

INSPECTION REPORT

TORKINGTON PRIMARY SCHOOL

Stockport

LEA area: Stockport

Unique reference number: 106081

Headteacher: Mrs G E Apthomas

Reporting inspector: Mr G Alston
20794

Dates of inspection: 18 – 21 February 2002

Inspection number: 194950

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, Junior and Nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Torkington Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mr A Hirst

Date of previous inspection: 19 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20794	G Alston	Registered inspector	Equal opportunities English as an additional language English Design and technology	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
19740	A Smith	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?
12232	D Atkinson	Team inspector	Areas of learning in the Foundation Stage Information and communication technology History Religious education	
19709	J Fisher	Team inspector	Special educational needs Science Art and design Music	How good are the curricular and other opportunities offered to pupils?
23204	C Wojtak	Team inspector	Mathematics Geography Physical education	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Torkington School is an average size primary school with 234 pupils ranging from three to 11 years in age. In the nursery and reception classes there are 40 children who attend on a part-time basis and 27 children who attend full-time. There are very few pupils with parents from other cultural backgrounds and there are seven pupils for whom English is an additional language. The proportion of pupils entitled to a free meal is below average and children's attainment on entry is at the expected level for their age. The percentage of pupils identified as having special educational needs due to learning or behavioural difficulties is less than that found in most schools and there are three pupils who have a formal statement of special educational needs. This is a popular school and since the last inspection five new teachers have been appointed to the staff. Recently, the area around the school from which the school draws its intake of pupils has widened resulting in an increase in the numbers of pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is a good, caring school where all pupils are greatly valued. It is effective because staff, governors, pupils and parents enthusiastically contribute to the life of the school. The pupils achieve well in all aspects of their education. The quality of teaching is good, providing pupils of all abilities with challenging tasks. The headteacher provides very good leadership and with the strong support of all staff and governors ensures that the money the school receives is used effectively, enabling the school to give good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science and the 2001 national test results for pupils aged 11 years are well above average in English and above average in mathematics and science.
- The quality of teaching is good. Teachers plan their lessons well providing a range of tasks that challenge pupils of all abilities and pupils' efforts and contributions are greatly valued.
- A very good range of experiences develops pupils well socially, morally and culturally and as a result pupils' behaviour is very good; they form warm, sincere relationships, try hard with their work and accept responsibility well.
- The headteacher, with the strong support of a conscientious team of teachers and non-teaching staff, leads the school well and in consultation with a knowledgeable governing body ensures that money is used effectively.
- The school provides a rich curriculum where there are lots of planned opportunities for pupils to further develop their literacy, numeracy and ICT skills through other subjects.
- The school has good links with parents and the support parents give pupils at home or in school is a great help to them.

What could be improved

- In infant classes and lower junior classes, pupils' handwriting and spelling skills which are not as high as their other language skills.
- Pupils' confidence and ability to solve problems and answer mental questions in mathematics which are not as good as their computational skills.
- Assessment and recording of pupils' achievements in some subjects to match the good assessment procedures already in place, for example in English and mathematics.
- The role of coordinator in monitoring the teaching and learning in their subject.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in May 1997 the school has made a good improvement in the issues for action highlighted in the report and nearly all of them have been dealt with fully. There is an effective school development plan that carefully links financial decisions to the school budget and provides a good working,

long-term management tool. The governing body has developed its role successfully and now, along with the headteacher, strongly supports, and rigorously monitors, the work of the school and the impact of spending. Although the role of the coordinator has been further developed and coordinators support the development of their subjects effectively, they do not monitor the teaching and learning. Links between home and school have been strengthened successfully and there are effective channels of communication in place. There are schemes of work in place for all subjects that provide teachers with clear guidance on what they are to teach their pupils. Teachers' planning has improved and the needs of higher attaining pupils are well met. All these factors have helped improve the quality of teaching, which in turn has improved further the good standards that pupils achieve, particularly in English, mathematics and science. The school is well placed to continue to improve and has a strong commitment to do so.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	A	A	A	A
Mathematics	B	C	B	B
Science	C	B	B	B

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

The information shows that results in English are well above the national average and above in mathematics and science. Compared to schools that have pupils from a similar background, results are higher than usual. The results of the 2001 national tests for seven-year-olds show that results are well above average in reading and writing and above average in mathematics. When the school's results are compared with schools with pupils from similar backgrounds they are well above average in reading and writing and above average in mathematics. Results are particularly good because of the good teaching and the very good attitudes of the pupils. Trends over time show that results at the age of seven and 11 have always been above the national average. The scrutiny of pupils' work and their performance in lessons indicate similar standards in the current Years 2 and 6 classes to recent test results. There is no significant difference between the standards that boys achieve in comparison to girls. Results have risen over the past three years at a similar rate to that found in most schools nationally. Standards in English and mathematics are sufficiently high. However, the spelling and handwriting skills of pupils in infant and lower junior classes are not as high as their other language skills. Similarly, across the school, in mathematics, pupils' skills in solving problems and answering mental questions are not as good as their computational skills. In other lessons observed, pupils achieve standards above the expected level in art, geography, history and religious education and at the expected level in all other subjects. The school has already met the challenging targets it was set in national tests and is on line to achieve future targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn. They settle quickly to tasks and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Behaviour both in lessons and around the school is very good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Personal development is very good and pupils have a clear sense of responsibility. Relationships are very positive.
Attendance	Very good. Attendance levels are above those found in most schools and pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Good	Good

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

Overall, the quality of teaching is good. Teachers successfully meet the needs of all pupils including pupils with special educational needs and those for whom English is an additional language. Across the school almost all of the teaching seen was satisfactory or better, and in 30 per cent of the 73 lessons seen it was very good or better. The quality of teaching was unsatisfactory in one lesson and excellent in another. This shows a good improvement in the quality of teaching across the school since the last inspection, when eight per cent of teaching was unsatisfactory and only 11 per cent was very good. Overall, the teaching of English and mathematics is good and the skills of literacy and numeracy are effectively taught. However, in infant and lower junior classes the teaching of handwriting and spelling is not fully effective. In mathematics, the quality of the teaching of the mental/oral part of the lesson is not consistently good in all classes and there are not enough opportunities for pupils to apply their knowledge in everyday practical, problem solving activities. The school has plans to address this. Pupils are well motivated by the challenging tasks teachers prepare. Teachers establish a very good relationship with their pupils and have high expectations of their behaviour and the amount of work they should do. Pupils respond very positively and try hard to reach the high standards they are set. The good teaching is instrumental in helping all pupils achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and relevant and caters well for the wide range of pupils' interests and abilities. Teachers' planning is very thorough. There is a strong emphasis on literacy and numeracy with lots of opportunities for pupils to use their literacy, numeracy and ICT skills in other subjects. There is a good range of out of school clubs, visitors and visits that further enrich pupils' experiences.
Provision for pupils with special educational needs	Good provision; work is well planned to meet needs. Effective support helps pupils to achieve the targets set in the areas highlighted in their education plans.
Provision for pupils for whom English is an additional language	Good. The pupils are well supported by both the staff and other pupils. Those who enter school with very little English quickly become confident and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils gain a very clear understanding of their moral and social responsibilities from the staff's good role models and clear codes of behaviour. Learning opportunities for pupils' personal development are good. Good examples were seen of pupils working together and organising themselves in English, science and when working on the computer.
How well the school cares for its pupils	Good. The school provides a very secure, caring environment. Teachers know their pupils well and good assessment in English, mathematics, science and ICT helps them build on pupils' past learning. In other subjects pupils are not regularly assessed, resulting in little recorded evidence of their achievements.

Parents support the school well, both in raising funds and by helping pupils at home or in school with their work. The school successfully keeps parents informed about the work of the school and of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, supported by a conscientious staff, provides very good leadership and a clear sense of direction. There is a good team approach in decision making. The influence of coordinators on developing their subjects and supporting teachers is making a positive impact on the teaching and learning. Although the headteacher effectively monitors teaching, co-ordinators do not.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and carry out their duties well. They rigorously monitor and evaluate the work of the school.
The school's evaluation of its performance	Good. The school evaluates its performance carefully. Where it has identified areas for improvement, the school considers and implements ways to improve them successfully.
The strategic use of resources	Good. The school uses the money it receives effectively and deploys its resources well. In view of pupils' good achievement, the average income, the effective teaching, and the good progress made by pupils who have average attainment on entry, the school gives good value for money.

The school considers carefully how it can get best value in purchasing equipment and services. The school has satisfactory levels of teaching staff and teaching assistants. The accommodation and resources for learning are sound.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching and the progress pupils make. • The behaviour of pupils and the good attitudes the school gives them. • The management and leadership of the school and the information the school provides. • The school helps pupils become mature and responsible and expects pupils to work hard and achieve their best. • Information on pupil progress. 	<ul style="list-style-type: none"> • More activities out of school. • The amount of homework pupils receive.

Inspectors' judgements support parents' positive views. It does not support parents' views about out of school activities or homework. The school provides a better range of out of school activities than those found in most primary schools and many pupils enjoy this provision. Homework is regularly given and supports pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2001 national tests for seven-year-olds show that results are well above average in reading and writing and above in mathematics. When the school's results are compared with schools with pupils from similar backgrounds they are well above average in reading and writing and above in mathematics. The results of national tests for 11 year old pupils shows that results in English are well above the national average and above the national average in mathematics and science. Compared to schools that have pupils from a similar background, results are higher than usual. Results are particularly good because of the good teaching and the very good attitudes of the pupils. Trends over time show results at the age of seven and 11 have risen and have always been above the national average. The scrutiny of pupils' work and their performance in lessons indicate similar standards in the current Years 2 and 6 classes to recent test results. There is no significant difference between the standards that boys achieve in comparison to girls. Results have risen over the past three years at a similar rate to that found in most schools nationally. Standards in English and mathematics are sufficiently high. However, the spelling and handwriting skills of pupils in infant and lower junior classes are not as high as their other language skills. Similarly, across the school, in mathematics, pupils' skills in solving problems and answering mental questions are not as high as their computational skills. In other lessons observed, pupils achieve standards above the expected level in art, geography, history and religious education and at the expected level in all other subjects. The school has already met the challenging targets it was set in national tests and is on line to achieve future targets.
2. In the last report there were no significant areas of weakness identified but concern was expressed about the underachievement of higher attaining pupils. Provision for higher attaining pupils has significantly improved; teachers assess pupils well and plan tasks that challenge and interest them ensuring they make good progress and as a result, standards have risen.
3. Initial assessment records show that children who are under the age of six enter school with average speaking and listening skills, number skills, and personal and social skills. Children achieve well in all areas of learning and the good experiences provided in the Foundation Stage make it likely that, by the time they are ready to start Year 1, they will reach the early learning goals in communication, language and literacy development, mathematical development, physical development, knowledge and understanding of the world, and creative development. They are on course to exceed these goals in art, speaking and listening and in their personal, social, and emotional development.
4. Overall, pupils' attainment in English by the end of both infant and junior stages is above average. In both infant and junior stages, pupils achieve well in reading, writing and speaking and listening. By the age of seven and 11, pupils' attainment is above national expectations in reading, writing and speaking and listening. By the age of seven, pupils listen carefully and are becoming confident in expressing their ideas for example, in the literacy hour. By the age of 11, pupils contribute appropriately to class discussions. Most pupils are able to explain clearly their views using appropriate vocabulary for example, in a Year 6 discussion about controversial issues. In reading, all pupils show a developing enthusiasm for books. By the age of seven, most pupils can successfully attempt to read unknown words. The most fluent, confident readers

are beginning to recognise the structure of stories and use the correct vocabulary to evaluate a book. By the age of 11, the best readers are able to discuss with clarity and understanding the texts they read. Pupils understand indices and glossaries and the skill of summarising the main information points is well developed. By the age of seven, pupils display appropriate ability in their creative writing, and their vocabulary shows imagination. However, pupils' skills in spelling are not as good as their other language skills. Pupils' handwriting is not cursive or joined and letters are not always correctly formed. In lower juniors pupils' spelling and handwriting skills do not match their other good language skills. By the age of 11, higher and average attaining pupils use appropriate expressive language and grammatical awareness in a variety of well-structured and planned work. Pupils' skills in spelling are sound, and handwriting is accurate and fluent. Overall, in English, progress is good for pupils of all levels of attainment, including those with special educational needs or those for whom English is an additional language. Pupils make appropriate gains in their ability to express thoughtful ideas about a story. In reading, higher-attaining pupils have made good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library systems of classification. Higher and average attaining pupils make steady progress in their ability to write at length and for specific purposes. The good range of opportunities for pupils to write creatively and at length in the literacy hour and in other subjects enhances progress in this aspect of their work.

5. Pupils' attainment in mathematics is above average by the age of seven and 11. All pupils achieve well and make good progress. By the age of seven, pupils are confident in sequencing numbers and in applying the rules of addition and multiplication. Pupils' understanding and use of appropriate mathematical language are good. By the age of 11, pupils have rapid recall of number facts and are able to make speedy mental calculations. Pupils' confidence in developing their own strategies for solving problems and their ability to explain their reasoning is not as strong as their other numeracy skills. Pupils make good progress in fractions, decimals, and percentages. Data-handling skills are good. Pupils' knowledge of shape, space and measures is sound. In mathematics, pupils' progress in the knowledge and understanding of number throughout the school is enhanced through regular practice in mental calculation and the revision of number facts. However, the progress pupils make in the mental/oral starter varies between classes and is related to the quality of teaching that does not always reach a good standard. There are limited opportunities for pupils to use their mathematical knowledge in practical situations and their skills in this area are not as strong as their computational skills.
6. In science, pupils' attainment is above average by the end of both infant and junior stages. Overall, pupils achieve well and progress is good across the school. By the age of seven, pupils have a good scientific approach and exhibit sound skills in observation and communicating their findings. They are secure in their knowledge of humans and of common materials. By the age of 11, pupils have a good grasp of appropriate scientific vocabulary. They are able to successfully predict the outcome of experiments and base their conclusions on their understanding of scientific processes. A good range of opportunities to investigate and experiment enhances pupils' ability to recognise the need for a fair test and understand why this is important, plan and carry out their own experiments and select relevant equipment. Pupils have a good knowledge of the natural world, materials and their properties and the physical world.
7. In ICT, pupils' attainment is in line with national expectations by the age of seven and 11. As a result of a major input of resources and training recently, all pupils are now making good progress. By the age of seven, pupils are confident in the use of a 'mouse' with simple software packages and are beginning to enter text using a word-

processor package. By the age of 11, pupils are able to start up the computers and locate the appropriate programs. They can access and save their work. However, pupils have not yet developed appropriate keyboard skills but are able to use the mouse with control. They successfully use web sites and have a sound knowledge of spreadsheets and databases. Pupils can successfully organise and refine information in different forms. The use of computers to help develop work across other areas of the curriculum is good.

