can come into school at the beginning and end of the school day. The school provides parents with very good quality information including regular friendly and informative newsletters. Meetings for parents have been held on aspects of the curriculum including literacy, numeracy and assessment. Parents value the good information they receive before their children start school. This includes booklets full of helpful suggestions on how parents can help their children prepare for school and also home loan packs containing a mix of appropriate games and activities. The school keeps parents of pupils with special educational needs well informed.
45. Annual reports on pupils' progress are satisfactory. For literacy and numeracy the reports outline the strengths and weaknesses in pupils' work and most reports identify areas for improvement. Suitable information is provided on pupils' progress and what pupils know, understand and can do in all other subjects. For literacy and numeracy the school has recently started to set half-termly individual pupil targets which are specific and useful. These are discussed with pupils and copies are sent to parents.

46. Parents' close involvement with the work of the school has a very positive impact on their children's education. Parents provide considerable help for the school. They help in classrooms by hearing readers and assisting with practical activities. They also help with after school sports clubs and other extra-curricular activities. There is a very active and successful parent and teacher association, which raised about £3,000 last year. This enabled the school to buy a new computer, computer equipment and maths resources. The association also helped Year 6 pupils to start their business of buying and selling fruit and drinks at break times. Parents support their children's homework well. Parents of younger children regularly listen to them read and the home reading record is used effectively for communication between home and school. To support numeracy the school has provided mathematics games as part of homework for pupils in Years 3/4. Parents give good support to their older children with the research needed for the topics they do as extended homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. There is effective leadership and management in the school. The school places a high priority on raising standards in English, mathematics and science and developing the confidence and achievements of individual pupils. The headteacher provides strong but caring leadership and is committed to moving the school forward. Parents are pleased with the way these aims are reflected in pupils' achievements. The main strengths and weaknesses of the school have been identified and challenging targets have been set for improvement. The school is meeting its targets. This is evident in the very good improvement that has taken place since the previous inspection. Pupils are encouraged to work hard to achieve good standards by the time they leave school.
48. The staff work together effectively with a common purpose and are good role models for the values and attitudes that the school promotes. The school is successfully meeting its aims of raising pupils' academic achievements and building pupils' self-esteem. The governors work effectively with the school on a day-to-day basis. Many are either regular visitors or work on the premises and are in a good position to monitor curriculum developments. They are all fully involved in the school development plan and effectively monitor the progress of the school, through their various committees. The school development plan is an effective tool, based on raising standards. There are regular reviews and projections are set and carefully costed for the present year. This provides an appropriate basis upon which the governors are available to make informed decisions about the future. Best value for money is sought before committing to expenditure when new initiatives are prioritised for spending. Statutory requirements are met.
49. The headteacher ensures that all pupils have equal opportunity to participate in all school activities. There is good management of special educational needs and English as an additional language. There is a named governor with responsibility for pupils' special needs who is well informed. The recommendations of the Code of Practice are closely followed. Members of the support staff are appropriately trained in these areas and work closely with the class teachers to ensure these pupils are fully integrated into the life of the school and they make good progress in their set targets
50. There are effective induction procedures in place for staff that are new to the school. All members of staff have professional development interviews and are appraised on their work and professional requirements by the headteacher within the spirit of the new requirements for performance management. Their needs for in-service training are carefully prioritised according to the priorities of the school as well as their personal needs. Most teachers have at least one area of subject responsibility and carry out effectively their responsibilities. There is good management of the children under five. Even though the teacher in charge has only been in the school a few weeks, the staff who work with pupils under five have a good knowledge of the Desirable Learning Outcomes as well as the beginnings of the National Curriculum.

51. The headteacher takes the leading role in day-to-day management and works closely with the senior teacher. The headteacher regularly monitors with other teachers the quality of teaching and the standards achieved by the pupils. Teachers plan successfully together and informally share their expertise. The staff are knowledgeable about the strengths and weakness in their subjects across the school and have developed action plans in literacy and numeracy, which form part of the school development plan. The school undertakes detailed analyses of its data on pupils' performance. The outcomes are used well to identify strengths and weakness within subject areas and the progress of pupils through the school. Since the previous inspection, teachers have improved their expertise particularly in English, mathematics, science and in information technology. The National Literacy and Numeracy Strategies have had a major impact on teaching techniques, contributing to pupils' learning. The basic skills are taught well overall. However some staff involved with pupils aged 7 to 11, have a lower expectation than they should of the standard of presentation of pupils' work and do not provide enough opportunities for pupils to speak at length.
52. The accommodation is satisfactory and it allows the curriculum to be taught effectively. The outdoor facilities are appropriate. There are large hard surfaced areas for pupils, which have been enhanced with seating, and flowers and a large playing field. The accommodation for children under five is adequate, both indoors and outdoors. There is sufficient space for practical work and a small area for outdoor play. The accommodation is effectively used and very well maintained by the caretaker and premises staff.
53. Learning resources in most subjects are satisfactory, both in quantity and quality. They are good in design and technology and music. Resources are satisfactory for children under five and for pupils with special educational needs.
54. Financial planning is approved by the finance committee and then is taken to the full governing body. The school has a high income per pupil and has built up some reserves. These monies are designated principally to pay for building repairs and the salaries of additional staff. The specific grants the school receives to support pupils with special educational needs are used effectively and for the designated purpose. All other monies designated for specific purposes such as staff training are spent appropriately.
55. The day-to-day administration of the school is good. The school administrative staff has a good understanding of both the school and the Local Education Authority systems. All the points raised in the latest audit report have been resolved. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The governors, headteacher and staff should:
 - Further improve pupils' speaking skills by providing more opportunities for pupils to speak at length about their work during lessons. (Paragraphs 6,30,71,75)
 - Further improve the standard of presentation of pupils' work by providing in-service training in order to improve pupils' handwriting and presentation of work. (Paragraphs 6,30,71,73,75)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	19%	67%	15%	0%	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

