

INSPECTION REPORT

QUEENS ROAD PRIMARY SCHOOL

Cheadle Hulme

LEA area: Stockport

Unique reference number: 106073

Headteacher: Mrs C M Wilde

Reporting inspector: P T Hill
6642

Dates of inspection: 17th – 20th September 2001

Inspection number: 193725

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: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Buckingham Road
Cheadle Hulme
Cheadle

Postcode: SK8 5NA

Telephone number: 0161 485 1453

Fax number: 0161 485 5283

Appropriate authority: Governing Body

Name of chair of governors: Mr A Bowers

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6642	Peter Hill	Registered inspector	Information and communication technology Design & technology Art and design Special educational needs	What sort of school is it? How well is the school led and managed?
9882	Alice Rea	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1272	Ian Hocking	Team inspector	Mathematics Physical education Religious education	How well are pupils taught?
30362	Jacqueline Henshaw	Team inspector	Foundation Stage English Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?
16761	Melvyn Hemmings	Team inspector	Science Geography History	The school's results and pupils' achievements

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Queens Road Primary School is situated in Cheadle Hulme. 226 pupils attend the school and in addition the school has a nursery provision for 40 children who attend on a part-time basis. There are 47 children on the school's special needs register, including one pupil with a statement of special educational need. The number of children eligible for free school meals is below the national average at 11. 36 pupils speak English as an additional language, with a wide range of languages being spoken at home. The number of children from high social class households is above that found nationally. On entry to school most children have levels of attainment, which are above average when compared with those expected for their age and, in some instances, levels which are well above.

HOW GOOD THE SCHOOL IS

This is a good and effective school with pupils attaining standards, which are well above average in mathematics and English, both in relation to the national averages and, in mathematics, in comparison with similar schools. There is an improving picture of attainment in science. Throughout the school pupils are well taught, with a significant amount of teaching which is very good and some teaching which is excellent. The school is well led and managed and, although the headteacher has only been in post since the beginning of the month, she has already identified clear areas for development, which will build on the successful past record of the school. Currently the school provides satisfactory value for money.

What the school does well

- Standards are well above average in mathematics and English and there are high levels of presentation of work in many other subjects.
- Pupils' attitudes to school are very good: they are enthusiastic, interested and well behaved.
- The school makes very good provision for pupils' moral, social and cultural development.
- Pupils' personal development is very well supported and the school has very good procedures for promoting good behaviour and for eliminating oppressive behaviour.
- The school is well led and managed with the new headteacher inspiring confidence in parents, staff and pupils.
- There is a very strong shared commitment to succeed, with all concerned, including governors, having a clear understanding of the school's strengths and areas for development.
- Teaching is good throughout the school with a significant amount of very good and excellent teaching. Teaching of children in the Foundation Stage is very good. Throughout the school support staff make a significant contribution to the high quality of lessons.

What could be improved

- The school development plan as an effective tool for managing future direction and raising standards.
- The coverage of the National Curriculum for information and communication technology (ICT) and pupils' access to the use of ICT.
- The role of the curriculum co-ordinators in further developing their subjects and monitoring and evaluation of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since that time, overall, there has been satisfactory progress in relation to the areas identified in the previous inspection report. Parents have valued the improved communications between the school and home and especially the improvements in the reports on their children's progress. Besides meeting the issues identified in the report, the school has made significant progress in a wide range of other areas, including the development of a very successful behaviour policy, the implementation of a School Council and in raising the profile of music throughout the school. There remain a number of areas, which still need further development, including the part that subject co-ordinators play in the development of the curriculum and the monitoring and evaluation of standards; and improving the school development plan. The current school development plan remains only moderately useful as a management tool as it has a number of significant shortcomings.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	B	A	B	well above A average above B average average C below average D well below E average
Mathematics	B	B	A	A	
Science	E	D	C	E	

The results of the 2000 National Curriculum tests for 11-year-olds in English and mathematics were well above the national average and were high in comparison with similar schools. Pupils aged 7 also attained high standards in reading, writing and mathematics in the 2000 tests. A similar picture was shown by the 2001 results and the indications are that the current Year 6 and Year 2 classes will also attain high standards. When taking account of the pupils' attainment when they start school, there is good progress being made in these subjects, resulting in pupils of all abilities achieving well. The results in science were not as good for 11 year olds in 2000, being in line with the national average but well below average when compared with similar schools; however, they are improving year on year. Pupils' attainment in ICT is below average, mainly as a result of limited resources and access. Pupils achieve high standards in understanding and presentation in a number of other subjects and areas including the Foundation Stage, religious education, art and design and history. The school's results are improving steadily over time and there is an upward trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about school, where they are happy and secure. They approach their work with interest and often become

	completely absorbed in the work.
Behaviour, in and out of classrooms	Behaviour is good, frequently very good and, on occasions, exemplary.
Personal development and relationships	Relationships throughout the school are very good. Pupils begin to develop confidence and independence from when they start in the nursery. They show respect for different races and faiths within the school and are very well supported by their teachers in developing this respect.
Attendance	Attendance is broadly in line with the national average and the rate of unauthorised absence is below, or better than, the national average.

Pupils' attitudes, and personal development are very good with relationships between adults and children and children themselves being strengths. This makes a very significant contribution to the good rate of children's progress and creates an environment where children enjoy learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

Throughout the school the quality of teaching is good with a significant amount of very good and excellent lessons. No teaching was judged to be unsatisfactory. Teaching is good in English and mathematics at Key Stage 1 and very good in both subjects in Key Stage 2. The basic skills of literacy and numeracy are taught well. Overall, the delivery of ICT is unsatisfactory throughout the school, with limited resources affecting teachers' and pupils' opportunities. Teaching of children aged under five is very good. Throughout the school the relationships between adults and pupils are very good and considerably enhance pupils' learning. Support staff play a significant and valuable part in lessons and are very effective. Even at this early stage in the school year, and with a number of teachers changing key stages, teachers know their pupils well and use their knowledge to effectively plan work for groups and individuals. The needs of all pupils are well met and there has been an improvement in the provision for pupils with special needs since the last inspection. Good teaching in most lessons and good teaching of basic skills result in pupils making good gains in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a broad curriculum strengthened by a very good range of extra-curricular opportunities.
Provision for pupils with special educational needs	Good. This has improved since the last inspection.
Provision for pupils with	Good. Lessons are well planned to meet pupils', individual needs.

English as an additional language	Pupils who speak English as an additional language are well catered for; ensuring full access to all the school has to offer.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall, and especially for moral, social and cultural development.
How well the school cares for its pupils	This is good with very good provision for supporting pupils' personal development, monitoring and promoting good behaviour and eliminating oppressive behaviour.

The school works well with parents. Since the last inspection there has been a significant improvement in the school's partnership with parents. Parents now feel much better informed about what is happening in school whilst continuing to value the care given to their children and the attitudes and values that are promoted. The curriculum is good and is enhanced by a very good range of additional opportunities, including residential visits. The curriculum does not, however, meet statutory requirements for the delivery of ICT. The school is clearly aware of this and is developing plans to address the issue. The school is recognised and valued by parents as a very caring one where their children are safe and happy. This is a considerable strength.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher has already secured the considerable confidence of parents and staff in her new role and is developing and sharing new directions for school improvement, building on the school's good reputation and past record.
How well the governors fulfil their responsibilities	Governors are very clear about the school's strengths and areas for development and very supportive of all aspects of school life. They are satisfactory in fulfilling their statutory duties with the exception of meeting the statutory requirements of the National Curriculum for ICT.
The school's evaluation of its performance	This is satisfactory with clear plans for development. Monitoring and evaluation of teaching and learning are strong features of the new draft SDP, clearly involving curriculum co-ordinators in further developing their subjects across the school.
The strategic use of resources	This is satisfactory although there is a clear need to address the unsatisfactory elements of ICT.

The school is well led and managed. Despite having only recently taken up the post, the headteacher is already having a clear impact on pupils' learning. Learning resources are good in most areas of the school, although the number of pupils to each computer is far higher than the national average and this is affecting standards in this area. Staffing levels are good and all staff are well deployed. Support staff are an integral part of pupils' learning. The accommodation is well used, is bright with good quality display and is well maintained. The school clearly and effectively applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
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Almost 30% of parents returned questionnaires. Over 90% of parents who returned questionnaires strongly agree, or agree, that:

- Their children like school.
- Their children make good progress.
- Behaviour is good.
- Teaching is good.
- Parents feel comfortable approaching school about problems and suggestions.
- The school expects children to work hard.
- The school is helping children become mature.

A significant number of parents who returned questionnaires would like to see improvements in:

- The amount of work their children get to do at home.
- The information they are given about their children's progress.
- The range of activities outside lessons.