8. By the age of seven and 11, pupils achieve well in religious education and reach standards above those expected of the locally agreed syllabus. Pupils make good progress showing an awareness that beliefs and culture influence daily life. They have a wide knowledge of Christianity and a good knowledge of other religions, such as Judaism and Hinduism. Pupils can make comparisons between the different religions and they can discuss similarities and differences. Their opinions show respect, interest and thoughtfulness.
9. Across the school, all pupils make good progress in art, geography and history and achieve well to exceed the expected level for their age by the age of 11. In design and technology, music and physical education pupils make satisfactory progress and achieve levels appropriate to their age by the time they leave the school. This shows that standards have been maintained in these subjects and improved in history. There is no significant difference in the progress made by boys and girls.
10. Pupils' literacy skills, which are above expected level, are given great emphasis in other subject areas and their skills are further developed. There are lots of opportunities for pupils to write at length for different purposes, for example, Year 3 write about daily life in Ancient Greece, while Year 4 write about the social structure in Ancient Egypt. Pupils in Year 5 build on these skills successfully to plan, edit and present their observations about how shadows change during the day and Year 6 write about the features of Stockport. Likewise, there are many opportunities for reading for information. The learning in many subjects is enhanced by opportunities presented to pupils to use their research skills for example, in science, history and religious education. However, although the school makes good use of the library service a lack of books in the school library limits this aspect. Pupils' numeracy skills, which are above the expected level, are used appropriately to classify, compare and measure in several subjects, examples were seen in art, design and technology, ICT and science. Pupils have used an appropriate amount of ICT to support their work in a range of subjects. In geography they use maps and data from the Internet. Links with literacy are strong with good foundations in word processing techniques. There are links with mathematics through drawing angles, art with a paint program and with science by drawing graphs. All pupils make use of the Internet. The school has set itself challenging targets for literacy and numeracy that it is on course to meet. Good assessment and recording procedures are used effectively to set individual targets for pupils to achieve which is helping to maintain the good standards.
11. Pupils with special educational needs achieve well and make good progress towards the targets set for them in their individual education plans. This is because tasks in the classroom are planned effectively by the teacher to meet their needs and the teaching assistants provide good support. The quality of individual education plans is good. They are compiled by class teachers, teaching assistants, the special needs coordinator and outside agencies. Learning targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and targets modified according to pupil performance. Pupils are well supported in the classroom or when taught out of the classroom in small groups or as individuals. An example of this was in a group shared writing lesson with Year 3 pupils with the help of

a teaching assistant. With effective support, and the use of a well-chosen frame, the pupils made a good effort at writing the start of the story of Snow White. This provided the pupils with the opportunity to contribute successfully to the lesson and raise their confidence and self-esteem. Similarly, the small number of pupils for whom English is an additional language achieve well due to the good support they receive.

Pupils' attitudes, values and personal development

12. The quality of these aspects, in the last report, was considered to be good. The school has worked very hard to maintain and further develop these positive aspects since the last inspection. Pupils' attitudes, behaviour and relationships are very good and are strengths of the school.
13. Pupils are very interested and quickly become engrossed in school activities and learning. They settle comfortably into the positive school routines and are very enthusiastic about the school and staff. This attitude stems from their constructive introduction to the school; from the first time the attached nursery unit links are established children find it to be a positive experience. This is due to the very good links existing between the nursery and the infant stage. Pupils are happy in all classes throughout the school day. For example, at lunchtimes and in the playground they are comfortable and at ease with each other and with all teaching and non-teaching staff. Pupils are very well motivated by the high levels of positive encouragement and praise given by staff as a part of the school's behaviour policy. They are very eager to share and to demonstrate to all adults and each other within the classroom. For example, in a Year 5 science lesson, several pupils confidently discussed their work with the observing inspector, proudly showing their efforts. Also, at the conclusions of several other lessons, many pupils were visibly disappointed that they had not yet had the opportunity to share their work with the class. The very positive relationships between pupils and all staff are a significant strength of the school.
14. Pupils behave very well. The school deals in a very caring and positive manner with the small number of pupils who occasionally misbehave. Staff know their pupils well and have good management skills to enable them to deal positively with those pupils who have behavioural difficulties. Pupils show good levels of concern for others. Discussions with various groups in the playground produced similar viewpoints of feeling very safe. None expressed any concerns about harassment or bullying within the school community. They know what to do if feeling uneasy or threatened in any way. Pupils know and accept the school's high expectations regarding good behaviour and are happy to strive to achieve them. The school's behaviour policy is consistently applied throughout the school by all staff. This helps maintain the very positive, caring and secure environment that the school has worked hard to establish and maintain. There have been no exclusions in the past year.
15. Pupils are quick to settle to tasks and act in a responsible manner. For example, in a Year 1 design and technology lesson, pupils concentrated very well staying focused on the task of making cakes. This was a credit to both pupils and the quality of teaching.
16. Relationships are very good between all pupils and between both teaching and non-teaching staff. For example, the school's dining hall staff, lunchtime organisers, temporary site manager and school secretary are all equally held in high regard and respected by the pupils. This is due to the very good relationships that staff generate with pupils. Pupils have the same very positive levels of respect for each other, visitors and teachers. This is a very mature and beneficial approach, which actively supports pupils in their learning. The personal development of pupils is very good throughout the school. There are increasing levels of responsibility as pupils move through the

school. Pupils appear happy and eager to accept any responsibility offered for example, acting as classroom monitors, holding school doors for classmates, getting out and returning resources, setting out chairs or the overhead projector for school assemblies. The pupils' attitudes towards being a 'playground pal' to less confident pupils are very positive and are beneficial to their ongoing development. The school is very tidy internally with pupils taking ownership and care of their school.

17. Attendance at the last inspection was considered to be very good. The school has successfully worked hard to maintain its very good attendance record. The school strives hard, working in conjunction the education social worker, to make parents and pupils aware of the benefits of good attendance and punctuality. Pupils are eager to come to school and several arrive quite early.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The school has successfully improved the quality of teaching since the last inspection and now overall, it is good. There is a more consistent quality across the school. The amount of teaching judged to be very good or better in the 73 lessons seen has risen from 11 per cent to 30 per cent and in only one lesson was the teaching unsatisfactory as compared with eight per cent in the last report. The teaching in the school is consistently of a good quality in nearly all classrooms and the needs of all pupils are well met. In the Foundation Stage all the teaching was at least satisfactory and was very good in 30 per cent of lessons. In infant classes all the teaching was at least satisfactory and was very good in 35 per cent of lessons. In junior classes nearly all the teaching was at least satisfactory and was very good in 33 per cent of lessons. One lesson was unsatisfactory and one lesson was of excellent quality.
19. English and mathematics are well taught with strong emphasis on developing pupils' literacy and numeracy skills. Pupils' numeracy and literacy skills are taught well and there are lots of opportunities for them to further develop these skills in other subjects. However, in infant and lower junior classes, there is not a sufficient focus on the teaching of handwriting and the teaching of spelling is not fully effective. Across the school there are not enough opportunities for pupils to use their mathematical knowledge in everyday, practical problem solving situations and the quality of teaching in the mental/oral session at the start of the lesson is not of a consistently good quality in all classes.
20. Overall, the teaching for children aged under six in the Foundation Stage is good and is strong in the nursery. Teachers' planning is carefully based on the early learning goals for children of this age. Relationships are very good and the teachers have a good understanding of the needs of young children in these areas. The nursery nurse and the teachers cooperate and work well together, planning suitable activities to build the children's confidence and skills including extension work for higher attaining pupils. In a good language lesson aimed at increasing children's knowledge and understanding of the features of a book, the teacher talked enthusiastically with the children, inspiring them to greater efforts. Good informal assessment took place leading to each successive step building effectively on children's past knowledge. A strength was the way the teacher adapted the activities according to how well the children achieved, eventually leading on to higher attaining pupils choosing and exploring a book themselves. The lesson was well organised to encourage children's independence and initiative in learning.
21. In infant classes, the teaching is good. In the good quality teaching, careful preparation provides a good range of resources to support pupils' learning and pupils are motivated well by praise and encouragement. The teacher has high expectations of

pupils and they respond enthusiastically. Lessons are well planned and organised, providing pupils with challenging tasks. An example of good teaching was in a Year 1 mathematics lesson when pupils explored 'odd and even' and counting on in twos. Pupils responded enthusiastically to the challenge and concentrated hard, competently recognising even and odd numbers and number patterns, using their newly gained knowledge successfully. Questioning was used effectively to promote and assess understanding and the teacher gave immediate extension or reinforcement as the needs arise. In a good Year 1/2 science lesson, as pupils explored different materials, the teacher used perceptive questions that focused pupils on the task and valued their contributions to the discussion. The teacher carefully explained how materials were much more than clothing and supported the lesson with a very good range of different materials to make this point. The teacher provided well-prepared resources that skillfully reinforced the learning and introduced further teaching points.

22. In the literacy and numeracy sessions, the teachers have established good classroom routines for pupils and there is an industrious working atmosphere. When parent helpers and teaching assistants are present they are used purposefully and provide good support for pupils, for example, in a class shared reading session the nursery nurse carefully observed and recorded pupils' listening and speaking skills. In less effective lessons, the length of the lesson is short and pupils do not have sufficient time to consolidate the learning. This was the case in a physical education lesson when pupils developed a series of movements into a sequence but had no time to evaluate or improve them. In a literacy lesson, the written task for average attaining pupils was too easy. Pupils were motivated at the start and found the task of sequencing a number of sentences about Goldilocks challenging. They worked quickly and discussed their ideas sensibly with others and completed the task successfully. However, after completing the sequencing most pupils began to lose interest as they were asked to copy the sentences and the amount of work they produced declined. There was little intervention by the teacher and as a result, the opportunity to provide the pupils with a more challenging task was missed.
23. In junior classes, the teaching is good. The best lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a good Year 6 literacy lesson, pupils focused on controversial issues such as 'Is a zoo a prison or a sanctuary?' with a view to writing a balanced report. The teacher used an effective range of teaching strategies and had high expectations of what pupils could achieve and how they should behave. In this lesson, discussion and questions were used well to challenge pupils' thinking, to inspire ideas and to see alternative possibilities such as 'Can you improve on that word to make the phrase more powerful?' All pupils responded very positively, enthusiastically raising their hands. This was effective in developing their ideas and vocabulary. Whole class teaching is effective, but pupils also have the opportunity to work independently or collaboratively, which they do well. This results in pupils settling quickly to the task, working at a good pace and producing written accounts of good quality. In a Year 5 mathematics lesson, the teacher used her time well in monitoring and supporting pupils as they worked in groups discussing how they were going to investigate how to find fractions of angle. She listened carefully to the discussions, joined in when necessary, ensuring opportunities to extend and clarify pupils' ideas were effectively taken.
24. In other good lessons, teachers use questions well to check on past and present learning and develop the lesson successfully from pupils' responses. In a good Year 4 history lesson, pupils explored enthusiastically life in the times of the Ancient Greeks. Very good use was made of open ended tasks and questions, for example, 'What do you think would happen if ...?' or 'Can you explain what this would be used for...?' The

pupils responded with great interest and learnt a great deal from each other about the different aspects of daily life in Ancient Greece. A strength of the lesson was the opportunity for pupils to explain their own views and the value the teacher placed on pupils' responses giving them the confidence to put forward their ideas.

25. Teachers have a good knowledge and understanding of the subjects they teach. In a Year 5 art lesson, the teacher's expertise and ability to demonstrate how to produce an effective print excited the pupils. The teacher carefully balanced the amount of information she gave to pupils as against effective questions to check on pupils' own knowledge. This results in pupils gaining a clear understanding of not only how to create, but also how to over-lay prints in three colours. The introduction of the National Literacy and Numeracy Strategies have improved the teaching of English and mathematics, with clearly focused lessons ending with effective plenary sessions to check on pupils' learning. The teachers' management of pupils is good, ensuring good levels of discipline and creating an industrious working atmosphere. Teachers show great sensitivity towards pupils' needs and as a result they feel valued and confidently contribute to the lesson. Pupils are eager to learn and when given their task, respond positively by working hard and producing good quality work that is matched to their ability. The good teaching is instrumental in helping pupils make good progress.
26. Homework is used appropriately to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics. Good use is made of the reading diary, which has great value as an effective link between home and school. For older pupils there are good opportunities to extend the work done in class at home.
27. The teaching of pupils with special educational needs and those for whom English is an additional language is good. All teachers are aware of the pupils on the register of special educational needs and all make reference to the individual education plans when planning their teaching. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Particularly notable features of the provision for pupils with special educational needs are the regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the special educational needs register. They are given very good, skilled assistance from the well-qualified and experienced teaching assistants. The combined attention of teachers and support staff has a positive impact upon the good progress that the pupils make. Pupils who work in small groups with a specialist teacher and support staff make good, and at times very good, progress. For example, in a Year 3 lesson when pupils were writing about 'Snow White', a good framework to guide pupils and high expectations by the assistant motivated pupils well and pupils' comments of 'I'm really trying hard' reflected their great effort. Pupils successfully completed the task and gained a clear understanding of how they could make their sentences at the beginning of the story more interesting for the reader.

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

28. Overall, the curriculum provided by the school is good. The curriculum from Year 1 to Year 6 is broad, balanced and relevant and is enriched through extra-curricular activities that include good links with the community. It reflects the school's aims and supports the spiritual, moral, social and cultural development well. It meets the statutory requirements of the National Curriculum and provides pupils with an appropriate basis for learning prior to their transfer to secondary education. Since the

last inspection, much work has been undertaken so that all subjects now have detailed schemes of work, and are based mainly on national guidance, reflecting the hard work undertaken by the coordinators. These schemes support well the step-by-step development of what pupils should know, be able to do and understand.

29. The curriculum for children in the Foundation Stage in the nursery and reception classes is good. It is securely based on the six areas of learning, in a way, which is appropriate for this age group. It is particularly effective in the nursery. In line with the school's philosophy and the children's needs, special emphasis is rightly given to personal and social development as well as to communication, language and literacy and to mathematical development. As children mature in the course of the reception year, elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into the planned learning. In the nursery, stimulating and highly practical investigations enable staff to develop communication, language and literacy and mathematics in a meaningful way with small groups at all times. Incidental opportunities to promote skills in these areas are incorporated most skillfully into all aspects of the curriculum. The children in both these classes are encouraged to enjoy learning and to take part in a wide range of lively, practical activities, which support their progress effectively in all areas. There is a limited amount of outdoor equipment.

