

# INSPECTION REPORT

## **MOSSLEY CE PRIMARY SCHOOL**

Congleton, Cheshire

LEA area: Cheshire

Unique reference number: 111258

Headteacher: Mrs S M Gee

Reporting inspector: Mr Andy Bond  
17263

Dates of inspection: 21<sup>st</sup> - 24<sup>th</sup> May 2001

Inspection number: 192694

Full 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 to 11
Gender of pupils:	Mixed
School address:	Boundary Lane Congleton Cheshire
Postcode:	CW12 3JA
Telephone number:	(01260) 272 451
Fax number:	(01260) 298 519
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P Nicklin
Date of previous inspection:	24 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17263	Andy Bond	Registered inspector	English as an additional language Mathematics Physical education	Results and achievements How well pupils are taught How well the school is led and managed
19558	Michael Hammond	Lay inspector		Attitudes, values and personal development How well the school cares for its pupils How the school works in partnership with parents
30823	Brenda Clarke	Team inspector	Special educational needs Art and design Foundation Stage Religious Education	Spiritual, moral, social and cultural education
31175	Arthur Allison	Team inspector	Science Information and communication technology Design and technology Music	Assessment
10611	Martin James	Team inspector	English History Geography Equal Opportunities	Curricular and other opportunities

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Mossley Church of England Controlled Primary School is a larger than average school for boys and girls aged 4 to 11. There are at present 346 pupils in school; 196 boys and 150 girls. The school serves Mossley, a suburb of Congleton in south Cheshire. Almost all pupils are of a white United Kingdom heritage; only a very small percentage of pupils are of ethnic minority backgrounds. There are two pupils of Scandinavian descent, for whom English is an additional language. The percentage of pupils entitled to free school meals is one per cent, which is well below the national average. There are 56 pupils on the school's register of special educational needs. Many of these pupils have specific learning difficulties in English. This represents 12 per cent of all pupils, which is well below the national average. There are no pupils with a statement of special educational needs. The school serves a socially and economically advantaged area. The school roll number has grown in size over the last four years because it is very popular with parents. Most children have had some pre-school experience and begin school with generally above average attainment levels.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. Pupils make good progress and reach well above average standards in English and mathematics and above average standards in science. Pupils have good attitudes to school and their behaviour is very good. The school has good strategies to promote educational inclusion. The quality of teaching is thoroughly sound, overall. The headteacher provides good leadership and is supported well by the deputy headteacher. The school gives good value for money.

#### **What the school does well**

- High standards are achieved in English and mathematics and above average standards in almost all other subjects; the school also provides pupils with a good range of learning opportunities.
- The provision for pupils' social and spiritual development is good and moral development is very good. This ensures that pupils behave very well and have positive attitudes to school.
- Parents have positive views about home - school links and there are very good levels of parental involvement in the life of the school.
- The headteacher gives good leadership and provides the school with clear educational direction.
- Teaching is good in the Foundation Stage and in Key Stage 2.\*
- Pupils with special educational needs and those with English as an additional language, are well supported and make good progress.

#### **What could be improved**

- The role of many co-ordinators in developing the individual subject areas. \*
- The range and depth of learning opportunities in religious education for faiths other than Christianity.

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

\*Already identified by the school in its development plan.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1997, since when it has made sound progress. The accommodation is much improved. Temporary classrooms have been removed and permanent classrooms have been added to the main building. High standards have been maintained in English, mathematics and science in both key stages in line with national trends. Areas of weakness identified in the last report have been largely rectified. Teachers' planning, the setting of learning objectives and challenge of lessons have all improved. School development planning is now well established and presented in a good, clear format. The school now gives greater attention to the needs of the more able, especially in Key Stage 2. However, there are still some weaknesses in the role of subject co-ordinators. Standards in religious education have declined, because the curriculum is not broad enough.

\*Foundation Stage - reception classes

Key Stage 1 - Infant classes

Key Stage 2 - Junior classes

## 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
	1998	1999	2000	2000
English	A	A	A	B
mathematics	A	B	A	B
science	B	B	B	C

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

The table above shows the standards reached by 11 year old pupils in English, mathematics and science at the end of the school year 2000. Results in National Curriculum tests in English and mathematics are well above average and in science they are above average. High standards are being maintained. Compared with similar schools, where pupils are drawn from similar backgrounds, standards are above average in English and mathematics and average in science. The inspection judgements for the present group of Year 6 pupils are very similar to last year's results; well above average in English and mathematics and above average in science.

Last year, standards at the end of Key Stage 1 in reading were very high, amongst the top 5 per cent nationally. In writing and mathematics, they were well above average. Teachers' assessment of science indicated above average standards. Children in the foundation stage are expected to reach the desired learning goals by the end of the reception year. In communication, language and literacy, attainment levels are generally higher and children reach above average standards.

The whole school targets set for 2001 in English and mathematics are the same as the previous year, but this is a realistic target in view of high standards already being achieved. The school is on course to meet these targets.

Inspection evidence judges standards in all other\* subjects at the end of Key Stage 2 are all above average, except for religious education, which is below the expectations of the locally agreed syllabus. Although pupils have a good knowledge of the Christian faith, they have insufficient knowledge and understanding of other world religions.

\*Music at the end of Key Stage 2 - no overall judgement made due to a lack of evidence.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They are enthusiastic and very keen to learn.
Behaviour, in and out of classrooms	Behaviour in school and at breaktimes is very good. Pupils move around the school in a sensible and orderly manner.
Personal development and relationships	Pupils are responsible and form very good relationships with each other. When given the opportunity they use their initiative well.
Attendance	Attendance is very good and well above the national average.

## TEACHING AND LEARNING

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

Teaching is sound throughout the school, with 97 per cent of lessons being satisfactory or better. It is good in the Foundation Stage and in Key Stage 2. In Key Stage 1 it is sound. In 9 per cent of all lessons teaching and learning is very good or better and in 61 per cent of lessons it is good or better. In 3 per cent of lessons teaching and learning were judged to be unsatisfactory.

In English, teaching and learning are good throughout the school and in mathematics they are sound in Key Stage 1 and good in Key Stage 2. The skills of literacy and numeracy are generally taught well.

Teaching and learning are also good throughout the school in information and communication technology and physical education and in Key Stage 2 for science, history and art and design. Teachers have good subject knowledge and also teach the basic skills well. They manage their classes effectively and this ensures that pupils have good levels of concentration and enables good quality learning to be made. The school meets the needs of all pupils well, including pupils with special educational needs, gifted and talented pupils and those pupils for whom English is an additional language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides pupils with a good range of learning opportunities. There are good links with pre-school groups and the local secondary school. Extra-curricular activities, especially in sport, are also well developed.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress. They are supported well, particularly in English lessons. The school provides challenging work for the more able pupils as they progress through the school.
Provision for pupils with English as an additional language	The two pupils for whom English is an additional language are very well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school's provision for moral development is very good. Pupils' spiritual and social growth is well provided for. Cultural provision is sound. More attention could be given to the multicultural dimension.
How well the school cares for its pupils	The school is caring and it looks after pupils well. There are good systems in place for monitoring pupils' progress in English, mathematics and science. There are very good systems in place to ensure that attendance remains high.

The school supplies parents with good quality information on their children's progress and involves parents very well in the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are generally good. The headteacher gives good, effective leadership and is supported well by the deputy headteacher. Co-ordinators undertake their responsibilities conscientiously, but, in some subjects, they need further opportunities to monitor the standards in teaching and learning to enable them to complete their roles fully.
How well the governors fulfil their responsibilities	The governors are a committed and knowledgeable body who fulfil their statutory requirements. They are becoming increasingly involved in shaping the direction of the school, but need more structured opportunities to monitor the quality of education.
The school's evaluation of its performance	The school has sound systems for evaluating its own performance. School development planning is good and based on a thorough analysis of school performance, but the evaluation of teaching and learning is still at an early stage of development.
The strategic use of resources	Resources are satisfactory, overall, and used effectively to promote teaching and learning. The school applies a shrewd approach to financial planning and obtains good value from its expenditure.

The staff are well qualified and given good support by classroom assistants. The accommodation has improved in the last two years, but some classrooms are still too small.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour in school is good.</li> <li>• The school has high expectations.</li> <li>• The school is well led and managed.</li> <li>• Children make good progress.</li> <li>• The school is helping children to become mature and responsible.</li> <li>• Their children get the right amount of homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents think that the school could work more closely with them.</li> <li>• A number of parents would like more information about their children's progress.</li> <li>• Some parents would like to see a greater range of activities outside lessons.</li> </ul>

The inspectors agree with the positive views expressed by the 28 per cent of parents who responded to the questionnaire. However, the inspectors do not agree with the small percentage of parents who have negative views.

Inspectors believe that the school makes good links with parents, that activities outside school hours are good and that the school provides parents with a good deal of information on pupils' progress.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children enter the Foundation Stage (Reception classes) with generally above average levels of attainment. The school's assessment of children's attainment on entry supports this judgement. Children generally make sound progress and the majority will not only achieve, but a good number exceed, the early learning goals by the end of their first year in school. There are good levels of progress in personal, social and emotional development and sound progress in language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Pupils' standards in writing and number processes are not quite so high, but still at least in line with average levels.
2. At the end of Key Stage 1, the results of the National Curriculum tests for 2000 show that pupils attain very high standards in reading; they are amongst the top 5 per cent nationally. In writing and mathematics, results are well above average and teacher assessment in science shows that pupils achieve above average standards. A large proportion of pupils, often as high as 50 per cent, are reaching the above average level 3 grades in these subjects. It is only in writing (27 per cent) that this is not being achieved and, even so, these results compare favourably with the national picture. Inspection evidence confirms similar standards are being attained by the present group of Year 2 pupils with well above standards in reading, writing and mathematics and above average standards in science. Compared to similar schools where pupils are drawn from like social and economic backgrounds, results are well above average in reading and writing and above average in mathematics.
3. At the end of Key Stage 2, results from National Curriculum tests for 2000 show that pupils reach well above average standards in English and mathematics and above average levels in science. As in Key Stage 1, a large percentage of pupils achieve the higher level grade 5, although in science it is only close to the national level. Inspection judgements for the present Year 6 pupils are similar to the national test results for 2000 in that standards are judged to be well above average in English and mathematics and above average in science. There is little difference between the test results of boys and girls. Boys tend to reach higher standards generally than girls in mathematics and girls tend to do better in English and slightly better in science. This is fairly similar to the national picture.
4. Pupils generally make good progress in all three subjects, but it is more pronounced towards the end of Key Stage 2 where the best, most challenging teaching takes place. Teachers' good classroom management, subject-specific knowledge and good teaching of the basic skills are important factors in promoting good learning. Pupils' own enthusiasm for learning and the good leadership of the co-ordinators for English, mathematics and science also have a positive impact on standards and rates of pupils' progress.
5. Pupils with special educational needs make good progress and, overall, achieve standards in line with those expected for their age and prior attainment. Pupils benefit from the well coordinated, effective support of the part-time special needs teacher and classroom assistants. Progress is particularly good when additional literacy support assistants provide pupils with systematic programmes of specific literacy teaching. The work set relates directly to the stage of learning, so that pupils remain interested and persevere. The setting arrangements for mathematics at Key Stage 2 also enable pupils to be placed in ability groups, allowing work to be differentiated and pupils to be taught at an appropriate pace. This initiative contributes well to the pupils' attainment and learning. Whilst realistic targets are set in pupils' individual education plans, more involvement with pupils could reinforce learning better. The school has identified small groups of very able pupils, who also benefit from the range of challenging activities they receive within the Key Stage 2 setting arrangements for mathematics.

