

INSPECTION REPORT

ORRISHMERE PRIMARY SCHOOL

Cheadle Hulme

LEA area: Stockport

Unique reference number: 106069

Headteacher: Mrs S. Mosco

Reporting inspector: Mrs G. Crew
22837

Dates of inspection: 8th - 9th October 2001

Inspection number: 196018

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R. Hooley
Date of previous inspection:	May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The number of pupils on roll is 199, which is about the same as other primary schools. The school serves a well-defined catchment within the local community. Provision is for children from age four to eleven. There is not a significant difference between the number of boys and girls. Children begin in the Reception class, the Foundation Stage, in the year in which they are five. Attainment on entry to the school is generally in line with nationally expected levels, although the full range of abilities is represented. Nine per cent of pupils are eligible for free school meals, which is broadly in line with the national average. There are two pupils for whom English is an additional language. The majority of pupils come from white ethnic backgrounds. Pakistani and Chinese heritages are also represented. Thirty one per cent of pupils are on the register of special educational needs. This is above the national average. There are two pupils with a statement of special educational need. A register of pupils who have been assessed as gifted or talented is kept in order that their needs can be identified and attended to appropriately.

HOW GOOD THE SCHOOL IS

This is a very good school with some excellent features. It has recently had its achievements recognised by the Department for Education and Employment. Standards that pupils attain at the end of Year 6 are well above the national average in English and science. Pupils' performance is very high in mathematics. Achievement, from the levels they are working at when they start school, is very good. The contribution of the headteacher in managing the school is outstanding. The drive with which she leads is purposeful and focused on supporting each pupil so that they achieve the best they can. This is upheld by the work of all the staff in creating a happy, caring community. The personal development of pupils is excellent and the key to their achievement. This permeates all the school does and underlies the school's thoughtful ethos. All pupils are cherished and valued for their individual achievements and contribution to the school. Teaching and support staff are very hard working and use their skills to best effect. Accommodation and resources are used very efficiently to provide a rich learning environment. The curriculum is relevant and adapted to the needs of all pupils. The school does not stand still; it is constantly seeking to improve standards further. The strengths of the school integrate together very successfully to produce a very effective and high quality learning environment. Very good value for money is provided.

What the school does well

- The headteacher provides outstanding leadership. Staff and governors give very good support. As a result, the school provides a very good model of primary education firmly based on the needs of all pupils.
- The provision for personal development, and pupils' response to this, is excellent. Outstanding relationships support this.
- By the age of eleven, pupils attain standards in English and mathematics that are well above average and above average in science. Pupils produce good work in art and design, history, geography and music.
- The quality of teaching is very good and results in highly effective learning. Expectations of pupils' performance are high and pupils rise to challenges set by teachers.
- The school provides a full and varied curriculum that is relevant to all pupils and helps them to develop very good foundations in the skills needed for success in the future.
- Staff very accurately assess pupils' achievements and use the information effectively to make sure that pupils make the best progress they can.

What could be improved

- The inspection team found no areas where significant improvement was needed.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in 1997 considerable improvements have been made. The school has most effectively implemented the national initiatives required of it. Issues raised in the inspection report have been tackled very successfully. Areas that were identified as strengths have been further improved. Standards have at least been maintained. Standards in reading at the end of Year 2 and mathematics at the end of Years 2 and 6 have improved. The school has developed schemes of work and assessment along with target setting linked to these. These areas are now strengths. Pupils have many opportunities for independent learning. They reflect on their work, judging their own success, and set targets for improvement. Statutory requirements for the prospectus and the annual report to parents are met. In addition, the quality of teaching and learning, pupils' personal development, including their attitudes to school and behaviour, relationships and the progress pupils make have all improved markedly. Accommodation has been improved, most notably by the creation of a computer suite and play area for the youngest children.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A	A*
Mathematics	A	A	A*	A*
Science	A*	A*	A	A

Key

in the highest 5 per cent A*

well above average A

above average B

average C

below average D

well below average E

At the end of the Foundation Stage, standards are generally average in all the required areas of learning. A significant number of pupils do well in personal and social development due to the very high emphasis placed on developing this aspect. At the end of Year 2, attainment is well above the national and similar schools average in reading, above average in writing and very high, in the highest five per cent nationally, in mathematics. Pupils continue to do very well in Key Stage 2. At the end of Year 6, pupils' attainment is well above average when compared nationally in English and science. Attainment in mathematics is in the highest five per cent in the country. When compared to similar schools, pupils attain within the highest five per cent in English and mathematics and well above average in science.