Parents, both in the questionnaire and the Parents' Meeting, expressed a high level of support for, and satisfaction with, the work of the school. Inspectors agree with all the positive responses made by parents. However, inspectors judge that, overall, the school has made considerable improvements in the information provided for parents and it plans further development in this area. The inspection also found that the curriculum is good overall, being very well enhanced through the extra curricular- activities provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 The results of the 2000 National Curriculum tests for 11-year-olds in English and mathematics were well above the national average and were high in comparison with similar schools. Pupils aged 7 also attained high standards in reading, writing and mathematics in the 2000 tests. A similar picture was shown by the 2001 results and the indications are that the current Year 6 and Year 2 classes will also attain high standards. The main reasons for this is the very successful implementation of the National Literacy and Numeracy Strategies and the significant amount of good and very good teaching that pupils receive in English and mathematics. When taking account of the pupils' attainment when they start school, they are making good progress in these subjects, resulting in pupils of all abilities achieving well. The results in science were not as good and for 11-year-olds in 2000, in line with the national average but well below average when compared with similar schools. This is likely to be the case this year and the school acknowledges that pupils should be doing better. The school has put a high priority on raising standards in science by improving the planning for scientific investigations and reviewing the way science is taught as part of a topic, rather than as a subject in its own right.

2 On entry to the school many children have reached levels of development beyond those anticipated for their age, particularly in the key areas of language and mathematics. They experience a wide range of worthwhile activities in the nursery and reception classes that develop them across all six areas of learning recommended for children under five. By the age of five most achieve beyond the nationally agreed early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development, creative development and personal, social and emotional development. This represents good progress and is a direct result of the high quality teaching that the children receive in the Foundation Stage. The children aged up to five are provided with a very stimulating learning environment that effectively prepares them for the Programmes of Study of the National Curriculum as they enter Year 1.

3 Standards of literacy are high throughout the school with all staff very effectively teaching the basic skills of reading and writing. There has been a very successful implementation of the National Literacy Strategy and this has had a positive impact on the teaching of literacy through other subjects. Good examples of this were observed in religious education and history topic work.

4 Speaking and listening is a strength of the school. Children in the Foundation Stage are given every opportunity to develop their skills through carefully planned activities and very good adult modelling. They listen to stories, music and to each other, and talk confidently in class, in groups and to visitors. Year 6 pupils listened to an interview during a history topic lesson and then effectively carried out their own interviews with a partner. Other planned activities, such as 'Show and Tell' and personal, social and health education, give opportunities to further develop these skills. The School Council and business enterprise schemes offer pupils the opportunities to use speaking and listening skills to effectively develop their negotiation skills.

5 Standards of reading are very good throughout the school. Children in the Foundation Stage quickly learn about print and associate experiences with meaning. They learn letter sounds and words and enjoy reading simple books. Parents' support reading and children show a great enjoyment of their books. The National Literacy Strategy has favourably

impacted on standards of reading and, as a result, pupils read well and all are well supported in the class text and group activities. They are confident and use non-fiction and reference books well.

6 Standards of writing are above national expectation with pupils effectively learning the structures of a variety of written genre. Styles are developing well but, in older pupils, they do not quite meet the standards of their organisational skills. Written work is well presented and pupils show a pride in their work. They can write for a variety of purposes; for example, children in the nursery write birthday cards and shopping lists and older pupils write minutes for meetings, take notes and write extended stories.

7 Pupils' numeracy skills, including mental recall and manipulation of number, are above average. By the age of 11, almost all pupils can apply their skills with the four rules of number, for example, when multiplying a three-digit number by two digits and when adding amounts of money. They can solve money problems involving calculating profits. In shape and space work pupils can calculate the area of simple shapes and can identify properties of three-dimensional solids such as tetrahedron and triangular prisms. In data handling, pupils are able to draw and interpret linear graphs involving conversion of sterling to Euros. They can state the likelihood of events by using probability fractions and determine the range, mode, median and mean of a set of numbers.

8 The National Numeracy Strategy has helped to improve pupils' competence to recall and manipulate number and to use correct mathematical vocabulary, for example, when answering questions or explaining their strategies. Written computations are accurately completed and are neatly presented.

9 Pupils show good ability when using and applying their numeracy skills in other subjects such as in science when measuring temperature and in design and technology when measuring materials. The 'Buzzin Bags' project undertaken by Year 6 pupils at the end of the last school year is a prime and highly valuable example of pupils' use of mathematics within a real life context.

10 In science, pupils have a good grasp of scientific vocabulary because of the emphasis that teachers place on them learning key words during lessons. When making conclusions during investigations, the pupils tend to be descriptive rather than evaluative and are not always effective in interpreting the data that they have collected.

11 In ICT standards are below average and pupils do not achieve in a satisfactory way. As a result of limited resources the subject curriculum is too narrow and pupils are not spending enough time on computers to develop their skills, with the result that they are unable to use ICT appropriately to enhance their work in other subjects.

12 In religious education the attainment of most pupils by the time they are 11 exceeds the expectations of the local agreed syllabus, as a result of high quality teaching and the wide range of religious artefacts that they are able to handle and discuss. This enables them to develop a good knowledge and understanding of the traditions and beliefs of Christianity and awareness of other major world faiths.

13 In art and design, design and technology, history and physical education, pupils achieve good standards by the time that they are 11. In these subjects the pupils are given a wide range of stimulating and challenging activities that effectively develop their skills. In art and design and history good use is made of visits and visitors, enriching these subjects through providing further significant learning experiences. In music pupils' achievement is satisfactory and they have reached average standards by the age of 11.

14 Pupils with special educational needs, and those who speak English as an additional language, make good progress in relation to their prior attainment. They achieve well, as a result of the well-structured support that they receive. The needs of the higher attaining pupils are met effectively and they also make good progress in their learning and achieve well. Pupils who are gifted and talented make good progress and procedures are currently being formalised so that all such pupils are identified early and appropriate support is given to them throughout the school. The high standard of teachers' planning effectively matches activities to pupils' abilities. This is a significant factor in pupils' good achievement. There are no significant variations in the achievement of boys and girls.

Pupils' attitudes, values and personal development

15 Pupils are very enthusiastic about school, where they are happy and secure. They approach their work with interest and often become completely involved in what they are doing. Parents are rightly very pleased with the attitudes and values promoted by the school.

16 Behaviour is good, frequently very good and sometimes exemplary. Parents are pleased with the behaviour in school. Pupils generally behave very well around school and in the playground and excellent behaviour in a Year 6 music lesson contributed to the rapid progress pupils made. Pupils are articulate and keen to express their opinions; however, on occasions a few of them find it difficult to remain quiet and listen. In a small number of lessons and assemblies this occasionally leads to pupils talking when they should be quiet and listening. Teachers deal with this consistently in line with the school's policy.

17 Relationships throughout the school are very good. The headteacher knows the pupils very well and pupils and staff respect her. Children starting in the nursery are developing confidence and independence. By the time they are ready to leave the school, they are confident, independent and able to organise themselves and take responsibility. Pupils show respect for different races and faiths within the school and are very well supported by their teachers in developing this respect.

18 The House system and the recently established School Council encourage pupils to take responsibility, to feel a part of the school community and to develop a sense of citizenship. Pupils appreciate their views being taken into account. Residential trips in Year 4 and Year 6 are highly valued by the pupils and are very effective in developing confidence, independence and team working skills. The 'businesses' that Year 6 have set up and run have also helped them to develop confidence, co-operation and an understanding of commerce

19 Attendance is broadly in line with the national average and the rate of unauthorised absence is below, or better than, the national average.

HOW WELL ARE PUPILS TAUGHT?

20 Overall, the quality of teaching is good with a significant amount of very good and excellent lessons. In 25 per cent of lessons teaching is satisfactory. In 44 per cent of lessons teaching is good, in 28 per cent it is very good and in three per cent it is excellent. No teaching was judged to be unsatisfactory.

21 Teaching of the children aged under five is very good and is appropriately based on the newly introduced Foundation Stage curriculum.

22 The very good progress made by the children is a result of very good teaching overall, in all the areas of learning. Teaching is never less than satisfactory and is sometimes excellent. Children are encouraged to become confident, independent, creative and sensitive through the planning of stimulating and challenging experiences well matched to the children's needs. Parents are encouraged to be fully involved in the children's learning. All the areas of learning are given appropriate balance and weight according to needs.

23 Very detailed and informative assessments are made of the children's development in the Foundation Stage. These are used to plan and adapt activities. The structure of the day for these young children is flexible enough to adapt to their ideas, questions and curiosity. Very good use is made of time and resources. Children with special educational need are identified at an early stage and their needs well met. Other groups, including children who have English as an additional language, also make very good progress in the Foundation Stage. A new job share for the nursery teachers is working satisfactorily at this very early stage of the year. Teaching and support by the nursery nurse and teaching assistants are very good and have significant impact on the children's learning.

24 In Years 1 and 2, (Key Stage 1) teaching and learning is good in English, mathematics, religious education, art and design, history and music. Teaching and learning are satisfactory in physical education and science.

25 Teaching and learning in Years 3 to 6 (Key Stage 2) are very good in English, mathematics, and religious education. Teaching and learning are good in art and design, history, physical education and music, and satisfactory in science.

26 Insufficient lessons were observed, in Years 1 to 6, to enable secure judgements to be made about teaching and learning in geography and design technology. Teaching in ICT is unsatisfactory because insufficient resources are available to teachers and, consequently, pupils make inadequate gains in learning in the subject.

27 The two most successful lessons, were characterised by highly enthusiastic teaching, excellent relationships and challenging tasks, which, allied to good subject knowledge, inspired pupils and resulted in very good learning and exemplary behaviour.