6. The two pupils for whom English is an additional language make very good progress, especially in English. They are supported well by teachers, classroom assistants and their own mother, who visits school twice a week. They have been well integrated into school life after an unsettled start to their education in England. Their classmates are very supportive and have helped, in no small way, in aiding their progress in learning.
7. The school is maintaining high standards in English, mathematics and science. Standards are fairly similar to those reported at the time of the last inspection. Since 1996, the percentage of pupils reaching average and above average levels in national tests in English at the end of Key Stage 2 have risen by 13 per cent, in mathematics by 6 per cent and in science by 11 per cent. The trend is largely in line with the national picture. As the results for average and above average attainment in national tests reach over 90 per cent, it will become increasingly difficult for the school to demonstrate further improvement statistically, because results have little scope for additional improvement. Wisely, the school is concentrating on improving the standards of the more able pupils in order to ensure that optimum levels of performance are reached. The school sets realistic targets for improvement, even though they appear to be lacking in challenge. They are based on good assessment information from each year group.
8. By the end of Key Stage 1, pupils in Year 2 reach well above average standards in reading, writing and speaking and listening. They read fluently with good understanding and have a good vocabulary. Using the contents page and an index, they readily find information. They locate factual information successfully in the form of news and produce extended pieces of imaginative work, using capital letters and full stops. Handwriting is neat, legible and of consistent size. Many pupils are beginning to write in a joined fluent style. Generally, pupils listen attentively and respond confidently and clearly to teachers' questions in the form of extended sentence answers.
9. At the end of Key Stage 2, pupils attain well above average standards. Pupils read with increased fluency, accuracy and enjoyment. They have a clear view of the personalities of main characters and explain the plot clearly. Reference material is used effectively by pupils in order to research information and many pupils use skimming and scanning techniques. Pupils write successfully for a variety of audiences. They use adverbs and adjectives to embellish their work and use a good range of imaginative vocabulary. Handwriting is well developed; pupils write neatly in a joined, clear and fluent style.
10. In mathematics at the end of Key Stage 1, pupils have reached above average standards. They have a sound understanding of place value. More able pupils subtract two digit numbers from a hundred with the aid of a number board. Pupils in Year 2 estimate the length of objects in their classroom sensibly and measure items such as ties and string accurately with a metre stick. In money problems, pupils add together coins in a purse, with the more able giving accurate change from a pound coin, having made a purchase.
11. At the end of Key Stage 2, pupils generally attain above average standards in mathematics. Almost all pupils have secure knowledge of multiplication tables and use these effectively in solving mental problems. They measure angles accurately, using a protractor, and construct the nets of basic cuboid shapes. Pupils are familiar with data handling and interpret graphs, pie charts and frequency tables effectively.
12. In science, at the end of Key Stage 1, pupils reach above average standards. Pupils know that light comes from the sun. They set up tests fairly when experimenting with waterproof materials. They are aware of biodegradable and non-biodegradable materials. At the end of Key Stage 2, pupils attain above average standards in science. Through careful investigation they know which materials are transparent, translucent and opaque. When working with electricity they learn to use appropriate symbols for switch, battery, motor and bulb when making a diagrammatic drawing. Pupils have a good understanding of fair testing when investigating friction.
13. In the other curriculum subjects, standards are generally above average by the end of Key Stage 2. This is the case in history, geography, art and design, design and technology, information and communication technology, physical education. No overall judgement is made

on standards in music at the end of Key Stage 2 because of the limited opportunity to observe lessons during the inspection.

14. At the end of Key Stage 1, pupils reach above average standards in design and technology, information and communication technology, history, geography and music. Average standards are reached in art and design and physical education.
15. In religious education, standards are below the expectations of the locally agreed Cheshire syllabus by the ages of seven and eleven. Pupils have a well developed knowledge and understanding of the Christian religion, but do not have sufficient knowledge and understanding of other key religions. Standards, as described in the last report appear to have declined.
16. With the exception of religious education, the school has maintained broadly similar standards in the non-core subjects as those reported in the last inspection. Pupils' progress through the school is also fairly similar, but the stronger teaching at the end of Key Stage 2 means that better progress is now made by older pupils, whereas the previous report indicated that progress was better in Key Stage 1.

### **Pupils' attitudes, values and personal development**

17. Pupils are eager to come to school and quickly settle down to their work. They listen well and co-operate, or work independently in classroom activities. They take responsibility for their own and other pupils' learning as much as they are able. In one Year 5 lesson, the clearly thought out and persuasive reasons given by pupils as to why a nineteenth century landowner should sell his land to a railway company is just one example of how keenly they participate in their work. Throughout the school, pupils respond well to questions and join eagerly in discussions. Pupils clearly take a real pride in their work and this is amply demonstrated in the high level of display throughout the school.
18. Pupils concentrate well both in lessons and when involved in activities, whether directly supervised or not. Despite working in a large open-plan area, Key Stage 1 pupils were not distracted, even when other groups of pupils walked through their lessons.
19. The school has high expectations of good behaviour and this is rewarded in the positive way in which pupils respond. Behaviour throughout the school is very good and pupils behave well during break times, where they quickly organise their own games and activities. They move about the school in a sensible and orderly manner and, at all times, pupils are polite and helpful. The school functions as an orderly and caring community, with all of the adults providing effective role models for the pupils. Relationships and mutual respect between pupils, staff and adult visitors are very good; this is a strength of the school.
20. Children in the reception classes have good attitudes to school. They persevere well with tasks and develop positive work habits. Their behaviour is very good. They share equipment and handle resources with respect.
21. Pupils with special educational needs have good attitudes to their work and are well behaved. They co-operate effectively, allowing others opportunities to answer questions. For example, in a literacy lesson about the overuse of the word "and", pupils analysed the script collectively, successfully removing unwanted words and reordering the sentences. Pupils concentrate well and complete their work. They make good relationships with supporting adults, so that the overall ethos for learning is good.
22. Throughout the school, pupils are encouraged to take responsibility and to use their initiative without being asked. Each class is involved in deciding class rules and electing house captains. Some Year 6 pupils also help Key Stage 1 pupils with their reading. Pupils are eager to help in the school in many ways and would clearly benefit if more opportunities were made available.
23. Particularly during circle time, part of the school's personal development programme, pupils are helped to recognise how their actions affect other people. Key Stage 2 pupils discuss issues such

as mobile phones, asylum seekers and foot and mouth disease. They have opportunities to put forward ideas and sensibly place them in the suggestion box. In one Year 1 lesson, pupils discuss the effects of cheating and, in another lesson, pupils apologise for interrupting when other pupils find it difficult to express their opinions.

24. Attendance is well above the national average and punctuality, both at the start of the day and in the lessons, is good. This contributes to pupils' achievements. There have been no exclusions in the last school year. Parents are pleased with the standards of behaviour in school and almost overwhelmingly believe that standards are high.
25. Pupils' attitudes, values and personal development have remained strong since the time of the last inspection. They continue to be strengths of the school and contribute to high educational standards.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

26. The quality of teaching and learning is sound throughout the school. During the inspection period, 97 per cent of teaching was judged to be satisfactory or better and 3 per cent of lessons observed were unsatisfactory. The unsatisfactory teaching was the result of a lack of challenge and pace in lessons which meant that pupils did not make sufficient progress in their learning. Too much time was wasted in long drawn out explanations, instead of settling pupils down to the tasks to be completed. Teaching is good or better in 61 per cent of lessons and very good in nine per cent of lessons. In the very good lessons, teachers use a good range of artefacts or resources to stimulate pupils' interest. This, coupled with good planning, clear explanations and challenging activities ensures that pupils make good and very good progress in their learning by acquiring knowledge, skills and understanding. There is a close correlation between the quality of teaching and pupils' learning in lessons.
27. The quality of teaching is good in the Foundation Stage and in Key Stage 2. In Key Stage 1, it is thoroughly sound, with no unsatisfactory lessons being observed.
28. In the Foundation Stage the teachers are well organised and they encourage children to become independent by providing a good variety of activities for purposeful play. The basic skills of numeracy and literacy are taught well and this gives children a good platform on which to build their knowledge and understanding. Teachers have good strategies for managing children's behaviour which ensures that there are very good levels of interest and concentration in lessons. The support given by the nursery nurse is also good, particularly in the creative area. This has a favourable impact on developing children's creative skills. Opportunities for visits and to receive visitors in order to enrich children's experiences are limited and could play a more important role in children's learning.
29. Teaching is good in English, information and communication technology and physical education throughout the school and in mathematics, science, history and art and design in Key Stage 2. It is judged to be sound in religious education in both key stages and in music, science, art and design and mathematics in Key Stage 1. No judgement could be made about geography and design and technology in both key stages or music in Key Stage 2 and history in Key Stage 1, because insufficient teaching was observed during the inspection period.
30. The quality of teaching has improved since the time of the last inspection. The percentage of unsatisfactory teaching has fallen by six per cent whilst good and very good teaching has remained fairly similar. The areas of weakness related to teaching that were identified in the last report have largely been eradicated. Teachers generally challenge pupils to think for themselves by purposeful questioning, learning objectives are identified in teachers' planning and the needs of different groups, particularly the most able, are identified. However, the latter tends to be addressed better by Key Stage 2 teachers. Key Stage 1 teachers do not always match their work to different ability groupings as effectively as their colleagues in the upper part of the school.
31. Teachers generally have good subject knowledge and present the subject content of lessons well, especially in English, mathematics, art and design and physical education. They use

accurate terms when, for instance, describing parts of speech, calculation processes, the properties of pastels and the importance of following safety rules in physical activity. This ensures that pupils gain good levels of subject-specific vocabulary themselves and improve their understanding and acquisition of skills.

32. The teaching of literacy and numeracy skills is good. Lessons follow the nationally prescribed pattern with thorough weekly plans, itemising the specific learning objectives and the activities to be undertaken to re-inforce the main focus of the lesson. The good use of literacy in science was demonstrated well in a Year 5 lesson when the teacher began by asking pupils to find the definition of 'magnetic' in a dictionary and record it in their work books.
33. In general, lessons in Key Stage 2 are more challenging and they spur pupils to think for themselves or express themselves creatively. Expectations of what pupils can achieve, especially the more able, are more apparent in mathematics, where the setting system allows teachers to match work closely to ability levels. In a Year 6 mental session, the teacher questions pupils closely and asks them to describe to the class the particular mental processes being used to unpick a complicated calculation. When tasks are less challenging, pupils are not stimulated and make little effort to extend themselves to higher levels.
34. Teachers use a range of effective teaching methods from direct whole class teaching, usually at the start and end of the lesson, to group and individual work in the middle section. Teachers are well organised and prepare lessons thoroughly. They usually give clear explanations so that pupils know exactly what is expected of them. On occasions, teachers demonstrate the skills required to complete tasks successfully themselves or they ask a proficient pupil to show the rest of the class, as in a Year 2 gymnastic lesson.
35. Teachers manage their classes well, especially in Key Stage 1 and lower Key Stage 2, where the open plan design of the building makes direct teaching difficult. Teachers have good relationships with pupils. The teachers' own enthusiasm for the subject is often transmitted to the pupils. This is clearly demonstrated in a Year 2 lesson about Ned Kelly, the Australian outlaw. Pupils are encouraged to read aloud, using expression in their voices. The good levels of interest mean that behaviour is good, because pupils are engrossed and keen to please. Pupils sustain concentration well, because teachers have high expectations of good behaviour. When lessons do become noisy, teachers usually have strategies which quickly bring pupils back to order, such as marbles in a jar or additional points for the first pupil ready to listen.
36. Adult support is used effectively in classes. Parents, secondary school pupil helpers and classroom assistants have a good rapport with pupils and help groups with their tasks. Learning resources stimulate pupils' interest and give a variety to teachers' approach. Information and communication technology skills are developed well in lessons. Whenever possible, teachers use CD ROM's and word processing activities to consolidate pupils' knowledge and develop information and communication technology (ICT) skills effectively. However, time is not always used to best effect, especially in Key Stage 1, where some lessons move along at a mediocre pace.
37. Most teachers undertake informal assessment during the lesson and are quick to notice if pupils do not understand a particular concept. Wisely, they bring the class back together again and tackle the problem, using a different approach. Some teachers keep notes of individual pupils' performance, especially in English and mathematics, and this helps them to understand their strengths and weaknesses in particular elements of their work. Marking is generally thorough, but too few teachers give pupils pointers as to how they might improve. Presentation of work is variable, especially in Key Stage 2. Some teachers insist on high standards, particularly in handwriting, while other teachers allow pupils to present their work untidily.
38. Homework is used properly to re-inforce what pupils learn in school. There appears to be a good balance of tasks undertaken at home which are followed up in lesson time.

39. The quality of teaching for pupils with special educational needs is good, overall. Teachers know pupils well and mostly plan work that matches their learning needs. The part time special needs teacher provides very comprehensive lesson plans, with learning intentions clearly identified. Good pace and good use of time enable pupils to maintain interest throughout the teaching session, resulting in good progress being made. In Key Stage 1 and in literacy at Key Stage 2, where pupils are not set by ability, teachers sometimes provide work that is matched to the abilities of lower achieving pupils, but does not necessarily match the requirements of pupils' individual education plans. Talented and gifted pupils are identified by the school and earmarked for additionally challenging work, especially in numeracy and literacy. This is successfully undertaken in Key Stage 2, but in Key Stage 1 it is less well developed.
40. The two pupils for whom English is an additional language make very good progress. In a short time they have made very good gains in their proficiency of speaking, listening, reading and writing. They are well supported by teachers, classroom assistants and their own mother who visits school twice a week to help translate. They have become well integrated into school life and are given friendly, thoughtful help by their class mates.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

41. The quality and range of opportunities for learning provided by the school are good for children at the Foundation Stage and good for pupils at Key Stages 1 and 2. All statutory requirements are met.
42. The good curriculum provision for children under five, reported in the last inspection, has been maintained. There are good, well structured learning opportunities for children which are well planned by the reception teachers. All the prescribed areas of learning are covered thoroughly in teachers' planning, ensuring that there is a consistent approach to building children's skills, knowledge and understanding.
43. The curriculum in Key Stages 1 and 2 is appropriately broad and balanced, and suitable provision is made for most subjects. A full provision is now made for physical education, with the addition of swimming on the timetable. This shortcoming mentioned in the previous report has now been addressed. At present, however, the provision for religious education is inadequate. Pupils are provided with suitable work on Christianity, but the opportunities for them to learn about other world faiths are very limited. Further, a confusion about what constitutes religious education, as opposed to collective worship, has led to insufficient time being allocated to the subject. Both of these factors have contributed significantly towards the unsatisfactory standards currently being achieved. The length of the school day is adequate and the time allocations for individual subjects, other than religious education, is also satisfactory.
44. Appropriate and relevant policies and schemes of work are in place for all subjects, except religious education and, in most cases, they contain detailed and extensive information to provide for a full coverage of these subjects. This information ensures a steady and progressive development of each subject through the school. In art and design, however, the scheme makes little suitable reference to the development of pupils' artistic skills. The school has adopted the National Literacy and Numeracy Strategies with considerable success. The National Numeracy Strategy has been effectively implemented, with an appropriate use of mental activities in lessons and a ready use of mathematics in other subjects of the curriculum, such as in design and technology and geography. In Literacy, many opportunities are provided for pupils to develop their reading and writing skills, both within English itself and across the range of curriculum subjects, such as science and history. This has helped the school maintain the standard of work in English at a high level.
45. Teachers produce an extensive range of good quality curriculum planning that helps to ensure the effective development of pupils' knowledge, understanding and skills. Planning usually makes adequate allowance for the various needs of pupils, particularly higher attainers in the core subjects of English and mathematics and this, too, is an improvement since the last

inspection. The school makes good provision for the equality of pupils' access to the whole curriculum, with the staff making sure that pupils are involved, as far as possible, in a full range of activities. Good provision is also made for pupils' personal, social and health education, with aspects of sex and drugs education being fully covered within lessons, when appropriate.