	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	81
Number of full-time pupils eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

	YR- Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	2	11	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	10	11	11
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	92 (80)	100 (81)	100 (84)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	11	11	11
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (81)	100 (85)	100 (86)
	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	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	7
	Girls	5	5	5
	Total	9	11	12
Percentage of pupils at NC level 4 or above	School	75 (63)	92 (82)	100 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	7
	Girls	5	5	5
	Total	9	11	12
Percentage of pupils at NC level 4 or above	School	75 (65)	92 (65)	100 (71)
	National	68 (N/A)	69 (N/A)	75 (N/A)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	1

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)	3.5
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	3

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	168,396
Total expenditure	167,124
Expenditure per pupil	2,115
Balance brought forward from previous year	14,320
Balance carried forward to next year	15,592

Results of the survey of parents and carers

Questionnaire return rate 68%

Number of questionnaires sent out	62
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	58	38	2	0	2
My child gets the right amount of work to do at home.	33	46	14	7	0
The teaching is good.	74	24	2	0	0
I am kept well informed about how my child is getting on.	47	46	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	67	31	2	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	63	35	0	0	2
The school provides an interesting range of activities outside lessons.	60	24	11	0	5

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

57. There are thirteen reception children, four of whom are under five, which are taught in a mixed age class with pupils in Year 1 and Year 2. Provision is made for all to enter the reception year at the start of the autumn term, although some children occasionally enter school on their fifth birthday. Most children have had the benefit of some nursery or playgroup experience.
58. The initial assessments undertaken indicate that there is a wide range of attainments but most children start school with average levels of skill in language and mathematics skills and above average skills in their personal and social development. The children make satisfactory progress in all areas of learning and most reach the expected desirable learning outcomes by the time they are five years of age in language and literacy, mathematical development, knowledge and understanding of the world and creative and physical development. In personal and social development most children have above average skills.

Personal and Social Development

59. Children make satisfactory progress in their personal and social development during the time they are in the Reception Year. Many show good levels of skill on entry. They settle quickly into the routines of school life and they relate well to each other. They relate to one another very well as they share in a wide range of activities. They take turns and talk about what they are doing. Children show increasing levels of concentration and they remain on task well, especially when they are supported and encouraged in their activities by adult supervision. The teaching of personal and social development is good. The associated skills are planned well into all day-to-day activities. All the adults working in the reception classes are consistent in their approach to issues related to children's personal and social development. For example, they reinforce the need for good manners, sharing and caring.

Literacy and Language Development

60. Children make satisfactory progress in this area of learning and most achieve the outcomes expected of them by the time they are five years of age. Children often start the day, alongside pupils in Years 1 and 2, in some speaking and listening activity like 'Show and Tell'. They participate fully and confidently in these activities, many showing great eagerness to take their turn. Children listen well and a minority are confident to express themselves clearly and audibly to their audience. The quality of the teaching is good. The staff question the children skilfully and encourage them to speak at increasing length. In literacy sessions, the reception children are well supported by the classroom assistant, for example when centring their attention on reading three letter words. Again they listen accurately and can identify letter sounds with everyday objects. They take turns effectively and show interest in each other throughout the activity. They have a good introduction to books and know that words carry meaning. Careful questioning produces good answers from the majority of the children and most can copy their own names accurately.

Mathematical Development

61. The children make satisfactory progress in their mathematical development and the majority achieve the Desirable Learning Outcomes that are expected of them by the age of five. They are able to sort colours and shapes into simple sets and successfully complete jigsaws. The good variety of toys and containers available in the sand and water play contributes positively to the satisfactory progress that they make. They can count to ten and beyond and identify the

basic shapes of circle, square, rectangle and triangle. They have a satisfactory understanding of capacity as they empty and fill containers in the sand and water trays. There is a good range of provision and children make appropriate progress in their learning with increasing control as they sort and make sets with small apparatus and equipment. The quality of teaching is good. The staff intervene effectively to promote mathematical thinking. Tasks are well planned and organised with due regard for the National Numeracy Strategy and children enjoy the practical activities that are advocated.

Knowledge and Understanding of the World

62. Children make satisfactory progress in their knowledge and understanding of the world and the majority reach the Desirable Learning Outcomes by the age of five. They are able to talk about their families and have a good grasp of the main features within their immediate locality. They talk easily about the things they have done and many show a wide general knowledge and good levels of understanding. They show a developing understanding of time and use their environment well in exploring the features of living things. They have constant access to information and communication technology and are able to control the mouse with an appropriate degree of accuracy and control simple computer programs. The quality of teaching is good and the staff plan effectively a wide and interesting range of activities and confidently make use of technology.

Physical Development

63. The children make satisfactory progress in physical development and the majority achieve the Desirable Learning Outcomes by the age of five. Physical education lessons, undertaken alongside pupils aged 5 to 7, show that the children have a good appreciation of space. Many can dribble a ball with a good degree of accuracy and have a developing sense of direction and balance. They have confidence to show their skills to the rest of the class and they show much self-control in these lessons. There is an appropriate provision of play space exclusively for the reception children. It is well stocked and a new scooter, which arrived during the inspection, generated some eager anticipation. Children are well supported in physical activities and show appropriate levels of skills. The quality of teaching is good. The curriculum is well planned to develop the skills of cutting, sticking and threading beads, which effectively promote the children's coordination skills.