28 In almost all lessons throughout the school, pupils' behaviour is managed effectively. Teachers and support staff work in close partnership to present a consistent, firm and supportive regime in classrooms. Pupils respond co-operatively and the vast majority listen well when required. However, a few pupils in Key Stage 1 are having some difficulty, at this early part of the year, in giving the necessary amount of attention and concentration. Teachers often make clear to pupils the intended learning outcomes of the lesson. These objectives are often revisited during the summary phase of the lesson to reiterate the key learning points made earlier. This approach is especially prevalent in the English and mathematics lessons and reflects the very successful manner in which the school has implemented the National Literacy and Numeracy Strategies. The basic skills of literacy and numeracy are taught well. The teachers' good delivery of the National Literacy and Numeracy Strategies is enabling pupils to make good gains in English and mathematics. Teachers also ensure that relevant opportunities are taken for pupils to apply their literacy and numeracy skills in other subjects.

29 Teachers' own evaluations of their lessons, allied to good systems of assessing and recording pupil progress in English and mathematics, are used effectively to plan future work. This means that teachers are able to present work at levels that are closely matched

to pupils' prior attainment and therefore enables them to build on what they already know, can do and understand.

30 Teaching is also good for pupils with English as an additional language and for those with special educational needs. All teachers and support staff have a good level of awareness of the needs of all groups of pupils and lesson planning reflects this. Teachers and support staff respond sensitively and appropriately to the needs of all pupils and consequently all achieve well.

31 Homework is set appropriately and supplements work done in school.

32 There has been a significant improvement in teaching since the last inspection when there was some unsatisfactory teaching in 11 per cent of lessons. There is now no unsatisfactory teaching and the amount of very good and excellent teaching has increased from 17 per cent to 31 per cent. There is now a need for better resourcing in ICT. This would enable teachers to provide greater opportunities for pupils to use computers in order that they may develop their learning in ICT and apply these ICT skills across other subjects.

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

33 The quality and range of learning opportunities are very good at the Foundation Stage and good overall. The school offers a broad curriculum strengthened by a very good range of extra-curricular opportunities. These include residential visits and a modern foreign language for Year 6 pupils. Personal and health education, including sex education, is provided through designated lessons and contacts with the local communities. Overall provision for spiritual, social, moral and cultural education is very good. The school meets statutory requirements for collective worship. The curriculum opportunities offered in the Foundation Stage, religious education and music are strengths of the school. All opportunities are inclusive and ensure equality of access. The special educational needs Code of Practice is fully implemented and the school identifies and provides for pupils' needs from an early age.

34 The curriculum, however, is not balanced, as it does not meet statutory requirements for ICT. The provision for this subject area is at a low level. The science scheme does not, as yet, incorporate opportunities to use scientific enquiry and this is not specifically planned into lessons.

35 The new Foundation Stage curriculum for the children in the nursery and reception classes has been very well implemented and all areas of learning are very well planned and resourced. A planned new Early Years Unit intends to address the provision of continuous access to a safe outside environment for reception aged children. These children are provided with a range of opportunities, which are suitably balanced according to the children's needs. Parents and the wider community are often involved in the children's learning.

36 Religious education lessons, which follow the locally agreed syllabus, take account of a number of major faiths. First-hand experiences are offered through discussion and teaching by members of the faiths and through the very good use of videos and an extensive range of artefacts.

37 Provision for music education has shown a significant improvement since the last inspection. The school now employs a part-time specialist teacher who teaches throughout the school. She offers the opportunity for pupils to join the choir and, for those who have

instrumental music lessons, to join the school band. A new scheme of work ensures progression in all the elements and assessment is about to be implemented. The school has developed resources and now has a good range of instruments from many countries. Peripatetic instrumental teaching provides opportunities to a number of pupils to learn an instrument. The school has purchased violins for their use and other instruments are hired or purchased by parents.

38 The school makes very good use of the National Numeracy and Literacy Strategies and elements of the structure of these lessons are seen in other subjects. Numeracy and literacy are seen as important elements and are well planned into topic work. Usually the topic work is of a high standard, well researched and very well presented. The practical applications of knowledge and skills ensure understanding. However, care needs to be taken to ensure that elements of science and some foundation subjects, within the National Curriculum, are not lost within topic work.

39 Most schemes of work are in place or about to be published. There is a very good policy and scheme for personal, social and health education and the co-ordinator works with the school nurse to sensitively deliver sex education. There is provision for drugs education and the drugs bus visits school. The successful School Council and business enterprise schemes combine many areas of the curriculum but not least personal and social development.

40 The school welcomes many visitors to all classes and from a variety of cultures and for different purposes. The police visited the Year 1 and an African drumming workshop visited a reception class. Visitors from churches, synagogues and mosques come to school to talk about their faiths. Parents who have an interest or talent help to develop aspects of the curriculum. Extra-curricular activities are very good and children are offered opportunities to join music clubs, sporting activities, country dance and art activities. Two residential visits are provided for Year 4 and Year 6 pupils.

41 Opportunities for spiritual development are good. Pupils are able to reflect on other faiths and cultures in their religious education lessons. Visits and visitors from other faiths extend pupils' understanding. In one Key Stage 2 assembly, pupils were asked to think about the words of a prayer which was repeated. Many opportunities in the Foundation Stage are provided for children to develop their understanding and knowledge of the world through reflection on their natural environment. Pupils in Key Stage 1 and 2 reflect through art and music, sometimes combining the two.

42 Provision for moral, social and cultural education is very good. A range of multicultural resources and experiences enable all pupils to develop their understanding of music, art and literature throughout the world. Pupils are taught to behave politely and to consider others. Activities such as the residential visits, the provision of playtime equipment and extra-curricular activities have enhanced provision for moral and social development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43 Pupils are well cared for by the school. There are very good relationships between the headteacher, the teachers and their pupils. The pupils are well known and valued as individuals.

44 Effective procedures are in place for child protection and for the health and safety of pupils. However, some very small steps in the school building are unmarked and can easily be missed and there is no clear procedure for ensuring the entrance gate near the playground is closed when the younger children are playing out.

45 The headteacher monitors attendance regularly. The school has a very good behaviour policy, which is consistently implemented by staff. Parents are happy that any instances of bullying are promptly dealt with.

46 The school has an effective programme of personal, health and social education. In addition, many opportunities are taken to support pupils' personal development; for example, the school's participation in the Healthy Schools Award Scheme has involved setting up a School Council. Pupils' development of co-operative working, independence and taking responsibility is especially well supported in a progressive way throughout the school.

47 Procedures for assessing pupils' academic progress are in place but have not been developed to enable the information to be fully used to monitor and to support the academic progress of pupils. However, in Year 6, pupils are set termly targets by their teacher and they set themselves targets. These targets are monitored by the teacher and by the pupils themselves, at the end of each term.

48 The school has identified some of its higher attaining pupils and has set appropriate work for them. Two pupils were selected, by the local education authority, to attend a summer school for gifted and talented children. Generally, however, work on identification of gifted and talented pupils is at an early stage, but the school has started working, with the local education authority, on developing a policy and procedures for identifying and working with gifted and talented pupils.

49 There has been an analysis of the attainment of boys and girls in the school but, as yet, there has been no analysis of the attainment of pupils with English as an additional language or pupils from different ethnic backgrounds. The school does rightly feel, however, that in general the pupils with English as an additional language achieve as well as other pupils in the school. Pupils with special educational needs are well supported in school, enabling them to partake fully in the curriculum, including residential trips.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50 One of the key issues in the last inspection report was for the school to improve the partnership with parents by improving communication with them and making them more aware of the good things that were happening in the school. Since then there has been a significant improvement in the school's partnership with parents, which is recognised and appreciated by them. They now feel much better informed about what is happening in school whilst continuing to value the care given to their children and the attitudes and values that are promoted.

51 A small but significant number of parents do, however, feel that the timing of the parents' meeting, over halfway through the school year, is too late for them to address any issues that they were unaware of. They also felt they would like longer to talk to the teachers. They do, however, value the availability of staff, at any time, to discuss progress and problems.

52 Parents are keen to be involved in the school. They help with the library, trips and residential trips. They appreciate being invited to class assemblies and presentations. There is also an active Parent Teacher Association that raises funds for the school and organises social events. The school is increasingly asking parents for their views on school policy and procedures; for example, parents' views on class organisation were listened to and taken into account.

53 Parents feel that the written reports about their children's progress have improved significantly and they appreciate the consultation that took place about changes to these reports. Class newsletters are of a high quality and inform parents about routines, the curriculum and proposed visits. They are welcoming in style and are sent out by the class teachers. The prospectus and governors' annual report to parents are both lengthy documents and the governors' annual report to parents does need to include the term dates for the next school year to fully comply with legal requirements. However, the new headteacher is keen to work with governors to review these documents. The school has found that the parents of pupils for whom English is an additional language are, so far, competent English speakers themselves and have not required written information to be translated into their home language.