46. The special needs policy promotes inclusion and there is a positive ethos in the school. Pupils with learning, behavioural or physical difficulties are all included sensitively through the good support of staff. Teachers work very effectively with classroom assistants. This ensures that pupils withdrawn from classes for additional teaching purposes undertake similar activities to their peers. Additionally, care is taken to ensure that pupils are withdrawn at differing times, so that they do not continually miss the same lessons. This ensures equal opportunities for all. The Code of Practice for pupils with special educational needs is fully in place. There are good systems to identify those who require additional support. Once identified, the co-ordinator works with teachers to provide focused individual education plans for pupils and gives guidance to teachers on implementation.
47. The school provides a good range of extra-curricular activities, including football, netball, athletics, music, recorders, drama, science, French and writing clubs. The swimming club, organised by the parent-teacher association, caters for pupils from Key Stage 1. The school welcomes many visitors, including the police, fire officers, artists and local clergy, as well as drama and music groups. A wide range of educational visits is arranged to places such as Eyam, Styal Mill, Bramhall Hall and the Stockport Air Raid Shelters. Pupils in Years 3/4 undertake a residential visit to Burwardsley. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
48. The school has satisfactory links with the local community. The school makes suitable use of the local area, in subjects such as geography and science, and there are strong links with the local church. A local company has provided the school with a range of audio equipment. Pupils also regularly entertain local residents. The school has close ties with other local primary schools and, in particular, strong sporting links have been established. Good links have also been forged with the local pre-school group, as well as with the comprehensive school. These links particularly help pupils when they move from one school to another. The 'bridging topics', which are pieces of work started in Year 6 and then completed, once pupils move to the comprehensive school, are particularly effective in developing a smooth transition.

#### **Provision for pupils' spiritual, moral, social and cultural development**

49. Provision for pupils' moral development is very good. Provision for social and spiritual development is good and provision for pupils' cultural development is satisfactory. The school meets statutory requirements for the delivery of acts of collective worship.
50. Spiritual development is well promoted and is planned sensitively for inclusion in lessons and collective worship. Short periods are provided for pupils to reflect when they are assembled together as a class or as a whole school. In class assemblies, teachers prepare for moments of reflection and also exploit incidental opportunities. For instance, in a Year 6 circle time, part of the school's personal development programme, pupils showed real concern and empathy when listening to a young girl's feelings engendered after foot and mouth disease struck her farm. Similarly, in a reception class lesson about "The Very Hungry Caterpillar", pupils showed awe and wonder as they watched a chrysalis change into a butterfly. The frequent opportunities to visit Holy Trinity Church at special times, such as Easter and Harvest, also contribute significantly to pupils' spiritual development.
51. Provision for moral development is very good. Each class devises its own set of class rules, which are prominently displayed and frequently referred to by teachers. This consolidates pupils' understanding and contributes to the very good behaviour seen during the inspection. Pupils develop a good sense of right and wrong from a very early age. They show care and concern for each other and handle resources carefully. The timetabled provision of "Circle Time" enables pupils to explore a range of issues, as they listen respectfully to the views of

others. School and class assemblies also promote good opportunities to develop pupils' understanding of moral issues. For example, in a Year 1 class assembly, the teacher encouraged pupils to think about cheating. They were able to give good examples from their own experiences, and this emphasised the notion of fair-play. The school promotes an appreciation of the important role of national charities and encourages pupils in fund raising.

52. Provision for social education is good. From their earliest days in the reception classes, pupils are expected to make choices about where they will work and play and to tidy up after themselves. Pupils treat each other with kindness and support each other well when working. All adults in the school are very good role models and relationships between adults and children are good. Social experiences are further developed by the provision of after school clubs, planned visits to places of interest, including a residential visit. However, opportunities for older pupils to commit themselves to additional responsibilities around the school are limited.
53. Provision for cultural education is satisfactory. Pupils gain a good insight into their own culture through a range of planned visits to such places as the Science Museum, Eyam village, or the Manchester Opera House. This, together with sound opportunities to learn about other cultures in subjects such as art and design, music and geography, enrich the curricular opportunities available and enable pupils to learn more about the world in which they live. For example, Year 2 pupils study an area of Australia, listen to songs and stories and practise Aboriginal art and dance. However, provision is limited by the lack of opportunities provided for pupils to develop a clear understanding of living in a multicultural society. Whilst very effective use is made of visits to the local church, opportunities are not included for pupils to visit non-Christian places of worship. Too little focus is placed on the multicultural perspective of the broader society and the richness provided by differing religions and cultures. Resources for this aspect of the school's work, including books and artefacts, are limited.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

54. The school provides a very happy, relaxed and stimulating environment. The friendliness and courtesy of the pupils and staff are strengths of the school. There is a good range of policies and procedures, which are generally applied consistently by all the staff, which effectively promote pupils' welfare. These include the behaviour policy, policy for discipline and the anti-bullying policy, all of which are currently under review.
55. There are good links with pre-school providers and good induction arrangements which ensure that children settle well into school routines. The staff who teach children under five know them very well, provide a secure environment and give encouragement, endeavouring to build each child's self esteem. Well developed assessment procedures are in place which are used effectively to plan future work in the reception classes.
56. Teachers and support staff have a very caring attitude towards the pupils and, as a result, they all achieve well. Pupils and their families are generally well known to the school and this helps teachers monitor each pupil's progress and personal development. Close contact is maintained with MASK, a local pre school and after school care club.
57. The support for pupils with special educational needs is good. The co-ordinator, via weekly meetings, ensures that all members of staff receive comprehensive briefings about the work pupils do. Consequently, teachers are well informed and well prepared for their work and the materials they use clearly addresses the needs of pupils. The co-ordinator maintains detailed records of each pupil's attainment and progress and regularly works with individuals to check their progress against their individual education plans. This monitoring initiative ensures that the work provided is at the right level and that pupils are making progress against targets set.
58. Relationships between teachers, support staff and pupils are good and pupils can be observed caring and supporting each other. Pupils gain in confidence as they progress through the school and are more than willing to talk about themselves and their feelings and to ask for help when it is needed.

59. The school is committed to a positive discipline and behaviour policy and, as a result, functions as an orderly and caring community. Pupils are disciplined and good behaviour is both an expectation and characteristic of the school. Supervision of the pupils during lunchtime and other breaks is satisfactory. Parents are encouraged to contact the school should a problem arise and parents say that staff are willing to discuss any difficulties. The school has a good child protection policy and staff are aware of their responsibilities in this area. Good arrangements are in place to deal with sick children.
60. There are very good procedures for monitoring and promoting children's attendance.
61. The governors monitor the health and safety policy and an audit of the site takes place each term. Regular fire drills also take place each term. A small number of concerns have been raised with the school which will need attention. These include the provision of clear route signs, particularly in the open-plan area, which will enable pupils and visitors to make a speedy exit in the case of an emergency.
62. Procedures for assessing pupils' attainment are good. Thorough assessment of children's attainment takes place at the beginning and end of the foundation stage. There are good procedures at the end of Key Stages 1 and 2, when the results of the national tests are carefully analysed. In addition, the optional national tests are used for English and mathematics towards the end of Years 3-5. Also, pupils' achievements, following the teachers' assessments in science, are analysed at the end of Key Stage 1. Subsequently, pupils' knowledge and understanding are assessed at the end of each unit of study. In line with local authority requirements, the school participates in standardised tests in Year 1. This provides useful information that enables teachers to match work more closely to the needs of pupils in Key Stage 1.
63. Assessment in the foundation subjects is under-developed, but this is recognised by the school and is being addressed. In English and mathematics, the data are used to track the progress of individual pupils and the age group and this helps the school to consider whether there is any difference in the performances of pupils, for example by gender. This enables the school to identify those who may need extra support. The assessments are also used to set targets for individual pupils. The most able pupils are identified through a testing procedure and the information gained is used effectively to develop programmes of work, particularly in English and mathematics. There is a portfolio of work for each pupil. As a result pupils have some understanding of the progress they are making in their learning. The detailed assessment strategy provides relevant information for governors about the school's performance and for parents about their children. The school has made some progress towards using assessment to inform medium and long term planning, for example in identifying spelling as a priority. Short term planning usually identifies assessment opportunities, but these are insufficiently used, particularly in science and the foundation subjects, to plan activities matched to the needs of all pupils. The school has a marking policy, but the marking of work is inconsistent and is used insufficiently to inform subsequent planning.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

64. The views of parents and carers are that the school helps children to become mature and responsible. Parents say that it is a good school where the staff care deeply for the children. They also say that the children like school. Parents are pleased with the good behaviour and the generally high expectations of the school, which ensures that good progress is made by all pupils. Parents believe that the school is well led and managed. In general, parents are pleased with the arrangements for the setting of homework; it is well matched to pupils' needs. Some parents would like to see a greater number of extra curricular activities and more information about their children's progress. Inspectors believe the school makes good provision in both of these areas and the criticism of a small percentage of parents is unjustified. Many parents say how much they appreciate the many opportunities open to them to become involved in the life of the school and how they feel welcome. The partnership between parents and the school is good and is a real strength of the school.

65. The impact of parents' involvement with the school is very good. A large number act as volunteer helpers in the school, where they work closely with the teachers who carefully utilise the many skills that these parents possess. There is a very active Parents Teacher Association (PTA), which, through its activities, raises money for the school and builds up community spirit. The PTA organises after school swimming and regular events, including the annual May and Christmas fairs, discos and coffee mornings.
66. The level of information given to parents is good. They receive a much-appreciated monthly newsletter and are invited to curriculum evenings, which are organised to make parents aware of new developments. Parents are kept informed of their children's progress through parents' evenings and an annual report. A small number of parents feel that when difficulties arise they should be notified earlier and not wait for the parents' meeting or annual report. The majority of parents feel that they are able to talk with the teachers if they need more information. The school continues to be sensitive to the needs of separated parents and ensures that both partners are kept informed of their children's progress.
67. Overall, the contribution of parents to children's learning at school and at home is good. In addition to the large number of volunteers in the school, many parents help their children at home. Both parents and teachers very effectively use reading logs with the pupils as a means of communicating with each other. So that parents can be even more effective in the way they help their children, a number have asked for more information about what is being taught. Parents believe that the quality of information they receive from the school has improved since the last inspection.
68. Parents of pupils with special educational needs are well informed about their children's progress. A structured series of letters leads parents through the initial stages of identification of special needs. Parents receive copies of all individual learning plans and are encouraged to attend termly review meetings.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

69. The headteacher provides the school with good, effective leadership and ensures that the school has clear educational direction for long term development. Since her appointment, just over two years ago, the headteacher has been instrumental in improving school organisation and management. She has successfully addressed issues related to the accommodation and ensured that high standards, particularly in English, mathematics and science, have been maintained throughout the school.
70. The key issues for action identified in the last school inspection report have all been tackled. They related to the quality of teaching, such as planning, challenge of pupils' work and the use of learning objectives in lessons have been addressed satisfactorily. School development planning, which was identified as a weakness, is now much stronger. There is a good, clear framework which outlines the school's priorities and the systematic manner in which they will be addressed. Some progress has been made towards developing the role of co-ordinators, especially in English and mathematics, but further development is required in this area to ensure that it is fully achieved.
71. The deputy headteacher gives the headteacher good support and fulfills her role effectively. As well as being a committed and conscientious upper Key Stage 2 teacher, she gives strong leadership to her co-ordinator roles in English and special educational needs. She is well qualified in this area and keeps up to date with current initiatives. The monitoring and evaluation of classroom provision for special educational needs is good, the co-ordinator working effectively with teachers to improve provision. Communication with staff is very good, ensuring a well co-ordinated approach and the most effective use of additional support. This ensures that pupils are well supported in their learning. The decision to set Key Stage 2 pupils for mathematics has resulted in a close match of work for the differing abilities of pupils, providing a good rate of challenge for able pupils, whilst supporting the less able in smaller group provision. The co-ordinator with responsibility for able pupils is enthusiastic, having a

good understanding of pupils' needs. He has monitored classroom provision and has worked with groups of children to analyse their potential. A suitable range of challenging learning materials provides good support for teachers in their planning for able pupils, although the use of this provision is inconsistent between classes and across key stages.