30. All curriculum policies are in place and regularly reviewed. National guidelines support teachers in meeting the requirements of the Curriculum 2000 and the locally agreed syllabus for religious education (RE), as reflected in the teachers' planning. The framework for planning is implemented effectively and consistently throughout the school. Planning builds steadily from term to term and year to year and is well matched to the age range in each class, enabling all pupils, including those with special educational needs, to make good progress. Where possible, good links between subjects reinforce learning in one, whilst extending learning in the other. For example, a particular strength in the curriculum is the many opportunities pupils are given, particularly in English, mathematics and ICT, to further develop these skills through other subjects, such as history, geography and science. Pupils record well their research into the life of Tudor monarchs and record their scientific findings, using line graphs and bar charts. The quality and range of learning opportunities are good and the attention paid to inclusion and equality of opportunities across the school is very good. However, there are insufficient opportunities for pupils in the infant and lower junior years to use and apply their mathematical skills in solving practical problems or to improve their handwriting and spelling skills. Staff, however, have worked hard to resolve the weaknesses identified in the last inspection and there has been a good improvement.

31. The opportunities provided for pupils with special educational needs are good. The school meets the recommendations of the Code of Practice for pupils who have special educational needs and the school has adopted a proactive approach to the introduction of the new Special Educational Needs Provision, 2002. The headteacher and the coordinator, who take joint responsibility, have already implemented the new individual education plans. These are stringently reviewed, resulting in targets that are always specific and relevant and ensure that pupils move forward in small progressive steps. Children needing special levels of support are identified at an early stage and are well supported at classroom level using the help given by the teacher, the special educational needs coordinator and the additional help offered by the professional learning support staff. There are no pupils for whom English as an additional language presents a difficulty, although the school has measures in place to support such pupils should they come on roll.

32. The National Literacy and Numeracy Strategies are well established and have been implemented well throughout the school. The provision for teaching literacy and numeracy is good. Teachers' planning is also good. Higher attaining pupils are now being set further challenges in their work.
33. The school's provision and practice for all pupils to be socially included in all that the school provides is very good. It welcomes all pupils irrespective of ability, gender, ethnicity, material or social circumstances. It makes good provision for pupils with special educational needs and when necessary for those learning English as an additional language. Good curricular provision enables them to succeed. Policies for equal opportunity are well understood by adults and pupils and are appropriately implemented throughout the school. There is no significant difference in attainment as a consequence of gender, disability, race or creed discrimination. Sporting activities are accessible to both sexes. Teacher questioning and allocation of responsibilities show no bias towards gender, ability or ethnicity. Pupils with special educational needs receive well-structured support, their individual educational plans are good and they join in with the wide range of classroom activities at their personal level. No occurrence of racial or gender-based incidents was seen and school documentation indicates that there are strategies in place to deal with them, if they occur.
34. The provision for personal, social and health education (PSHE) is good and is implemented effectively across the curriculum. The governing body has recently ratified the necessary policy for sex education. It is carefully covered in the work included in scientific themes such as 'Growing' and 'Change' and is taught by all teachers, when and wherever appropriate. Year 4 pupils are shown an appropriate video, subject to parental consent. Sex education is taught in a sensitive manner, whilst retaining a 'family' atmosphere. Year 6 pupils receive good advice about solvent abuse from the 'Drugs Bus' team. The school's emphasis on respect for all ensures that everyone's viewpoint is considered. Pupils are given opportunities to explore a variety of issues such as how to develop themselves and deal with difficult situations and issues that arise in their lives. For example, Year 3 and 6 pupils discuss how to cope with quarrels and the need for safe behaviour and play. External health providers support the delivery of health education. The police come into school to talk to pupils about 'Stranger Danger' and safety on the railways as a self-protection issue. Personal development is particularly effective when pupils are given opportunities to demonstrate initiative and take responsibility for their own learning.
35. The contribution made by the community to pupils' learning is good. Learning opportunities are provided through the curriculum using the community as a resource. The local churches play an important part in the religious education curriculum of the school and local church representatives, such as the Baptist minister and charity representatives such as UNICEF are regular visitors to the school. The library, the police, the health and the fire services have a useful input into aspects of the school's provision. There are good links with the playgroups and high schools and exchange of records and information.
36. A wide range of educational visits enrich and support the curriculum and greatly enhance the learning opportunities offered to pupils. A strength of provision is the number of visits, which provide very good opportunities for experiences that cannot be offered within classrooms. These include visits to working museums such as Manchester Museum of Science and Industry, the Air and Space Museum, Quarry Bank Mill and Salford Art Gallery, which are linked purposefully to the science, art and history curriculum. Visits to historic houses and sites, such as Tatton Park, the Deva Experience, and Lose Hill particularly enhance history and geography studies. Places of local interest are also included, such as Hazel Grove, Stockport Market, Norbury

Church and Chester. Older pupils have an opportunity to take part in a five-day residential field trip. The local church and its visiting clergy also play an important part in the life of the school. In music, for example, pupils are given the opportunity to learn to play clarinets and flutes. The general curriculum is supported well by the range of extra curricular activities, including opportunities to participate in local sporting tournaments, and to take part in after school clubs such as recorders, chess, football, netball, athletics and craft.

37. The school's provision for pupils' spiritual, moral, social and cultural education is very good overall. A particular strength is the provision for moral, social and cultural development.
38. Spiritual development is good and has improved since the last inspection. Time and opportunities are well planned to allow for pupils to reflect on aspects of their own lives. A wide selection of appropriate music, played in the entrance to the school creates a calm and reflective atmosphere for pupils and adults. A number of occasions were observed when pupils reacted with sensitivity to one another as a result of the good example set for them by adults who work with them. This was the case in the way in which pupils in Year 4 responded with a strong sense of commitment when classifying the positive and negative feelings of quarreling, and in another lesson, the sensitive manner in which pupils in Years 1 and 2 explored the meaning of 'bravery'. Carefully planned assembly themes provide good opportunities for pupils to reflect on their own actions and on global issues such as fairness and justice in the world. Assemblies are always associated with appropriately related songs and prayers to reinforce the school's strong sense of commitment. Pupils are given opportunities to reflect on what they have learned from the Bible readings and stories and the headteacher plans carefully for visits and visitors to enhance the provision for pupils. Planning indicates that in 'Celebration' assemblies, pupils are given opportunities not only to reflect upon the consequences of their actions on others, but also to celebrate their own and others achievements. There are opportunities in subjects such as music, art and science for pupils to reflect upon their spiritual awareness and the values brought about by their own emerging beliefs. As yet, the school has no separate policy to guide teachers in how these important aspects of life could be developed through the opportunities provided in the wider curriculum, but they are covered in the personal, social and health education policy.
39. Provision for moral development is very good. This is shown in the very good behaviour and very good relationships that underpin the improvements that have been made in the school. The school promotes its behaviour code consistently and there is a shared expectation between staff and pupils about what is an acceptable form of behaviour. Responsible attitudes are encouraged and built upon when at the beginning and throughout the school year pupils discuss and refer to the rules by which they work. Pupils are encouraged to appreciate the efforts of all the pupils in the school, including special educational needs pupils who are well integrated in all appropriate work and activities. Pupils' confidence and self-esteem are being raised beneficially. Attractively displayed posters around the school promote values of acceptance, fairness, honesty, and respect. In addition there are stories in literacy, which relate to moral issues and a growing understanding of right and wrong, such as 'Is a zoo a prison or a sanctuary?'
40. The provision for pupils' social development continues to be very good and this leads to positive relationships within the school. All pupils are made to feel welcome in the school, which operates as a happy family. The very good start that the children make in the nursery class is utilized fully as pupils mature and move through the school. The high quality of relationships between adults and pupils promotes social development

successfully. Consequently in lessons, pupils work very happily and co-operatively in pairs and in groups. A very good range of extra curricular activities adds significantly to developing pupils' social skills. Funds are raised to support local, national and global charities, such as a local children's hospital, the British legion and UNICEF to further develop pupils' awareness of social responsibility. Older pupils are given many opportunities to take responsibility and school drama and musical productions, further enhance pupils' social skills. The school's personal and social education programme plays a central part in developing pupils' social skills effectively. This is to be further developed along with Citizenship responsibility through the development of a School Council.

41. Provision for cultural education is now very good. Many opportunities are given for pupils to discover the wealth of art and literature in their own culture and that of others. They learn about many cultures through art and design, geography, history and music. The work of a wide range of famous, western and non western artists are studied, such as Monet, Paul Klee and Picasso which helps pupils to appreciate the diversity in art work. They learn about the richness and diversity of other cultures, when, for example, they study Islamic textiles, Roman sculpture and Egyptian tomb paintings. Listening and appraising of music plays a significant part in the music curriculum. Pupils enter and leave the assembly hall, to appropriate music, such as 'The Oboe Concerto' by Tomaso Albinoni and in music lessons they have opportunities to play instruments from other cultures. The major faiths of the world are given appropriate attention in religious education and assemblies. Pupils are being well prepared to live in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. In the last inspection report the quality of these aspects was considered to be satisfactory. The school has worked hard since the last inspection and has successfully developed these further. The procedures for monitoring and improving attendance and behaviour and eliminating oppressive behaviour are good.
43. The whole school staff are committed to the positive care and support of the pupils under their supervision. They are understanding and consistent in their warm, sensitive and supportive relationships, which are generated with the pupils. The school has a secure atmosphere of support for all pupils. This is beneficial in allowing pupils to communicate with any member of staff about their concerns. For example, the school has adopted the pupils' suggestions for the implementation of a 'playground pals' system to support less confident pupils. This is beneficial in fostering pupils' sense of responsibility.
44. The school's caring ethos, good relationships and high levels of trust that the pupils have with all staff contribute to the monitoring and support of personal development. The good working relationship within the school results in a sensitive induction of pupils across the school. This encourages them to settle very quickly into the welcoming atmosphere. There are secure procedures for child protection in place and all staff are kept fully informed by the regular updating of knowledge at staff meetings as well as by individual pupil conferences. The head teacher is the member of staff charged with child protection. She has had suitable training and ensures that all staff are vigilant in knowing what to do if they identify any concerns. There are regular contacts with outside agencies that provide suitable support to the school as and when it is requested.
45. The school is effective in the maintenance of its health and safety requirements for pupils and staff. There are termly fire drills, which are correctly logged. There is a

suitable range of qualified first-aiders within the school. Attendance and punctuality are carefully recorded by staff and monitored by the school administration, including regular overview by the visiting education welfare officer (EWO). The school secretary is very dedicated in reviewing the attendance data for patterns of absence across the school by class and age for both individual and family association.

46. The very good levels of behaviour in classes and around the school are managed and maintained by effective procedures based upon positive relationships between staff and pupils. The positive behaviour system in place is known and consistently followed by all of the school staff. Pupils know and accept the school's high expectations for good behaviour. The school's anti-bullying policy and elimination of oppressive behaviour are effective in the equal treatment of all.
47. Overall, the assessment and recording procedures for pupils' achievements are good. The assessment procedures for children under six are good and used effectively to plan work to meet the children's needs. Pupils are regularly tested in English and mathematics. Information gained from assessment is beginning to be used well to set individual targets in mathematics and group targets in English and mathematics. In mathematics, this shows very good practice and provides pupils with a clear picture of what they are trying to achieve. This in turn motivates and encourages pupils to try hard. Systems of assessment and record keeping are not in place in other subjects except science and ICT. In these two subjects, the records reflect what pupils have learnt in their lessons based on the objectives the teacher set. Consequently, information about individual pupil's achievements is sufficiently detailed and easily accessible to teachers. As a result, teachers have a clear picture of what pupils know and understand or of the skills they have in these subjects. This helps teachers in planning the next stage of learning by building on the work pupils have learnt in the previous lessons. The school has plans to develop this practice into all subjects in a planned programme of curriculum development. The school effectively carries out assessments when pupils are aged seven and 11 and successfully carries out analysis of these results to identify areas for improvement for example, in English, writing was identified as an area for improvement and pupils' skills in solving mathematical problems. As a result, planned programmes of improvement are being introduced. Test results when children first enter the school are carefully analysed and used effectively to plan sessions to meet the needs of all children.
48. The school has good procedures in place for identifying pupils who have special educational needs. Teachers assess pupils' progress and if there is a need for intervention from an outside agency, the coordinator for special needs is able to contact the appropriate agency for specialist support. The co-operative approach to meeting pupils' special needs is a positive feature of the school provision, contributing well to the academic and personal development of these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. In the last inspection although the quality of this aspect was considered to be good there was a need to strengthen links with parents. The current situation is better with almost all parents having a very positive opinion of the school. The school has further developed its links with parents and supplies them with a very good range of quality information, particularly about pupils' progress. The impact of parental involvement within the school and the contribution of parents to learning at school and home are good.
50. The information provided to parents by the school is very good. The regular newsletters contain valuable detailed aspects of school life, describing the various

social and educational events that are taking place. The termly topic information permits parents to assist their children's education at home. The school has a web site on which there is guidance for home study including a complete year home study for all classes. The pupils' annual reports to parents are good, they include sufficient detail to enable parents to clearly understand the abilities of their children and by setting out future targets, give strong indications for future development. They have areas for pupils and parents' comments. There are termly parent/teacher meetings and the school encourages parents to attend. The school recognises the value of parental involvement within the school and strives to further develop this aspect by regular reminders and invitations to come into school and help. The school believes in the value of widening parental understanding of current teaching techniques and provides meetings in order to develop stronger positive relationships with parents.

51. Parents regard the strong 'open door' approach that the school has established very well. They feel very comfortable in meeting staff and being able to talk at any time about their concerns. There is currently, only a small amount of parental involvement within the school. This is in part due to earlier parental volunteers now having taken up job roles within schools as teaching assistants. The school has a deliberate policy of parental inclusion within the school and classrooms. The parents who are currently helping within the school are well involved in various activities, such as food technology, and are warmly welcomed and highly prized by teaching staff.
52. Although only sixteen parents attended the meeting with inspectors, their opinions generally matched with the returns from the parents' questionnaires. The analysis of the meeting and the questionnaires shows that there is a very strong support for the school. The majority of parents were happy with all aspects of the school. The areas a small number of parents would like to see improved were homework and the current levels of extra-curricular activities. The inspection team agreed with all the positive opinions that parents held about the school. However, they do not agree with parents' less positive opinions about the school. Homework is consistently given and supports pupil learning and the current levels of extra-curricular activities are generally above that found in similar schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The management and leadership of the school are very good. The headteacher provides very purposeful and perceptive leadership. She is very successful in creating an environment in which pupils and staff feel secure and valued. Her calm, reassuring presence reinforces the caring and supportive ethos of the school. She has gained the confidence and respect of the staff, pupils and parents and is well supported by the senior management team and a committed, hardworking staff. Together they have succeeded in creating a good learning environment where relationships are very positive, and where there is a strong concern to achieve high standards and equality of opportunity for all the pupils.
54. The school's aims are clearly stated to ensure a consistency of approach and this is reflected in the practice. A good balance has been achieved between expressing the school's expectations, in terms of academic achievement, and its commitment to equal opportunities and to each pupil's personal development. There is a strong common sense of purpose, which is reflected in all aspects of the school's work.
55. Roles and responsibilities are clearly defined and staff with specific management duties make an effective contribution to the running of the school. The deputy head teacher has a key role to play in her management areas. She has been instrumental in developing 'the lunchtime experience' and successfully cements the network of

relationships in the school community. This is in addition to her subject coordination and full-time teaching commitment. The senior management team successfully monitors and evaluates the curriculum. Subject coordinators monitor planning and standards, manage resources and act as consultants to the rest of the staff. Their role does not yet include the monitoring of teaching and learning through direct observation in order to identify and spread good practice. This is particularly important in lessons such as physical education, music and art and where the emphasis is placed on how the pupils learn, as much as what they achieve. Some staff lack the expertise to fully take on this role with confidence. Induction of staff tends to be informal but the informal systems are well developed. There is no induction handbook but experienced mentors support these teachers and they have well-planned opportunities to receive additional training. The head teacher values, and is committed to, continuing professional development, she ensures that all staff have appropriate training for example, the midday staff who are involved with the deputy head teacher in 'the lunch time experience' which aims to improve the quality of lunchtimes for all.