54 Parents are keen to be involved in their children's learning, they listen to them read and help them with other homework. Some parents do feel that there are some inconsistencies in the way homework is set and in the amounts given. They do, however, feel that the school's approach has improved and hope to see more consistency in the future. Parents appreciate events such as the curriculum evenings and the 'look at work' evenings that help them become more involved in their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55 The school is well led and managed. Despite having only recently taken up the post, the headteacher is having a clear impact on pupils' learning. The headteacher has already secured the considerable confidence of parents and staff in her new role and is developing and sharing new directions for school improvement, building on the school's good reputation and past record. The headteacher is very well supported by a newly appointed deputy head, the existing senior management and all the staff. A strong feature of the school is a very high level of shared commitment to improve and capacity to succeed. The reflection of the school's aims and values are very clear in all aspects of school life and this contributes very significantly to pupils' attainment, attitudes and values and to the very caring and supportive ethos of the school. The headteacher has already put together a well-structured draft school development plan, building on the existing plan. The new draft plan clearly looks to the future, based on an analysis of the needs of the school.

56 Governors are very clear about the school's strengths and areas for development, and are very supportive of all aspects of school life. They have played a significant role in the changes in senior management, recognising the contribution of the previous headteacher and the good quality of education that the school has provided. Governors see the future as an exciting opportunity to build on past performance and, together with the headteacher and parents, plan for the future. They are satisfactory in fulfilling their statutory duties with the exception of meeting the statutory requirements of the National Curriculum for ICT.

57 The school's evaluation of its performance is currently satisfactory with clear plans for development. The headteacher sees evaluation of performance as one of the key areas for development, and, as a result, monitoring and evaluation of teaching and learning are strong features of the new draft school development plan, clearly involving curriculum co-ordinators in further developing their subjects across the school. The role of the curriculum co-ordinators is developing quickly and they are having a significant impact on most subjects across the school. It is recognised, however, that co-ordinators' increased involvement in the monitoring and evaluation of, not only the schemes of work, but also the teaching and learning, is a very important part of the school's future development. Plans are already in place to ensure that co-ordinators have time to carry out this role.

58 The school makes good use of new technology in financial planning and control and in all aspects of administration, and educational priorities are well supported through good financial planning and systems.

59 Staffing levels are good and all staff are well deployed. Support staff are an integral part of pupils' learning and have a significant and very positive impact in all areas of the school.

60 The accommodation is well used and is bright with good quality displays and is well maintained. Several areas have been refurbished recently and the school has plans to address other aspects of the accommodation. The school is planning to review the accommodation and provision for pupils in the Foundation Stage, the provision for ICT and cloakrooms and the entrance to the school. The school clearly and effectively applies the principles of best value.

61 The strategic use of resources is satisfactory although there is a clear need to address the unsatisfactory elements of the provision for ICT. Learning resources are good in most areas of the school although the number of pupils to each computer is far higher than the national average and this is affecting standards in this area.

62 When taking into account the good teaching provided, the achievement of pupils and the comparatively high income it receives, the school is currently providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63 In order to bring about further improvement the headteacher and governors should:

- ensure that the school development plan is an effective tool for managing future direction and raising standards; (para 55)
- improve the coverage of the National Curriculum for ICT and pupils' access to the use of ICT, and; (paras 110, 122, 126, 141.)
- enhance the role of the curriculum co-ordinator to enable them to play a greater role in further developing their subjects and in monitoring and evaluating teaching and learning. (para 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

61

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

20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	27	15	0	0	0
Percentage	3	28	44	25	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	226
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register		47

English as an additional language

	No of pupils
Number of pupils with English as an additional language	36

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	14	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	14	14	14
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	95 (81)	95 (81)	95 (78)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	14	14	14
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	95 (75)	95 (78)	95 (69)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	12	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	12	11	11
	Total	25	25	25
Percentage of pupils at NC level 4 or above	School	89 (80)	89 (77)	89 (71)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	13
	Girls	12	11	11
	Total	26	24	24
Percentage of pupils at NC level 4 or above	School	93 (83)	86 (80)	86 (80)
	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	0
Pakistani	14
Bangladeshi	0
Chinese	3
White	166
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	26
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	206

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000
	£
Total income	462514
Total expenditure	498946
Expenditure per pupil	2045
Balance brought forward from previous year	43991
Balance carried forward to next year	7559

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	243
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	1	0
My child is making good progress in school.	39	52	9	0	0
Behaviour in the school is good.	49	48	0	0	3
My child gets the right amount of work to do at home.	25	32	26	4	13
The teaching is good.	45	51	3	0	1
I am kept well informed about how my child is getting on.	28	51	16	6	0
I would feel comfortable about approaching the school with questions or a problem.	52	39	3	4	1
The school expects my child to work hard and achieve his or her best.	48	46	3	0	3
The school works closely with parents.	29	57	6	6	3
The school is well led and managed.	35	52	4	1	7
The school is helping my child become mature and responsible.	46	51	1	1	0
The school provides an interesting range of activities outside lessons.	20	30	32	10	7

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

64 Pupils at the Foundation Stage in the nursery and reception years start school at standards above expectations for most areas of learning. They make very good progress and the majority of children begin the National Curriculum in Year 1 having achieved or, in many instances, exceeded the Early Learning Goals in all areas of learning. A small number of children continue to require support in personal, social and emotional development or in communication, language and literacy. These children mostly attain the green stepping stone which is the final step before the Early Learning Goals. The school has maintained the high standards of achievement since the previous inspection and there has been an improvement in curriculum provision following implementation of the Foundation Stage. Communication with parents is good and has improved since the last inspection. Parents are invited to lunch and the school responds to their needs. The first nursery parents' evening was very well received and attended.

65 At the time of the inspection the school was gradually admitting new pupils to the nursery and reception classes. Approximately half of the children attending reception classes during the inspection had not attended the school nursery. For many children the inspection week coincided with their first days at school and away from their carers.

66 The very good progress made by the children is as a result of very good teaching overall, in all the areas of learning. Teaching is never less than satisfactory and is sometimes excellent. Children are encouraged to become confident, independent, creative and sensitive through the planning of stimulating and challenging experiences well-matched to the children's needs. Parents are encouraged to be fully involved in the children's learning. All the areas of learning are given appropriate balance and weight according to needs. The areas of personal, social and emotional development and communication, language and literacy were appropriately emphasised during this very early start to school.

67 Very detailed and informative assessments are made of the children's development. These are used to plan and adapt activities. The structure of the day for these young children is flexible enough to adapt to their ideas, questions and curiosity. However, very good use is made of time and resources.

68 Children with special educational needs are identified at an early stage and their needs well met. Other groups, including children who have English as an additional language, also make very good progress in the Foundation Stage.

69 A new job share for the nursery teachers is working satisfactorily at this very early stage of the year. Teaching and support by the nursery nurse and teaching assistants are very good and have significant impact on the children's learning.

Personal, social and emotional development

70 Most pupils begin either the nursery or reception classes at standards above expectations. Although it was only the first or second day at school for a number of children, they were confident, well settled and communicative with peers, staff and other adults. Children volunteered ideas, suggestions and information to their teachers and to visitors. Evidence from other sources highlighted the very good progress made by the

children in previous years. The majority of reception aged children attain the Early Learning Goals in this area. The small minority who need to consolidate skills and understanding are well supported.

71 Very good teaching ensures that children learn routines that encourage independence and awareness of their own and others' needs. They learn to tidy up, to help and to share. The secure, quiet and caring environment supports very good relationships and co-operation. Children choose their own resources and activities, guided by staff. Teaching of this area overlaps all other areas and is constantly reinforced.

72 Children learn to work together to move heavy objects, to wash toys or to build outside. Their self-esteem is developed through positive praise and the celebration of achievements. The children are very enthusiastic about their learning. Children in reception who had made glittery dough talked excitedly about what they were doing.

Communication, language and literacy

73 Most children start school in either the nursery or reception classes at standards above national expectations. The majority of children attain or exceed the Early Learning Goals by the beginning of Year 1. A small minority, who require support, are gradually introduced to the more formal setting of the National Curriculum.

74 Very good teaching results in very good learning and well-developed communication skills. Many reception children can read well and parents are fully involved in supporting, teaching and encouraging their progress. These children can identify initial, ending and medial sounds, and spell simple words. Many can identify and use blends and can write independently forming letters correctly. They know and understand the use of punctuation and can discuss different texts.

75 Children in the nursery can turn pages correctly and know that print has meaning. One child 'read' a story to herself using pictures. By the end of the nursery year most children are successfully achieving within the second, blue stepping stone and many make progress onto the third, green stepping stone.

76 Speaking and listening skills are well developed and children in nursery use language for a variety of purposes. They enjoy role-play and re-telling stories. They listen well to tapes or to their teachers and talk about their own experiences and stories. One child talked excitedly about foxes he had seen. Children in both year groups sing nursery rhymes and other songs. Teaching within this area of learning permeates all other areas and the appropriate language is taught through open and closed questioning, the teaching of specific vocabulary and very good modelling of structures and pronunciation.

Mathematical development

77 Children start nursery or reception classes at standards above expectations for mathematical development. Most children attain or exceed the Early Learning Goals by the start of Year 1.

78 Very good teaching in all classes within this area leads to very good gains in knowledge, understanding and skills. The children are provided with a variety of activities that develop concepts such as number, measurement, time, space, shape and size. The activities are well planned and there is suitable emphasis on problem solving and mathematical vocabulary.