Creative Development

64. The children make appropriate progress in this area of learning and the majority achieve the Desirable Learning Outcomes by the age of five. There is a good range of creative activities available for the children. They are able to explore colour through painting and water play and they have good opportunities to use their imagination through art, music and stories. They have ample opportunities to explore their feelings and express themselves and are confident to do so whether in a small group or in the whole class. All children are well supported in these activities by the teacher and the classroom assistant and clear progress in learning takes place.

Teaching and Learning

65. The quality of teaching is consistently good. No unsatisfactory teaching was seen during the course of the inspection. The teacher, whilst experienced, is new to the school and has had little time to establish herself in new surroundings. She has, in a short time made a positive impact on the learning of the children and has established good routines for them to follow. She is consistently well supported by the nursery nurse. Lessons are well planned and cover the needs of reception children. Very good use is made of time and resources for the children in the reception year. Good links are frequently made between different areas of learning.

Careful, supportive and encouraging questioning by both the teacher and the classroom assistant ensure that the children make effective progress towards the outcomes expected for their age. The teacher is confident in her knowledge of the needs of young children and a secure environment is provided for them, with a wide range of appropriate activities. The staff support children with special educational needs effectively in their learning. The members of staff know the children well and keep up to date termly records, which are shared with parents.

66. The provision made for children in the Reception Year has maintained the positive features noted on the occasion of the last inspection. The school's pre-school policy and procedures are good and effectively introduce the children to the start of their education in school. There is a good emphasis on language and literacy, personal and social development and mathematical development, and the children respond well to this. The school is well prepared to offer a wide range of activities which will extend their thinking and learning. Curricular planning is effective and the assessment and recording of children's progress are good.

ENGLISH

67. The results of the 1999 National Curriculum tests show that the pupils attain average standards by the age of eleven and very high standards by the age of seven. Over the past three years, results in the national tests have been average for pupils at the age of eleven and very high for pupils aged seven. However, this is a small school and the results should be treated with caution.
68. At the age of eleven, pupils' the current Year 6 pupils are attaining above the levels expected in reading, writing and listening skills but their handwriting and presentation of work is at the expected levels. At the age of seven, pupils' attainment in speaking, listening and reading is above the expected levels but at the expected level for writing.
69. Since the last report, the literacy hour is having a positive effect on standards throughout the school, particularly in reading. Standards in the last report were judged to be average and the quality of teaching was satisfactory. In comparison there has been an improvement as pupils' attainment by the end of Key Stage 2 is now above average. This reflects an improvement in the quality of teaching and the differences in the present cohort of pupils. In a small school such as this there are only a small number of pupils each year taking the national tests. Pupils' individual attainment fluctuates from one year to the next and the results should be viewed with caution.

Speaking and listening

70. Pupils throughout the school make good progress in speaking and listening. They respond well in discussion. When talking about the derivation of words, they increasingly use and refer to the appropriate vocabulary such as glossaries and indexes and put forward well thought out answers. The majority are confident when answering questions about the texts of Alan Garner. However, most find it difficult to speak at length about their work. By the age of seven, pupils make good progress in speaking and listening skills attaining above average standards overall. A positive feature of many lessons is the high degree of concentration that most pupils show. The majority are confident and articulate when speaking to each other and to adults. They answer questions well and are able to retell the important features of the story. They relate well to the characters describing them in simple terms.

Reading

71. Pupils achieve well in reading in both key stages. Most read books fluently with expression and discuss their favourite authors and stories. Standards in reading are above average by the

age of seven and eleven. By the time pupils are eleven, they read from an increasing range of books and frequently use the computer to research information for science, history, geography or for example, the topics related to their millennium projects. Pupils know that there are different types of authors and express their preferences for different kinds of stories and poetry. Pupils have a good understanding of different forms of poetry and its spiritual nature, as for example, in their study of 'Haiku', a form of Japanese poetry or their work on the 'Wierdstone of Brisngamen' by Alan Garner. By the time pupils are seven, most have a good knowledge of frequently used and familiar words and read with fluency and expression. Pupils know the roles of the illustrator and the author, and the functions of the contents and index pages. They enjoy reading a range of texts for information and pleasure, especially those such as 'The Secret Path' by Nick Butterworth during the literacy hour. Pupils use the computers well to help them learn sounds and new words.

Writing

72. Pupils' attainment in writing is average by the age of seven and above average by eleven. Pupils' achievement is satisfactory in spelling and writing between the ages of five and seven and good between the ages of seven and eleven. By the time pupils are seven, they form their letters correctly and write in a joined legible style. They have a good knowledge of the sound of letters and spell correctly the most commonly occurring words and those they use in their everyday work. Most write in sentences, punctuated with full stops and capital letters and are beginning to consider the audience that they are addressing. By the time pupils are eleven most write well using a wide range of vocabulary. For example, a Year 6 pupil writing about 'The Lady of Shalott' by Tennyson vividly describes her existence. The pupil writes, 'She goes to the sparkling river and finds a boat. She slowly dies whispering and singing to herself'.'The flowers dance outside the windows, she weaves pictures of what she can see'. Pupils extend the purposes for which they write and this is also evident in other subjects. For example, they write accounts of visits, and their own poems, in their topic on the Tudor period. Pupils in Year 6 interview the members from a visiting music group that specialises in Tudor music. Pupils have written their own millennium project such as transport or fashion during the last century. This work is of high quality, largely a homework research project and very well presented using information and communication technology. There is, however, a significant difference in pupils' handwriting and presentation of work at Key Stage 2. Initial first versions of writing in a drafting book are used well to edit text and to improve before writing a final copy. However, while their final copy of best work is neat and well presented, the day-to-day draft work of many seven to eleven year olds is often poorly presented. This adversely affects their progress because when work is sometimes difficult to read and understand and spellings are incorrect.