56. The head teacher and the governing body work very well together to provide clear educational direction for the school. They monitor and evaluate the school's performance against itself and against other schools. The governors are an important source of support for the senior management team, and they fulfil their statutory requirements. There is an appropriate committee structure, with written terms of reference in place but the governors tend to meet more frequently as a body as issues arise. This does ensure that all governors have a clear-sighted understanding of the strengths of the school and the areas for further development. Parents are given information about the implementation of the school's policy for special needs. The governor with responsibility for this area has a good understanding of the role and is working to increase the existing contact with parents. The school is committed to the inclusion of pupils in all its learning opportunities.
57. The school development plan is a useful working document and is based on a thorough audit of the school's present position. It is compiled by all the staff and agreed by governors. It provides a good framework, which enables staff to identify the priorities that have been set. These have been costed carefully and there are effective systems in place for managing and measuring the success of the plan.
58. Effective procedures for monitoring and evaluating the curriculum and the quality of teaching have been introduced. The head teacher and the deputy have spent time observing lessons in order to provide feedback for individual teachers and to set targets. Curriculum developments are supported by coordinators and a start has been made in releasing them to observe colleagues, although they do share practice when they meet as a team and discuss their monitoring of planning and pupils' work. This is a good example of the school's commitment to continuous improvement through self-evaluation as a team. There is good practice in place for monitoring and evaluating pupil performance, particularly in the core subjects of English, mathematics and science and ICT. This good practice is not in place in other areas. An analysis of pupils' mathematics has resulted in a greater focus on opportunities for pupils to use their mathematical knowledge in practical, problem solving situations, and individual target setting to raise standards. Teacher assessment and the results of national tests at the age of 11 have been used to identify and target pupils for extra support, both those with learning difficulties and those who are gifted and talented. This is aimed at improving the number of pupils achieving the Level 4 and 5 in English, mathematics and science. This information is also used to set group and individual targets for pupils and to predict the level they will achieve by the end of the year. The school has a good action plan to meet its performance targets. Respect and consideration feature prominently in the work of this school. There is a good match of teachers and teaching

assistants to the learning needs of the pupils and the demands of the curriculum. Teaching assistants are well-deployed and use their initiative to help pupils learn.

59. The school manages its resources strategically and efficiently. The finance committee's recommendations take full account of the head teacher's report and the long-term strategic plan for the school. Systems are unobtrusive, efficient and responsive to need. The governing body assesses the strengths and weaknesses and spending is linked to educational priorities. Last year's auditors report reported efficient financial management and no major weaknesses. The governors have a good understanding of and apply the principles of best value in buying resources and services for the school. Their knowledge about the school is well informed and consultation is an open process.
60. Funds allocated to the school through specific grants are spent appropriately. The school projects a surplus at the end of the financial year of over £29,000 earmarked by the school to help maintain its small class sizes and special needs provision; and to complete the planned building work. This amount was carried forward because of concerns relating to proposed changes in the local authority's funding formula. All additional funding is allocated appropriately and monitored.
61. The school is making good use of new technology through the training by the National Grid for Learning. Data analysis of performance is very good. The ICT mini suites are a good resource and the recent addition of the music/multi-media room provides an additional resource. Learning resources are generally sound and are particularly good in ICT, mathematics, science, art and music.
62. The outdoor play environment is well laid out for the nursery children although limited in large play equipment. The peace garden provides a calming, pleasant area for pupils to sit and reflect. The large green fields that border the school are pleasant and very useful for outdoor activity and the hall is particularly spacious. Although the library is centrally placed to ease access it is difficult for classes to use when it is so near to the building entrance and the quality and range of books is limited.
63. Taking into account the many strengths the school has and the good improvement since the last inspection;
the average cost per pupil;
improving standards, particularly in literacy and science of Year 6 pupils;
the good achievements of pupils;
the high satisfaction of parents with the quality of education the school offers,
the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve further the quality of education the school offers to its pupils, and to build upon the good improvements since the last inspection, the governors, headteacher and staff should;

1. Further raise standards

in English by improving the standard of pupils' handwriting and spelling in infant and lower junior classes through

- a review of current practice;
- devising and establishing a more effective, systematic approach to the teaching of these aspects of English.

(paragraphs 1, 5, 19, 80, 82)

in mathematics by implementing the planned programme aimed at

- increasing the quality and frequency of opportunities for pupils to use and apply their mathematical knowledge in everyday, practical situations;
- developing the good practice of setting pupils' individual targets to achieve across the school;

and further, by improving the quality of the teaching in the mental/oral parts of lessons in order to raise pupil ability to answer mental calculations accurately and confidently.

(paragraphs 1, 4, 19, 86, 87)

2. Develop assessment procedures in all subjects that reflect the good practice the school has as found in English, mathematics, science and ICT.
(paragraph 47)

3. Further improve the management by implementing a planned programme aimed at developing the role of the coordinator by providing

- training in how to monitor effectively the teaching and learning in the subject;
- providing time for coordinators to carry out this role.

(paragraph 55)

Minor issues

- Library provision.
(paragraph 62)
- Outdoor provision for children in the Foundation Stage.
(paragraph 62, 74)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	21	25	25	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	214
Number of full-time pupils known to be eligible for free school meals	N/A	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	41

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	9	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	9	9	9
	Total	22	23	24
Percentage of pupils at NC level 2 or above	School	92 (96)	96 (96)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	9	9	9
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	96 (96)	96 (96)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	18
	Girls	15	13	14
	Total	32	28	32
Percentage of pupils at NC level 4 or above	School	97 (93)	85 (77)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	17
	Girls	15	15	15
	Total	32	32	32
Percentage of pupils at NC level 4 or above	School	97 (90)	97 (90)	97 (97)
	National	72 (70)	74 (72)	82 (79)

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	5
Bangladeshi	0
Chinese	0
White	176
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	25.5
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	100

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	32

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	458,442
Total expenditure	439,576
Expenditure per pupil	1,802
Balance brought forward from previous year	17,449
Balance carried forward to next year	36,315

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	52	43	3	2	0
Behaviour in the school is good.	49	49	0	0	2
My child gets the right amount of work to do at home.	46	36	13	3	2
The teaching is good.	59	39	0	0	2
I am kept well informed about how my child is getting on.	34	51	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	62	34	3	0	0
The school expects my child to work hard and achieve his or her best.	61	38	2	0	0
The school works closely with parents.	33	56	8	2	2
The school is well led and managed.	52	44	0	0	3
The school is helping my child become mature and responsible.	56	43	0	0	2
The school provides an interesting range of activities outside lessons.	33	33	10	0	25

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. There are 67 children in the Foundation Stage, of whom 40 are admitted part-time in the nursery, 20 attend full-time in the reception class and 7 are in the mixed reception/Year 1 class. Careful assessments are made of the new entrants soon after they start nursery.
66. Although attainment in the current nursery cohort varies quite widely, many of these children start nursery with skills, which are broadly in line with the expected level in most areas of learning. For many, speaking and listening skills are above those expected for their age. However, over the last few years, the criteria for entry to the nursery has meant that there was a greater number whose skills were below the expected level and who were placed in the nursery for support and stimulus. The detailed assessments and knowledge of a long serving member of the nursery staff supports this view. Children's progress is tracked through continuous assessment as well as regular, more formal assessments of the developing language skills and mathematical understanding. Children make good progress. This is due to the well thought out curriculum, teaching that is often very good and the systematic identification of specific targets for each child matched to their needs.
67. This progress is sustained throughout the reception classes and indicates that when they enter Year 1 they will achieve standards expected for their age and will be well placed for the more formal approach to the National Curriculum. Most children will attain the early learning goals in all areas of learning but in some aspects of art, in speaking and listening and personal development, they are likely to exceed expectations.
68. The curriculum for children in the nursery and reception classes is good. It is securely based on the six areas of learning, in a way that is for the most part, appropriate for this age group. It is particularly effective in the nursery. Here time and tasks are used extremely flexibly, with the result that staff can challenge children's thinking, matching expectations to the differing needs. In line with the school's philosophy and the children's needs, special emphasis is given to personal and social development as well as to communication, language and literacy and to mathematical development. In the nursery, stimulating and highly practical investigations enable staff to develop communication, language and literacy and mathematics in a meaningful way with individuals or small groups at all times. Incidental opportunities to promote skills in these areas are incorporated most skilfully into all aspects of the curriculum. As children mature in the course of the reception year, elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into the planned learning.
69. The quality of teaching is good overall, with some very good teaching in the nursery. Throughout the nursery and reception classes relationships are strong and supportive. The team teaching in the nursery is very dynamic. The role-models that staff provide for the children are a major strength of the Foundation Stage and a crucial factor in showing the children how to learn. Assessment is used effectively across this age range and the records illustrate the good progress made.

Personal, social and emotional development.

70. The teaching is good throughout the Foundation Stage. Staff in all three classes are very aware of individual needs and provide opportunities for these aspects to be fostered through a range of activities. Nursery snack time is a `family` occasion, with children learning to share the food on offer and thank each other for small services such as passing out the mugs. Reception children are encouraged to be independent and choose which jigsaws to put out. All children quickly learn the rules and the expectations about behaviour. These are consistently reinforced as children move through the classes. There are many opportunities through story and talking about pets, the current theme, to begin to understand responsibility and how their actions affect others. The vet role-play area in the reception class allows them to play out these situations. Their understanding of right and wrong is deepening. They share, collaborate and increasingly listen not only to the adult but also to each other at carpet time. Children are able to make a considered choice when they can choose an activity and many are able to sustain an interest in this for a considerable time. The older children are now quite competent in changing for their physical education sessions in the hall. All the adults are good at valuing children's contributions and efforts and the displays in both nursery and reception, are vibrant and a real celebration of their ideas and their opinions and efforts. This enhances their self-esteem.

Communication, language and literacy

71. Teaching is good, and is very good in the nursery. Staff are very effective in developing and extending children's speaking and listening skills. The lively and dramatic use of voice, facial expression and gesture, help attract and hold children's interest and even the least mature become involved. Adults plan the activities carefully so that the potential to discuss, to extend thinking and vary the range of vocabulary matches the needs of the different children. Throughout the Foundation Stage staff listen carefully to what individual children are trying to say and use questions and commentaries effectively to draw them out further. Children are increasingly using language to negotiate their roles in the role-play areas and interesting little scenarios are developing. Boys and girls play particularly well together in the `vets`. They love stories and books, particularly those with refrains such as `Dear Zoo` where they can all join in. The reception children return again and again to some of the pet books, telling each other about the pictures. They handle books well. Staff find many small but relevant opportunities to draw children's attention to letter shapes and sound and help them spot these in words. This understanding is developed systematically in the reception and there is plenty of evidence of them incorporating letter shapes or even a word in their free writing. Dog and cat crop up in the `vets` role-play. Children try hard at tracing their name and there are many opportunities to see the teacher write letters and words but more could be made of the teacher scribing their ideas so that groups produce their own books to share with their friends. Their pencil control is quite good and letter formation is developing. A few of the older children are beginning to recognise a number of common words and read very simple texts.

Mathematical development

72. Teaching is good overall and very good in the nursery where it is particularly challenging. Here the range of practical activities to develop counting, recognition of numbers and sequencing are especially stimulating. Register time means counting together, counting heads and talking about the numbers one to 20 on the washing line. During a morning or afternoon, staff spend just a few minutes with a child or small group but in that time a lot of learning takes place. The focus is highly practical and the staff know exactly what they want children to get from an activity. They use a lot of

relevant language and the children are challenged to think and apply their knowledge at a level that meets their own needs. For example, the simple game matching the number of bones to dogs was very fruitful. As a result of this type of activity, children use their mathematics both to solve problems and to organise their play with bricks or sand. Mathematics is great fun and they see it all around them in every activity. The interest and effort continues into the reception. Children consolidate their understanding. Most are working with numbers up to 10 but others are capable of investigating larger numbers. They try very hard both in the oral part of the lesson and at table top activities. Where the activities are well thought out and carefully planned children hear and use a range of mathematical language relating to size, shape and measurement and begin to play with numbers getting a real feel for their meaning.

Knowledge and understanding of the world.

73. Teaching is good. Teachers plan around a theme such as water or pets. They provide numerous investigations and use related stories wherever possible. This helps children see the connection between ideas and interests them. For example, the role play area in the nursery became the Tug Boat office and staff ensured that the children played a very active part in deciding what should be in it and what they could do to make it realistic. In the reception class, the teacher helped the children bring together many of their ideas about water and under the sea by making three-dimensional representations in shoeboxes. In the nursery, the water play is one of the attractions of the day. When the activities are being introduced one child is invited to go and look at the water and see what colour it is that day and what is in it. One day it was blue with equipment that children could push and spray water through, another it was brown with seeds and looked like soup. This approach is just one of the ways in which the adults encourage the children to think about what activity to choose and what they might investigate. Brick and play with a wide range of construction materials provided further effective contexts in which to use imagination to recreate ideas that they have encountered earlier. Staff encourage children to note how animals change as they get older and this provided a talking point whenever a group was sharing the books on pets. Adults help children to begin to think about place through everyday situations such as where resources are stored, where characters in a story go or where they themselves live. Older reception children explore maps and use the Roamer to follow routes. Children in both age groups are keen on the computers, often select these during free choice activities and show concentration and understanding of how programs work. Staff introduce the technical words from the beginning in a context that is meaningful and the children themselves begin to use these. One nursery child, by talk and demonstration, was able to support another who was less experienced so that together they used the mouse to select a tool and chose colour from a palette. Reception children enjoy a game which links letters with the initial sound in words. The teacher in the nursery told the children about the Muslim celebration of Eid and suggested that they could make cards. The richness of the provision always provides staff with a fertile source for developing reading, writing and mathematical understanding in a meaningful context.