72. The school has clear aims and values based on its Christian tradition and these are reflected in the daily life of the school. There is a happy, secure community atmosphere within the school which fosters the value of individual worth and encourages pupils to gain in confidence and take responsibility for their actions. There are good learning opportunities for all pupils within a stimulating school environment. A strong focus on equality of opportunity exists within the curriculum provision. Pupils are encouraged to reach their full potential academically, creatively, physically, socially and spiritually. The school does offer pupils a breadth of experience of different religions and cultures, but this is too narrow and focuses too much on Christianity and European culture.
73. There is a good level of shared commitment to improve and a capacity to succeed. Teachers generally work well together and this is particularly evident in the detailed planning which takes place between teachers in the parallel classes in each key stage. Classroom assistants are enthusiastic and liaise well with teachers in order to use their contact time with pupils effectively. Subject co-ordinators undertake significant amounts of training, often outside school hours, in order to further their own knowledge and to equip themselves better to fulfill their roles. Knowing that they need to raise their own levels of expertise in order to keep pace with the technological advances taking place in information and communication technology, the staff have worked particularly hard on developing their skills in this subject by attending evening classes.
74. The headteacher has a sound understanding of the quality of teaching and learning being delivered in the school. This is undertaken through the viewing of teachers' planning and the scrutiny of pupils' work. However, there are no formal structures in place for the headteacher to monitor standards of teaching and only an informal view is gleaned through movement around the school and impromptu visits to the classrooms. Although this is a weakness at present there are firm, well documented plans for this to be addressed in the very near future, through the introduction of the national performance management system. The headteacher has received training and will begin a systematic appraisal of teachers during the second half of 2001. This should equip her much better to evaluate the quality of teachers' classroom performance.
75. The national focus on literacy and numeracy has meant that the school has directed much of its energies and finances to improving standards in English and mathematics. The result is that co-ordinators in these subjects have become high profile members of staff, receiving significant training and monitoring standards of teaching and learning. They have developed analytical skills and now lead their subjects well, because they have a clear picture of what needs to be addressed next. The subject co-ordinators in other subjects are generally knowledgeable about their areas and give a strong advisory lead to colleagues, but they have not had the same opportunities to develop their role in school. There is some evidence of the monitoring of teachers' planning and the scrutiny of pupils' work in individual subjects, but no systematic programme exists to evaluate the overall quality of work in each subject. There are plans to address this weakness in the school development plan by allowing co-ordinators non-contact time in order to view colleagues delivering lessons. If these plans are put into practice and are well structured and funded properly, it could give co-ordinators the insight they need to develop their subjects properly.
76. School development planning is good. The key areas for improvement are based on accurate information. The priorities of maintaining and improving standards in English, mathematics and ICT have been addressed systematically, with appropriate strategies in place to support the initiatives, including matched finance, staff training, success criteria, evaluation and timescales for completion. A culture of self evaluation is gradually developing in the school as key staff take responsibility for leading initiatives.

77. The governors generally fulfil their role satisfactorily. They are a committed group of people who bring a good range of expertise to governing body meetings. A good committee structure has been established and affairs related to staffing, accommodation and finance are reviewed regularly. The governors meet all their statutory requirements and are given good advice by the clerk to the governors and the headteacher. The governors are becoming more involved in development planning and they are consulted and offer advice on issues facing the school. They are particularly active on issues related to the accommodation and they have given the headteacher good support in the quest to remove outdated accommodation and replace it with a modern extension for the Foundation Stage and upper Key Stage 2. The chair of governors is very committed to the school and has a good working relationship with the headteacher.
78. There are some good examples of individual governors using their initiative in order to forge good links with staff and to find out for themselves the quality of work taking place in school by helping in classrooms. The governors with responsibility for literacy, special educational needs and the more able fulfill their role conscientiously and have a good understanding of the strengths and weaknesses in these particular areas. However, there are no proper structures in place for all governors to monitor the work of the school thoroughly. They tend to rely too much on headteacher reports, instead of finding out for themselves by seeing the school in action or by meeting teachers and parents. Monitoring systems are too vague and some governors are not sufficiently involved.
79. Annual objectives for performance management for the headteacher have recently been set by the governors. They are appropriate and fit in well with school development strategies, but too little reference is made as to how the headteacher's performance will be independently monitored by the governors.
80. The school has appropriate systems in place for the induction of new staff. Good guidance is given to supply teachers in the school handbook. At present, the school does not have a newly qualified teacher on the staff, but the most recently inducted teacher was given good support and proper training to allow her to settle into her post successfully.
81. Good use is made of the information gained from national and local tests to set long term targets. Information gained from testing children when they enter school in the reception classes forms a good basis for tracking children's performance regularly through the school. The headteacher and senior staff are astute at identifying trends in school performance and putting systems into action to remedy weaknesses. A good example is the development of strategies to extend the more able pupils in Key Stage 2. Appropriate targets are being set in English and mathematics which are based on well founded performance information. However, it is becoming increasingly difficult for the school to set higher targets in National Curriculum tests, because such a high percentage of pupils are already reaching average and above average scores.
82. The school is making good use of new technologies to improve the quality of provision for pupils and make office systems more efficient. There has been a significant injection of funding to improve computer hardware and software which is beginning to pay dividends by improving the standards achieved by pupils.
83. The school makes good use of the strategic resources made available through age weighted funding and specialist grants. The headteacher takes responsibility for financial matters, but receives good support from a local authority finance officer. However, a greater degree of delegation could be effected, if subject co-ordinators were involved in managing their own respective budgets within subject action plans.
84. The underspend monies identified in the 1999/2000 budget have been absorbed into the following year's income and used sensibly for the refurbishment of the new classrooms and minor alterations in Key Stage 1 accommodation. The recommendations of the most recent audit of April 1997 were of a minor nature and have all been met satisfactorily. The headteacher has a sound understanding of how to gain good value from school expenditure. A good example is the employment of building consultants who provide the school with good independent advice and employ reputable contractors. The school compares its own

performance with other similar schools and consults with parents properly on major school decisions. Day to day administrative systems are efficient and effective, ensuring that the school runs smoothly.

85. There are a good number of teachers who are well qualified to teach primary age pupils and National Curriculum subjects and religious education. Teachers undertake a significant amount of training to keep abreast with current educational trends. Pupils and teachers are given good support by a growing number of classroom assistants. Some class sizes in Key Stage 2 are over-large, due to the popularity of the school and the increasing number of pupils who gain admittance through the appeal process. This, coupled with the small size of classrooms in lower Key Stage 2, makes it difficult for teachers to give pupils the individual attention they require, especially in practical lessons.
86. The 'open-plan' nature of the accommodation in Key Stage 1 and lower Key Stage 2 does not easily lend itself to a direct teaching style, because rooms are too small. Some teaching areas are, by necessity, used as thoroughfares, as pupils move from one area to another in the course of their work. The school has done its best to minimise disruption by making minor alterations to the fabric and relocating furniture. Fortunately, teachers' class management is good and pupils are distracted only minimally.
87. The building is well maintained by the cheerful caretaker and his cleaning staff. There are attractive displays which enhance the environment and stimulate pupils' interest. The site facilities are used well, particularly for science and physical education. Learning resources are good in English, mathematics and physical education and contribute to the good standards being achieved. However, in religious education they are unsatisfactory, because there are insufficient reference materials to support the key faiths.
88. The school is judged to give good value for money, taking into consideration the expenditure per pupil, overall school effectiveness and the social and economic backgrounds of the pupils.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

Inspectors recognise the high standards being achieved by the school, but to improve standards further the headteacher, staff and governors should:

- i. further develop the role of subject co-ordinators by providing opportunities to monitor standards of teaching and learning and take greater responsibility for the management of their subject budgets;

(paragraphs 70, 75, 83, 132, 137, 142, 147, 152, 157, 161, 170, 176)

- ii. broaden the range of learning opportunities in religious education within a whole school framework which encompasses a wider range of faiths, as well as Christianity, and sets aside a discrete time for the teaching of the subject each week.

(paragraphs 15, 43, 53, 72, 87, 172, 173, 174, 175, 176)

## **MINOR ISSUES**

Devise a structured programme of visits so that all governors have opportunities to evaluate the quality of work being undertaken in the school (paragraphs 78,79)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	52	36	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	346
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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	12

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.2

#### 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
	2000	32	17	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	30	30
	Girls	15	16	16
	Total	47	46	46
Percentage of pupils at NC level 2 or above	School	96 (96)	94 (87)	94 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	30	32
	Girls	16	15	16
	Total	48	45	48
Percentage of pupils at NC level 2 or above	School	98 (90)	92 (88)	98 (96)
	National	84 (82)	88 (86)	88 (87)

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
	2000	23	28	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	21
	Girls	26	26	27
	Total	46	44	48
Percentage of pupils at NC level 4 or above	School	90 (91)	86 (84)	94 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	20	23
	Girls	27	26	27
	Total	49	46	50
Percentage of pupils at NC level 4 or above	School	96 (91)	90 (91)	98 (95)
	National	70 (68)	72 (69)	79 (75)

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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	299
Any other minority ethnic group	0

*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)	13.5
Number of pupils per qualified teacher	28.8
Average class size	28.8

#### **Education support staff: YR – Y6**

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

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999- 2000
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	£
Total income	559,265
Total expenditure	524,707
Expenditure per pupil	1,521
Balance brought forward from previous year	34,558
Balance carried forward to next year	36,849

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	346
Number of questionnaires returned	97

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	2	0	0
My child is making good progress in school.	55	33	9	1	2
Behaviour in the school is good.	55	42	1	0	2
My child gets the right amount of work to do at home.	37	53	8	1	1
The teaching is good.	56	36	1	0	7
I am kept well informed about how my child is getting on.	43	36	15	5	0
I would feel comfortable about approaching the school with questions or a problem.	56	31	12	1	0
The school expects my child to work hard and achieve his or her best.	67	29	1	0	2
The school works closely with parents.	29	49	16	5	0
The school is well led and managed.	48	41	4	1	5
The school is helping my child become mature and responsible.	52	44	4	0	0
The school provides an interesting range of activities outside lessons.	26	43	19	2	10

## **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**

89. Provision for children in the reception classes is good. The previous inspection report stated that teaching was good, that children made a good start to their education and achieved sound progress. The findings of the current inspection are similar. An assessment of children's level of attainment is carried out within the first few weeks of the children entering the reception classes and the results show that their attainment is above average in most areas of learning, although their writing skills and understanding of number processes are not as well developed. The current inspection findings indicate that children make sound progress and, by the end of the school year, the majority will have achieved the Early Learning Goals and many will have exceeded them.
90. The children are offered a broad, balanced and relevant curriculum which is well planned jointly by the two reception teachers to ensure a well-structured provision. The classroom assistant shares in the planning and makes a valuable contribution to the progress that children make. Regular assessments of children's attainment and progress are made and are used effectively to ensure that, overall, work closely matches children's differing abilities. Children with special educational needs make good progress because of the carefully structured support they receive. Parental help is used to very good effect. The reception classes provide children with a firm foundation. Teachers have high expectations of young children's ability to work and play appropriately. Their management of the children is very good. This results in very good relationships, and a positive, friendly ethos in which young children thrive. The attention to small detail and the careful, consistent build up of skills, knowledge and understanding, sometimes results in the pace of learning slowing, so that good teaching results in sound, rather than good progress for high attaining pupils. A well-developed induction programme ensures that children are well prepared for entry into school. Other procedures for regular communication with parents are less well developed.

### **Personal, social and emotional development**

91. All pupils make very good progress in this area and all will achieve the desired goals by the end of the Foundation Stage. Children are well motivated. They concentrate, persevere, complete their tasks well and are developing very positive work habits. Their behaviour is very good. Children listen attentively to their teachers and each other. In "free choice" activities, they are able to take appropriate decisions on where to spend their time. They access equipment independently and all help to tidy up at the end of the lesson. Children share equipment and handle resources with respect. They enthusiastically explore new learning. They make good relationships with their classmates and teachers.
92. The quality of teaching in this area of learning is very good. The good organisation in the reception classes enables pupils to access and put away equipment independently. The good mix of planned work in literacy and numeracy, interspersed with a good number of structured tasks, for example painting, gives variety and interest to children's learning, enabling them to maintain focus for a good period of time. Careful structuring of tasks enables children to reinforce previously taught work. For example, in the class "school", children fill in the class register. They take turns to be teacher, testing others on the names of shapes such as square or triangle, or placing numbers in order on a washing line. This gives purpose to their play and adds to the overall positive atmosphere that permeates the reception classes.