The school sets realistic targets for what the pupils can achieve by the time they leave the school. The targets are sufficiently challenging, as they are based on a careful analysis of the varying prior attainment of each year group. The upward trend in the school's results has been broadly in line with the national trend, although this has been maintained at a higher level than most other schools. Inspection findings confirm that standards are high in English, mathematics and science. Pupils use their literacy and numeracy skills well and this is a strength. During the inspection, which was early in the school year, good standards of work were seen in art and design, history, geography and music. All pupils, including those with English as an additional language, make very good progress. Pupils with special educational needs attain standards that are in advance of those which might normally be expected of them, especially in literacy. Those pupils who are gifted or talented make very good progress.

They are encouraged to develop thinking and reasoning skills beyond those expected for their age. As a result of the arrangements made each pupil is considered individually; they all achieve very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very eager to learn and keen to succeed. They are enthusiastic learners and are greatly interested in work that is presented to them.
Behaviour, in and out of classrooms	As a result of the very good procedures and consistent management, behaviour is very good. Pupils show respect for each other, for adults and the school. They are friendly, kind and understanding.
Personal development and relationships	Excellent. The promotion of this area is fundamental to all the school does. Outstanding relationships are at the heart of this.
Attendance	Very good. Pupils really enjoy coming to school.

Pupils have a confident approach to their work, which has a positive impact upon the standards that are achieved. They work well independently and are also very good at working together. Pupils are attentive, thoughtful, hard working and comfortable to 'take risks' due to the climate staff create.

TEACHING AND LEARNING

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

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

The overall quality of teaching is very good because of the consistency of teaching that is good or better. Excellent aspects of teaching were seen in a number of lessons when pupils' contributions were carefully considered and used to improve pupils' learning. This was particularly evident in an excellent science lesson when pupils made links with previous work to predict and hypothesise. Teaching of English and mathematics is very effective and lessons are carefully planned and very well prepared. Teachers maintain high expectations of pupils' behaviour and performance. In all lessons, care is taken to provide appropriate challenges for pupils according to their particular stages of development. Suitable demands are placed on pupils and they are always encouraged to 'have a go' and learn through their mistakes in a positive way. Activities are matched to pupils' particular learning needs. This results in very effective learning for all pupils, including those who are gifted or talented or have special educational needs. Teachers are very adept at providing opportunities for pupils to use their literacy, numeracy and information and communication technology skills across the curriculum. The proportion of high quality teaching is much higher than at the time of the last inspection. This reflects the emphasis the school has placed on discussing how pupils learn best and how they can make their teaching more effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very rich curriculum is provided, which includes a strong emphasis on developing pupils' creativity and personal development.
Provision for pupils with special educational needs and English as an additional language	Very good. Pupils requiring support are identified early. Tasks are tailored to pupils' particular learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are encouraged to reflect sensitively on issues that affect their lives and lives of others. Social and moral development is very good. A strong feature of the programme is developing each child individually through raising confidence and self-esteem.
How well the school cares for its pupils	Very good. All staff show great care for the pupils and the procedures related to this are very good. All pupils' progress is carefully monitored and programmes of learning adapted appropriately as a result.

The curriculum is especially relevant to pupils' needs and provides firm foundations for the next stage of their education. Pupils flourish within the very thoughtful and caring learning environment provided by the school. The school works in very close partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership. She has a firm belief in the potential of all pupils to succeed. The senior staff provide excellent support. All staff work very well together as a team and there is a very good sense of companionship amongst the staff. An ethos, firmly rooted in a commitment to raise pupils' esteem and confidence, is led by the headteacher and followed through by the whole staff.
How well the governors fulfil their responsibilities	Governors work together very effectively to support the school and act as a critical friend. They have a very good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	The school evaluates its performance clearly and accurately. Precise performance data is recorded and analysed very well to identify areas for development.
The strategic use of resources	Resources, human and physical, are used very carefully and always with a view about how their use will influence learning opportunities.