Teaching and Learning

73. The quality of teaching is good throughout the school. Since the introduction of the National Literacy Strategy, pupils, particularly seven to eleven year olds make good progress. This is having a positive impact on standards. The best progress is being made in the literacy hour, for which teachers have detailed and effective guidance. Teachers have good subject knowledge which they use well to frequently review and assess pupils' progress. The teachers hold high expectations of pupils' work and provide effective challenges for them. Pupils throughout the school have very good attitudes towards all aspects of English. They are keen to learn and enjoy their work. Pupils behave very well in lessons and are polite to one another. They work very well in small groups and respect the views of others. In reading, pupils are motivated by the good quality texts and enjoy reading together. The lower attaining children learn well from the contributions of others when reading in small groups. Pupils with special educational needs make effective contributions to class discussions and make good progress in relation to their learning targets in all areas of the curriculum. Staff are skilled at questioning and engage pupils well in discussion to further their thinking and

understanding. Staff work effectively together as a team to ensure consistency of provision between the key stages, year groups and classes. There are no significant differences in the quality of teaching throughout the school, which presents a good and improving picture in all classes. Teachers have good knowledge of their subject and the staff have been well trained and use their time effectively in the literacy hour. Teachers ensure that English is part of all subjects and time is devoted to improving and extending all aspects of the subject in other lessons and from the research that pupils do at home. Resources are used effectively. Pupils are motivated by the challenges set, the choice of interesting texts and praise from the staff, which is evident in the very good relationships in the school. Marking is satisfactory, and frequently includes encouraging and informative remarks but pupils are not always encouraged to present their drafting as carefully as they should. The teaching of pupils with special educational needs is good. Parents particularly endorse the positive response the school makes towards these pupils, enabling them to make good progress. There is no significant difference between the attainments of boys and girls. Pupils regularly take home reading books and spellings and often continue what they have learnt during the day by researching for their topics. Information technology is used effectively as pupils are developing their skills in word processing and research.

74. There is good co-ordination and management of the subject. The staff work well together to implement the National Literacy Strategy throughout the school. Visits such as that to Sutherland House and the book week in school enrich the curriculum and motivate pupils to read and write. Challenging targets have been set for future improvement. Resources for English are good overall. The quantity and quality of books to support the literacy hour are good and the books have been well chosen. The school makes good use of topic loans to supplement its resources. The library has an appropriate range of non-fiction books that support the individual research of pupils aged seven to eleven and there is a satisfactory range of books for pupils aged five to seven. Parents feel they have been informed well about the literacy hour and the parents have supported fundraising events to buy new books for the library and the literacy hour. Good use is made of homework to extend pupils' research skills.

MATHEMATICS

75. The results of the 1999 National Curriculum tests for eleven year olds show that pupils attained above average standards. Pupils aged seven achieved well above average standards. Over the past three years, results in the national tests have been above average in both age groups. These results are those of a small number of pupils and should be treated with caution.
76. Standards in mathematics are similar in this school year with pupils aged seven attaining well above average standards and pupils aged eleven attaining above average standards. Attainment is good in number work, pupils' skills in mental mathematics are well developed and are strong throughout the school. Pupils throughout the school achieve well.
77. By the age of eleven, most pupils are confident in addition, subtraction, multiplication and division when using numbers to 1000 and use and apply mental strategies effectively to solve problems. They make decisions about which are the best methods to use to solve effectively a mathematical problem. The majority are competent at interpreting data and recording findings. From their investigations on temperature, for example, they produce a tally chart and a line graph. Some pupils use information and communication technology effectively by using a spreadsheet on the computer to produce a line graph about temperature. They understand the range, the mean and the average measurement and successfully interpret and explain their results.

78. By the age of seven, the majority have a secure understanding of the value of two and three digit numbers and add and subtract in tens and units to one hundred and beyond. Pupils' mental skills are well developed as they halve and double numbers confidently. Most use more than one strategy to solve problems of addition and subtraction using three operations. For example, as they apply their knowledge to solving problems with money, pupils can quickly add 3 sums of varying amounts to find solutions up to five pounds. Pupils have a secure grasp of mathematical vocabulary. They know the names and properties of common two and three-dimensional shapes, and work out simple problems on time and weight.
79. The quality of teaching and learning is good. Pupils learn well because of the good teaching. Teachers have good subject knowledge and high expectations of behaviour and work. Effective demonstration and modelling of mathematical thinking is helping the children to understand how to work out solutions to problems. Lessons are very well planned and are taught at a brisk pace. The successful methods promoted by the National Numeracy Strategy and a fast pace of work keep pupils interested and motivated. Teachers are skilled at asking questions that build on pupils previous learning and understanding. The staff know their pupils well and systematically assess their progress and provide them with challenging work. Consequently, all pupils, including those with special educational needs make good progress. Good use is made of information and communication technology to support and improve pupils' learning.
80. The lively mental work at the beginning of lessons creates a positive learning atmosphere in the classroom and an effective start to lessons. As a result relationships are very good and pupils want to learn and give their best. Pupils enjoy their lessons. Because the teachers have good subject knowledge, pupils have confidence in them and respond well to questions which helps to build their self-esteem.
81. The subject is well coordinated. All members of staff work together effectively as a team to implement the curriculum. Teaching and learning is benefiting from the introduction of the National Numeracy Strategy. In particular there have been good improvements in standards, especially in mental mathematics, teaching and leadership since the previous inspection.