Physical Development

74. Teaching is good. The nursery children use their outdoor area daily. Staff ensure that they challenge children to develop their awareness of space, with the push/pull toys and creatively through the imaginative selection of other resources. There is a limited amount of large climbing equipment and no safe hard core surface so climbing and balancing in this area can only take place when the grassed area is usable. Although reception children are not timetabled to make use of this space, both age groups have time in the hall for physical activities. Staff work very hard to establish how children

should use space and equipment so that they develop an appropriate range of skills. They ensure that children listen carefully and respond quickly so that they are always safe. The improvement from the youngest child's response to that of the mature reception child, is a demonstration of their success. The teacher helped reception children use their bodies to move like different pets and encouraged individuals to demonstrate. As a result all tried harder and thought more about what they were doing. All staff are good role models, demonstrating what they mean and taking part so that all children are well supported. Staff use hall and snack times to encourage children to think about what makes a healthy body. All the planned activities provide the staff with opportunities to develop children's fine motor control, be it building with bricks, using equipment in the water or finding ways of applying paint. Their tool control develops well over the two years.

Creative development

75. Teaching is good. Children in both age groups have become absolutely fascinated with the paintings of Monet and the way he used colour. Staff have capitalised on this interest and used it to encourage children to explore the different effects that can be achieved with a range of tools and approaches. Children experimented enthusiastically with marbles, fingers, string, combs and bubbles as well as brushes. Staff encourage them to combine paint and a range of other media. Children are enormously proud of their efforts and parents have been drawn into the growing interest in looking at pictures. The reception children decided that after looking at three paintings by Monet, Klimt and Hokusai they liked the 'The Great Wave' the most. One child said it looked like a tent. The children enjoy music and nursery children return repeatedly to the music area to play the instruments and use the animal symbols for 'play and stop'. Their investigations are always thoughtful and build on an earlier stimulating class session. Children in both age groups show creativity and imagination. Through role-play, they explore ideas that staff have introduced through investigation, stories and shared personal experiences. Their confidence at handling tools and equipment frees them to concentrate on expressing their own ideas. For example, there are plenty of instances of mark making, recording pets' illnesses or responding to the letters that the mermaid sent them.

ENGLISH

76. Inspection evidence reflects the standards shown in the 2001 National tests and judge pupils' attainment to be above average at the age of seven and 11. Since the last inspection, the standards of pupils at the age of seven and 11 have been maintained. There were no significant weaknesses highlighted in the last report although there was no completed scheme and work given did not always match pupils' prior attainment. The impact of the National Literacy Strategy, and the good work of the school has done in successfully implementing it, has ensured these areas are no longer a concern. Pupils start school with levels of language development that are similar to those normally found. Effective teaching ensures that they achieve good standards as they pass through the school with boys and girls doing equally well. Pupils with special educational needs and those for whom English is an additional language make similar progress to their classmates and very good progress, at times, when supported in lessons by teaching assistants.
77. By the age of seven and 11, pupils achieve above expectations in speaking and listening. Most pupils at seven are articulate and use well-formed sentences and an appropriate range of vocabulary. Their responses are considered and appropriate, reflecting the good quality of their listening skills, especially during the literacy hour. In Year 1, higher attaining pupils speak clearly and during the class activity focusing on

letter sounds and vowels they confidently explain the meaning of new words they make by changing the vowel. The lower attaining pupils answer questions related to the vocabulary but lack some fluency of speech. By the age of seven, pupils are skilled at discussing and evaluating stories they read. For example, Year 2 pupils in the shared reading examined closely the evidence to support their views that 'Goldilocks and the three bears' was a traditional Tale. They discuss connectives confidently and how the plot develops. By the age of 11, pupils listen attentively during lessons and express their ideas and feelings fully and confidently. In a Year 6 lesson, pupils enthusiastically offered their views on which parts of the text support the different views about 'Is a zoo a prison or a sanctuary' and how they could effectively write a balanced argument. They also engage in good levels of conversation with adults and respond confidently when given more formal opportunities for speaking and listening to a wider audience in class assemblies and drama productions. The skills of lower attaining pupils are more limited but with the encouragement they receive, especially in the whole class tasks, they are beginning to show confidence in sharing their ideas together.

78. Reading standards are above expectations at the age of seven and 11. By the age of seven, higher attaining pupils are independent, fluent and confident readers of both fiction and non-fiction. They have a good understanding of the text and are beginning to recognise the structure of stories and use the correct vocabulary to evaluate the book. Pupils use a wide range of strategies to read new words and to self correct more difficult ones. The reading scheme to support the literacy hour and particularly the use of the big books has improved the level of enjoyment shown by the pupils in their reading and is increasing their ability to read with expression. Pupils show a good understanding of alphabetical order in using the index of reference books to find information. By the age of 11, the best readers are able to discuss the text they read with clarity and understanding. The majority are fluent and articulate in their reading, with appropriate expression. Pupils read a wide range of texts but the range of both fiction and non-fiction books in school is limited. Many have favourite authors and discuss their preferences and the different styles of writing clearly explaining why. A Year 6 pupil enthused over Roald Dahl and how he appreciated his humour. Lower attaining pupils are more hesitant in reading a new text but most have a sound knowledge of strategies to use and are gaining confidence and independence in their reading. The library is of limited use for developing study skills or for pupils to make use of a catalogued system. Pupils' higher order reading and research skills are sound and used well in other areas of the curriculum.
79. Pupils' attainment in writing by the age of seven and 11 is above national expectations. Evidence from scrutiny of infant and lower junior pupils' work indicates that handwriting is not always clear or well formed and few pupils confidently use a cursive style. In their extended writing higher attaining pupils demonstrate a very good awareness of the structure and sequencing of events in a story. Their ideas are imaginative, varied and clear. For the majority of pupils spellings are not accurate but the use of punctuation and grammar is sound. There are frequent opportunities during the literacy hour to practise phonics rules to improve spellings but pupils do not recognise spelling mistakes for example, spelling of 'houes' for house and 'yung' for young. There are some good examples of different forms of writing including letters, diaries, poems and retelling favourite fairy stories. Opportunities for pupils to write at length are good and there are lots of examples of where written work is linked well to other areas of the curriculum. Many average and lower attaining pupils in Year 2 are still printing but can write sentences, sometimes needing adult support, but many spell simple words incorrectly. In lower junior classes the quality of handwriting and pupils' skills in spelling still remain below the level of their other literacy skills which are good. By the age of 11, most pupils use good expressive language and grammatical awareness in a

variety of well- structured and planned work that includes letter writing, book reviews, poetry, riddles, newspaper articles and science experiments. There are many examples of extended writing. Most pupils can work independently and there are appropriate opportunities to use research skills in the library or through ICT. Pupils often illustrate and edit their work on the computer. Written work is generally well presented and spelling is of a sound standard, handwriting is generally accurate and fluent in the majority of the work. Handwriting skills are well developed.

80. Progress in speaking and listening in both infant and junior stages is good for all pupils including those with special educational needs and those for whom English is an additional language. In infant classes, overall, progress in reading and writing is good. Progress in writing is not as strong as in reading because teachers do not plan sufficient opportunities for regular handwriting practice, and the teaching of spelling is not totally effective. In junior classes, pupils make good progress in reading and writing. However, progress in handwriting and spelling is not as strong in lower junior classes. The literacy hour is well established and effective teaching and management strategies are being used in many lessons to teach pupils the basic skills. The plenary session is used well in most cases to extend and reinforce ideas from the lesson and provide valuable feedback. Pupils in infant classes learn how to speak more clearly, widen their vocabulary and listen more carefully. In junior classes, discussion skills develop well particularly in extending pupils' technical vocabulary across the curriculum. In reading, in infant classes, pupils move progressively through the reading scheme and staff place a high priority on developing pupils' reading skills during guided reading sessions. In junior classes, library skills including research skills in reading and writing are progressively developed. In junior classes, progress in writing skills develops consistently with the emphasis on sentence construction, spelling and punctuation. A lack of regular sessions, in lower junior classes, to improve the quality of handwriting has slowed down the progress in this area. Pupils edit their work to improve the structure, grammar and punctuation and make good progress in writing for different purposes. There are lots of opportunities in other subjects for pupils to develop their skills. Year 2 write about their 'dinner-time organisers', while Year 3 write about their investigation of transparent, translucent and opaque objects. Pupils in Year 5 build on these skills to plan, edit and present their ideas on life in Tudor times. Very good extended writing in Year 6 builds on this progress as pupils learn to plan their stories and accounts about Victorian Times and when producing leaflets about Stockport. Similarly, there are lots of opportunities for pupils to read for information in history, geography and religious education. ICT skills are further developed as pupils word-process their work or seek information using the internet. Pupils with special educational needs make good progress with effective help from teaching assistants when taught individually or in small groups. Parents provide valuable support for their children with homework that aids the progress made at school.
81. Overall, the quality of teaching is good. No teaching was unsatisfactory and in 70 per cent of lessons observed it was good. Staff have worked hard to improve strategies for the teaching of the literacy hour. A particularly good example was in a shared reading activity when Year 5 pupils discussed the poem 'Beth Gelert' focusing on building tension as they read the poem. Questioning was used effectively to promote and assess understanding. The teacher had high expectations of pupils and valued their contributions to the discussion. In the literacy hour, teachers have established good classroom routines for pupils and there is an industrious working atmosphere. All pupils have positive attitudes to learning and work hard with enthusiasm and interest to complete their work successfully. Year 6 pupils, when sharing a text, were interested by the way the writer had argued about the positive and negative aspects of zoos. Relationships are very good and pupils support each other well, giving help and

encouragement to anyone who has a problem. Behaviour is very good, especially in the literacy hour where pupils have the control to work independently. Pupils concentrate well and their work output is good. In the good lessons, planning is clearly focused on practising and improving key skills for pupils of all abilities. In a Year 3 lesson, the teacher provided pupils with good examples from a text that reflected the importance of phrases to grab the reader's attention. This good teaching enabled pupils to write their own beginning to a traditional tale successfully. Good classroom practices and management of time are well-established enabling learning to occur without distractions. In less effective lessons, the teacher focuses for long periods with one group and as a result has difficulty intervening with other groups and on these occasions progress for higher attaining pupils is limited. In other lessons, the tasks teachers provide do not challenge all pupils. Staff are skilled at using teaching assistants productively in the literacy hour. The plenary session is focused sufficiently well on re-emphasising points from the lesson or giving constructive feedback.

82. The coordinator provides good support and guidance for staff. Her effectiveness is enhanced by the opportunity to monitor teachers' planning and there has been some monitoring of how the subject is taught. Monitoring has identified areas for improvement such as writing and resources. Although the school has effectively implemented the Literacy Strategy there are still areas for improvement to resolve; more focus is needed in infant and lower junior classes on raising the levels of attainment of pupils' handwriting and spelling. There are good systems for assessment in place that provide a clear picture of pupils' achievements. The practice of setting pupils individual targets that provide a focus on what they need to do to improve the standard of their work is beginning to develop. There are up to date examples of leveled work for teachers to judge the attainment of pupils and monitor the progress they are making. There are a limited number of good quality books both in the library and in classrooms although good use is made of the library service.

MATHEMATICS

83. Pupils' attainment at the age of seven and 11 is above average. Taking into account pupils' attainment on entry, which is broadly average, most pupils, including those with special educational needs and those with English as an additional language, achieve well. This is closely linked to the good teaching that is firmly based on the National Numeracy Strategy. The high standards achieved by the age of seven are well maintained for the majority of pupils by the age of 11. Pupils are given suitably challenging work and they make good progress; progress is very good in Years 5 and 6. Very good relationships and an emphasis on teaching understanding through clear explanation and feedback underpin the structured approach to the teaching of mathematics.
84. In the infant classes, teaching focuses well on strengthening pupils' understanding and application of operational skills in number work, simultaneous with extending knowledge in data handling, shape and measure. The majority of pupils in Year 2 can sequence numbers, are beginning to multiply numbers by two, five and 10 and are showing good understanding of fractions. They can halve numbers such as seven and 85. Pupils use their knowledge of addition skillfully when adding grams such as 25grams and 34 grams. They read the time at each hour competently but are less secure when the time is set at half past the hour. The grouping of pupils by ability enables the highest attaining pupils to move on more quickly whilst providing extra support where it is most urgently needed for others. The higher attaining pupils are exceeding the level for their age in all aspects of mathematics. They add three digit numbers without using apparatus, double numbers such as 95 and use the two, five and 10 times tables competently when multiplying numbers. Their work in shape, data

and measurement shows less evidence of extended work for their ability and often they complete similar work to the rest of the class. Lower-attaining pupils work more routinely, and at a simpler level. A few pupils still have poor concepts of number bonds to 20 at this stage and use their number squares for support. They can double and halve small, even numbers and show good understanding of money notation but they find difficulty in recalling quickly what they have learned; progress is slower because teachers repeatedly have to go over earlier work before extending topics. Nevertheless, all pupils achieve well from their starting point.