79 Children in the nursery can talk about heavy and light, and full or not full, whilst playing with containers, balance scales and utensils in the coloured sands. They order by size when using spoons and bowls for the three bears' play-dough dinners. Children fish for numbered fish in coloured water and place them on different shaped trays. The children can count the fruit eaten by the 'Hungry Caterpillar' and some can identify pairs. They grow sunflowers and measure and compare their growth.

80 Children in the reception classes can add mentally, recognise numbers over 20, recognise and name shapes and explain their differences. They sing number rhymes and can make patterns with shapes explaining the patterns and order.

Knowledge and understanding of the world

81 Children begin school in nursery or reception at standards above national expectations for their knowledge and understanding of the world. The children often bring rich experiences from their homes and this is systematically assessed and developed at school. Parents and children are invited to share their cultures and experiences such as the celebration of Diwali or the Chinese New Year. Greetings are in several languages and books are available in a variety of dual language formats. Other resources, such as Indian cooking utensils, are used in home areas.

82 Very good teaching in this area aims to foster curiosity, the capacity to persevere and to explore. Staff are sensitive as to when to supply information or when to allow the children's experimentation. Teachers keep careful records of the children's understanding.

83 Nursery children use their senses in the garden, where fragrant plants such as lavender or tasty tomatoes are grown. They learn more about their world through the use of natural materials such as shells, cone, bark and pebbles and through small world and role-play activities. A variety of visitors are welcomed, including pets that the children learn how to care for.

84 They can use the listening centre from their first days in nursery and learn to use the computer and a programmable toy. Although the children have above average abilities in their use of a mouse and programs, the school does not cater sufficiently for their ICT needs. The provision for and development of ICT are unsatisfactory.

85 A reception class group was helping their teacher to make play-dough. They were encouraged to use their senses, to learn new vocabulary and to experience the processes and changes. Advantage is taken of changing circumstances to develop understanding, such as, in a previous year, watching a sudden downpour. Children learn about safety and hygiene and about healthy living. They know their external body parts and how to keep clean and healthy.

86 The outside environment is well used in the nursery but reception children are unable to have free access to the outside. They are taken outside for physical development and structured activities within the grounds but exploration and imaginative play is mostly limited to inside. The school has large and interesting grounds that should be better used for these younger children.

Physical development

87 Most children start school in line or above national expectations for physical development. Overall very good and some excellent teaching develops gross and fine

motor skills and the majority of children achieve or exceed the Early Learning Goals at the start of Year 1.

88 Children in the nursery have continuous access to a safe outside environment for which activities are well planned. Children in reception classes use the school hall and playground for physical education and dance lessons. These children also require free access to a suitably safe outside area. The restricted accommodation in the nursery makes it essential that the outdoors is used as often as weather will allow. A covered area would extend this opportunity. The school has plans to develop an Early Years Unit which will house both nursery and reception children and to extend their opportunities for outdoor activities.

89 Teachers plan for activities to develop confidence, control and co-ordination. The children use a range of equipment and develop awareness of space. An excellent dance lesson in the reception year resulted in pupils demonstrating very good control of their bodies and an awareness of space. They danced rhythmically to music and showed correct interpretation of speed. The children enjoyed the well-planned and resourced lesson immensely.

90 Children in the nursery learn to use a range of small and large equipment and can build using large or small bricks and mould using malleable materials. They learn to use scissors and glue, fishing nets, rakes, spades and a large variety of media tools such as chunky chalk, pencils and paintbrushes. Children in this class demonstrate very good control when painting.

91 Gross motor skills are developed by the provision of a variety of equipment that promotes crawling, climbing, balancing, riding, jumping or rolling. Use of balls and beans bags develop hand eye co-ordination and items such as bikes and pushchairs develop direction and awareness of space.

Creative development

92 Standards of development in this area of learning are also generally above expectations on entry to school. The very good teaching and high expectations have led to very high standards of work for this age group.

93 In the nursery, children are taught different techniques to use in painting and encouraged to make choices. They demonstrated good skills in handling and using vegetables to print with. A wide variety of materials of different colours, sizes, texture and properties are available for creative pieces in all classes of the stage.

94 The children play musical instruments effectively and one new nursery child was observed putting on headphones to listen and spontaneously dance to some music.

95 Children in reception learnt about mixing of tones. The skilful questioning by the teacher was very effective in promoting children's knowledge and understanding of colour and tone.

96 At present the co-ordinator's role is not clearly developed or agreed, however the curriculum entitlement has been carefully monitored. The new co-ordinator has established links between the classes and will co-ordinate the establishment of a possible Early Years Unit. The policy for the Foundation Stage will require updating to include the new unit and will need to ensure that the detailed records kept in each class are coherent across the

Foundation Stage. Further resources will be required within the unit and particularly an extension of outdoor provision.

ENGLISH

97 Standards of attainment in the 2000 national tests, at the end of Key Stage 1, were well above the national average for reading and writing. Reading standards were in line with, and writing standards above those of similar schools. Teacher assessment of speaking and listening was above the national average for those achieving Level 2 or above and very high for those attaining Level 3.

98 At the end of Key Stage 2, pupils' results for the 2000 national tests for 11 year olds were well above the national average and above those of similar schools. The school has a relatively high percentage of pupils for whom English is an additional language and these pupils achieve equally well as other pupils. Early identification of pupils with special educational needs results in these pupils receiving support for their lessons. Scrutiny of pupils' work, school assessments and progress in lessons paints a similar picture of attainment. Pupils in Key Stages 1 and 2 achieve well in English.

99 Standards of literacy are high throughout the school. All staff use effective strategies, for the teaching of basic skills and for the development of literacy. There has been a successful implementation of the National Literacy Strategy that has had a positive impact on the teaching of literacy through other subjects. Good examples of this were observed in religious education and history topic work.

100 Speaking and listening is a strength of the school. Children in the Foundation Stage are given every opportunity to develop their skills through carefully planned activities and through very good adult modelling. They listen to stories, music and to each other; they talk confidently in class, in groups and to visitors. Speech is used for communication, developing imagination and problem solving.

101 Pupils in Key Stages 1 and 2 are often grouped according to implications for the development of speaking and listening. Year 6 pupils listened to an interview during a history topic lesson and carried out their own interviews with a partner. They ask appropriate questions and are encouraged to develop their techniques. Other planned activities such as 'Show and Tell' and personal, social and health education give opportunities to further develop these skills. The School Council and business enterprise schemes offer pupils the opportunities to use speaking and listening skills for negotiation.

102 Standards of reading are very good throughout the school. Children in the Foundation Stage quickly learn about print and associate experiences with meaning. They learn letter sounds and words and enjoy reading simple books. Parents' support reading and children show a great enjoyment of their books. The National Literacy Strategy has favourably impacted on standards of reading. Pupils read well and all are well supported in the class text and group activities. Pupils are confident and use non-fiction and reference books well.

103 Standards of writing at both key stages are above national expectations and often well above. Pupils are learning the structures of a variety of written genres. Styles are developing well but, in older pupils, they do not quite meet the standards of the pupils' organisational skills. Written work is well presented and pupils show a pride in their work. They can write for a variety of purposes; for example, children in the nursery write birthday cards and shopping lists and older pupils write minutes for meetings, take notes and write extended stories.

104 Pupils' attitudes to their work are generally good at Key Stage 1 and very good at Key Stage 2. The pupils are interested in their lessons and enjoy talking about their work. They co-operate well as shown in a Year 1 class when a group was playing a listening game using headphones. They helped one another identify the animals without dominating the game and took turns sensibly.

105 Older pupils work productively together on aspects of their lessons. All the pupils are confident and enthusiastic. They are mostly very well behaved and listen carefully. This results in good progress across the lessons. A very small minority of pupils in Key Stage 1 are finding some difficulty in settling into their new classes which has involved them in coming together after a mixed-age class. Firm control has usually resulted in co-operation but teachers will need to ensure that the unsatisfactory behaviour of a few does not disrupt or delay the lessons.

106 Teaching at Key Stage 1 is good overall and never less than satisfactory. It is often very good. Lessons are well planned and organised. Pupils rise to the use of challenging vocabulary supported by good subject knowledge. Suitable emphasis is given to the teaching of basic skills and as a result pupils read and write well. A range of genre is introduced for both reading and writing and pupils are beginning to learn structures of texts.

107 In a very good Year 1 lesson very positive relationships led to an effective spelling activity. Questioning is well balanced between boys and girls and appropriately to different groups. Pupils know that their turn will come.

108 Ongoing assessments ensure that pupils' needs are considered and they receive appropriate experiences. Once pupils have settled in their classes staff will need to consider differentiation for a wider ability span in some classes. Marking of work is positive and some books include dialogues with the pupils. More, helpful target points would focus teacher and pupils on repeated errors.

109 Teaching at Key Stage 2 is very good overall. High expectations and very good subject knowledge lead to a good work rate and very good gains in knowledge understanding and skills. A Year 3 class focus on story settings moved at a brisk pace and retained the pupils' interest. Reference to and reinforcement of earlier work gave pupils confidence to be successful in their group work and to volunteer ideas in class. A good Year 4 lesson on Rosh Hashanah was successful due to a well-planned and differentiated lesson that met all pupils' needs. Literacy was well related to the topic and the teacher used opportunities to secure understanding and develop points. Scrutiny of previous work revealed good presentation and very well planned lessons for a range of reading and writing opportunities.