The school has developed an ethos that is rooted in a commitment that all pupils will do their personal best. Finances are used very efficiently and the principles of best value are used very well to ensure cost effectiveness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That the staff are approachable.• Their children like coming to school and behaviour is good.• The teaching is good and expectations of the pupils are high.• The school is well led and managed.• The range of activities outside lessons is good.	<ul style="list-style-type: none">• The amount of homework that is given.• Information about how their children are getting on.• The partnership with parents.

Inspectors agree with the parents' positive comments. Inspection findings show that the school works very closely with parents and they are given very good information about pupils' progress. Problems identified are related to the previous school year and have now been overcome. Pupils are provided with the right amount of homework. This increases progressively as pupils move through the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides outstanding leadership. Staff and governors give very good support. As a result, the school provides a very good model of primary education firmly based on the needs of the pupils.

1. The headteacher provides outstanding leadership. She has a clear vision for maintaining a high quality of education for all pupils. She is highly successful; the aims shape the school's ethos and a high standard of education is provided for all pupils. The aims are the guiding principles and the headteacher makes strenuous efforts to ensure that staff translate the school vision that 'children learn what they live' into reality. The headteacher has a very clear understanding of the varying learning patterns that different pupils have and, with the rest of the staff, is ever mindful of tailoring provision to fit the needs of all pupils. She has an awe-inspiring belief in the potential of all pupils to succeed and endeavours to maintain an inclusive learning environment where pupils' academic, physical, emotional and spiritual needs are addressed.

2. The headteacher works in a very close partnership with the staff and governors to provide very good leadership and management overall. Relationships are excellent and there is an overwhelming feeling of partnership and teamwork in the school. This is evident in the supportive companionship amongst staff and governors. All staff have a shared philosophy about how important pupils' personal development is to successful learning. This is the heart of all that happens in the school and a calm, purposeful working atmosphere results. Everyone is valued for their personal achievement or contribution to the school.

3. Governors are kept well informed about all school issues and maintain a very good oversight of provision. The governing body fulfils its statutory responsibilities very well and keeps a careful watch on how financial allocations are used. Specific grants are used for the intended purposes and substantial sums are used to enhance learning opportunities. The governors understand and share in the headteacher and staffs view that Orrishmere is a community that fosters an 'I can do' philosophy where children and adults feel 'It's OK to get things wrong. Anyone can make a mistake and learn from it'.

4. The headteacher, governing body and senior staff are vigilant in their monitoring and evaluation of the school's performance. The quality of teaching is monitored and discussed regularly. Effective action is taken to maintain consistent high standards. The school does not stand still; it is constantly seeking to improve standards further. An ethos rooted in a commitment to provide every opportunity for all pupils to be successful learners has been firmly established. This creates a momentum that leads to the search for further improvements as the school pursues its quest to provide the highest possible quality of education for all of its pupils.

5. Pupils make very good progress from Reception through to Year 6. Most enter school with standards of attainment broadly in line with national expectations and leave with standards that are high. Taking into account the high standards that the school maintains, including the very high standards of care, inclusiveness and the very good quality of teaching, coupled with the very good range of learning opportunities provided, the school provides very good value for money in the community it serves.

The provision for personal development, and pupils' response to this, is excellent. Outstanding relationships support this.

6. The aims of the school are reflected in its everyday life. This makes a tremendous contribution not only to high standards, but also to outstanding relationships and excellent personal development. As a result, everybody who contributes to the school knows exactly what it means to be part of the community where achievements are valued and respected. Pupils know they are important and that they are expected to give of their best. They know that their contribution to the school, whether it is academic, creative or sporting, will be welcomed and appreciated.

7. The personal development of each pupil is given the highest priority and this begins before the children even start school. The headteacher and the staff have a personal interest in every pupil and they communicate very well with families. They quickly learn about pupils' interests and extend their skills or talents. From the Reception class onwards, pupils' personal development is also fostered by their involvement in the daily routines of the school. They help each other and adults. They notice what needs to be done in their classroom or around the school and do it. Pupils plan and organise their work and their confidence and independence grows as they move through the school.

8. Throughout the school, pupils are thoughtful and reflective and personal development flourishes in the secure learning environment that the school creates. The pivot of this development is the school's recognition that positive self-esteem and confidence are crucial to being a successful member of a society and an effective learner. The school has an excellent structured programme in place for developing this, which is regularly taught through 'circle time' and 'golden time' activities. Pupils learn the importance of social and moral issues and that all people have 'rights' that should be respected by all.