85. In the junior groups, pupils' strong background in numerical skills is clearly evident but pupils of average and lower abilities lack confidence when translating word problems to their equivalence in number. Although many know multiplication tables well enough to facilitate work on fractions and percentages they are unsure about the steps to take when faced with a written problem. Teachers are focusing on improving confidence along with teaching basic techniques. Most Year 6 pupils can carry out long multiplication and multiply, divide and round decimals to two places; they can convert from one unit of measurement to another using a conversion graph and can find the simplest form of fractions. Other aspects of mathematics are better than average. Good knowledge and precision in measuring of angles is shown. Higher attaining pupils are challenged to apply concepts at a higher level and generally work at a faster pace. They convert fractions such as nine and two-seventeenths to a decimal successfully.
86. Good progress is being made in computation of number but progress in mental mathematics is not as strong. The quality of the teaching in the mental starter is not consistently good in all classes. This is because, during the mental/oral session at the start of the lesson, there are too few opportunities for pupils to explain their strategies. In others the mathematical ideas covered are too narrow and do not give pupils the opportunity to practise a wide range of number operations. This results in a lack of confidence and ability to answer mental calculations quickly or accurately. Similarly, due to limited opportunities to use and apply their knowledge in practical everyday situations, their skills in solving problems and practical application are not as strong. For example, pupils find difficulty both in estimation and in explaining their strategies for solving problems. The school has recognised this and has plans in place to improve the situation. Year on year the school consistently surpasses the challenging targets it sets itself. The progress of pupils with special educational needs and those for whom English is an additional language is good because work is well matched to their needs. Teachers make satisfactory use of ICT in mathematics lessons. Homework is satisfactorily used to deepen pupils' understanding. The quality of the marking of pupils' work is generally consistent, with detailed marking that provides good feedback and encourages development and persistence. The best lessons caused pupils to think for themselves and to learn from their own mistakes when teachers explained misconceptions.
87. The quality of teaching is good. In the eight lessons observed, all the teaching was at least satisfactory and was very good or better in 60 per cent. The high quality of teaching and learning has been maintained since the last inspection. Pupils have very good attitudes to their work and, for the most part, behave extremely well in lessons. This goes hand in hand with the teachers' ability to engage pupils' interest, the use of a range of creative strategies and skilful questioning that checks understanding, misconceptions and progress. The majority of pupils say they enjoy mathematics. Many pupils are not confident in oral reasoning or in written work when working on word problems, as is evident when pupils attempt to reason through their answers. On the whole, pupils achieve a greater degree of success when working on structured tasks. In the best lessons, teachers have very high expectations and set challenging

tasks, which engage pupils' interest and motivate them to work hard, independently. When lessons are satisfactory rather than good, teachers provide opportunities for pupils to investigate but do not allow them enough independence in deciding on their own methods or resources. The quality of teaching in introductions to lessons is variable. In some lessons, the mental starter lacks focus that leads to missed opportunities for some pupils and not all teachers include opportunities for all abilities to participate. In most lessons a good pace is maintained so that pupils waste no time and produce an appropriate amount of work. Provision for pupils with special educational needs is very good throughout the school. Teaching assistants are effectively deployed. They work closely with class teachers in planning for the needs of individual pupils and groups. This enables these pupils, and others of lower ability, to exceed the levels that might have been expected based on their prior attainment. The good provision for lower attaining pupils is accelerating their progress, particularly in those classes that are staffed with two teachers for some lessons.

88. The curriculum has its roots in the National Numeracy Strategy but teachers are increasingly tailoring their own teaching strategies to the individual group of learners. Teachers seek to develop communication and literacy skills of pupils, through discussion sessions that give them the opportunity to improve their ability to listen to others and express themselves clearly. Writing and numeracy skills are developed whilst measuring and recording the results of experiments and pupils have many opportunities to use ICT in this work. Pupils' numerical skills are above average, and in some classes are well above average, having improved through the focus on mental mathematics at the beginning of lessons. Pupils' computational skills are good. Little evidence of calculators was noted; the school discourages their use when operations are simple enough to be calculated mentally. Mathematical skills are used well to complement work in other subjects. In geography, for example, pupils become adept at plotting coordinates and taking temperature measurements. In athletics measuring equipment is taken outside so that skills are acquired in a meaningful way.
89. Leadership and management of the subject by the two coordinators are very good. Time is given to supporting and advising colleagues in a team context but there has been no monitoring of the teaching and learning in mathematics lessons. There are clear signs that the strategic use of the monitoring and assessment systems is working well. A good example is the school's drive to improve opportunities for applying mathematical knowledge in real life situations and in understanding the steps required in solving problems. This aspect was not previously emphasised in pupils' work but is now beginning to be planned into the curriculum in a structured way. The National Numeracy Strategy is reviewed and managed well. Planning is checked to ensure that skills and knowledge are taught progressively. Pupils' work is regularly assessed against the national scheme of work and progress is recorded on individual records, which are monitored by the head teacher and coordinators. Good practice is developing in individual target setting and in the gathering and evaluation of information from national and other tests. The school has made good improvement in its provision since the last inspection.

SCIENCE

90. Pupils' attainment at the age of seven and 11 is above average and exceeds the standards expected for their age in all strands of science, (scientific enquiry, life processes and living things, materials and their properties and physical processes). They make good progress in their acquisition of knowledge and this progress is now further enhanced by the provision of work and tasks appropriate to their differing abilities. Standards in national tests have improved over time but have remained consistently above the national average since 1998. Pupils with special educational

needs make good progress in the light of their prior attainment and the provision for higher attaining pupils has improved since the last inspection. There is now very careful analysis of pupils' performance, good teaching and carefully selected work for pupils of all abilities. Higher attaining pupils are now given appropriate work for their ability, and more pupils are expected to achieve the higher Level 5 in their national tests in 2002.

91. By the age of seven, pupils possess a good scientific knowledge and vocabulary. They undertake simple investigations successfully and use the results to come to sensible conclusions. They are able to say what they expect will happen, explain their thinking and make accurate observations. Their learning is carefully matched to their direct experience and this raises their confidence in investigations and reporting. In Year 2, in their work on materials, the pupils obtain evidence, evaluate their findings and conclude that materials can be classified into groups with different properties, such as plastic, sponge and wood. Pupils use computers successfully to support the recording of evidence and the presentation of results. They know about humans, animals, plants and materials and are beginning to understand the principles involved in electricity and forces. For example, through topics such as 'Myself,' and work on 'Local Habitats', pupils recognise and compare correctly the main parts of the bodies of humans and other animals. They know about conditions necessary to sustain life and growth and successfully differentiate the species of mini beasts found in the locality. They visit places, such as Rease Heath Farm to enhance their scientific knowledge and understanding. Year 1 and 2 pupils achieve a good amount of high quality work with a wide range of well-presented recording.
92. Junior pupils complete a significant amount of carefully presented and accurate work, which increases, appropriately, in difficulty over time. Pupils' books show that the emphasis on practical work continues through Years 3, 4, 5 and 6 and indicates that pupils have a good understanding of their own experiments and investigate effectively for themselves. Learning skills have been extended and pupils are able to logically predict what is likely to happen in an experiment. They use set criteria to conduct a fair test and record their findings accurately. As a result, most pupils have a secure understanding of fair testing and the importance of controlling variables. Teachers maintain a good balance between work on work sheets and pupil generated work, particularly in the high quality recording of work seen. Pupils record their investigations clearly as in their experiments on 'Forces and Friction' in Year 6. In their experiments in Year 5 on 'Changing Materials' pupils show an understanding that gases do not maintain their shape and volume. Pupils show good skills in the practical application of their knowledge and understanding. For example, investigations form the basis of most lessons, such as the investigation confidently carried out by pupils in Year 4 to find out why a shadow is shortest at midday and in Year 6, that a balloon filled with air is heavier than a deflated one. Clear headings in pupils' books indicate that pupils understood the importance of planning an experiment very carefully according to a set pattern. Pupils' skills in interpreting information in the form of graphs, charts and tables are particularly good. Pupils present their findings clearly such as in their work on the force of gravity and electrical circuits.
93. All pupils, including pupils with special educational needs and those for whom English is an additional language, are making good progress. All pupils are fully included in science lessons. Pupils who have the potential for higher attainment are now given appropriate challenge in their work. It is achieved through a good scheme of work and tasks, which ensure that all pupils have more demanding work. All pupils all have similar scientific experiences, but the tasks now offer opportunities for higher attaining pupils to tackle more demanding work. Pupils build well on their knowledge and understanding as they move through the school. In Year 1, pupils learn of the

conditions needed for growth in plants, such as light and water and this concept is developed further in Year 6 as pupils study the importance of the leaf in this process.

94. All pupils throughout the school are very interested in investigative work and this is especially beneficial to pupils with special educational needs who receive good quality support from teaching assistants. Pupils throughout the school have a good attitude to science. They are involved in their work, share equipment and learn to work well together. There is a high level of interest and motivation and they settle quickly to their recording tasks. For example, in a Year 6 lesson, higher attaining pupils took part eagerly in an experiment on reversible and irreversible change. They filtered sand and very small pebbles in a salt solution to find out which could be separated. They then progressed to discussing the salt solution, which drained into the container, and how the water would evaporate off after being left a few days in the classroom, leaving behind the residue of salt. They discussed their ideas sensibly and with animation what they expected to find out and felt successful when the experiment proved their predictions to be correct.
95. The quality of teaching is good. In the lessons seen all the teaching was at least satisfactory and was very good in 75 per cent. Where teaching is very good, teachers have high expectations of pupils in terms of effort and behaviour and provide excellent well-prepared resources. The pupils are clear about what they have to do and learn in the lesson, which proceeds at a brisk pace and maintains pupils' interest and enthusiasm. Generally, most teachers have a secure knowledge of the content of the curriculum and an understanding of the practical nature of the subject. Teachers plan well together and all lessons are well-planned and learning objective clearly stated. There is an emphasis on the use of correct scientific vocabulary and many classrooms have lists of relevant topic words as an aid to report writing. However, some older pupils do not use specific scientific language when explaining their experiments, although their recordings show their understanding. Other subjects such as art and design are used successfully to enhance the learning. Year 1 and 2 pupils, following work on 'Myself' draw and paint self-portraits of their faces and print colourful leaf prints in connection with their work on 'plants'. Pupils in Year 5 create sculpture using natural materials such as stones, twigs and bark.
96. The coordinator very effectively leads the subject. The completed scheme of work and planning are in place, which is an improvement since the last inspection. Further work is to be undertaken in linking science more fully to other subjects. The coordinator is keen and knowledgeable in support of the subject. There are clear priorities for action that are bringing improvement. There is a clear policy and a very detailed scheme of work, which provides a good framework within which teachers can plan their lessons. This scheme and teachers' own planning help to ensure that pupils' learning builds on what has gone before and prepares them for their next step throughout both key stages. Assessment is systematic and helps to support the progress of pupils through the school. There are very good examples of marking where teacher comments help pupils to understand how they can improve or what they need to do next. The experienced coordinator to ensure the requirements of the National Curriculum are met monitors long-term plans. Monitoring of classroom practice is not in place. Resources are good and are maintained at an appropriate level. This ensures the work of the subject can be managed smoothly.
97. Literacy and numeracy skills are further developed in researching and recording and in data handling where they take the form of graphs, charts and tables. Other aspects of literacy are used well, such as the insistence of pupils' use of scientific vocabulary when recording their experiments. However, orally, some upper juniors do not transfer their knowledge when explaining their work. Numeracy underpins the work in

measurement and the way data is collected and recorded. Teachers make very effective, regular use of ICT to support pupils' work. There were no key issues arising from the last inspection, but lack of challenge for higher attaining pupils and the lack of appropriate reading materials for lower ability pupils were identified as weaknesses. These have been resolved through appropriate work, relevant reading worksheets and good support by the teaching assistants. The school recognises the need to further develop the pupils' use of specific scientific terminology and to continue to set challenging targets for higher attaining pupils. Visits to the Manchester Museum of Science and Industry are used well to enrich all junior pupils' learning, such as in 'Sound' 'Forces and Friction', and 'Air and Space'. For example, Year 4 pupils' visit resulted in some good work accomplished on Refraction. Work in pupils' books showed that pupils know effects of light and how it travels and how it is reflected from different surfaces. For example, they investigated how light passing through a prism is split up into the colours of the rainbow and progressed to finding out that orange sodium light alters the appearance of objects.

ART AND DESIGN

98. Throughout the school pupils achieve standards in art and design that are above the level expected for their age. Good provision for art and design has been sustained so that good standards have been maintained since the last inspection. All pupils are socially included in all art and design lessons and have good opportunities to take part in the different kinds of art, craft and design and study the work of famous artists.
99. Only two lessons were seen in the older junior classes during the inspection and none in the infant classes. Evidence is drawn from the lessons seen, scrutiny of pupils' work, and the school's portfolio of artwork including digital recordings of pupils' work. Planning shows that Years 1 and 2 are given many opportunities to explore colour pattern, texture, line and tone, and to combine and organise them for different purposes. They experience a range of media and apply colour in pastels, chalk, paint and crayon effectively. Observational drawing and sketching form the basis of pupils' two-dimensional work throughout the school and indicate good standards are being achieved. Sketchbooks are used regularly and consistently and show pupils' ability to develop their ideas and that pupils have a good knowledge and understanding of application techniques using pencil and pastels. This good practice is a particular strength in art and design. Pupils' sketches of still life drawings of what they see, remember and imagine are of good quality for example, Year 1 pupils recreate half a sunflower's head showing good observational skills of symmetrical drawings.
100. Pupils in Year 3 sketch Egyptian tomb paintings carefully linking their work successfully to their historical studies of Ancient Egypt. Year 3 and 4 pupils sketch jars, vases and tiles to a high standard. Once the designs have been evaluated for practicality, they fashion them effectively out of white and terra cotta coloured clay, and skilfully apply relevant detail with fingers and tools. Skilful use of pencils as a media continues throughout the school. Year 4 pupils, following a review on patterns found on Greek buildings, enthusiastically design and make a printing block tile. Year 5 pupils extend this technique confidently to design a tile and apply three different colours onto a polystyrene tile successfully making their own prints. By Year 6, pupils express their own ideas and interpretations with increasing confidence and sophistication. Techniques in drawing, printmaking, collage, sculpture and textiles develop well. Pupils examine body gesture, movement and facial expressions and architecture through the examination of different artists' work and techniques and recreate pictures successfully in their style. Pupils develop their modelling skills well as they learn new techniques and use a variety of materials to fashion tiles and pots and decorate them with vibrant colours. Pupils' skills progress well, as more sophisticated techniques are used in

modelling, such as the use of clay relief and models of coiling, slabbing and modelling. They study the work of famous artists such as William Morris, Claude Monet, David Hockney and contemporary craftspeople such as Kate Malone enthusiastically and develop their own work skillfully in these styles.