### **Communication, language and literacy**

93. Children enter the reception classes with average or above average attainment in reading, speaking and listening and handwriting. Their ability to write, using individual words, is average. Pupils make sound progress in this area of learning and, by the end of the reception year, the majority will achieve and many exceed the Early Learning Goals in this area. All pupils make good progress in learning letter sounds and use this to good effect when decoding

words in reading books. Progress in reading is sound. Children use a range of clues such as picture or initial letter. They read with enthusiasm. Most can complete a sustained piece of writing, using simple sentences. Lack of use of capital letters and full stops to demarcate sentences, precludes high-achieving pupils from attaining the higher levels. All children listen attentively to their teacher and each other. They are keen to participate in class discussions. They are developing a good vocabulary with which to describe their work. For example, after hearing the story "The Very Hungry Caterpillar", children used words such as "cocoon", "chrysalis" and "butterfly" in their own early story writing.

94. Teaching in this area is good, overall. There is good emphasis on the teaching of basic skills. Children are taught in small achievable steps, building on previous work and this gives good support to their learning. Teachers give clear instructions so that children know what to do. Appropriate questioning enables children to develop speaking and listening skills. Teachers keep comprehensive records of attainment and progress and know the children's differing abilities. They provide relevant activities at the right level. Good links with parents are maintained through the home reading diaries, contributing effectively to the sound progress that children make.

### **Mathematical development**

95. By the end of the Foundation Stage the majority of children achieve the Early Learning Goals for this area of learning, making satisfactory progress. Most can count by rote to 20 and recognise numbers to 9. High achieving children recognise numbers to 100. They are beginning to combine two numbers together, but overall, their ability to solve simple problems mentally, using a range of techniques is an area for development. Children develop a sound vocabulary to describe their work, using terms such as "more" and "less". They name an appropriate range of two dimensional shapes.
96. The quality of teaching is satisfactory. Teachers give relevance to children's learning by providing interesting activities. For example, after reading "The Hungry Caterpillar", children made butterflies with symmetrical wings, understanding that each wing had to be identical. Since teachers plan the same activities for the differing abilities of children in both reception classes, for example, the high attainers, the work does not always closely match the needs of all groups and individuals. This sometimes results in work that is insufficiently matched to children within individual classes and reduces the rate of progress that they make. The overall pace of delivery in whole class teaching sessions is satisfactory, but sometimes lacks challenge.

### **Knowledge and understanding of the world**

97. Most children enter the reception classes with rich experiences of their world. Progress in this area of learning is sound and all children are likely to achieve most aspects of the Early Learning Goal. They are beginning to learn about their own culture and beliefs and recently visited Holy Trinity Church to baptise a class doll. They have listened to a number of Bible stories. They name a good range of fruits and vegetables and are aware of the daily changes in weather, naming the days of the week and months of the year. Children confidently use the class computer to support their learning. For example, they have made butterflies with symmetrical wings and have placed pictures of its life cycle in sequence.
98. Teaching in this aspect is sound, effectively combining areas to enable children to make connections in their learning. For example, as part of their work on caterpillars, children have estimated numbers of legs, thus reinforcing early mathematical skills. They have re-written the caterpillar story, have mixed a range of green colours to develop understanding of "shade", and have looked for varying shades of green in the adjoining woodland. Opportunities are limited for children to make visits into the local environment or to receive visitors to add relevance to their learning. Opportunities for them to begin to learn, in simple terms, about the beliefs and cultures of other people are also limited.

## **Physical development**

99. Standards in physical development are broadly in line with national expectations by the end of the Foundation Stage. Children demonstrate good hand-eye co-ordination as they drag the mouse across the computer screen. They use scissors appropriately, as when cutting out leaves. They have learnt the conventions of physical education lessons, changing quickly and listening attentively. They enjoy these lessons, running and jumping with good control and vary the length of step. They understand the notion of space. They show good control when patting balls in the air.
100. In the one physical education lesson seen, teaching was very good. This was because the teacher's very good behaviour management resulted in children listening carefully and this enabled them to make very good progress. The lesson was well organised, with good resources strategically placed, enabling easy access. The good range of challenging activities built carefully on prior learning, so that all could partake.

## **Creative development**

101. Children make sound progress and all will achieve the Early Learning Goal in this area. They mix paints carefully, showing good control. In the class "school", children adopt the role of teacher and pupils, adapting their voices appropriately as they act out their parts. They have examined the work of artists, creating effective paintings of sea and sand in the style of Edmund Cross. They sing a range of simple songs from memory and enjoy using percussion instruments.
102. Teaching is sound, overall. The provision of a suitable and well organised range of resources enables children to make choices in their learning. Resources are sufficient and of good quality. The good use of the nursery nurse to oversee the work in the creative area enables children to receive individual attention. This contributes significantly to the good results they achieve when painting.

## **ENGLISH**

103. At the end of both key stages, standards are well above the national average in speaking, listening and writing and very high in reading. Pupils make good progress through the school. In the National Curriculum tests at the end of Key Stage 1, in 2000, the school's results were well above average in writing and very high in reading. In comparison with schools with pupils from similar backgrounds, the school's results were well above average in both aspects. In the National Curriculum tests at the end of Key Stage 2, in 2000, the results achieved by the school were well above average. In comparison with similar schools, the school's results were above average. Present inspection findings confirm these results. Girls are achieving better than boys, but this is in line with the national picture. The high standards achieved at the time of the school's previous inspection have been successfully maintained.
104. At the end of both key stages, pupils' speaking and listening skills are well above average. At the end of Key Stage 1, pupils listen attentively to their teachers and to each other and their responses show that they have a clear understanding of what they have heard. They answer clearly and confidently, providing, on many occasions, extended answers. They successfully use a range of appropriate vocabulary to add detail to their comments and they develop their ideas carefully and thoughtfully. At the end of Key Stage 2, pupils listen carefully in a variety of contexts, including teachers' instruction, class discussion and in drama. A very small number of pupils, however, on occasions, do not pay adequate attention to this aspect of their work. Most pupils are articulate speakers who provide detailed answers, explanations and arguments. They speak clearly and put their points confidently and concisely, using a very extensive vocabulary. In discussions, they respond most appropriately to the comments of others in the class.
105. At the end of both key stages, pupils' standards in reading are very high. At the end of Key Stage 1, pupils read texts fluently and accurately, with a high level of understanding. Most introduce expression into their work. In discussing their books, pupils readily refer to the text,

clearly expressing opinions about the contents. They also show a very secure understanding of the use of letter sounds in word building, as well as having an extensive sight vocabulary. Pupils readily find information, confidently using a book's contents page and index to help them. At the end of Key Stage 2, pupils read with fluency, accuracy and evident enjoyment. They talk confidently about what they read, making appropriate references to characters and events in the stories. They identify key events and themes and use relevant information to support their views. Pupils regularly use reference books to find information and most of them have mastered the skills of skimming and scanning. Many pupils confidently summarise the information that they have read.

106. At the end of both key stages, pupils' attainment in writing is well above that expected nationally. At the end of Key Stage 1, pupils successfully write factual information, sometimes in the form of news, as well as imaginative writing in the form of stories and poems. Many pupils produce extended pieces of writing and, by the end of the key stage their writing is clear and logical. Good use is made of vocabulary to bring writing alive. Capital letters, full-stops and other forms of punctuation are generally used correctly and pupils' spelling is usually accurate. Where there are inaccuracies the words are always phonetically acceptable, such as in the spelling of 'scool'. The handwriting of most pupils is neat, legible and of a consistent size, with many pupils being able to join letters appropriately. At the end of Key Stage 2, pupils successfully write for a variety of purposes and audiences. They place great emphasis on the use of items such as adverbs and adjectives, to add detail to their writing, as well as using an increased range of vocabulary.
107. The overall quality of teaching and learning is good. Teachers have a good subject knowledge and lessons are well planned and well organised, with teachers carefully following the requirements of the National Literacy Strategy. In their planning, teachers are particularly careful to provide work that is suited to the needs of all pupils, with, for example, higher attaining pupils being given extension activities when necessary. This is an improvement since the time of the previous inspection. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction and they make good use of intonation in their voices, as well as humour, to help maintain pupils' interest. Teachers usually provide opportunities for pupils to speak at length and develop their speaking skills, for example, by making good use of questioning, discussion and drama. Very occasionally, however, teachers do not provide pupils with enough chances to speak, for instance, when pupils call out answers or individuals are allowed to dominate the discussion.
108. Teachers are most careful to provide appropriate reading books for pupils and all pupils have books suitable to their needs. Many opportunities are provided for pupils to read, both in lessons and to parents and other adults and this is contributing significantly to the standards being achieved. Very detailed records are kept of the books read and pupils are regularly provided with replacement books of increasing difficulty. Pupils are keen to read and many of them profess a great interest in books. Many choose quite challenging texts and discuss the contents readily.
109. Teachers throughout the school provide a very good range of writing activities and opportunities for their pupils, during lessons both in English and in other subjects, such as science, history and geography. Teachers emphasise the need to develop handwriting skills and they regularly remind pupils about the need to introduce interest, depth and quality into their writing. Pupils respond enthusiastically to the opportunities provided, in all aspects of the subject and they all, including those with special educational needs and English as an additional language, make good gains in their knowledge and skills. Good relationships are developed between teachers and pupils and teachers provide effective support and guidance during lessons. Lessons are usually brisk in pace and pupils are kept busy throughout. Pupils' attitudes to English are good and often very good and this greatly enhances the progress they make. Apart from a very small number of pupils, the majority behave well and set about their tasks enthusiastically.
110. The school uses the National Literacy Strategy as its scheme of work and all the various aspects of work are very suitably covered. Literacy skills are very well developed, not only in English but in other subjects, particularly in history and geography. The acquisition and use of

reading and writing skills has a high priority in the school curriculum and enables pupils to reach high standards in many areas of their school work. There is effective use of ICT in English lessons which helps pupils to develop their word processing skills. The co-ordinator is hard working and knowledgeable and she provides very appropriate support and advice to her colleagues when it is requested. Through studying teachers' planning she is aware of the work that is being covered throughout the school, and she is also provided with some opportunity to monitor that work in the classroom. She has had a most significant influence on the overall standards being achieved in the school. A good range of assessment procedures are in place, with teachers keeping a variety of information about each pupil's performance. The information which is recorded is used effectively to identify pupils' current attainment, the progress they have made and to help the planning of appropriate future work. Teachers also provide pupils with suitable targets for improvement in their work on a termly basis, although in some classes these targets are not clearly displayed in their books. Resources are generally good and used effectively to improve standards of work.

## **MATHEMATICS**

111. By the end of both key stages, inspection evidence shows that pupils are reaching well above average standards in mathematics. The National Curriculum test results for 2000 support this judgement. Compared with schools in similar areas where there is a low percentage of pupils receiving free school meals, attainment levels in mathematics are above average.
112. At the end of Key Stage 1, 94 per cent of pupils achieved the national average level or above and 43 per cent of pupils the above average level 3 in the National Curriculum tests in 2000. At the end of Key Stage 2 in the National Curriculum tests, 86 per cent of pupils achieved the national average level or above and 41 per cent of pupils the higher level 5 grade. Although there have been variations in results over the last four years, which have varied depending upon the particular groupings of pupils in each year, results have improved in line with national trends. Boys generally achieve higher standards than girls in mathematics tests, but the differences are marginal and in line with the national picture. The school is maintaining high standards in mathematics.
113. The high standards are achieved because the school builds well on children's early basic number concepts. The generally good quality teaching throughout school and the pupils' own enthusiasm for learning also make an important contribution to the achievement of high standards. The introduction of the National Numeracy Strategy, with its tight lesson framework and clear progressive planning also enables pupils to improve their standards of work. The new strategy is now well embedded into the school curriculum and is being followed rigorously by teachers. The additional training received by teachers, the increase in learning resources and the strong leadership of the subject co-ordinator have all made sizeable contributions to maintaining the high standards now being achieved by pupils.
114. Pupils generally make good progress throughout the school. They enter school with above average levels of mathematical attainment for their age and leave at the end of Key Stage 2 with well above average attainment. The best progress is made in Key Stage 2 where there is a system of grouping pupils by ability levels; this enables teachers to match the work more closely to pupils' attainment. This ensures greater rigour and challenge in lessons, which spurs the pupils on to higher standards. A measure of the good progress in Key Stage 2 is shown by the many pupils in Key Stage 1 who just manage to reach a lower level 2 grade (2C) and would not normally be expected to obtain a level 4 grade at the end of Key Stage 2; that they achieve this, shows a good level of overall progress in Key Stage 2.
115. Pupils with special educational needs make similar progress to their classmates. Pupils who have specific mathematical learning difficulties have set targets to improve their standard of work and are supported appropriately by teachers and classroom assistants. The two pupils with English as an additional language are making very good progress. They integrate well into their classes and are given specialist support from a part time teacher and their own mother, who helps in their classes for brief periods during the week.