9. Very positive attitudes reflect pupils' high levels of self-worth. Staff enjoy teaching and plan experiences that make learning challenging and exciting. As a result, pupils respond to this very enthusiastically, enjoy their work and tackle activities with determination. Pupils concentrate hard and seek to do their best in all areas of their work. They are conscientious and diligent, whilst maintaining a balanced good-humoured approach to their work. Pupils understand the significance of paying attention in lessons, which contributes to their strong motivation and the depth of understanding the older pupils have of different viewpoints. Pupils' attitudes to learning are based on a mature understanding of the aims of individual lessons, their knowledge of their own learning and a very good knowledge of their own strengths and areas for improvement. This is supported by the pupils' knowledge of their own learning targets and the use of very effective marking that informs pupils what they need to do to improve.

10. Levels of pupils' personal development help them to have remarkable confidence and they discuss their work in a mature manner. Younger pupils are enthusiastic about numeracy lessons, when they say, "We learn to work with numbers and it's fun!" Older pupils are equally eager to learn and zealous in their approach to activities. Pupils are often reluctant to stop work when they have to. Adults reinforce the importance of learning and pupils are strongly influenced by this. Pupils in Years 5 and 6 were quick to say how they value the discussions they have with their teachers about their homework and how this helps them to improve what they do. They act responsibly and demonstrate high levels of initiative.

11. The majority of pupils say how important it is for good 'things' to be shared and celebrated. They feel the incentive to do their best is encouraged throughout the school. Pupils enjoy the 'awards' they receive for example, gold awards, certificates, the lunchtime shield or teddy, golden time or being the 'VIP'. Assemblies, to which anyone in the school

community is welcomed, provide an opportunity to acknowledge pupils' achievements publicly. Parents say they value being invited to this event and that it has a significant impact on their child's confidence and feelings of self worth. This is one of the many ways that parents feel they are encouraged to be partners in their child's learning.

12. Relationships within the school are outstanding. This is of crucial importance in forming pupils' attitudes to their work and play. The adults who work and help in the school provide powerful role models. They represent values that reflect the aims of the school, for example courtesy and respect, and their response to other adults and the pupils is excellent. The relationship between adults is exemplified in the way in which they work together collaboratively as a team and this gives excellent encouragement to pupils to do likewise. Adults encourage pupils to work together and use their initiative, but also provide opportunities for pupils to learn to compete fairly. Staff know the pupils very well and offer sensitive advice and support. They also encourage pupils to understand the feelings and beliefs of others and the differences between people in a constructive way that contributes to pupils' personal development. For example, pupils were encouraged to think about current world events and their impact with great sensitivity.

13. Very good behaviour is fostered through the personal development programme. Pupils are taught respect and the responsibility for making the right choice. Pupils behave very well in lessons, around the school and when taking part in out of school activities for example, in after school choir sessions. All pupils know the 'rules' and they are polite and considerate. Staff are very good at managing the few instances of unacceptable behaviour and are fair in their approach. Pupils are very aware of the expectations that school staff have of their behaviour. They are clear about the way they will be helped to understand their actions if their behaviour should lapse. Pupils have a good sense of justice and fair play. They understand that mishaps in the playground usually occur accidentally rather than intentionally. Very good teamwork is evident as pupils work together in their responsibilities, for example preparing for assembly and in organising the equipment for the youngest children. Pupils help and support each other in lessons. A good example was seen in Year 2. Pupils worked on the computers as part of their religious education work. They were quick to give each other advice so they could all achieve success in the task.

By the age of eleven, pupils attain standards in English and mathematics that are well above average and above average in science. Pupils produce good work in art and design, history, geography and music.

14. Very good foundations for learning are laid in the classes for the four to seven year olds. In the National Curriculum tests at the end of Year 2 in the year 2000, pupils' performance in reading was well above the national average, writing was above average and mathematics was very high.

15. The foundations are built on further in Years 3 to 5, so that at the end of Year 6 pupils' performance in the National Curriculum tests is high. This has been consistent over the last four years. When taking the performance of boys and girls together over this period the average National Curriculum point scores have exceeded the national average for their age group. The scores show that pupils' achievement in English, mathematics and science is very good from the time they start school to when they leave.