101. The quality of teaching is good. Teachers plan well to ensure pupils experience a wide range of activities in order to develop the required skills. In good lessons, the teacher has good subject knowledge and sets high expectations of pupils. Effective use is made of a good range and quality of visual stimuli and the teacher demonstrates techniques successfully. As pupils work the teacher effectively intervenes, encouraging pupils to think in depth about their work. A good example of this was seen in a Year 5 lesson when pupils achieved well as they eagerly applied their newly acquired knowledge and technique of 'Intaglio' printing to their tiles. In other lessons, pupils are given the freedom to choose appropriate media for their work and decide which technique they would like to use. Teachers organise lessons well, making good use of all the space available. Careful planning ensures that pupils have opportunities to work in two and three dimensions. Teachers' planning clearly identify what skills, knowledge or understanding pupils are to gain. Pupils respond well to the relaxed atmosphere that is created, working well and using the resources with care. All pupils have good attitudes to art and display enthusiasm for their lessons. They are attentive and involved, working co-operatively upon a range of themes. Relationships between pupils are very good. They appreciate the efforts of other pupils and make positive comments about each other's work. Behaviour is very good. Pupils concentrate well on their work and pay good attention when observing works of art. They persevere industriously with their projects and take care, working with a sense of purpose and pride. The teaching of the subject has a positive impact on pupils' spiritual and cultural development. Displays of artwork throughout the school are good; pupils from Year 1 to Year 6 have produced work of good quality.
102. The curriculum is good. Based upon a nationally recognised scheme of work, many interesting and stimulating tasks are provided. The curriculum is planned to make good use of a wide range of resources. A particular strength is the way in which other subjects, such as history and science are used very well to link with art and design. For example, paintings and collages of the Roman legionary and jewellery and mosaics, and other periods in history are displayed attractively in the school hall. Visits are also used to stimulate creativity. Pupils in Year 6, for example, not only gained insight into the Victorian way of life during a visit to Quarry Bank Mill and the architecture of the mills of this period, but also focussed on different aspects of the building and successfully sketched them on their return to school. Sculptures created from natural materials using stones, pebbles and sticks reflect the pupils' acute observational skills and the ability to recreate work in the style of Andy Goldsworthy. A Sewing Club gives pupils valuable opportunities to learn knitting, crochet work, embroidery techniques and patch-work quilting. A large sized, attractive wall hanging of the school illustrates the successful combination of these techniques. Art and design is used effectively in literacy, numeracy and ICT to enhance pupils' work. Pattern-based work in printing reflects attractive geometric designs. Booklets, such as 'Early Things', which the pupils write in history, geography and science topics pay attention to graphical layout and are attractively illustrated in pencil crayon. Books, a digital camera and the use of the portrait gallery website widen pupils' experiences.
103. The co-ordination of the subject is effective. There is a clear understanding of what the school does well and where improvement could still be made. For example, that observational drawing is strength of the school and that three-dimensional work through sculpture needs further development. There is an effective scheme of work, which gives detailed guidance and support on the knowledge, skills and techniques

that pupils need to know and teachers plan work well. Monitoring of lesson planning takes place but there is insufficient monitoring and evaluation of teaching to enable the coordinator to raise standards further throughout the school. There is insufficient, formal assessment of pupils' art and design skills to ensure that future work meets the specific needs of each pupil.

104. A digital camera is used productively to build up a profile of pupils' achievements in art and design. Resources are good, are accessible and are used well to extend the experiences of the pupils. Non-Western art is represented well in the art curriculum. For example, Aboriginal paintings, Islamic textiles and the opportunity to watch Maori dancing, all give a good insight into different cultures. Good use is made of visits and visitors, to further enhance pupils' cultural understanding. For example, art students hold workshops on the life and work of famous artists, and visits to Salford and Whitworth Art Galleries offer a wide range of stimulating activities for the pupils. The skills and methods of the workshops have been mirrored and used constructively by the school staff and the school hold an afternoon art workshop in the summer term where pupils can practice their drawing skills.

DESIGN AND TECHNOLOGY

105. At the last inspection standards of attainment were reported to be at the expected level for infant and junior pupils. This situation has been maintained and the standards that pupils achieve by the time they leave the school are at the expected level for pupils of this age. Concern was expressed at the lack of a scheme of work. The Qualifications and Curriculum Authority's scheme of work has been adopted and is beginning to be implemented.
106. By the age of seven, pupils are beginning to develop their ability to use simple tools to cut and shape materials such as fabric, paper and card to make three dimensional under water scenes in boxes. They assemble, combine and join materials and consider weight-bearing attributes. Pupils in a Year 2 class enthusiastically design and make models of moving toys involving levers using card. They confidently make choices about materials and tools they use and are able to account for their choices in discussion. Pupils enjoy food technology and are aware of the importance of hygiene as was seen when Year 1 pupils enthusiastically made sponge cakes. Evaluation of work with pupils aged seven and under is done in discussion with their teacher or by written evaluations.
107. By the age of 11, pupils are beginning to design for a particular purpose. In Year 6, pupils design and make a variety of cars enthusiastically after researching the different types of cars that are made commercially. They design structures, test materials for strength and mobility, construct models and evaluate the end product successfully. Designs are suitably drawn and labelled, materials and tools are carefully chosen and pupils conscientiously evaluate their work in collaboration with other pupils. Other examples of work are designing and making a hat in Year 5 after carefully examining a variety of commercially produced hats. In Year 6, pupils successfully tried their hand at spinning and weaving with the support of two workers from Quarry Bank Mill. A strength is the emphasis teachers give to technical language and pupils use it correctly for example, in Year 5 pupils understand the terms 'brim' and 'crown' linked to hats and in Year 6 'waft', 'warp' and 'shuttle' linked to weaving.
108. The quality of teaching is good. In the lessons seen the teaching was always satisfactory and very good in 60 per cent. Pupils are taught how to handle different materials and to evaluate and modify their ideas, designs and models. Teachers use skilful questioning and intervention to interest and spark ideas off the pupils. They also

pay particular attention to developing pupils' personal and social skills by expecting them to work together and co-operate in designing and making a model or construction. This was seen in a Year 6 class in which some pupils worked well together in pairs, sharing equipment and tools as well as evaluating the weaving designs they made. Pupils respond enthusiastically to tasks set within design and technology. They discuss their work with interest and talk about the processes involved in designing and modelling. They enjoy the corporate experiences afforded by the subject. In a good Year 5 lesson, the teacher effectively used various questioning techniques to promote pupils' thinking well as pupils discussed how they were going to make an Easter hat. 'Yes, but how could you improve how you attach the brim?' Activities planned were relevant to the age and abilities of the pupils.

109. The subject coordinator has clear ideas on how she wants to develop the subject. The new scheme of work has been put into practice and planning has already improved. Lesson objectives are detailed enough and topics are appropriately related to the new scheme. There are no formal assessment procedures and future planning is not yet effectively informed and this is an area for development. The school is developing a subject portfolio of pupils' work that will serve as a very helpful resource bank for teachers. The coordinator is involved in monitoring planning but has not monitored teaching. There is evidence of the use of computers within design and technology. Pupils' numeracy skills are further developed through measuring and scale drawings and there are opportunities for pupils to develop their literacy skills as they write evaluations of their finished product. Resources are satisfactory. Pupils' social development is enhanced through the subject for example, there are opportunities for pupils to work collaboratively.

GEOGRAPHY

110. By the age of seven, pupils achieve satisfactorily and standards match those expected for pupils of this age. By the age of 11, pupils achieve standards that exceed those expected for pupils of this age and achievement is good. This is a similar picture as the last inspection. Pupils with special educational needs and those for whom English is an additional language, make similar progress. Visits and fieldwork enrich the curriculum.
111. By the age of seven, pupils have a sound knowledge of local places. Year 1 pupils describe accurately such features as water, beaches, park and grass. They have a sound knowledge of house types and can distinguish between houses, flats, caravans and houseboats. Pupils confidently describe where they live but have limited opportunities to record their views. Pupils in Year 2 enthusiastically describe their trip to Buxton, including detailed descriptions of the stalagmites and stalactites and other physical features they saw. They develop mapping skills well and can complete a weather chart competently. Although pupils' knowledge of remote localities is limited they have a satisfactory knowledge of hot and cold places.
112. Year 3 pupils know that urban landscapes have busy roads and railway lines and rural landscapes have churches. They draw accurately a plan of their classroom and a map of Greece with a key. Pupils are increasing their knowledge of ordnance survey symbols. Their work is enhanced by the use of ICT in their house and transport surveys. Year 4 pupils have good knowledge about types of settlement and have related this carefully to their local study of Hazel Grove and Castleton. ICT skills are developed well in their Egyptian research and map work is of high quality. Year 5 pupils show good knowledge about land use in Stockport. They locate places on aerial photographs confidently. They use letter and number coordinates accurately to locate places on maps. Year 6 pupils use six figure references skillfully when locating

features on a map. They offer suggestions as to why factories such as Quarry Bank Mill are built on a particular site and have a good knowledge of their local environment.

113. The quality of teaching is good. The best teaching lays suitable emphasis on discussion to deepen understanding of geographical language and concepts. One of the reasons why progress is good at the end of Year 6 is because teachers' good subject knowledge contributes to effective planning. Computers are used at times throughout the school to help pupils learn and to improve pupils' research skills over time or to provide challenging work for higher attaining pupils. Good practice was seen in a Year 1/ 2 class where pupils were independently searching for key information relating to lakes. Shortcomings in teaching include insufficient attention given to the sequence of learning steps to ensure that complex tasks are broken down into bite-sized pieces. Attitudes are generally good but occasionally there is a lack of involvement when teachers are communicating ideas and pupils are not fully concentrating.
114. The subject is managed satisfactorily. The coordinator understands the need to monitor the effectiveness of teaching and learning to ensure that learning experiences are consistent, challenging and progressive. There is no formal assessment procedure in place although teachers do assess the pupils' work informally which builds towards the picture presented in the end of year report to parents. Resources are satisfactory including CD ROMs, sets of atlases and some high quality video resources.

HISTORY

115. Since the last inspection, the school has greatly improved both the history provision and the standards pupils' achieve. The standards pupils achieve by the age of seven and 11 are above those expected for pupils of this age. The school provides an extremely stimulating and challenging programme for history, which fulfils all the requirements of the National Curriculum. Pupils learn to gather evidence from a range of sources. The sophistication, with which they interpret this evidence by the end of Year 6, is praiseworthy. History provides a meaningful context in which pupils develop and refine writing in a range of styles to meet different purposes or audiences. This works very well and they achieve a high standard. ICT skills are used well. For example, the digital cameras and a range of software are employed to explore and present the results of their studies. Pupils access the web with confidence, searching for resource material relevant to their subject. Here too, the staff stress the importance of developing good strategies for learning - evaluating the quality of the source and keeping a record of this.
116. In Years 1 and 2, good introductory class sessions are followed up by work in small groups. Pupils are encouraged to collaborate and share ideas, which they do well. For example, a book on Victorian clothes stimulated effective recall and discussion about a recent museum visit and greatly facilitated pupils' efforts to sort pictures and artefacts into `now` and `then` categories. Teachers are careful to present work and structure support so that pupils are challenged appropriately for their ability and by the end a lesson, have a sense of achievement in their independent efforts.
117. The same pattern of teaching extends throughout the juniors. Lessons start with fruitful class discussion: relevant information from previous sessions is recalled successfully by pupils and re-examined. The well-managed class discussions ensure that all pupils participate, gain from the examples suggested by the friends whilst providing an opportunity for a more extended and deeper interpretation by a few. Year 4 pupils had a wealth of resource material from a library loan which they used well to

find information to support their work on Ancient Greece. Books, artefacts, blow-ups of designs taken from Greek vases, the web and CD-ROMs were all examined confidently in their search for information about every day life in Ancient Greece. Pupils thought carefully about what would be the ideal source and what, for example, might be some of the traps they could fall into when interpreting pictures. Pupils proved to be very knowledgeable, very thoughtful and thorough in the way that they examined such illustrations. In this series of history lessons, not only were pupils learning to use and compare the information they gleaned from a number of good quality books but also were exploring extracts from a translation of Homer's Odyssey skillfully, in their work on language.

118. This effective linking of subjects was evident in Year 6. Pupils express their ideas in geographical terms about reasons that might account for the choice of a factory site. This was then explored further in relation to Quarry Bank Mill, which they had visited recently. Pupils in Year 6, enthusiastically research the quality of life of young apprentices in this mill, and successfully compare this with the working and living conditions that they might have experienced in Liverpool. The pupils remain well focused on the task but for some it was very time consuming, as their note-taking skills were underdeveloped. Year 6 pupils are beginning to work as historians. They appreciate the need to look at a particular aspect from several different starting points. They make reasoned comparisons and learn to draw inferences where appropriate.
119. The quality of teaching is good. Teachers develop the history enquiry skills well. They ensure that pupils explore aspects from several different view points and provide ample and varied resources for them to do this. They encourage pupils to be independent, make them think and above all enable them to apply and practice literacy and ICT skills in particular, in interesting and relevant contexts.
120. The subject management is strong. The coordinator is knowledgeable and enthusiastic and over the years has continually refined and improved the history provision. She monitors the planning carefully, especially to ensure that evidence is used effectively but has no release time to oversee the actual quality of teaching in class. There is no assessment scheme for the school as a whole as yet. The school makes very good use of library loans and the educational visits are a crucial factor in maintaining the quality of the programme of work. The history scheme identifies the many occasions on which literacy, numeracy and ICT skills are to be used and systematically developed. The subject makes a very strong contribution to spiritual, moral, social and cultural development. Pupils have a real appreciation of their cultural heritage.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Pupils' attainment in information and communication technology (ICT) at seven and 11 is similar to that expected for their age and they achieve satisfactorily. The school has maintained the good practice noted at the last inspection and uses the hardware in classes effectively to enhance learning in all subjects. The lack of an ICT suite means that the information and understanding developed through the teachers' use of the interactive white board cannot be instantly put into practice by all pupils. The school has recently purchased a number of laptops to address this issue.
122. Pupils enjoy their work on the computers and show a maturity and willingness to work independently. In Year 2, they know how to use the shift key to obtain capitals and question marks; they use the tools, palette and shape menu in a graphics programme with thought and confidence. They are beginning to enjoy the power of the computer as they see how it enables them to add text to their designs. As they work with the Roamer, planning and programming a route, they are learning successfully to think

logically as well as acquiring an understanding and command of technical language and procedures.