110 The provision and use of ICT within English lessons is not well planned or used. This was a target for the school, which has not been met. Pupils are aware of the power of technology for recording, research and presentation but the school does not have the capability in hardware or software to teach the skills. Most pupils have above average abilities and would be well supported by advanced ICT skills. The library is supported by a computerised database lending facility which pupils use to borrow books. The library is an attractive, well-used area on the corridors. Books are Dewey labelled and pupils usually find what they are looking for.

111 The very enthusiastic co-ordinator has begun to visit classes to support, monitor and evaluate lessons. She analyses test results and advises on planning and resources. However, until very recently the subject did not receive its own budget allocation and this

difficulty has prevented any strategic planning of the subject across the school. The co-ordinator also needs to plan the process of support, monitoring and evaluation of the subject as a whole and of teaching and learning. Clear challenging targets need to be set across the school to ensure that expectations in all aspects of the subject match the abilities of the pupils.

112 Apart from the use of ICT in English, the school has maintained its high standards in English since the last inspection.

MATHEMATICS

113 The school's 2000 test results for 11-year-olds are well above average when compared to all schools nationally and when compared to schools of a similar nature. Over the last four years, the school's results have consistently been above the national average. Evidence from the work of last year's 11-year-olds and from the present Year 6 pupils paints a similar picture of above average standards.

114 By the age of 11, pupils have acquired above average skills of mental manipulation of number. Almost all pupils can apply their skills with the four rules of number, for example, when multiplying a three-digit number by a two-digit number and when adding amounts of money. They can solve money problems involving calculating profits. In shape and space work, pupils can calculate the area of simple shapes and can identify properties of three-dimensional solids such as tetrahedron and triangular prism. In data handling, pupils are able to draw and interpret linear graphs involving conversion of sterling to Euros. They can state the likelihood of events by using probability fractions and determine the range, mode, median and mean of a set of numbers.

115 The school's 2000 test results for 7-year-olds are above average when compared to all schools nationally and average when compared to similar schools. The proportion of pupils reaching the higher level (National Curriculum Level 3) is well above the national average. The decline in standards occurring between 1997 and 1999 has been reversed, as evidenced in the 2000 test results and in the above average work of last year's 7-year-olds and from the present Year 2 pupils.

116 By the age of 7, pupils can write multiples of 2, 5 and 10. They can write a 'story' to explain what is meant by different operations such as $55 + 10$ and 4×5 . Pupils are able to explore number, for example when finding different numbers to complete magic square problems. They have a secure understanding of odds and evens and know about square numbers. They know elementary properties of plane shapes and can divide them into halves and quarters. Within work on measures, almost all pupils can recognise and record analogue time involving quarter to and past the hour.

117 Good improvement has been made since the previous inspection, particularly with regard to the quality of teaching. The school's very successful implementation of the National Numeracy Strategy and the good quality resources that have been bought have contributed to improvements in the quality of teaching and to higher standards.

118 Overall, teaching is invariably at least satisfactory. Teaching is good in Key Stage 1 and very good in Key Stage 2. This difference in quality is largely attributed to the better classroom management strategies seen in lessons involving older pupils.

119 All lessons throughout the school are well planned and prepared. Objectives are clearly focused and, in the best practice, pupils are informed about what they are intended to learn and are thus more aware of the progress they make in the course of the lesson.

Lessons begin with a brisk and appropriate mental warm-up; particularly good examples were seen in Years 5 and 6. During the main part of lessons, pupils are successfully introduced to new knowledge and skills and teachers make good use of the plenary part of lessons to reiterate learning. The National Numeracy Strategy has helped to improve pupils' competence to recall and manipulate number and to use correct mathematical vocabulary, for example, when answering questions or explaining their strategies. Written computations are accurately completed and are neatly presented. Teachers deal constructively and sensitively with pupils' misconceptions or errors. Pupils respond confidently in front of their peers without fear of failure or ridicule and respect each other's feelings when errors are made. Almost all pupils co-operate fully with adults and the overwhelming majority show keen interest and concentration in their work. Pupil behaviour in Key Stage 1 is at least satisfactory. In Key Stage 2 behaviour is almost invariably very good, and in the case of one Year 4 lesson, exemplary.

120 Throughout the school, pupils with special needs and those who are high attainers are well provided for. This is mainly due to the accurate assessments made by teachers that provide them with the requisite information so that future work is planned according to need. Additionally, those pupils who have special educational needs are well supported by the very good additional help of teaching assistants. Pupils with English as an additional language are also well provided for in the close match of work to their prior attainment. As a result of all these factors, all pupils achieve well and make good progress in their learning.

121 Pupils show good ability when using and applying their numeracy skills in other subjects, for example in science when measuring temperature and in design and technology when measuring materials. The 'Buzzin Bags' project undertaken by Year 6 pupils, at the end of the last school year, is a prime and highly valuable example of pupils' use of mathematics within a real life context. In many lessons, collaborative working contributes significantly to the good provision made for pupils' social development as well as reinforcing mathematical learning. The emphasis placed upon pupils giving oral explanations contributes to the development of their speaking and listening skills.

122 Good subject leadership by the enthusiastic and well-informed co-ordinator, allied to teachers' commitment, have contributed to the good improvement in the subject since the last inspection. Due to limited opportunity, the co-ordinator has only recently been enabled to fulfil her role, including monitoring of colleagues' plans and some monitoring of lessons. However, the school recognises that the co-ordinator needs greater opportunities for monitoring and influencing colleagues across the school. Her detailed analysis of test data has been informative for colleagues in terms of identifying areas of weakness in pupils' knowledge, skills and understanding. This has also contributed to raising standards in national tests. At present, there are some good examples of the use of ICT to support learning in mathematics but the school recognises the need to make even greater use of ICT.

SCIENCE

123 The national test results for 11-year-olds in 2000 were in line with the national average but well below average when compared with similar schools. A similar picture was shown by the 2001 results and the indications are that pupils in the current Year 6 class will achieve comparable standards. Pupils in Year 2 are also likely to attain average standards. Though this represents steady improvement over the last few years, the school realises that pupils should be doing better and has put a high priority on raising standards by developing the planning for scientific investigations and reviewing the way science is taught as part of a topic, rather than as a subject in its own right.

124 The quality of teaching is satisfactory and helps pupils to make steady progress. However, teaching is not as effective as it is in most other subjects and is not enabling pupils, especially the more able, to achieve as well as they are capable. The scheme of work does not provide sufficient guidelines as to how teachers can develop pupils' scientific skills and, as a result, their ability to carry out investigations is not as advanced as it could be. There are also issues caused by the school's topic approach to the teaching of science, which sometimes results in teachers being unsure of how to develop the specific scientific content of lessons. Despite these constraints, the teachers manage pupils well, ensure that they have access to appropriate resources and use questioning effectively to find out what they know and can do.

125 The teachers make sure that pupils in Years 1 and 2 are given opportunities to develop their knowledge and understanding by being involved in practical activities. This was evident in a lesson for pupils in Year 1, when they went on a walk around the school grounds to identify and record sounds from a variety of sources. The teacher emphasised the use of correct scientific language and her questioning enabled pupils to make appropriate progress in their understanding of how to recognise different background noises. As pupils pass through Year 2 they learn how to handle simple scientific equipment with care and due regard for safety and are taught how their work in science can be linked to their everyday lives. This was seen in a lesson for pupils in Year 2, in which they were discussing an experiment to show that materials in houses are chosen for specific uses on the basis of their properties. In this instance they had been learning about the importance of a damp proof course in house construction. When involved in investigations pupils show positive attitudes, working well collaboratively and taking some responsibility for their actions. They are well behaved, curious and show a lot of enjoyment in their work. Consequently, they have a satisfactory work rate and, because they take pride in their work, have good standards of presentation. By the time that they are seven most pupils can carry out a simple fair test with some help from the teacher and talk about their work using appropriate scientific vocabulary

126 The teachers of older pupils continue to ensure that they are given opportunities to develop their learning by being involved in practical investigations, such as the one for pupils in Year 3 on finding out which objects and materials will let light through or block it out. In this good quality lesson the teacher used questioning effectively to find out what pupils understood and could do before they began their activities so that work was well matched to their abilities. In another lesson, for pupils in Year 5, the teacher used role-play effectively to develop pupils' understanding of the life cycle of a plant and the idea of germination. The teachers have good classroom management and organisational methods that ensure that the pupils work hard throughout the lessons. There is strong emphasis on the need carry out investigations safely, as was seen when pupils in Year 6 were finding out about decay and microbes and their effect on the preservation of food. In these lessons, as in all others, the pupils' attitudes to learning were positive and their behaviour good. They enjoyed their work and responded with interest and enthusiasm. Throughout the school there is limited use of pupils' skills of using ICT to enhance their work in science and this is an area for further development. There is also recognition that the pupils' conclusions to experiments need to be more evaluative and based on prior scientific knowledge, as currently they are mainly descriptive. By the time that they are 11, most pupils show appropriate ability to identify the need for a fair test and to be able to plan and carry one out, independently of the teacher. However, the ability of pupils, especially those who are higher attainers, to effectively interpret the data collected from experiments is under-developed.