116. By the end of Key Stage 1, almost all pupils have a sound understanding of place value and position three digit numbers into their correct values of hundreds, tens and units. Pupils are competent in the processes of addition and subtraction. Some more able pupils can subtract two digit numbers from a hundred, with little support other than by checking a 100 square board. Pupils are beginning to use multiplication tables to speed up the process of equal addition, especially in groups of 2, 5 and 10. In measurement activities, pupils are developing sound skills. They estimate the length of items in the classroom and compare those with the length of a metre stick. Some enthusiastic and more able pupils measure belts, ties and pieces of string accurately to the nearest centimetre. Most pupils are familiar with three dimensional shapes and name these readily. However, some lower attaining pupils are unsure about the names, especially the cylinder and cuboid solid shapes. Higher attaining pupils distinguish between edges, corners and faces accurately. Pupils have opportunities to solve problems, particularly in the context of money, by adding coins together from a purse. Some more able pupils can give the correct change from a pound coin having made a fictional purchase.
117. By the end of Key Stage 2, almost all pupils have a secure knowledge of the basic multiplication tables and apply them rapidly in an inverse manner to division problems. Lower attaining pupils are beginning to grasp the concept of proportion by using diagrams and realise that 75 out of 100 is equivalent to 3 in every 4. Higher attaining pupils are quick to calculate percentages such as 15 per cent of 80, explaining that 10 per cent of 80 is 8 and 5 per cent is 4, therefore 15 per cent of 80 = 12. Most pupils show confidence when handling data and produce frequency diagrams, graphs and pie charts to illustrate results. Pupils draw good conclusions in problem solving activities when they compare the hours of sunshine in London and the Algarve. In shape, space and measurement, pupils generally have a good level of understanding. They measure angles accurately to within 5 degrees and construct nets of regular solid shapes. They have secure knowledge of perimeter, area and reflective symmetry.
118. The quality of teaching and learning is sound in Key Stage 1 and good in Key Stage 2. Teachers have a good understanding of the subject and deliver the mathematical content of lessons with confidence, using accurate vocabulary. The basic skills of calculation are also taught well and this ensures that good learning takes place, especially through the development of skills, building of understanding and the acquisition of mathematical knowledge.
119. Although some Key Stage 1 teachers tend to rely too heavily on textbook material, teachers plan thoroughly. Termly and weekly planning is detailed, but in Key Stage 2 it is more effective because it targets different ability groups more precisely and provides a greater challenge to their intellectual capacity. Teachers' expectations are also generally higher in Key Stage 2. They expect more from their pupils in the time available in lessons.
120. Classes are generally well managed by teachers, especially in Key Stage 1 and lower Key Stage 2, where the open plan design of the building makes direct teaching difficult. Relationships between pupils and teachers are good. Teachers occasionally share good humoured banter with pupils and this further enhances the conducive working atmosphere. Even in less successful lessons when the management is not so secure and the pace is slow because demonstrations take too long, pupils behave well and rarely become uninterested. Learning support staff, parent helpers and students from local secondary schools all make a valuable contribution to lessons by working with groups, giving advice and monitoring pupils' work.
121. In general, teachers form a clear view of the standards being achieved in their classes by circulating around the room during lessons. Some good formal assessment is also undertaken by teachers recording the results of mental tests. However, the quality of marking of pupils' work is variable. There are both good and poor examples in Key Stage 2. The best examples show thorough, regular marking, with guidance as to how pupils might improve further. Less effective marking is not detailed and allows pupils to present their work untidily without a written comment being made. A more standardised approach to marking and presentation would be beneficial to the overall quality of pupils' work.

122. The curriculum is well balanced and covers all the prescribed elements of the National Curriculum. Pupils' numeracy skills are being well developed. There is sound evidence of these skills being used in other subjects, such as science and design and technology. ICT is used effectively in mathematics lessons, especially to develop pupils' understanding in data handling exercises. Assessment systems are well established and annual tests give teachers a clear picture of each pupils' performance level. From these results the school is able to set realistic, whole school targets for the end of Key Stage 2. However, individual targets for pupils to improve in specific areas of their work are not yet established but the school sees this as the next logical step.
123. The co-ordinator carries out his role well. His leadership is strong and is instrumental in maintaining and improving standards. Careful analysis of National Curriculum results and the monitoring of teaching and learning have enabled him to gain a clear view of the standards of mathematics in the school. This has meant that effective action has taken place through well targeted training, purchase of resources and addressing weaker areas within the curriculum. It has strengthened the subject throughout the school.
124. The school has made satisfactory progress since the last inspection. Standards have remained well above average and kept pace with national levels of improvement. Planning systems have improved and the most able pupils are now catered for more effectively than previously. The leadership of the subject is now much stronger through better analysis of results and by observation of lessons.

## **SCIENCE**

125. In the teacher assessments at the end of Key Stage 1 in 2000, the pupils' results were above the national average. Pupils' performance was close to the average when compared with the results achieved by schools with pupils from similar backgrounds. Standards were above average, because, not only did almost all pupils reach at least the level expected of most seven year olds, but the percentage reaching a higher level was very high when compared with the national average. These results are below those achieved in 1996, when all pupils in the year group reached the average national level. Whilst standards achieved nationally have improved, this school has consistently maintained high standards and improving on these is proving to be very challenging.
126. Pupils' results in the end of Key Stage 2 National Curriculum tests in 2000 were above the national average. They were similar to the results achieved by schools with pupils from similar backgrounds. Standards were high because the percentage of pupils who attained the level above that expected of most eleven year olds was above the national average. The percentage of pupils who reached at least the average level was also above the national average level 4. Although girls performed better than boys in 2000, the difference was marginal. The average difference over the past five years is not significant, being very similar to the national picture. Results in science for those pupils reaching average levels have improved by 11 per cent since 1996, the time of the last inspection. The trend in science was slightly below the national trend over this period. This is because, whilst standards achieved nationally have improved, this school consistently achieves high standards and improving on these is becoming increasingly difficult.
127. This year, the evidence from the inspection of pupils' school work shows that standards in Year 2 and Year 6 are above average. This is similar to the standards shown in the 2000 tests and teacher assessments. Pupils, at the end of both key stages, are currently making sound progress because of teaching that fosters positive attitudes and provides opportunities to extend skills, knowledge and understanding in all aspects of the subject.
128. By the end of Key Stage 1, pupils, including those with special educational needs, make sound progress in their knowledge and understanding and good progress in their investigation skills. Pupils for whom English is an additional language also make good progress. All pupils are beginning to use appropriate scientific vocabulary. They know that light comes from many sources including the sun and that night and day is the result of the Earth spinning on its axis.

They test materials to find which are biodegradable or non-biodegradable. Through their experiments they are beginning to understand how to make a test fair, for example when testing materials to find which are waterproof and which are not. In addition, they make predictions. The Year 1 class predicted the type of environment that wood lice would choose when placed in a glass tank with a different environment located in each corner. Pupils are also developing an understanding of electricity. They identify household items that use electricity and know some of the dangers associated with electricity. Through their investigations they are able to construct a simple circuit to make a buzzer sound or light a bulb. Work is recorded in a variety of ways, including lists, simple charts and descriptive writing. Information and communication technology is used to enhance the quality of the presentation when labelling parts of the body on a diagram. Literacy skills are promoted through, for example, compiling a materials dictionary at the back of their science books. Higher attaining pupils present their work more neatly and their written work is more detailed. However, the work of all pupils is legible and usually clearly presented.

129. Sound progress is also made by all pupils, including those with special educational needs, in Key Stage 2. Pupils for whom English is an additional language continue to make good progress. This is because of the support they receive. By the end of Key Stage 2 pupils know more about the sources of light, light and shadows and day and night. Through investigations they find out which materials are transparent, translucent or opaque. They further develop their understanding of the concept of a fair test, for example when investigating friction. When pupils revisit a topic their knowledge and understanding are deepened by the amount of detail incorporated in their studies. This is shown in their work on electricity when they learn to use the appropriate symbols for switch, battery, motor, and bulb when drawing circuits. The study of the human body includes the eye and the ear. Pupils have good opportunities to use information and communication technology to extend their knowledge and understanding. Year 3 and 4 pupils used information and communication technology in their work on branching databases. There are good links with literacy and mathematics. Pupils consolidate measuring skills, for example, when investigating the height a ball will bounce on different surfaces. Literacy skills are promoted through science word charts in which words they use in science are listed. Pupils then predict their meaning, record the scientific definition and in another column record any non-scientific meanings. The work of higher attainers is very well presented whilst that of average and below average attainers is never less than neat and legible.
130. Overall, pupils' attitudes are good. Pupils respond well to teachers and are keen to answer questions. They listen well to both teachers and to their peers. In Key Stage 2 attitudes are sometimes very good. Where this is so pupils are very interested, enthusiastic and respond very positively to the challenging tasks set and the pace at which they are expected to work. This was clearly demonstrated in a Year 3 / 4 class when writing up an investigation on sound. Behaviour is never less than good and is sometimes very good. Equipment and materials are handled very sensibly. The ethos for learning science throughout the school is good.
131. Teaching is good, overall. In Key Stage 1 teaching is satisfactory. In Key Stage 2, teaching is good, though the range is from satisfactory to very good. There was no unsatisfactory teaching observed. This is an improvement on the previous report in which, although teaching was identified as being good, overall, some teaching was unsatisfactory. The foundations for the high standard of teaching lie in the good subject knowledge and understanding of the teachers. Where teaching is very good, as in a Year 5 lesson investigating the properties and varying strengths of magnets, the aims of the lesson are made clear to the pupils and searching questions draw on the prior knowledge of pupils to foster learning. In response to 'Will steel attract? Use your prior knowledge.' a boy replied 'Yes, because it is ferrous'. In this lesson, planning in relation to both investigation skills and knowledge and understanding of magnets was very good, resources were well chosen, good support was provided by the teacher for pupils with special educational needs and expectations about pace of work and behaviour were very high. As a result, when challenged to design a fair test of the strength of two magnets, the interest and concentration of pupils was very high and very good progress was made by all. Where teaching is only satisfactory, the pace is slower and tasks are less challenging. All teachers use questioning effectively. Teachers take the opportunity in science to consolidate pupils' learning in areas of the

curriculum such as literacy, numeracy and information and communication technology. All work is marked. However, work is not marked consistently in line with the school policy. The spelling of words such as 'electricity' are not always corrected. In both key stages, the matching of tasks to the prior attainment of pupils is still underdeveloped.

132. The co-ordinator has recently taken on responsibility for the subject and provides conscientious leadership. Monitoring of long and medium term planning by the co-ordinator and short term planning by the head teacher ensures that National Curriculum requirements are met. The role of co-ordinator is still insufficiently developed. She has not yet had the opportunity to monitor teaching and learning through lesson observations. The school recognises that this deficiency should be remedied in order to raise the quality of teaching and learning. The science policy has been reviewed in the light of the latest national requirements and is now awaiting the endorsement of the governing body. The policy provides clear advice and guidance that supports teaching and learning. The previous inspection indicated that there was a need to develop a detailed scheme of work and to develop assessment and recording procedures. These issues have been addressed. The scheme of work, whilst still being adapted to meet the needs of the school, is based on the latest national guidance. This ensures continuity and progression across both key stages. Assessment and recording procedures are now good and are beginning to inform curriculum planning. Resources, including books, are satisfactory for the delivery of the National Curriculum. The school is able to make good use of the grounds where, in addition to the grassed area, facilities include a substantial area of woodland and a fenced pond. The school also makes good use of visits to science museums and Jodrell Bank observatory and has established a good link with a local business that has led to a Science Club for local schools led by scientists from that firm. This has had a positive effect on the attitudes of pupils towards science.

## **ART AND DESIGN**

133. Pupils' attainment in art was judged to be above national expectations at the last inspection. Evidence from lesson observations, art display and past work indicates that, at age seven, pupils attain the levels expected for their age, whilst pupils aged eleven continue to attain above the expected levels. This relates to the high expectations of pupils' artwork by teachers towards the end of Key Stage 2, the good variety of work provided, and the good rate of challenge that older pupils experience.
134. In Key Stage 1, younger pupils learn to observe closely and use this to good effect when sketching sections of the school building. They make careful drawings. High attaining pupils also incorporate shading in their work. Pupils have painted self-portraits that show developing understanding of scale and proportion. By the end of Year 2, pupils use an appropriate range of materials and techniques. For example, they use pastel crayons to produce effective drawings of flowers and then successfully apply water to give a diffused effect. They use computer generated art to produce effective "Moonscapes". Pupils develop a good understanding of Aboriginal art. They use a range of natural materials such as mustard, charcoal and berries to make a variety of colours, using these to develop patterns in the Aboriginal style. A small proportion of the art on display lacks a design element, giving pupils little opportunity to express individuality in their work; for example, when making three dimensional rabbits using templates. Opportunities for pupils to develop paint mixing techniques are also limited.
135. Pupils in Key Stage 2 increase their knowledge and understanding of different art forms. For example, pupils in Years 3 and 4 experiment with making masks, adding individual details and materials to personalise their work. Pupils in Year 5 successfully translate sketches made outdoors into designs on fabric, showing a high level of concentration and perseverance in their work. They use their imagination well when listening to music, successfully interpreting this into art form through use of colour and pattern. Pupils use the skills learnt in art well to support their work in other subjects. For example, pupils' well-presented literacy work on "Castaways" was enhanced by the carefully sketched backgrounds on individual pages. Good use is made of the work of famous artists to learn new techniques. Those who visited the William Morris exhibition effectively captured his style in the patterns they produced. Year 5

pupils use the Internet to access the work of Paul Cézanne and show awe and wonder when the artist's work appears on the computer screen.