123. In the juniors, the same effective use is made of a wide range of programs to enhance pupils' understanding across a range of subjects. Pupils in Year 6 have successfully developed multimedia presentations, which include their photographs taken with the digital camera. They size these and their work demonstrates how they are able to refine and improve their initial efforts. They use web sites competently to seek information in history. Pupils use effective strategies and are developing good study habits, such as evaluating and recording those sites that seem to be most useful. They have a sound knowledge of different types of databases and design a data collection sheet competently. Pupils develop their ability to think logically as they work with a range of spread-sheets and successfully write simple programs to direct the screen turtle. Pupils confidently log on, save and print. Those who work on PCs have their own work disk that they use effectively to store their work.
124. The quality of teaching is satisfactory. Teachers make effective use of the thoughtfully drawn up scheme of work. This makes very clear reference to specific programs, their use as tools for learning in other subjects and the levels of skill to aim at. The level of ICT use and its effectiveness as a tool for learning in the other subjects were very evident. Overall, staff appear more confident in introducing routines relating to data handling and mathematical programmes. Word processing is more complex and has been less systematically developed over previous years. It does not feature prominently in the extended writing, evident in so much of the work across the school. All teachers ensure that the pupils' assessment books are systematically maintained. Teachers are most careful to ensure that all have the opportunity to practice and apply their new skills and knowledge. However, although time on machines is managed well, hands on time per pupil per week is brief. This limits the rate of progress, particularly for those pupils who do not have access to a computer at home. Some pupils lack familiarity with the keyboard, in particular, and this impedes the speed in which they can enter data.
125. Every pupil has an ICT assessment and record book and is helped to evaluate the quality of their own learning. This is a recent development. The records provide a quick and easy assessment tool, shared by pupils and teachers which will build into a comprehensive record of developing skills and understanding as pupils progress through the school. The assessment is supported by exemplars of the steps worked through or completed work, usefully annotated by the class teacher. Pupils experience a range of programs. In the infants, they use mazes to develop their understanding of routes and mapping skills and find and print out information from a CD ROM for their history. The interactive board not only allowed the teacher to work effectively with Year 1 pupils, to develop an effective strategy for improving reading with understanding but also gave her insight and a chance to improve the way in which pupils formed letters as they wrote on the interactive board. Good use is made of ICT in most subjects in junior classes and examples were seen in mathematics, literacy, history, geography and art.
126. The two ICT coordinators work very well together, are enthusiastic and are constantly re-examining the success of the scheme of work and improving it. The assessment procedures are effective and provide a possible starting point for other subjects to build on. Coordinators ensure that all the required elements are addressed and careful monitoring of the planning and regular discussion with staff result in most weakness being spotted and addressed. They have no release time to monitor and support the quality of actual teaching but have identified teachers' insecurity with word processing, which they plan to address. The school makes good use of the opportunities to take

part in training. The resources include listening-stations, digital cameras and floor robots. The new PCs, the interactive white board and the imminent arrival of a set of modern laptops will greatly increase the flexibility of use. The school continues to make extremely good use of well-maintained old equipment but ensures that all pupils have the chance to work across a range of hardware. Although a considerable number of pupils have the advantage of computers at home, there are no pupils who lack the opportunity to participate fully in the ICT range of experiences. Machines are used at every possible moment. Planning procedures ensure that those pupils who need individual support at computers get some personal input. Features such as pupil collaboration, the use of the web and CD ROMs enable ICT to make a positive contribution to pupils' social and cultural development.

MUSIC

127. Provision for music is satisfactory and standards are close to the expected level at the age of seven and 11. All pupils, including those with special educational needs, achieve appropriately. All pupils are socially included in all music lessons. Standards are similar to those of the last inspection and have been maintained. There is now a good music scheme in place to ensure that pupils' learning builds on what has gone before and prepares them for their next step. A part-time music specialist now teaches pupils in infant classes and this has helped improve standards. However, two, older juniors classes continue to be taught together with one teacher present and this limits the quality of pupils' learning. The tuition provided by visiting specialist teachers enhances the music provision. All pupils have access to the music lessons offered by the school.
128. Good organisation ensures that infant pupils develop satisfactory skills in watching, listening and responding to music when singing or playing percussion instruments. A high level of interest was sustained throughout the lessons through the participation of all pupils who successfully use parts of their bodies, such as hands, fingers and feet as imaginary instruments. Pupils held instruments correctly, because of skilful intervention by the teacher and sang tunefully following the high and low pitch notes, sung melodiously by the teacher. There was a high level of enjoyment as pupils sang songs such as 'Mr. Mac'. Very good use was made of musical games such as 'Bingo' and shows pupils' awareness of rhythm patterns and pulse beats. Pupils clapped and stamped in time to the first and second beats and listened to the third and fourth beats.
129. In junior classes pupils listen enthusiastically to a variety of musical sounds. They understand how changes in musical elements such as tempo, texture and dynamics create different moods in a piece of music. They recognise how composers and songwriters convey their intentions and translate them into performances through mood and atmosphere. In one lesson, junior pupils listen, describe, compare and evaluate different compositions confidently such as 'Meditation' by Massenet. They sensitively describe the images, sounds and different types of feelings the music evoked. In one lesson, good questioning by the teacher and attentive listening by the pupils resulted in pupils' developing awareness of the different structures in music such as 'Sail Away' and traditional hymns such as 'I'm going to paint a picture'. Pupils sing a wide selection of songs, such as 'The Hand Jive' both in unison and in parts. They sing a variety of hymns during assemblies and maintain the pitch and rhythm satisfactorily. Twenty-four pupils in Year 3 are confidently learning to play the recorder. They use formal notation correctly such as the notes 'b', 'a', 'g' and play pieces such as 'Merrily We Roll Along' in tune. They concentrate well and demonstrate correct handling and fingering of the instrument and use of musical rests. They have the confidence to play individually in front of the class and are rewarded by spontaneous applause from other pupils.

130. The quality of the teaching is satisfactory overall with some very good teaching seen in the infant classes. In junior classes the standard of music is not as high as in infant classes because whilst teachers' subject knowledge is sufficient to teach basic music skills, it is not sufficiently high enough to challenge and extend pupils' creative abilities. Another significant factor is the lack of teaching opportunity to refine singing practice because of the large number of pupils, (58) when two junior classes are taught together. In the lessons taken by a part-time specialist teacher the teaching was of a very good standard. Her particular strengths are in singing and musicianship. Lessons are well planned with worthwhile activities that provide for, and develop, pupils' skills. The clear learning objectives are clarified with the pupils to ensure they have good knowledge of what it is they are to learn. Pupils' previous knowledge and understanding are used effectively to help them to develop their skills in performing music. The good pace of lessons helps to maintain pupils' interest and the good practical opportunities provided ensure pupil involvement. Pupils have very good attitudes to learning. During lessons they are very well behaved, listen intently to the teacher and follow instructions well. They persevere to improve their individual and group performance. They are confident when performing in front of an audience and demonstrate enjoyment and pride in their achievements. The teaching of singing and instrumental skills and the opportunity for pupils to appreciate the performance of others and perform themselves were aspects of teaching which were most effective in helping pupils to develop as musicians. The very good relationships that exist have a significant impact on the good progress that pupils make during these lessons.
131. Pupils receive good opportunities for performance and musical experiences such as performing 'The King's Cold Feet' for parents and Christian celebrations within the community. At these events, pupils are given opportunities to perform in front of a large audience, sing together and play a range of tuned and untuned instruments. Clubs are used effectively to teach the recorder and the school choir, through the musical skills of enthusiastic teachers who give up their time unstintingly. Orchestral tuition from peripatetic music teachers is evident in the school. Pupils are introduced to woodwind instruments. Pupils listen to a variety of music when entering and leaving school assemblies and opportunities are sometimes taken to discuss the composer and the mood conveyed by music, such as 'The Oboe Concerto', by Thomaso Albinoni.
132. An experienced coordinator who is maintaining satisfactory standards leads the subject. There has been a commitment to raise standards following comments in the last report. There is now an effective scheme of work, which gives detailed guidance and support on the knowledge, skills and techniques that pupils need to know and teachers plan work well. Monitoring of lesson planning takes place but there is insufficient monitoring and evaluation of teaching to enable the coordinator to raise standards further through the school. There is insufficient, formal assessment of pupils' musical skills to ensure that future work meets the specific needs of each pupil. Resources are good. Opportunities for pupils' cultural development are good. Pupils sing a wide range of songs from other cultures, well, and with enjoyment, such as the Aboriginal song, 'Abeeyo', 'Baby 1,2,3' song from Trinidad, and the 'Jazz Pick and Mix' using 'scat' rhythms. They use a wide range of musical instruments representing other cultures, such as bongo drums, agogo bells and maracas. There is no ICT software at the present time to support the teaching and learning of music. Literacy skills in music are developed well through the acquisition of good listening skills, the understanding of musical vocabulary, and performing skills. Effective use is made of songs and jingles to improve younger pupils' literacy and numeracy skills.

PHYSICAL EDUCATION

133. The standards that pupils achieve at the age of seven and 11 are at the expected level for their age. This is a similar picture as the last inspection. Positive features include the scheme of work, creative teaching approaches in dance lessons and the extra-curricular opportunities afforded by the school. Good attention is given to the full ability range and the subject makes a positive contribution to the pupils' health development. There is little difference between boys and girls and achievement is satisfactory for all abilities.
134. By the age of seven, pupils make good use of space and perform sequences of actions, varying the speed and direction at different levels. In games lessons they have developed sufficient skill and control to play simple, competitive games. In dance lessons they respond well to music as they create and perform dances enthusiastically from different times and cultures. Most pupils work hard and there is evidence of good teamwork in games and dance even among the youngest pupils. Good features include demonstrations by the teacher and general, constructive comments that enable individuals to refine and vary their movements. As a result, there is an enthusiasm about lessons and attitudes are generally good, emphasising sheer enjoyment.
135. Pupils in Year 3 have a basic knowledge of games, gymnastics, dance, athletics and outdoor activities. They can run at different speeds, hold their weight on different body parts and move to music, creating their own movements. However, their skills in catching and throwing small balls are limited. In Year 4, pupils' ability to work together is good and every pupil is able to follow each other's performance and share ideas. A good illustration was seen in a dance lesson, focusing on Ancient Greece, in which pupils created their own individual movements, remembered some of their gymnastic techniques, which they then integrated into the sequence. Their learning is good because of the teacher's comments to individuals and the pupils' constructive evaluations of each other's work. This was also a good feature of a Year 5 gymnastics lesson when pupils demonstrated elements of flight. In response to very good coaching tips and high expectations pupils' performance showed precision, control and fluency. Year 6 show mastery of a range of passes in floor hockey and a good sense of strong team spirit in an outside games lesson. By the time they leave school most pupils can swim a minimum of 25 metres and many do much more, gaining both distance awards and personal survival certificates.
136. Teaching is satisfactory. In the lessons seen, all were satisfactory except one and half the lessons were good or very good. Strengths include a clear structure to lessons and energetic, fast-paced aerobic warm ups at the beginning of every session. In games, however, a minority of pupils do not listen carefully or follow instructions sensibly which results in lesson time being spent on disciplinary matters. Procedures for the setting up and dismantling of large apparatus are firmly established in every lesson and the attention paid to health and safety in lessons is appropriate. There is suitable emphasis given to relaxation and recovering after exercise and many lessons encourage imagination and creativity that is motivating for the pupils. Pupils achieve satisfactorily in most years but could achieve better if some lessons were brisker and more sharply focused on skill development. For example, too much time is wasted on classroom management in some classes when equipment is set up or pupils are looking for their kit. This impedes learning. In most lessons the pupils concentrate very well and use lesson time to the full. They respond well to effective instruction that enables them to be confident and safe in the water. Teachers are familiar with the skills to be taught and give clear direction and helpful coaching points. Good features include the use of demonstration and clear explanation. This was well illustrated in a

Year 6 lesson when the teacher's effective organisation and direction were highly influential in activities involving striking, passing and receiving balls.

137. The coordinator is experienced and has forged good links with partnership institutions to increase opportunities for the pupils. Her monitoring of the subject does not include watching lessons and as a result has not identified the need to focus on improving the development of skills in some lessons, particularly where time is being wasted. The curriculum is satisfactory, it is broad, balanced and relevant. At present, there is not enough emphasis placed on the monitoring of skill acquisition with targets clearly defined across the school. The one hall is in constant use and the playground and extensive grounds are used during the fine weather. There are no formal assessment procedures in place.

RELIGIOUS EDUCATION

138. The standards that pupils achieve by the age of seven and 11 are good and exceed the expectations of the locally agreed syllabus. The approach is effective and is based on discussion and role-play moving from pupils' own experiences to a consideration of how these relate to Christian faith. At all times, commonalities with other religions are explored. The approach allows all pupils to participate and make good progress. The standards noted in the last inspection are maintained.
139. By the age of seven, pupils are aware that people's beliefs and culture influence daily life. They are beginning to appreciate that things, which are special, are common to all faiths. Pupils are keen to explain that the Torah and Koran are books special to Judaism and Islam in the same way that the Bible is to Christianity. Pupils have a good knowledge of special times such as birth, naming and marriage. They enjoy class-brainstorming sessions when ideas are collected and listen with interest to each other's suggestions. Pupils explore their ideas in depth confidently, always starting from personal or relevant experiences. Then they explore sensitively the deeper implications in terms of faith and culture. Whilst Christianity is the overarching focus, proper attention is given to other religions but approached in a way that is relevant to their age. Pupils compare white Christian weddings successfully with Hindu ceremonies and understand why red is the significant colour. Class members add information about clothes and colours at a Muslim wedding. Year 1 pupils explore what 'a friend' means. Skilful teaching enabled them to relate their own playground experience to stories such as 'The Rainbow Fish'. The exploration is leading on to a consideration of the friends of Jesus. The approach ensures inclusivity and it is marked that all pupils, including those of other faiths, participate avidly in the thoughtful discussion.
140. The same well thought out approach develops throughout the juniors. Whilst Year 3 successfully discussed what sort of people Jesus chose for his friends, Year 4 enthusiastically rose to the challenge to think about their feelings and those of Jesus. Year 6 pupils sensitively explore forgiveness and the role of prayer. Typically in all classes, the teachers start from the pupils' own experiences. As the pupils work effectively together in pairs or small groups they slowly move from actual anecdotes to putting into words what they begin to feel are the underlying ideas, beliefs and religious implications. Sometimes pupils achieve this successfully through role-play. They display a confidence in expressing their ideas in words, show an interest and sensitivity in each other's viewpoints. In all classes, they manage to sustain the focus of the lesson and are eager to share their deliberations at the end of each session. Whilst the main thrust is Christianity, pupils, with other religious beliefs, make a most valuable contribution about their own faiths. Thus by sharing their own experiences, Year 6 pupils develop their appreciation of the importance of prayer to both Christians

and Moslems. Year 5 pupils explore successfully the significance of the Christian Easter and Jewish Pesach festivals.

141. The quality of teaching is good. In the lessons seen, the quality of teaching was at least satisfactory and in most instances, good. Teachers use open-ended questions well encouraging pupils to think. They are given the time to express their thoughts. Staff are sensitive in the way in which they help rephrase or expand an idea. Contributions are always positively received and as a result pupils' confidence and willingness to contribute is enhanced. When pupils are discussing together, teachers work with small groups, helping those who find it most difficult to marshal thoughts, thus enabling them to make good progress. Teachers are effective in the way in which they build on previous work, the theme of the assemblies and materials covered in other subjects. As a result, pupils are better able to appreciate the relevance and significance of religious ideas and the way in which these impact upon everybody's life.

142. The subject is well managed. Although the coordinator monitors teachers' planning and pupils' work there is no monitoring of teaching to gain a clear picture of how well the subject is taught. The scheme of work, which follows the locally agreed syllabus and the supporting material used by all teachers, has been thoughtfully adapted to fit in with the thematic approach used by the school and works well. The approach ensures a respect for, and understanding of religions and cultures. The subject makes a very valuable contribution to spiritual, moral, social and cultural development. The school is justly proud that this approach enables all pupils to participate in all aspects of worship and religious education teaching. Resources are satisfactory and library and artefact loans are used effectively when required. There is no formal assessment and record keeping procedure.