SCIENCE

82. The results of the 1999 National Curriculum tests for eleven year olds show that pupils attained above average standards. In teacher assessments, pupils aged seven achieved very high standards. Over the past three years, results in the national tests have been above average for pupils aged eleven. However, there are only small numbers of pupils taking the tests each year and the results should be viewed with caution.
83. Pupils currently aged seven and eleven are attaining above average standards. There is comprehensive coverage of the curriculum. Pupils achieve well and make good progress in their learning. Pupils' work in investigations is a strength
84. By the age of eleven, pupils demonstrate a wide range of scientific skills. They have undertaken work on sound and know how it travels and have a clear idea of the materials through which it passes. In their study of seeds, pupils know the parts of a flower, have an understanding of seed dispersal and know about pollination. They have a good knowledge of the properties of light and reflection and understand that food and exercise promote healthy living. There is good coverage of the science curriculum. Pupils achieve well and make good progress in their learning, especially in their skills of investigation. The work provides an effective challenge for the higher attaining pupils.
85. By the age of seven, pupils gain access to the whole range of the science curriculum and there is an appropriate emphasis on experimenting and on investigation. Pupils look at different

materials and are able to sort them by their properties. They record effectively their findings. Pupils learn how to handle simple scientific equipment carefully and safely. They identify similarities and differences in living things. They understand the basic principles of a fair test as they investigate and record the conditions under which seeds grow. Pupils achieve well and make good progress in their learning.

86. Pupils with special educational needs make good progress throughout the school. Their needs are well known and careful provision is made to ensure that they are appropriately challenged in the work that is given to them. Pupils are supported well and in many cases are able to work effectively alongside their peers. Careful records of their progress are maintained and pupils with special educational needs are able to make effective contributions to science lessons.
87. In both key stages, pupils make appropriate use of their literacy skills by writing reports of their science work. They use their numeracy skills and their information and communication technology skills in both key stages, for example when they research topics, read tables, take measurements and check temperatures.
88. The quality of teaching is good. Teachers show a good understanding of the subject by their use of correct scientific vocabulary and effective questioning. Teachers prepare lessons well and they are usually well resourced. There is a considerable emphasis over time on the use of work sheets, but they are regularly used in conjunction with good investigative opportunities for the pupils. In response to the good teaching, pupils show very good attitudes to their work, showing much curiosity and interest when engaged in science experiments. They are able to talk with some excitement about what they have undertaken. They are able to show concentration on their work, although some found this difficult in a lesson for older pupils on sound, when they encountered some technical difficulties with buzzers. However, they clearly understood the principles and benefited from a recap by the teacher. Pupils are very well managed well and the way lessons are organised ensures that pupils work hard and behave very well. There are no unsatisfactory features to the teaching seen during the inspection.
89. The subject is being well managed, with an appropriate policy and scheme of work now in place. This is a clear improvement on the position outlined after the last inspection, when aspects of science development were highlighted as in need of improvement. The school has worked well to effect this improvement and the work undertaken has had a clear impact on the attainment of the pupils. There are good procedures in place for monitoring pupils' progress and assessing their levels of achievement. Resources are good and easily available. The overall provision shows improvement and the standards achieved by the pupils are rising.

ART

90. Although only two art lessons were observed, the scrutiny of work and discussions with pupils indicate that pupils attain average standards, achieve appropriately and make satisfactory progress in their learning. Standards are similar to those reported previously.
91. By the age of eleven, pupils are knowledgeable about the work of famous artists such as Mondrian and Klimt. They develop appropriately their own style of drawing and painting as they learn about different styles and techniques. Their understanding of a range of artists' work makes a positive contribution to their cultural development. For example, pupils in Years 5/6 use the computer and other materials to good effect in drawing their fantasy trees in the style of Klimt. Pupils in Years 3/4 work on pattern and discuss the techniques and qualities in Mondrian's work as they use primary colours and a wide range of materials to draw, paint, model, print or work in pastels to create their own patterns in the style of Mondrian. Some pupils using information technology well to do their work. By the age of

seven, pupils work confidently from their imagination as they produce bold and well-proportioned paintings. They learn to mix their own colours and tones, and develop appropriate skills of drawing as they represent the world around them. By Year 2, pupils work with a wide range of materials and colours to make a vivid frieze depicting the 'Great Fire of London'. Pupils throughout the school systematically build on their previous learning to attain satisfactory standards. .

92. The quality of teaching is good overall from the two lessons observed. The lessons are planned to build pupils' knowledge and skills. Pupils are introduced to new skills and knowledge through purposefully structured activities. They acquire skills of working with materials and tools systematically through each key stage, and are encouraged to express their ideas and feelings. Because the lessons are made interesting, pupils concentrate well on their lessons, applying themselves with enthusiasm. This was particularly evident in the Year 5/6 class where pupils take great pride in their work recreating and improving their designs if they are not satisfied with their first attempt. They work very well collaboratively, learning ideas from one another and making improvements as they work. They understand the various techniques used by some of the famous artists and incorporate those techniques into their work, although their knowledge of more modern artists is limited. Good progress is made when the teacher demonstrates new skills and techniques, inspiring children to reflect on and appreciate the intentions and achievements of famous artists. Pupils with special educational needs are supported well in lessons and make good progress towards their learning targets. Teachers manage all the pupils very well. The curriculum is planned very well to link effectively to other subjects such as information technology and mathematics.
93. Art is developed and coordinated well throughout the school. The work on display around the school provides an attractive and stimulating environment. The resources are good and well maintained by the staff. The curriculum is well designed for pupils to experience a wide range of materials and techniques such as tie-dye and batik work. The extra-curricular clay club has a positive impact on pupils' progress, and attainment. The school is fortunate in having the expertise of an art specialist who is a class assistant to support lessons and the teaching of clay skills. Because of the good teaching of specific skills and techniques of using clay and glazes, the pupils achieve above average standards. Good use is made of the school kiln to fire their products.