127 Pupils make good use of their literacy skills in their investigative report writing in science. They also show that they are able to make effective use of their numeracy skills to

take careful measurements, including readings from thermometers during their experiments to find out how much sugar will dissolve in water of different temperatures. The progress of pupils with special educational needs and those with English as an additional language is satisfactory throughout the school, as a result of the well-structured support that they are given. Pupils are encouraged to develop their speaking and listening skills and, as a result, pupils are able to make effective contributions to class discussions during science lessons.

128 There is satisfactory leadership by a co-ordinator who is taking a leading role in setting priorities to address the identified weaknesses of planning for investigations and lessons not always having specific scientific content in them. There is recognition of the need to improve co-ordination, by ensuring that she has a specific role and responsibility for developing the subject through the school. The curriculum that is offered to the pupils is satisfactory, with sufficient opportunities for them to be involved in practical investigative activities. The systems for monitoring pupils' academic performance and the use of assessment information to plan future work are satisfactory. The school has put in place appropriate procedures to analyse the statutory test results to identify areas of weakness and then set manageable targets for improvement for groups and individual pupils. The accommodation includes a wildlife area that is used well to develop pupils' understanding of life processes and living things. The current provision for science shows satisfactory improvement since the last inspection.

ART AND DESIGN

129 Although only a small number of art lessons were observed during the time of the inspection it is possible to judge from these, the quality of the work on display and a scrutiny of sketch books and other work, that the standard of pupils' work in both key stages is well above average. Much of the evidence has been good photographic evidence of work from recent years. Children enjoyed an African drumming workshop, played their homemade musical instruments on the stage of the Bridgwater Hall and painted large-scale pieces to a variety of music. Inspiration from a local artist led to some very good paintings on toast!

130 Pupils' attitudes and behaviour are very good throughout the school. They like art and take considerable care with, and pride in, their work. They listen very well to their teachers and to each other and are very articulate, explaining clearly what they are doing and what they want to achieve.

131 Teaching of art is good throughout the school. It is clear that teachers like art and set high standards for the work that their pupils do. Art lessons are enjoyable. In many classes art is taught as an integral part of a topic, for example pupils will learn about the art of Ancient Egypt as well as the history and geography of Egypt. In these lessons the quality of art benefits from the depth of understanding gained from the association of areas of learning. In lessons, for example one in Year 5 where they are learning to use watercolours, pupils are often carefully taught skills in handling media. The teacher's demonstration, providing the pupils with the 'do's and don'ts' of being successful with what can often be a difficult media, provided a very good start for their painting. An extensive range of additional activities enhances and broadens pupils' perceptions and their knowledge and understanding; for example the school makes good use of visiting artists and links with other aspects of the curriculum including the performing arts.

132 The co-ordination of art is good. The co-ordinator has a high level of expertise and is very enthusiastic about the place of art in the curriculum. Guidance is provided for staff and there are collections of pupils' art-work, which show the standards achieved and the range

of work undertaken. The subject is well resourced with a good range of materials and media, bringing variety to the subject as well as ensuring that the requirements of the National Curriculum are met. Art was found to be good at the time of the last inspection and this standard has been at least maintained and there is a very high standard of work on display in all parts of the school.

DESIGN AND TECHNOLOGY

133 During the inspection it was not possible to observe design and technology lessons and as a result there was insufficient evidence to make secure judgements about teaching and pupils' learning. However, the school provided evidence, including photographs of past work, enabling secure judgements to be made about standards of pupils' work. Standards attained by 7 and 11-year-olds are above the level expected for their age. Examples of work indicates that pupils are able to plan, make and evaluate their products to a level beyond that expected for their age. For example, pupils are able to use skills of accurate measuring before cutting and joining cardboard boxes and other re-cycled materials to form artefacts. They have used accurate drawing, cutting and sewing skills to produce good quality work. Subsequently, pupils make satisfactory evaluations of their artefacts against certain criteria.

134 Work on display clearly shows that design and technology is present in many aspects of teaching. It is planned for in the topic approach to many aspects of lessons and as a result has a secure place and coverage in the curriculum. Teachers clearly plan well for its inclusion in pupils' learning. As a result all pupils have access to the subject and are equally able to make progress.

135 Design and technology tasks provide relevant contexts for pupils to apply learning from other subjects. Excellent examples of this are to be found in the work done in a business and marketing project where the pupils in Year 5 received the CITB bronze award from the Construction Award Scheme through their industry links and Year 6 set up the 'Buzzin Bags Company' to market bags. All aspects of this project, from the initial conception through to the end product, were carried out to the highest standards and contributed exceptionally well to design and technology, art, social development and an understanding of the business world.

136 The school is currently without a co-ordinator for this subject and the headteacher has taken on the leadership on a short-term basis. A scheme of work is in place but as yet there is no policy. The headteacher is very aware of the areas for development in design and technology and has carried out an audit of the subject and its provision.

GEOGRAPHY and HISTORY

137 By the time that they are 11 most pupils attain standards above those expected for their age in history and show good attitudes to their work. There was not enough evidence on which to base a secure judgement on the standards attained or the quality of teaching in geography.

138 The quality of teaching is good in history and enables pupils to make good progress and achieve well. Teachers have good subject knowledge and are able to organise and manage their classes effectively. There is good use of time and resources and good use of questioning to find out what pupils know and understand. The teaching is well matched to the needs of all pupils, so that all abilities are well challenged. There is good explanation of the ideas to be taught and all teachers place strong emphasis on pupils using correct historical vocabulary. Younger pupils are helped to develop their understanding of time by

listening to stories about the past and of famous people. Previous learning is consolidated by the use of books, photographs and historical artefacts. This was seen in a lesson for pupils in Year 1, when they used photographs to put in chronological order a variety of telephones. They study the story of Guy Fawkes and the Gunpowder Plot and learn how to recognise similarities and differences through the years, as pupils in Year 2 compare holidays from different time periods. As they pass through the school they learn how to use evidence to find out about the past and how things change over a period of time. There is good emphasis placed on the significance of historical artefacts and the need to study them in order to find out about the past. In a Year 5 lesson, the pupils showed a secure understanding of the religious beliefs of the Ancient Egyptians and a good historical vocabulary to talk about their work. In a good lesson on archaeological techniques, pupils in Year 6 showed advanced skills when digging layers of soil to discover artefacts and in cleaning and cataloguing them.

139 The pupils' attitudes to learning were very positive, being able to sustain concentration and willing to ask and answer questions. They were well behaved and willing to listen to the views and opinions of others. They handled historical artefacts and resources with care and took great pride in their work, showing very good levels of presentation. Pupils with special educational needs and with English as an additional language are well supported and they also make good progress in their learning. In terms of using their literacy skills children are provided with good opportunities to engage in open-ended research and produce sustained independent writing. A good example of this is in the evocative letters written by pupils in Year 5 about what it might have been like to be an evacuee in World War 2. Throughout the school the use of ICT to enhance pupils' work in history is under-developed.

140 There is good curricular provision in both subjects so that all pupils are able to enjoy a broad range of relevant and interesting experiences. A notable feature of this is the way the school uses visits and visitors to provide further significant learning opportunities for pupils. In history they have visited Bramhall Hall to learn about the Tudors and Manchester Museum as part of their studies into the Ancient Egyptians. In geography there is good use of the local environment to develop their knowledge and understanding in the subject. In history the school has improved planning since the last inspection and this takes good account of pupils' prior knowledge and understanding, so they can be given work that enables them to achieve to their full potential. In geography a new scheme of work has yet to be put into practice so as to provide better guidelines for teachers. There is enthusiastic leadership of both subjects by a co-ordinator, whose role is in need of development to enable her to have a clearer overview of the quality of education provided through the school. It is evident that the school has maintained the high standards reported in the last inspection in history and, in so doing, has made satisfactory improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

141 Information and communication technology (ICT) is affected by limited provision throughout the school. As a result the level of pupils' attainment is below average. Only some of the aspects of ICT are being taught, resulting in pupils' overall standards being below expectation. Pupils in both key stages do not make the overall progress that they should and, as a consequence of a lack of coverage and below average attainment, the school does not comply with the National Curriculum requirements for ICT.

142 The main reason for the current failure to meet requirements is the lack of resources and the resultant limited amount of time pupils in most classes spend using ICT. Although the school has a computer in every classroom and two in some classrooms, an overall ratio of 30 pupils to each computer does not allow pupils sufficient access to develop the

expected levels of knowledge and understanding. At the time of the inspection the number of pupils to each computer is many more than the average in schools nationally. The school also suffers from a shortage of up-to-date and good quality software. This aspect has recently been in part addressed with the purchase of some software, but the school recognises that there is some way to go. The school is well aware of the overall situation and the development of an ICT strategy is high on the agenda.

143 Because of limited current use of ICT, it is not possible to judge the overall quality of teaching; other than to comment on the limited amount and coverage of the National Curriculum for ICT, which in itself is unsatisfactory. All classes have a computer and, in a number of lessons during the inspection week, these were used by individuals and pairs of pupils, mainly for word processing and graphics. When using computers, pupils display good levels of concentration and are very motivated. Where ICT is used in lessons, it is well planned for and taught. For example, in a Year 4 lesson linking science, search engines and Internet access, the teacher had selected appropriate subject content and ensured that after a successful and well-taught whole-class session pupils took it in turns to find out facts about the topics they were studying. This strategy not only developed their ICT skills, but also their research skills. Year 6 pupils take part in a week's residential visit to Winmarleigh where they cover all aspects of control technology. This is valued by pupils and by parents and clearly contributes to pupils' attainment in the use of ICT.