16. The more recent test results are consistent with previous scores and the findings of the inspection, that at the age of eleven:

- attainment in English and science is well above the nationally expected level for pupils of this age;
- attainment in mathematics is very high;
- boys and girls reach equally high standards.

17. Pupils' achievements are enhanced by the way the school uses the literacy and numeracy strategies. Positive contributions to pupils' achievements are also made by the effective ways in which literacy, numeracy, information and communication technology and citizenship are integrated into pupils' topic work. The pupils are provided with many opportunities to use the skills they have learnt across the curriculum.

18. In English, at the end of Year 6, pupils have a very good understanding of how to use different types of speech for different situations. Very good work was seen where pupils were preparing questions as part of their work on 'The Frozen Man'. For example, they sensitively ask, "Are you unwanted?" and "What is your mission?" They are skilled at writing letters for different purposes, descriptive passages, complex instructions and poetry. Pupils use their literacy skills in writing associated with other subjects of the curriculum, such as geography, history and religious education. A very good example was seen when pupils wrote a piece entitled 'The Day The Vikings Came'. Pupils used their knowledge of this period of history and their knowledge of personification. They understood how this strategy could enrich their writing and composed inventive phrases such as 'there, on the expansive horizon, were four colossal ships'.

19. Pupils use words sensitively and understand how to choose words carefully in order to create accurate image, or an effect that has a strong impact on the reader. When describing the emotions that different colours can suggest one pupil wrote 'Cold breath; black, greys and the icy winds white'. Effective use is made of computers to 'publish' their work. This helps to encourage very good presentation and a range of styles. For example, pupils wrote reports that followed the format of a newspaper and included a well-written news item about the Zulu visitors to school. Pupils are well read and have a very good knowledge of a wide range of literature. Different year groups are introduced to classic children's literature, including poetry. Pupils in Year 6, for example, study 'The Highwayman'.

20. In mathematics at the end of Year 6, higher attaining pupils understand how to convert fractions to decimals and percentages. They apply their knowledge well in realistic situations and discuss the meaning of 'equivalence'. Lower attaining pupils understand and use the term 'inverse operation' accurately and understand the tests for divisibility. Their work shows that they tackle algebraic problems using deduction. For example, when they work out what the correct change should be when purchasing a number of items. Pupils of all abilities work on place value, and link this to their knowledge of factors and rules of division, angles and definitions of shape and their properties.

21. Pupils use a range of strategies when solving problems mentally or when using written calculations. They explain why they have chosen to use particular methods, are confident to 'have a go' and respond quickly. They check their work through carefully and use alternative methods to correct their mistakes. Work is very well presented. This helps pupils to understand the principles of arithmetical calculations and recognise where they have made mistakes in their reckoning. Throughout the school, pupils use their numeracy skills in other subjects, such as geography and science, and use mathematical programs on the computer to support their learning.

22. In science, at the end of Year 6, pupils understand the difficult concept of the phases of the moon. In discussion with pupils they talk with confidence about how the position of the sun appears to change during the day and how shadows change. They understand how day and night are related to the spin of the earth and that the earth orbits the sun. Higher attaining pupils know that the earth spins on its own axis and lower attaining pupils know how long the moon takes to orbit the earth. Pupils know about and describe the properties of solids, liquids and gases. Higher attaining pupils talk confidently about dissolving solids to give solutions. Past work shows that pupils have used their knowledge to decide how mixtures might be separated. Lower attaining pupils know that some materials are better conductors or insulators than others.

23. Pupils know about forces. They use knowledge they have learned previously and specific vocabulary to describe the outcomes of experiments. For example, when describing that gravity force is greater than that of air resistance. Examples of past work show that pupils use information and communication technology to communicate their findings in appropriate ways, such as tables, bar graphs and diagrams. A key feature of science study is linked to the use of the school's own environment. Throughout the school, pupils follow a programme planned to gain knowledge and understanding of life processes and living things through pond study. Due to the depth of progressive coverage, pupils have very good levels of understanding about growth and nutrition, reproduction, classification, micro-organisms and how plants and animals adapt to their environment. Pupils value the pond and the inhabitants highly. This is demonstrated by their annual commitment to a 'frog patrol'.