DESIGN AND TECHNOLOGY

94. Pupils attain above average standards, achieve well and make good progress in their learning. This is a good improvement from the previous report where standards were average.
95. Between the ages of seven and eleven, the pupils develop and extend their earlier skills. Year 6 pupils make instruments from a wide range of materials to achieve specific sound effects for their musical compositions. Pupils in Years 3/4 recently designed and made holders from textiles for a range of purposes. The pupils' choices vary from a tool bag for a father to carry his tools to a dummy holder for a younger sister, pencil cases and a case for glasses. Materials are used and learning is linked effectively to science as pupils test their properties for strength. Nets are drawn on paper to ensure materials will be folded to correct dimensions. The nets are then refined and used as patterns for cutting out pupils' designs. Pupils choose a range of fastenings to finish their products such as buttons, zips and Velcro. The finished holders are of a high standard and clearly demonstrate the full range of design and making skills that are used by the pupils. Between the ages of five and seven, pupils use a variety of construction sets, malleable materials and paper and boxes to make a range of models and artefacts. Pupils in Year 2 know how a car moves and use the correct vocabulary of wheel, axles and chassis as they explain that wheels can be fixed or free when models are made. They have tested some previous designs and understand that sticky tape is not strong enough to join a chassis to axles and that pegs are not effective tools in fixing an axle. As

they further consider how to make a moving vehicle, they reflect on design features and draw and annotate designs to a good standard.

96. The quality of teaching and learning is good in the lessons observed at both key stages. Pupils make good progress in both key stages. The development of specialist vocabulary and numeracy is encouraged progressively when the pupils measure, make and annotate their designs. The pupils with special educational needs make satisfactory progress throughout the school because they are well supported in their design and technology lessons by the class teachers and the support staff. Design and technology is used well by the teachers to support a range of subjects in the curriculum. For example, the Year 6 pupils design and make musical instruments to accompany their compositions. In Years 3 and 4 the pupils make models of minibeasts. They combine their designs with science and control technology as they learn how to program a series of flashes with a bulb to light up their minibeast or a series of buzzes to add sound effects. Pupils' attitudes are very good because the teachers have good subject knowledge and explain and demonstrate techniques well. The pupils throughout the school clearly enjoy their lessons and take pride in their work and they are keen to discuss what they are doing. They behave very well and listen very carefully to their class teachers. They work very well together and help each other. The pupils, making minibeasts, were prepared to share equipment and resources well. All pupils are very aware of handling tools and equipment such as glue guns safely. The lessons are well planned using the national guidance. Work is regularly assessed at the end of each topic and staff use assessments very well in lessons as they discuss pupils' work with them and offer advice for improvements. The teachers hold high expectations of pupils' work. For example, in the Year 3/4 class the teacher structures the lesson very effectively and questions pupils so they learn effectively the skills of researching their designs from books, drawing detailed plans and choosing materials to suit the purpose of the artefacts. Consequently pupils make good progress and learn and apply their knowledge well. Very effective use is made of the skills and knowledge of non-teaching staff who make a good contribution to pupils' learning.
97. The subject is well established across the school. There is good coordination which has been assisted by the implementation of national guidelines. The detailed guidance has a positive impact on pupils' progress and standards. Resources are good and are easily available and teachers and pupils make very good use of them.

GEOGRAPHY

98. During the inspection only one lesson in geography was observed. Judgements are based upon the scrutiny of pupils' work and discussions with staff and pupils. Pupils' attain average standards by the ages of seven and eleven, achieve appropriately and make satisfactory progress in their learning.
99. By the age of 11, pupils have a growing understanding of geographical features such as the major world river and weather systems and a developing knowledge of other countries of the world. Good links are made to other subjects. For example, Years 5/6 read the *Wierdstone of Brisngamen*, by Alan Garner, and their work is enhanced by their study of maps of nearby Alderley Edge, which features strongly in the story. They use symbols appropriately on an Ordnance Survey map to locate places of interest. Pupils speak with enthusiasm about their experiences on a residential visit to North Yorkshire, in which elements of geography such as mapping skills play a central part. By the age of 7, pupils are able to compare their own local area with other locations. In the lesson observed, pupils know the features and purposes of the main buildings in the area and have learnt effectively about the seasons and the weather. They are beginning to associate places with major features of maps. Pupils are managed well and respond positively by concentrating well on the task in hand. Each of them takes a turn in taking home 'Barnaby Bear' The pupils write about his adventures and locate his journeys on a map of the United Kingdom which makes a positive contribution to their mapping skills.

100. Pupils make appropriate progress with their work in geography. They show very good attitudes to learning and their very good behaviour was observed in the lesson and commented upon by staff during the residential visit for the oldest pupils to Sutherland House. This visit has a very positive impact on pupils' personal and social development. The programmes of study are met and the pupils are able to effectively relate their work in geography to other subjects. There has been satisfactory progress in the subject since the last inspection. There is sound management of the subject. An appropriate policy and guidance is in place and there are sound procedures for the assessment of pupils' skills. Whilst it is not currently the focus of a major review it is part of the overall curriculum review for the autumn term. Standards were above average at both key stages at the time of the last report. However, there is less time allocated to the subject than previously because of the implementation of the national strategies. Resources are used appropriately by the staff and are satisfactory and accessible.