136. The quality of teaching seen in Key Stage 1 was satisfactory. Seventy-five percent of the lessons seen in Key Stage 2 were good or better. In the good lessons seen, teachers provide challenging tasks which motivate pupils to try hard. They effectively use the work of one pupil so that others may evaluate and adapt their work. Good links are made with other subjects and previous work, and this consolidates pupils' learning. For example, in literacy, pupils read the story "Kensuke's Kingdom" and in art lessons use their knowledge of the book illustrations to complete effective paper montages in the Japanese style. A strength of the teaching at Key Stage 2 is the good range of activities which teachers provide, ranging from pop art to advertising, collage, photographic and computer-generated art. This enables pupils to practise a wide range of techniques and use a variety of materials. However, pupils have limited opportunities to work with sculpting materials such as clay. Teachers' planning is sound, but does not always include the specific skills to be taught. This sometimes results in pupils having insufficient opportunity to practise the skills they require prior to completing the task. The use of sketchbooks for this purpose is under-developed. At both key stages, teachers use classroom assistants well to support pupils' artwork. Those seen during the inspection had special artistic flair and contributed significantly to the good work produced by pupils.
137. There is no specific scheme of work for art and design, but rather a compilation of teachers' plans for the subject. These detail the activities to be undertaken, but do not indicate the skills to be taught. This results in an ad hoc build up of knowledge and understanding in pupils' learning. Co-ordination of art is still developing. Opportunities to monitor the quality of teaching and learning are limited, and there are no whole school procedures in place for the assessment of pupils' attainment in art.

## **DESIGN AND TECHNOLOGY**

138. Evidence from the present inspection, drawn from teachers' planning, displays and lesson observations, indicates that levels of attainment are above national expectations at both key stages. The school has maintained the standards identified in the previous report.
139. By the age of seven, pupils, including those with special educational needs and those for whom English is an additional language, understand that design and technology is about designing, making and evaluating the end product to consider how they could improve the product. They learn to select appropriate materials for making. In Year 1, pupils, for example, design and make homes for pets and a bin for the playground. Year 2 pupils design and make cardboard rabbits and these are used in conjunction with work in mathematics. All pupils make sound progress.
140. Through Key Stage 2, all pupils continue to make sound progress. Pupils are provided with a range of learning opportunities such as designing and making a kite, musical instruments and picture frames. Food technology experiences include making chocolate chip cookies and pizzas. Year 6 pupils participate in a 'Bridge Challenge' where they have to design, make and evaluate a bridge for a one metre gap that will take the weight of a toy car and cost no more than £1. The displayed designs and written evaluations, with suggestions for improvements, were indicative of attainment above that expected for pupils of this age. All pupils learn to use appropriate tools and equipment safely and competently.
141. There were insufficient opportunities to observe lessons in order to make a judgement about teaching. No lessons were observed in Key Stage 1. Teaching in the two Year 3 / 4 lessons observed in Key Stage 2 was good. In these lessons, the secure knowledge and understanding of the subject, good planning, good use of questioning to challenge the thinking of pupils and management and organisation ensured that the teachers interested and motivated the pupils. All were keen to answer questions and worked at a good pace. Teachers expected pupils to behave well and to remain on task. As a result, there was a good working atmosphere and all were able to evaluate the design and the finished product, a musical instrument, in a way that showed they understood the underlying principles. Good support was provided by the teachers for those pupils with special educational needs and for a

pupil for whom English is an additional language. To assist this pupil, the parent had translated the questions on the guidance sheet into Swedish, the pupil's first language. This support ensured that good progress was made by the pupil during the lesson.

142. The co-ordinator has only recently taken on responsibility for design and technology. Appropriate priorities have been identified for development of the subject. She has a clearly defined role. The recently revised policy document provides clear guidelines for teachers. The school has gone a long way to address the criticism in the previous report in relation to a scheme of work. There is now a structured list of topics that will ensure that the requirements of the National Curriculum are met. When the provision is reviewed as planned some tightening of the structure will fully ensure continuity and progression in the scheme of work. Assessment is not yet fully in place, but is being addressed. Monitoring of teaching is another aspect that the school recognises needs to be developed to help to raise standards of attainment. Resources are tidily and safely stored and are of an appropriate quality to support delivery of the National Curriculum requirements.

## **GEOGRAPHY**

143. Standards at the end of both key stages are above national expectations. Pupils make good progress through the school. During the current inspection, no lessons were seen at Key Stage 1. Judgements are based, therefore, on discussions with pupils, together with a scrutiny of their work. Standards have been maintained since the time of the school's previous inspection.
144. At the end of Key Stage 1, pupils successfully identify physical features of places, such as houses, roads, shops and the church. They readily explain the difference between, for example, semi-detached houses and bungalows. They undertake fieldwork in the local area and pupils in Year 1 have drawn simple maps of the school grounds successfully, as well as of their journey to school. Most pupils in Year 2 confidently name the four countries of the United Kingdom. Pupils have studied a number of contrasting areas and pupils in Year 2, for example, confidently identify both similarities and differences in such things as housing, animals and landscape between those where they live and those found in Australia. They have drawn a good map of Australia, found it on a world map and have produced thoughtful writing about living there. Pupils show a suitable concern for the environment and, in particular, they identify the problems caused by litter.
145. At the end of Key Stage 2, pupils are confident in identifying towns and countries on an appropriate range of maps, including world maps and they also place Congleton successfully on a map of England. Pupils in years 5/6 study a number of contrasting locations, including parts of Mexico and Egypt. They confidently compare features such as clothing, lifestyles and climate, with those found locally. Pupils identify variations in weather around the world and they are particularly confident in discussing the disruption caused by Monsoons. Pupils in Year 3 identify parts of a river system successfully, such as the source, tributary and the mouth. These features are readily identified from photographs and diagrams. They also name important rivers, both in Britain and around the world. Pupils express concern for the environment, showing particular concern for the problems caused by human activity. They confidently suggest ways in which improvements might be made.
146. No overall judgement is made on teaching, although in the one lesson seen it was good. The quality of learning, taking into account the wide range of work seen, is good. Teachers appear to have good subject knowledge and they provide a most suitable range of resources, such as maps, photographs and computer programs, to support pupils in their work. Geographical terminology is also emphasised by teachers to help develop pupils' knowledge. Pupils find the subject interesting and, in the lesson seen, they were very well behaved and they concentrated well on the tasks set. Pupils work very well with their classmates in carrying out activities, with pupils in Years 5/6, for example, working particularly well in producing reports on 'Kensuke's Kingdom', an imaginary island in the Pacific Ocean. Overall, teachers provide pupils with a wide variety of learning experiences, including opportunities for some pupils to undertake fieldwork and this enables all pupils, including those with special educational needs and English as an additional language, to make good gains in their knowledge and skills. Most

pupils take care with their work and make every effort to complete tasks neatly. Teachers mark pupils' work regularly and sometimes include written comments, to add to the verbal advice they provide.

147. The school has a suitable scheme of work in place and there is a range of other plans to ensure a suitable coverage of the subject. The co-ordinator is most enthusiastic and she supports her colleagues well, as the need arises. She does not, however, have the opportunity to observe lessons taking place, to confirm how well the required work is being covered. This weakness in the leadership of the subject was identified at the time of the previous inspection, and it has not been addressed. There are satisfactory assessment procedures and appropriate information is available to judge both pupils' current attainment and to identify the progress they have made. The written work in geography, together with various measuring and counting activities, contributes towards the development of pupils' literacy and numeracy skills. Information and communication technology is used effectively, with pupils regularly accessing both computer programs and the Internet for geographical facts. The study of a range of contrasting areas helps successfully to develop the pupils' cultural understanding.

## **HISTORY**

148. Standards at the end of both key stages are above national expectations. Pupils make good progress through the school. At the time of the school's previous inspection, standards were reported to be well above expectations. Present inspection findings do not represent a fall in standards, but are the result of different current requirements, with less time being available for the teaching of the subject.
149. At the end of Key Stage 1, pupils know many details about the past. Through looking at pictures and photographs and going on outings, pupils successfully identify some of the changes that have taken place in such things as household artefacts, especially toys. By sequencing items such as toys, houses and forms of transport, pupils are successfully developing a good understanding of chronology. Pupils are also confident in using appropriate historical terminology, such as 'old', 'new' and 'long ago'. Pupils in Year 1 know extensive details about the changes that have taken place in Mossley School since the original school was opened. Pupils in Year 2 identify how life has changed since 1910, showing particular interest in life without electricity. Pupils have a good knowledge of a number of historical figures, such as Florence Nightingale and John Logie Baird, as well as important past events such as the Great Fire of London.
150. At the end of Key Stage 2, pupils have gained much more information about a range of historical periods. Pupils have a clear understanding of the Ancient Egyptians, the Aztecs and the Benin culture, as well as the Roman and World War II periods of British history. Pupils in Years 5 and 6 are particularly knowledgeable about many aspects of the Aztecs, especially those relating to their dress and religion. Pupils in years 3 and 4 know many facts about Roman Britain, especially relating to the importance of Chester. Pupils throughout the key stages are confident in identifying some of the changes that have taken place through history and they are generally confident in placing the periods they study in a proper chronological framework. They use time lines successfully for this purpose. Pupils explain properly some important events that have taken place, such as the rebellion against Romans led by Boudicca, and they recall the lives of famous people such as Tutankhamun and Montezuma.
151. No overall judgement can be made about the quality of teaching and learning because too few lessons were observed during the inspection period. In Key Stage 1, the one lesson observed was very good. Teachers provide an appropriate range of information for pupils and lesson planning is detailed. Teachers use photographs, artefacts and a range of strategies, for example, going on visits, hearing from visitors and providing opportunities for undertaking research, to foster the pupils' interest. Pupils in turn enjoy the subject, study artefacts, books and photographs with enthusiasm, settle well to the variety of tasks provided and they all, including those with special educational needs and English as an additional language, make good gains in their knowledge and understanding. Teachers' subject knowledge is good and they make appropriate use of dates, events and artefacts to help develop pupils' understanding of the past. Pupils show good and, sometimes, very good attitudes and this

enables them to concentrate on their work and to make good progress. Teachers provide pupils with help and assistance when necessary. Where teaching is very good, very clear and detailed instructions are provided, expectations of pupils are high and they make very good progress. Pupils generally take care with the presentation of their work, both in writing and drawing. Teachers mark pupils' work regularly and sometimes provide comments of advice and encouragement. Teachers take the opportunity to stimulate pupils by providing colourful displays of their work.

152. The school now has a suitable scheme of work and this is an improvement since the previous inspection. Other planning ensures an extensive coverage of the subject. The co-ordinator is enthusiastic and she studies samples of pupils' work and provides help to colleagues if requested. As at the time of the last inspection, there has been no opportunity to observe classroom practice. Assessment is undertaken regularly and details are kept of both pupils' attainment and the progress they have made. The writing activities undertaken, in many aspects of the subject, make a significant contribution towards the development of pupils' literacy skills. Pupils are also able to develop their skills in information and communication technology, through studying computer programs for historical information. The work undertaken in history also makes a useful impact on pupils' cultural development, through the study of aspects of both their own and other cultures.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

153. Inspection evidence indicates that standards of attainment are above the nationally expected levels for pupils aged seven and 11. This is similar to the findings of the previous report.
154. In Key Stage 1, pupils make steady gains in their knowledge and skills, especially when using the keyboard and its functions. They are aware of the scope of word processing and database software and are learning how a variety of picture images can be manipulated to give different effects. By the age of seven, pupils use a word processor to write simple text for stories, book reviews and for labelling. They use coloured graphics for titling work and construct simple databases and use the information to construct graphs, for example of traffic surveys. Control of the 'mouse' is good. They work with confidence.
155. By the age of 11, pupils are very confident in the use of the word processor and format their work in a variety of ways, using different fonts and sizes of text. They save and retrieve information. They use CD-ROMs and the internet to research topics such as 'Weather' and 'Masks' and extract chosen information in the printed form. They know how to send and receive e-mails. Year 3 /4 pupils use branching databases well to extend work on classification in music. They carefully use appropriate software when investigating symmetry to further their mathematical knowledge. Music software is used well for composing. Digital photographs taken when performing a Roman dance support their learning in history. Year 5 pupils incorporate clipart when designing spreadsheets and know how to use some formulae in spreadsheets. They also design houses and rooms, such as a bathroom with all the fittings. Year 6 pupils present findings of surveys into favourite sports and snacks using pie charts. Pupils with special educational needs and those for whom English is an additional language make equivalent progress to that of their classmates and there is no difference between the attainment of boys and girls.
156. Only one discrete information and communication technology lesson was observed so it is not possible to make a judgement about the overall quality of teaching. In the lesson observed, teaching was satisfactory. By use of exposition and questioning the teacher recapped previous learning and then carefully explained the task. The activity motivated pupils and they worked at a good pace both when using the computer and when completing the associated writing task. Very good support was given to a pupil with special educational needs so that he remained on task during the second part of the lesson and made sound progress, as did his peers. The constraints of the building significantly affect the location of computers and there is no dedicated suite of computers. Almost all teaching is done in the context of other subjects. In Year 3 / 4 design and technology lessons, learning was well planned. The teachers have a secure knowledge and understanding of information and communication technology. They confidently manage and organise learning, instructions are

clear and there are high expectations of the ability of pupils to work co-operatively. As a result, pupils listen attentively and work well in groups of three when using the computers to extend their knowledge of branching databases.