24. Good work is produced in art and design. This begins in the Reception class where children create good paintings in primary colours and mixed media after considering seascapes. They sculpt to make a hand that expresses the emotions they are feeling. Effective links are made with other subjects. For example in science, when pupils in Year 1 produce pond life art using chalk on a black background and pencil on a coloured one. In Year 4 and 5, work is linked to history. Pupils recreate Greek art using pen, along with gold and silver paint, delicately and carefully. Their work also links with design and technology when they study the work of Clarice Cliff and use clay to make coil pots. Work is linked to geography when pupils study African art. They paint in 'hot' colours to represent the climate and use their knowledge of the culture in Tanzania to influence silhouette figures. Pupils make masks in an African style. Use is made of information and communication technology. For example, pupils in Year 2 use the program 'Dazzle' to generate beautiful representations of 'The Creation' following a religious education lesson. They consider shape and pattern and use clipboard templates to embellish their own ideas. Art and design is enhanced by the influence that visits and visitors have in inspiring pupils or introducing them to the art of different cultures, for example Japan.

25. Standards in humanities, history and geography, are above expectations because the programmes of work are carefully planned in a progressive way, subjects are taught through a 'first-hand' approach, which helps the pupils to experience and understand, and very good use is made of pupils' literacy skills to support their learning. For example, 'role-play' was used successfully in a Year 4 and 5 history lesson. Pupils acted out the Ancient Greek system of justice and understood that 'citizens', the males, had voting rights and that guilty parties were ostracised by the community.

26. Pupils attain good standards in music. All pupils have the opportunity to play the recorder and the majority of pupils play at least one from a range of woodwind, string, brass, percussion or keyboard instruments. A great many pupils gain awards for the standard they achieve and the pupils frequently combine their expertise to perform as an orchestra. Pupils listen and respond to a wide range of music in assemblies and lessons. For example, pupils in Year 6 recognise the features of an Indian Tal. They use their knowledge of the number of

counts to compose their own piece. They then elaborate on this by adding in double notes. All pupils are involved in musical performances during their time in school. This culminates in a major musical production at the end of Year 6. The school choir demonstrates a very good standard of singing and performs in competitions and at local functions.

The quality of teaching is very good and results in highly effective learning. Expectations of pupils' performance are high and pupils rise to challenges set by teachers.

27. The overall quality of teaching and learning is a strength. Teachers create a purposeful working atmosphere in classrooms. This reflects their very high expectations of academic performance and standards of behaviour. During the inspection, teaching was always satisfactory or better; it was good or better in 89 per cent of lessons and very good or better in 61 per cent. Teachers' planning is very thorough. This ensures progression in what is taught and this helps to maintain the high standards achieved. Lessons are sequenced to ensure full coverage of a topic or a programme of study. Plans include precise detail about what it is teachers want pupils to learn. This is always communicated to the pupils so they know what they are expected to achieve. Individual lessons are planned to grip pupils' interest.

28. Aspects of teaching that underpin the school's philosophy and pupils' effective learning are the care that is given to presenting work at a level that challenges and the belief in the ability of all pupils to succeed. Teachers give regular praise or constructive help to encourage pupils to give of their best. This contributes to the ethos that is rooted in a commitment to achieving high standards. Grouping is considered very carefully. As a result, pupils are working on or near their capacity and learning is very good. For example, in a lesson for pupils in a Year 4 and 5 class they all had the same literacy focus. However, the activities for each group were adapted according to ability. Each group worked independently, concentrated well and completed the tasks successfully. Pupils who needed to consolidate their learning did so, while others were challenged to use more recently learnt skills.

29. During the lessons teachers challenge pupils by asking relevant and probing questions. For example, "That's one solution, but what if....." Very good expectations and challenge require pupils to put effort into their work. As a result, they work at a good pace, even when they are not explicitly told to do so. For example, in a Year 2 literacy lesson one group worked diligently without any adult support and got on with the task independently. They knew that they were expected to "Try it ourselves or ask a friend." if they needed a spelling. Pupils concentrated hard and this contributed to very good achievement. Teaching makes demands on the pupils, but teachers maintain the sense of fun and enjoyment in learning. For example, in an excellent science lesson in Year 2 the teacher jokingly made sure the pupils knew they would get a chocolate crispy cake at the end of the lesson about changing materials. She immediately had the pupils' attention on the task and not the final product! After giving the pupils clear information she asked, "Are you all happy that you understand?" to which the response was a resounding "Yes!" Pupils were confident to tackle the work independently. They were not worried about making a mistake because this was a 'green light activity' when they did not have to worry about spelling correctly, but had to "Get our ideas on the paper." As a result, pupils shared their work confidently at the end of the lesson and applauded each other's answers.