HISTORY

101. No history lessons were observed during the inspection. Judgements are based on the scrutiny of pupils' work and discussions with staff and pupils. Pupils' attain average standards and achievement is satisfactory.
102. By the age of 11, pupils know and understand the life and culture of previous ages, for example in Tudor England. Their work is enhanced through effectively linking subjects such as history and music. For example, during a visit from a music company, pupils gain first hand experience of seeing, hearing, handling and attempting to play instruments that are common to the Tudor period. The event is effectively displayed in school and pupils remember it well and speak of it with enthusiasm. In addition they also gain an awareness of the dress and mood of that particular period in history. Extended writing about the event contributes positively to pupils' development in literacy. By the age of 7, pupils have a clear understanding of the passage of time. They know about the lives of some significant people and how they have influenced others.
103. As no teaching was seen during the inspection a judgement of the quality of teaching cannot be made. However, it is clear that pupils gain good levels of access to artefacts and the school makes good use of photographs to ensure that events remain with the pupils over time. Throughout the school, progress in learning is satisfactory. Pupils' are developing a clear sense of time and change and they have an understanding of how they can find out about historical events. Pupils are very interested and enthusiastic about the subject, which is evident from the questions they ask and their writing.
104. The subject was reported to be in a similar position at the time of the last inspection. There is still no specific policy for history, although the requirements of the national curriculum are fulfilled. There is appropriate coordination of the subject. Teachers cover the curriculum appropriately and have satisfactory procedures in place for the monitoring and assessment of pupils' progress and skills. Resources are satisfactory and used appropriately by the teachers and pupils. The school has a specific element of its school development plan devoted to the development of history, to take place in October 2000. The school is clearly attempting to maintain appropriate breadth in the curriculum and is effective in linking many subjects together to maintain this breadth.

INFORMATION TECHNOLOGY

105. Pupils attain average standards by the ages of seven and eleven, achieve satisfactorily and make satisfactory progress in their learning.

106. By the age of eleven, pupils are able to enter information into a spreadsheet and use that information to produce graphs and diagrams. They can re-arrange the information on the screen and work with confidence, even when unsupervised. The scrutiny of pupils' work over time shows that they use the computer in a wide variety of subjects in addition to supplementing their work in literacy and numeracy. They are able to gather information for aspects of science and geography, re-arrange it and present it effectively. They use computers well to find information, which they can retrieve appropriately. Pupils aged seven to eleven have consistent access to computers and are given appropriate opportunities to develop their knowledge, understanding and skills. By the time pupils reach the age of seven pupils they are able to demonstrate appropriate confidence when using the computers. They talk about what they have done with understanding and can use suitable technological language. Pupils enter and store information in a variety of forms and then retrieve it. Good use is made of carefully selected programs to develop and enhance work undertaken in literacy and numeracy. The youngest pupils gain effective control of the mouse through practice with appropriate programs.
107. There were few opportunities to observe direct teaching of the subject, even though the machines were in constant use in each class. Where pupils were seen to receive instruction, in Class 1 and in Class 3, teachers give appropriate support and good levels of encouragement to pupils who in turn demonstrate an interest in the tasks. Teachers' subject knowledge is secure and good questioning promotes effective learning on the part of the pupils. Pupils' attitudes to learning in information and communications technology are very good. They are able to work alone or in pairs and groups. They show good levels of collaboration when the opportunity arises. A good example was seen in Class 3, when pupils worked in small groups generating information in a variety of ways from a data handling exercise. They show an ability to concentrate over a sustained period of time, showing interest in their work and satisfaction with the information they produced. Homework is used effectively to extend pupils' skills. For example, many use their skills in information and communication technology successfully to present their millennium projects. There are satisfactory procedures for the monitoring and assessment of pupils' Attainment and progress.
108. The school has yet to be connected to the Internet, but preparations are well advanced. The School Development Plan is clearly set out with manageable objectives and the school has allocated a significant proportion of its available resources to developments in information and communications technology. It has a growing range of hardware and its resources are enhanced by contributions from the Parents' Association and the Endowment Fund. A good range of appropriate software is available for the pupils and staff are careful to ensure that the software helps to develop the pupils' skills as they progress through the school. The plans are underway to review provision in preparation for the introduction of Curriculum 2000.
109. There is good coordination of the subject. Staff have been trained well in the use of new technology and worked effectively as a team to assess pupils' skills and ensure they make the progress they should in the rapidly expanding new technologies. Since the previous report, there is good improvement in resources. The pupils are now using the equipment in a wider range of subject areas than when the school was last inspected. Aspects of data handling, control, monitoring and modelling are all developed appropriately throughout the school which strives to improve its provision

MUSIC

110. Pupils' attain above average standards by the ages of seven, achieve well and make good progress. By the age of eleven, pupils achieve very well and make very good progress in their learning.

111. By the age of 11, pupils' work shows that the very good progress made between the ages of five and seven has been built upon effectively and above average levels of attainment are maintained. Pupils in Years 5 / 6 are able to work successfully in small groups to produce music to foster a chosen mood. Teachers' use assessment well to help pupils improve. The pupils use a wide variety of instruments and record their attempts to improve their work. They listen carefully to their recordings and make informed and helpful judgements on the quality of the performance others. Their compositions are linked successfully with English, art, and history as they work on fantasy compositions to reflect the story of 'The Weirdstone of Brisingamen' by Alan Garner. Many of the pupils successfully use their knowledge of music gained in their additional music lessons to enhance their learning. By the age of 7, pupils are able to sing in time and substantially in tune. They can maintain a steady beat and rhythm. They have access to an appropriate range of tuned and untuned percussion instruments. Many enter school with good listening skills and they are well developed in their music lessons.
112. A wide range of instrumental teaching, which takes place in school, effectively supports the curriculum. A good number of pupils take additional lessons in recorders, guitar, strings and woodwind. This leads to a high proportion of the pupils learning musical notation and having a wide experience in performing. This has a positive impact on their learning in class lessons. Additionally pupils also perform concerts within the local community. Pupils with special educational needs who are supported well in their learning make good progress and they achieve well on their set tasks.
113. The school has access to good expertise in music and makes use of a thorough and comprehensive music scheme of work. The quality of teaching and learning is very good. For pupils aged seven to eleven, arrangements are made for a teacher with musical expertise to work with both classes. This is an effective use of her expertise. She is particularly skilled in the management of the pupils and they respond well in her lessons, both in the classroom and in the playground. Pupils also respond well in groups to improve their performance in composition, showing a high degree of independence. Because the teacher has high expectations of the pupils and sets them challenging work, the pupils are very involved and interested in their learning and produce high quality work. Pupils enjoy their work in music, and have very positive attitudes to learning. Their behaviour is very good. Relationships in classes between pupils and other adults are very good. The works of famous composers are heard frequently in assemblies, which make a significant contribution to pupils' spiritual development.
114. The subject is well coordinated and there has been a good improvement in the curriculum since the previous inspection. Standards have risen, the quality of teaching has improved and, whilst there was no policy in place in 1996, the music policy is now effectively implemented and a planned review of it is planned in the current school development plan.