144 The ICT co-ordinator has recently taken over the role. She has ensured that a policy statement, a scheme of work and an action plan to address the findings of the last inspection report are in place. The previous report highlighted the need for more hardware, a scheme of work and the need to address some ICT applications including Internet and email access. The co-ordinator has provided her colleagues with a very useful ICT skills checklist and suggested software list, there are examples of pupils work on display in many classrooms, and collections of pupils' work with ICT are used for discussion and guidance. All these documents, examples and strategies are raising the profile of ICT in all areas of the school.

145 The headteacher and co-ordinator have a clear understanding of the issues facing the development of ICT across the school. Both are very aware of the need to increase provision, pupils' access to the use of ICT and improve standards. The school needs to develop an action plan, which balances the importance of improving the ICT provision with other priority areas.

MUSIC

146 Attainment in music is currently in line with national expectations at the end of Key Stages 1 and 2. However, a significant number of pupils who have instrumental lessons or who are trained in the school choir and band attain standards above national expectations. Although this was a very early stage of the school year, the pupils in Key Stage 2 sang well in hymn practice, lifted by the quality of singing from the choir.

147 Older pupils at Key Stage 1 ask and can answer in musical phrases and, using a variety of rhythms, played well on percussion instruments. They have good control and can play at a variety of speeds or dynamics. Younger children listen well and can identify sounds. They remember songs and sing well whilst using actions to the songs. All the children enjoy their lessons. At Key Stage 2 pupils explored different ways of performing a song which included jazz and reggae versions. The pupils know about changes in beat and length and frequency of rests. They recognised pauses within words and were able to perform the songs after brief hearings. They sang very well.

148 Pupils' attitude to music is satisfactory in Key Stage 1 and very good in Key Stage 2. In Key Stage 1 the majority of pupils are well behaved, listen well and show respect to staff, each other and resources. They all enjoy their lessons. However, there is a very small minority who begin to disrupt lessons. Quiet but firm discipline usually results in co-operation but occasionally pupils needed to be moved. Pupils in Key Stage 2 behave very well and listen, sing enthusiastically and enjoy their lessons.

149 The school has made a significant improvement in music provision since the previous inspection by the appointment of a specialist teacher. Class teachers remain in the lessons as part of their own professional development and to support class management. Teaching is good overall. The teacher, who is also the co-ordinator, prepares lessons very well. There are good relationships that result in good attainment by the vast majority of pupils. Resources are well prepared and the good organisation of the lessons ensures that pupils listen, use instruments sensibly and make good progress.

150 The profile of music has been significantly raised and the school enjoys a good range of resources and opportunities for development. There is no policy statement at the moment but the school uses the Manchester 'Music in the Classroom' scheme. The newly published Stockport scheme will also be evaluated. The co-ordinator works at the school for only a day and a half and is in class, teaching for that time. However, she also runs the school band and choir after school and is responsible for advice and resources. The Parent Teacher Association has funded music for several years and has bought multi cultural and early years instruments. There is a small budget allocation for music. The co-ordinator plans to help staff to deliver the responding and reviewing element of the curriculum. The school enjoys the services of peripatetic teaching for a variety of instruments including flute, clarinet, violin and guitar. The school has purchased violins to extend the opportunities.

PHYSICAL EDUCATION

151 Standards attained by 11-year-olds are above national expectations. By age 11, pupils are able to show good levels of skill when performing a variety of passing actions with a ball. Pupils are aware of the purpose of warm-ups and know that exercise has a beneficial effect on their bodies. Almost all pupils have learned to swim to at least the standard required by the National Curriculum and a high proportion exceed this standard.

152 Pupils approaching the age of 7 are on line to meet the nationally expected standards. The vast majority can competently throw and catch a ball and work co-operatively in pairs. Almost all can follow instructions promptly and behave well, but a few have some difficulty with listening and concentration at this early stage of the year.

153 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2, enabling pupils to make at least sound gains in their learning. On the evidence of all lessons, it is evident that there are good relationships between teachers and pupils. This underpins the secure control teachers have of their classes. Most lessons provided good contributions to pupils' social development. Pupils of all levels of prior attainment, including those who are high attainers, achieve well in lessons. Pupils with special educational needs are well supported by teaching assistants and make optimum progress in their learning.

154 Excellent teaching in a Year 4 games skills lesson resulted in pupils making very good gains in their knowledge and skills of passing and catching. The teacher was able to use her very good expertise in the subject to make telling coaching points that significantly improved pupils' technique. The teacher provided good opportunities for pupils to observe and evaluate the performance of others in order to improve their own actions. A most

notable feature of teaching in this lesson was the teacher's personal example and high expectations, which were highly successful in challenging pupils physically, intellectually and socially. As a result, pupils enjoyed the session and behaviour was exemplary.

155 The co-ordinator is most enthusiastic and has attended several relevant courses. However, she has had no opportunity to monitor or formally support the work of colleagues, an issue raised at the previous inspection. Thus, insufficient progress has been made since the last inspection. The school also recognises the need to introduce a cohesive, whole-school approach to assessment and record-keeping.

156 Indoor accommodation space is satisfactory with good outdoor facilities, which are currently being used to the maximum for developing ball skills during playtime and lunchtimes. This practice is impacting positively on standards. However, learning would be enhanced by renovation of line markings in the hall and on the playgrounds. Very good provision of extra-curricular activities, including the Year 4 residential experience of adventure activities, competitive sport and pairs/trios work in lessons, contribute to pupils' personal and physical development. Parental support in assisting with transportation to sports events, and the football coaching provided by a governor, are highly valuable contributors and are greatly appreciated by the school.

RELIGIOUS EDUCATION

157 At the age of 7 and 11, pupils have attained standards above the expectations of the locally agreed syllabus. Evidence from the sample of written work produced by Year 6 pupils last year indicates that pupils are able to produce very good quality work, much of which has been individually researched. It is clear also from discussions held with pupils currently in Year 6 that they have acquired a good level of knowledge, understanding and sensitivity regarding the major faiths studied since beginning school, namely Islam, Hinduism, Judaism and Christianity. Pupils spoke confidently and expressed balanced viewpoints that were received respectfully by their peers.

158 Teaching is always at least good and in the majority of lessons, very good. As a result, pupils make good gains in their learning and all, including those with special educational needs achieve well. Pupils for whom English is an additional language also achieve well and where appropriate willingly talk about their particular faith and religious practices.

159 Teaching is good in Key Stage 1 and very good in Key Stage 2. In all lessons teachers set an excellent example of respect for faiths other than their own and thus create a climate where pupils feel at ease to tell others what they know and believe.

160 An excellent example of respect for holy books was given by the teacher, who, in a very good Year 1 lesson on Islam, did not touch the Qu'ran because she had not washed her hands. Pupils in this class learned that Muslims have places of worship and special festivals. This was achieved by the teacher skilfully drawing parallels with the pupils' own experiences.

161 In the Year 2 class, good teaching led to pupils making good gains in their knowledge and understanding of the Jewish festival Rosh Hashanah. Her interesting explanatory and visual aids captured the pupils' interest. They particularly enjoyed the baking activity that reinforced their knowledge of the apple and honey cakes typically made at the Jewish New Year.

162 Similarly, the use of a well-chosen video presentation, in a Year 3 lesson on Islam, was also highly successful in engaging pupils. Very good teaching, characterised by probing questions that really challenged pupils' thinking together with the relevant contributions sought from those pupils of the Islamic faith, resulted in very good learning. By the end of the lesson pupils had gained a good knowledge of several key features related to the prayer life of Muslims.

163 A very good lesson involving Year 5 pupils learning about baptisms was notable for the teacher's excellent, unobtrusive class management that created a positive and supportive climate for discussion. As a result, many pupils were able to share their research findings about their own baptism, their godparents and their role.

164 Throughout the school, teachers' planning and preparations are thorough and make full use of the good range of available resources. A variety of methodologies are deployed to generate interest and to facilitate learning, for example through the senses for younger pupils and through discussion and video for older pupils.

165 Religious education has a secure place within the curriculum and fully meets the requirements of the locally agreed syllabus. Religious education contributes significantly to all aspects of pupils' personal development, namely spiritual, moral, social and cultural. Pupils clearly enjoy their lessons, respect their teachers and behave well.

166 The many opportunities for discussion, an emphasis on the use of correct vocabulary, reading of texts and pupils' written work all make valid contributions to the development of pupils' literacy skills.

167 At present, insufficient use is made of ICT as a means of reinforcing learning, which together with the need for a cohesive whole-school approach to assessment and record keeping, are areas the school intends to address. Similarly, the school recognises that the co-ordinator has had no opportunity to monitor or formally support the work of colleagues, an issue raised at the last inspection. Therefore, there has been insufficient progress since the last inspection. However, the co-ordinator is knowledgeable, keen and gives informed support to colleagues but is keen to develop her role to the full once the opportunity is presented.