30. The teaching of literacy and numeracy is very effective. The curriculum for both subjects is taught with a very good depth of understanding of the key skills that pupils are required to know and understand. Explanations are well structured. Teachers analyse pupils' particular needs and they are grouped by ability to promote higher standards. Teachers provide brisk, focused activities that promote effective learning. Organisation of lessons

allows teachers to work with all pupils at some time, including the highest attaining, so that they can be challenged at their individual level. Practical activities and investigations are used to allow pupils to apply and extend their learning in a range of ways. During all elements of lessons, teachers use questioning very well to assess pupils' knowledge and understanding and to challenge thinking. At the end of lessons teachers ensure that the pupils' understand what it is they have learnt and whether they have achieved the objective of the lesson. For example in Year 3, the teacher carefully recapped what it was she had expected the pupils to learn in a mathematics lesson. She went on to very skilfully question them so that they told her how they had achieved the objective of the lesson. The lesson was completed with a quick game. This helped the teacher to see which pupils had understood well and those who were still struggling and needed more reinforcement without putting pressure on the pupils.

31. Pupils with special educational needs receive very good extra help in class lessons. The warmth of relationships ensures that they make very good progress. Teaching assistants carry out their individual roles very effectively in lessons and give pupils very good support. They are well versed in the purpose of lessons or group activities. They use their initiative very well and spend their time profitably to support learning. As well as in class support there is a very good programme for extending the learning of gifted pupils. The lessons, taught by a specialist, develop pupils' thinking skills and stretch their imagination, creativity and logic. Pupils are given a safe and receptive forum for their thoughts and ideas with others of a similar ability. Due to this exceptional 'think tank' provision pupils learn about how they think and consider different ways of thinking for different situations or tasks. Careful records are kept of all pupils' achievements and teachers reflect on the varying learning styles displayed by different pupils. Several display, for example, unconventional learning patterns and these are taken into account as teachers prepare and teach their lessons. This genuine interest in the way pupils learn and in the performance of all pupils promotes a mutual trust, understanding and respect.

32. Teachers are very enthusiastic and reflect seriously on the quality of their performance and how they might improve pupils' learning opportunities. It is clear where assessment of pupils' learning and evaluation of the strengths and weaknesses of a lesson influences future planning and the setting of targets for learning. High expectations of the neat and orderly presentation of work are maintained. Pupils of all abilities produce neat, careful work. In work seen, it was evident that the high quality of teachers' marking is consistent and makes a strong contribution to effective learning. For example, in a lesson for pupils in Year 6, where the teaching of literacy was very good, the pupils' books were marked with very helpful and encouraging comments from the teacher. This is a very good example of the way in which teachers use their assessment of the pupils' work to further motivate them. All pupils are set targets and know what they have to do next to improve their individual performance.

The school provides a full and varied curriculum that is relevant to all pupils and helps them to develop very good foundations in the skills needed for success in the future.

33. The school provides a very good range of learning opportunities through a very rich curriculum that meets national requirements really well. Due emphasis is given to English and mathematics. The skills pupils learn in these subjects have a significant impact on their ability to make progress in other aspects of the curriculum. The considerable emphasis on developing literacy, numeracy and personal, health and social education does not lessen the breadth of the curriculum. There is a strong emphasis on science, where the pace of learning is very good. The curriculum for information and communication technology has been steadily improving. Skills learnt in this area are used across the curriculum, particularly to help pupils 'publish' their work to a very high standard.

34. Music, humanities, religious education and art and design maintain a high profile in the school's curriculum and contribute significantly to pupils' understanding of beliefs and different cultures. Pupils develop a sense of wonder as they learn about the complexity of the world and consider their place in the great scheme of things. Spiritual development is very good. Pupils develop a sensitive awareness of their own cultural traditions and provision for cultural development is also very good. Prominence is given to developing pupils' awareness of the multi-cultural nature of society. Literature and music from a range of cultures are studied. In specific lessons and at important times in the school week, such as assemblies, 'circle time' and 'golden time', pupils discuss moral and social issues that affect themselves and their families as well as world issues. Pupils develop a self-knowledge, an understanding of right and wrong, an enlightenment of the principles that govern society and what it means to live in a community. This aspect of the pupils' development is of an extremely high order.