PHYSICAL EDUCATION

115. Three lessons were observed. Discussions with staff and pupils indicate that the majority of pupils achieve well, make satisfactory progress and attain average standards by the ages of seven and eleven.
116. Pupils in Years 5 and 6 enjoy athletics. During an indoor lesson due to poor weather, pupils organised themselves well into teams and completed to maintain constant physical effort in the skills of running, jumping, throwing skills. All work hard to improve their time and performance of the tasks in the time available. Pupils have swimming lessons off site and they are able to swim 25 metres by the time they leave school. They learn to swim using a range of strokes, and have a good awareness of water safety. The older pupils have the opportunity to go on a residential visit and experience of a wide range of adventurous

activities. Pupils in Years 3 /4 effectively improve their skills for bowling, batting and fielding and practise skills for rounders and cricket. By the age of seven, pupils work together with a good level of co-operation and have the opportunity to develop their skills of working as a part of a team. They move their feet well to dribble the ball backwards and forwards, working effectively in pairs to intercept and return the ball.

117. The quality of teaching is satisfactory. The staff have sound subject knowledge and expertise and make good use of the resources and the accommodation. Therefore pupils, including those with special educational needs, make satisfactory progress overall throughout the school and achieve standards expected of pupils of their age. Pupils are taught swimming skills well and make good progress in swimming. Many pupils live in areas close to rivers, ponds and small lakes and learning to swim is particularly important. Pupils enjoy their lessons and behave very well. They have very good attitudes to learning. They change quietly and quickly, taking responsibility for their own clothes and ensuring they are left tidy. They listen to instructions well and work enthusiastically and energetically. They are able to discuss movements cooperating.
118. The school provides a satisfactory range of extra-curricular sporting activities. There is specialist coaching in ball skills, netball and cross-country, which have a positive impact on standards. Opportunities are provided for pupils to take part in local league matches and friendly games which contribute positively to pupils' personal and social development. Procedures for monitoring pupils' progress and attainment are satisfactory. There is effective management of the subject and staff work together closely to co-ordinate the curriculum across the school. Resources are good and the accommodation is satisfactory. Standards were above average at the age of eleven at the time of the last report and average at the age of seven, and appear to have declined. However, there is less time spent on the subject than previously. Where the numbers of pupils are small, the differences between the attainments of individual pupils adversely affect the overall judgement.

RELIGIOUS EDUCATION

119. Pupils aged seven and eleven achieve appropriately and meet the expectations of the locally agreed syllabus.
120. By the time pupils are eleven, they have a clear understanding that different faiths have similar features. For example, pupils understand that there are important rules to live by and know that while Jews and Christians keep the Ten Commandments, Buddhists follow the Eight Folded Path and Muslims honour the Five Pillars of Wisdom. They have a good awareness of Christianity and a satisfactory knowledge of Buddhism, Hinduism, Islam and Sikhism. Christianity, Judaism and Hinduism are studied in more depth. The staff work effectively towards raising attainment by developing community links so that pupils have a better understanding of other cultural traditions and beliefs, particularly within our society. For example, a specialist speaker for the Jewish Centre for schools spoke to the pupils in Years 5/6 about the symbols of the Jewish faith and answered their questions on Judaism. By the age of seven, pupils know a range of stories from the Bible and about the faith and some understanding of the major features of Islam.
121. Only one lesson was observed in the seven to eleven age range. In it the teaching was very good. It was led by a visiting speaker from the Liverpool Jewish Centre. In the lesson pupils were very well managed. The visiting guest speaker worked hard to involve all the pupils in the class discussion. Their interest was kept well as they tried on special clothes worn during Jewish ceremonies. The best use was made of his expertise as the pupils previously studied Judaism and decided what questions they wanted to find answers to. Pupils' response, personal development and behaviour are very good. They listen carefully and want to know more, asking pertinent questions and show interest. They make astute comments when

discussing the symbols of Judaism and they are very interested in finding out more information. They respond very well to the quiet times in the assemblies and in lessons are willing to put forward their own ideas and suggestions. From scrutiny of teachers' planning and pupils' past work, the indications are that teachers have a good knowledge and understanding of the subject. They plan their lessons conscientiously. There are high expectations of pupils to explain their thoughts clearly to develop their speaking and listening skills. For example when pupils write and present to others, prayers they have written. The teachers use resources well, for example in displays of work to aid the pupils' understanding and consolidate their learning. Overall, pupils learning is satisfactory

122. The curriculum is coordinated well and linked to the school assemblies where topics are broadly based around a liturgical calendar. There has been a focus on improving liaison with the community to develop a better understanding of the traditions and beliefs of others. Resources are satisfactory and help promote a greater understanding of the subject. There are satisfactory procedures in place for the assessment of pupils' attainment and progress. Standards were above average at both key stages at the time of the last report. However this decline reflects the individual attainments of the group within a small cohort of pupils. Overall there is sound improvement in the subject since the last inspection.