157. The subject is well managed. The co-ordinator has a clearly defined role. She is well organised and is aware of the capabilities of pupils through the maintenance of a portfolio of work. There is also a skills profile of staff that helps to identify their in-service training needs. The policy has been reviewed recently and provides appropriate guidance for teachers. The curriculum is based on the latest national guidance and is structured, with continuity and progression built in, so that the necessary skills are taught mainly in the context of other subjects. This is an improvement since the previous report. Formal assessment procedures are not yet fully in place. There have been no opportunities to monitor teaching and this is a weakness that the school recognises and will address so that learning opportunities for pupils can be enhanced. The increasing demands of the information and communication technology curriculum have led to considerable expenditure to up-date resources. Almost all computers are linked to the Internet. There is a satisfactory range of resources, including software, to enable all pupils to receive their curriculum entitlement. The improvement in resources and the overall management of the subject is having a significant effect on learning and attainment. Given the constraints of the building this is a considerable achievement.

## MUSIC

158. In the previous inspection, standards in music were judged to be above national expectations at the end of both key stages. Inspection evidence indicates that these standards have been maintained in Key Stage 1, but the limited opportunities to observe the teaching of music in Key Stage 2 precludes a judgement being made about the standards pupils achieve. However, the standard of singing in Key Stage 2 is above national expectations and, in the one lesson observed with a Year 3 / 4 class, attainment was also above national expectations.
159. By the age of seven, pupils listen with concentration to music, for example, part of the Aboriginal 'Dream Time' music. They also sing tunefully and expressively. After the teacher had deliberately started to sing one song too slowly they were able to answer the question 'What was wrong with that?' by explaining that the tempo had been too slow. Year 2 pupils compose patterns in music and are able to make constructive critical comments about their own compositions and those of others. By the age of 11, pupils know about the lives of composers such as Beethoven, Tchaikovsky, Vivaldi and Holst and listen to selections of their music, for example 'Mars' from 'The Planet Suite'. They record their feelings after listening to, for example, 'Candle in the Wind' by Elton John. They know about pitch, dynamics, rhythm and tempi and use this knowledge when composing simple melodies sometimes using their own notation. In Year 5, for example, a group had used a cowbell, keyboard, triangle, drum and tambourine and their own notation to reflect '8 a.m. on a miserable Monday in London'. They use the software program 'Music Explorer' to compose melodies. Some Year 5 and Year 6 pupils know that a 'Rap' is a style of poetry spoken to strong rhythms and compose their own, sometimes making use of interactive software such as 'Dance EJay' and 'Hip Hop EJay'. They sing in unison with good regard to pitch, phrasing, diction and expression. They also sing in two and four parts.
160. Teaching in Key Stage 1 is satisfactory. There was insufficient evidence to make a judgement about teaching in Key Stage 2. In both a Year 3/4 class and in singing with all pupils in the key stage, however, teaching was good. In both key stages, pupils are enthusiastic. They are keen to answer questions and work well in groups, for example when Year 2 pupils are composing and developing their own patterns in music and when Year 3/4 pupils are composing music in response to a picture stimulus. Appropriate planning, the high expectations of the teachers, the choice of resources and the challenging tasks set led to good levels of concentration and behaviour all promote good learning. All pupils make good progress, including those with special educational needs and those for whom English is an additional language. The good teaching in the singing session with the whole of Key Stage 2 is built on the knowledge, understanding and confidence of the teacher, well supported by other teachers. Through well chosen hymns and songs the teaching ensures good progress when singing in unison.

161. The co-ordinator is conscientious and has a well defined role. The newly written policy provides clear advice that supports teaching and learning. There is a structured scheme of work, an improvement since the previous report, that meets the latest national requirements and this is being further refined to ensure continuity and progression. Assessment is underdeveloped, but a recently prepared draft model to assess pupils' skills is about to be discussed with other teachers. This will enable the progress of pupils to be tracked and tasks planned to match more closely the needs of pupils. Medium term planning is monitored, but, as yet there have been no opportunities to observe teaching. This limits the opportunities to develop teaching skills and, in consequence, pupils' learning. The school has adequate resources of books and instruments. Additional tuned percussion has been purchased, following criticism in the previous report. Another improvement is that teachers are no longer reliant on commercial tapes. There is appropriate software to enable the curriculum to be supported through information and communication technology. Whilst there are some resources relating to other cultures the school recognises that these need strengthening in order to foster pupils' knowledge and understanding in this area.
162. The school has maintained the curriculum enrichment identified in the previous report. Pupils from Year 2 to Year 6 have the opportunity to learn the recorder. During lunchtime sessions they pay good attention to the teachers and play with enjoyment. There are also opportunities to learn to play the violin, clarinet, saxophone, keyboard, guitar and brass instruments through the peripatetic service. Annual productions such as "Santa Claus, 'This Is Your Life'", written by staff, provide opportunities for singing and playing for pupils in Key Stage 2. Key Stage 1 pupils perform in a nativity production each year. The choir sings at services in the church for Harvest Festival and Easter. Performing for audiences of pupils and parents raises their self-esteem and confidence as well developing their skills. The curriculum is further enriched by visits from musicians such as 'Key Strings'.

## **PHYSICAL EDUCATION**

163. Standards in physical education are in line with national expectations at the end of Key Stage 1, but above average by the end of Key Stage 2. The high standards achieved in swimming and the good level of skills acquired by pupils in games make a significant contribution to the overall quality of work in Key Stage 2. Pupils' commitment and enthusiasm for physical education and consistently good teaching in both key stages also have a positive impact on attainment levels.
164. The school has made satisfactory progress since the last inspection. The introduction of swimming for Key Stage 2 pupils has broadened curriculum provision. The standards achieved by pupils have remained high in Key Stage 2, but in Key Stage 1 they appear to have fallen. In reality, levels of performance, as described in the last report, are fairly similar to the present time.
165. By the end of Key Stage 1, pupils undertake warm up activities sensibly and safely, using the space about them in the hall and playground. They improve their skills of throwing and catching in games lessons by practising in pairs. They appraise the work of others in the group and make simple remarks to suggest improvements. Pupils are beginning to use their imagination in designing simple games. Similarly, in gymnastics, pupils refine their skills and choose imaginative movements when performing tasks on apparatus. They have sound control over their movement and know that there is a need to ensure that landings and take-offs are smart and tidy.
166. By the end of Key Stage 2, pupils have a good understanding of the need for proper warm-up activities before exercise by stretching muscles and jogging around the playground. In a simulated cricket game, they apply skills and techniques well when throwing, catching and striking the ball. Pupils are developing a good understanding of tactics and adjust their fielding positions according to the strengths of individual batters. There is a good sense of fair play, with pupils accepting decisions with good grace even if they are bowled first ball. Their very positive attitudes are extended to congratulating opponents on good shots or acrobatic catches. Swimming standards are very good in Year 6 and well above national expectations.

All pupils reach the nationally recommended minimum standard by swimming at least 25 metres. The majority of pupils swim distances beyond 400 metres comfortably and almost a third of pupils are experienced swimmers who are capable of swimming a mile. Pupils are competent in a range of strokes such as front crawl, breaststroke and backstroke.

167. Pupils, including those with special educational needs and English as an additional language, generally make good progress throughout the school. They experience a good range of activities and are taught well. They enjoy lessons and are very well behaved. Teachers ensure that pupils dress properly for physical activity and that jewellery is removed to prevent personal injury.
168. The quality of teaching and learning is good throughout the school. Classes are well managed and teachers have generally high expectations of pupils' behaviour and of what can be achieved in lessons. Instructions are clearly conveyed to pupils so that they know what is expected in lessons. They demonstrate techniques so that pupils understand how skills can be improved. This was illustrated well in a dance lesson for Year 3 and 4 pupils when the teacher joined a group who were matching their movements to the rhythm of the music. Teachers have good levels of understanding of the subject and ensure that pupils know how to appraise others and that they realise the importance of proper preliminary warm ups. Most lessons move at a reasonable pace, but, on some occasions, pupils have to wait too long to perform. They are patient and not usually distracted, but the time could be better spent in refining their own performance. Pupils are encouraged to use their imagination in dance and gymnastics and build interesting sequences of movement.
169. There is a good, well balanced curriculum which covers all the prescribed areas of the National Curriculum. The provision for extra-curricular activities is good and this has a positive impact on standards in Key Stage 2, with the most able pupils competing at a high level in football, netball, athletics and swimming. The well developed skills and tactical understanding gained by school team members are reproduced in lessons and this inspires other pupils to achieve well.
170. The subject has two co-ordinators, who are committed and knowledgeable teachers. They manage the subject well and ensure that high standards are maintained. However, they have too few opportunities to monitor the quality of teaching and learning in the school and have no clear picture of the standards being achieved, especially in Key Stage 1. Informal assessment takes place in lessons and teachers generally have a sound understanding of pupils' performance levels.
171. Learning resources are good and used effectively by teachers. The hall, field and playground facilities are used to promote the subject successfully. However, the poor drainage of the surrounding area means that the grassed areas are unusable during winter and spring months.

## **RELIGIOUS EDUCATION**

172. Pupils' attainment in religious education was judged to be above expectations at the last inspection. Evidence from lessons, past work and discussions with pupils, indicates that standards of attainment are now below the expectations of the Cheshire Agreed Syllabus at the end of both key stages. Pupils make good progress in their understanding of the Christian faith, but make insufficient progress in their knowledge and understanding of the other key religions as outlined in the agreed syllabus.
173. By the end of Key Stage 1, pupils have a good knowledge of a range of Bible stories. They can explain the significance of Jesus to Christians and know the differences between the Old and New Testaments. They know the main events in the Christian calendar, explaining the significance of such times as Christmas, Lent and Easter. They have visited Holy Trinity and can name the chief characteristics and the principal features of the church. There are good opportunities for pupils to write prayers. For example, Year 1 pupils look at pictures of animals and write meaningful prayers about thankfulness and care. They persevere well with tasks, helping each other and co-operating well. Whilst pupils make good progress in their knowledge and understanding of the Christian faith, the foundations for work on the Jewish

faith are superficially taught. Pupils have learnt about the life of Moses, but do not understand the significance of this story or its relationship to celebrations in the Jewish faith. Pupils are unable to make meaningful comparisons between the two religions. Most of the work undertaken in Key Stage 1 has involved discussion. There is very little written work to consolidate pupils' learning or to provide a tool for revision over time.

174. By the end of Key Stage 2, work in religious education lessons and school assemblies has given pupils good opportunities to reflect on the importance of a faith in the life of a believer and on their own beliefs and values. This knowledge is used well in religious education lessons. For example, Year 5 and 6 pupils study a religious painting by Holman Hunt to ascertain how the artist expresses belief through his painting. The pupils have a good vocabulary with which to describe the relevance of "light" and "dark" in the painting, the significance of the locked door and the crown of thorns worn by Jesus. Pupils' understanding of key religions such as Islam and Hinduism, as indicated in the agreed syllabus, are not developed to the levels expected, because knowledge and understanding are not developed in a systematic way. There are no opportunities to visit the places of worship of faiths, other than Christianity. Not enough emphasis is given to written work so that pupils can explore issues or write in different forms to demonstrate their understanding of the subject.
175. The quality of teaching in the lessons seen was satisfactory overall, ranging from satisfactory to good. In the good lessons, teachers have high expectations of pupils' behaviour, thus ensuring that pupils listen carefully and work hard. They ask challenging questions which increase the pace of learning. Resources are used well to reinforce learning and give relevance to pupils' work. The teaching of religious education is enhanced not only through the well-planned whole school assemblies, but also by regular visits from the local vicar. In some lessons seen at Key Stage 1, the religious education lesson was part of the class assembly. This limited the amount of time available, and reduced the status of the subject as a discrete lesson.
176. Coordination of the subject is unsatisfactory. Appropriate action has been taken by the head teacher to ensure that teachers plan a broader curriculum over the current year. The school has yet to develop a scheme of work that fully addresses the requirements of the agreed syllabus, with a clearer progression of skills and knowledge. The amount of time given to the subject is unclear and, overall, is insufficient to fulfil recommended requirements. Lessons and pupils' work are not being monitored closely enough to ensure that the subject is taught in sufficient depth. Assessment is not used effectively to plan for pupils' differing levels of attainment. There are insufficient resources and reference books to support work on the key faiths.