35. A very good range of visits, visitors and activities outside lessons contribute to the overall quality of the curriculum. These are intrinsically linked with the programmes of academic work and personal and social education. For example, the residential visit to the farm gives the pupils chance to live and work together while developing knowledge of farm life linked to the subjects of science, geography, history and physical education. Visitors to the school support educational studies. For example, a visitor from Japan taught the pupils about origami and pupils wrote haiku poetry following the visit. All pupils have the opportunity to attend clubs at some time. These cater for pupils' interests in sports or the arts. In line with the school's philosophy of all pupils being capable of good achievement in some area, pupils are given scope to develop their particular skills or talents through the opportunities provided both in and outside lessons. The school helps pupils to recognise their successes and develop their belief in themselves.

Staff very accurately assess pupils' achievements and use the information effectively to make sure that pupils make the best progress they can.

36. The school has made very good development in the systems for and use of assessment to track pupils' progress since the previous inspection.

37. At the beginning of the school year staff administer tests to assess level of attainment and compare these with performance in the previous year to judge the progress pupils make. Along with information from specific reading and spelling tests, information gathered is used to assess pupils' strengths and weaknesses and to target pupils in relation to their learning needs. This is incorporated into the teachers' planning and pupils' individual targets. Teachers' assessments give indicators of those pupils who need further support or challenge, either in small group work or with specialist staff. The headteacher and senior staff use this data to assess how the school is performing year by year in terms of overall improvement and in comparison to other schools.

38. Assessments used throughout the year are very carefully administered. They are analysed to ensure that lessons are appropriately challenging and effective. Pupils' ongoing progress is mapped out and targets for further improving attainment are set. This creates a flexibility that ensures that each pupil is working at an appropriate level in class work and making optimum progress. Groupings may be changed as a result or individual pupils may receive additional support. Over time, comprehensive profiles of attainment build up for each child.

39. The school puts the information gathered from assessment to very good use, including that of reporting to parents. The area where the use of information gathered is having the greatest impact is in monitoring standards. As a result of this aspect of its work,

the school has an objective view of the standards attained, whether pupils' achieve as well as they could and the progress individual pupils have made during their time at school.

WHAT COULD BE IMPROVED

40. The inspection team found no areas where significant improvement was needed. Inspection evidence shows that minor issues for improvement observed are already in the school's development plan and are currently being addressed. There are no issues for the school to consider because of the very good procedures for self-review, including the identification of appropriate priorities for development, and the subsequent action taken.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	5	2	0	0	0
Percentage	5	56	28	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	199
Number of full-time pupils known to be eligible for free school meals	18
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	62
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	12		17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls			
	Total	17	16	17
Percentage of pupils at NC level 2 or above	School	100 (90)	94 (90)	100 (90)
	National	83 (82)	84 (83)	88 (87)]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls			
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (83)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Figures have been omitted from the above table where they are 10 or fewer.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	22	11	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	21
	Girls			
	Total	31	29	31
Percentage of pupils at NC level 4 or above	School	94 (88)	88 (92)	94 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	22
	Girls			
	Total	31	29	32
Percentage of pupils at NC level 4 or above	School	94 (88)	94 (100)	97 (100)
	National	70 (68)	72 (69)	79 (75)

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

Figures have been omitted from the above table where they are 10 or fewer.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	4
Bangladeshi	0
Chinese	1
White	146
Any other minority ethnic group	2

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)	9
Number of pupils per qualified teacher	28
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	162

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	387177
Total expenditure	377545
Expenditure per pupil	2019

Balance brought forward from previous year	2644
Balance carried forward to next year	12276

Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.6

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	199
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	1	1	3
My child is making good progress in school.	50	41	0	0	8
Behaviour in the school is good.	47	47	3	0	3
My child gets the right amount of work to do at home.	28	51	8	1	7
The teaching is good.	72	24	0	0	4
I am kept well informed about how my child is getting on.	45	42	4	4	4
I would feel comfortable about approaching the school with questions or a problem.	66	31	0	3	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	50	38	3	5	4
The school is well led and managed.	59	31	3	0	5
The school is helping my child become mature and responsible.	57	34	3	0	5
The school provides an interesting range of activities outside lessons.	59	34	3	0	4